

TEXT TYPES

Recount

Structure of a Recount:

- Background information about who, where and when.
- Series of events in chronological order.
- Personal expressions of attitude and feelings.

A Recount tells what happened.

Narrative

Structure of a Narrative:

- Orientation—who, what, where and when.
- Complication.
- Series of events.
- Resolution.

A Narrative tells a story.

Procedure

Structure of a Procedure:

- Opening statement of goal or aim.
- Materials required listed in order of use.
- Series of steps listed in chronological order.

A Procedure tells how to do something.

Information Report

An Information Report is used to present information about something. It describes an entire class of things, whether natural or made.

Structure of an Information Report:

- Opening general definition or classification.
- Sequence of related statements about the topic.
- Concluding statement.

Explanation

Structure of an Explanation:

- A general statement.
- A series of events in chronological order.
- Concluding statement.

An Explanation makes clear how or why things are as they are, or how things work.

Discussion

Structure of a Discussion:

- Opening statement presenting the issue.
- Arguments or evidence for different points of view.
- Concluding recommendation.

A Discussion presents information and opinions about more than one side of an issue.

Exposition

Structure of an Exposition:

- Point of view is stated.
- Justification of arguments in a logical order.
- Summing up of argument.

An Exposition puts forward an argument or a particular point of view.

Description

Structure of a Description:

- Opening statement introducing the subject.
- Characteristic features of the subject.
- Concluding statement (optional).

A Description details the characteristic features of a particular thing.

Response

Structure of a Review:

- Context—background information on the text.
- Description of the text (including characters and plot).
- Concluding statement (judgment, opinion or recommendation).

A Response is used to summarise, analyse and respond to literary texts. A Response may be a review or a personal response.

Structure of a Personal Response:

- Context—background information on the text.
- Personal opinion and/or reaction.

Text Types Examples Primary School

**Eve Bearne, Henrietta Dombey, Teresa
Grainger**



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Teaching Grammar, Punctuation and Spelling in Primary Schools David Waugh, Claire Warner, Rosemary Waugh, 2016-01-30 Trainee and beginning teachers often find the teaching of grammar punctuation and spelling especially challenging as they are not confident in their own knowledge This popular text explores and provides the subject knowledge you will need to teach grammar punctuation and spelling and gives guidance on how to teach it The text is really accessible and includes lots of examples and teaching ideas enabling you to approach teaching with ease Detailed examples of effective lessons show you how to engage children s interest in some of the more formal aspects of writing and throughout activities and practical examples demonstrate how you can translate this learning into the classroom This second edition has been updated in line with the new National Curriculum for Key Stages 1 and 2 A new chapter is included to explore the national SPAG tests in primary schools The tests are explained and advice on how to approach them is included The text will enable you to teach grammar punctuation and spelling effectively supporting your class in all their writing across the primary curriculum

Inspiring Writing in Primary Schools Liz Chamberlain, 2018-12-03 Through teaching fabulous lessons teachers can help children to discover stories create worlds record events mould characters and inspire each other as writers This book provides the guidance and examples to help achieve this

Targeting Text Katrina Wood, Sue Stubbs, 2000

Teaching New Literacies in Grades K-3 Barbara Moss, Diane Lapp, 2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included

The Really Practical Guide to Primary English Diana Bentley, 1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields

Planning the Primary National Curriculum Keira Sewell, 2024-02-29 A complete guide for trainees and teachers To prepare to teach the Primary National Curriculum trainee teachers need more than just the Programmes of Study They need a resource to help them understand plan for teach and assess the curriculum This is their guide to planning the Primary National Curriculum This book explores how to plan in primary schools It covers curriculum design and structure challenges to learning and how children learn This 4th edition includes a new chapter on Adaptive Teaching For each curriculum subject the programme of study is included with notes to help students interpret it in practice The text

covers how the teaching of each subject can be organised assessment opportunities key and essential resources in each subject and how ICT can best be used in each subject to enhance teaching Sequenced lesson examples in all subject chapters link theory to practice and highlight progression The final section of the book explores the many ways in which the curriculum can be delivered It includes the creative curriculum dialogic teaching cross curricular learning and more current thinking about interpreting the curriculum

Non-Fiction for the Literacy Hour Guy Merchant, Huw Thomas, 2014-04-08 This book offers practical guidance for teachers using the National Literacy Strategy at Key Stages 1 and 2 based on the six categories of non fiction outlined in the Strategy It gives an accessible introduction to the features of each of these text types Many teachers now feel confident in working with fiction and poetry whereas the non fiction objectives have been more challenging The book includes new subject knowledge such as understanding the linguistic features of different text types and the need to find authentic reading material practical classroom examples high quality photocopiable texts and activity sheets and detailed guidance on how to work with the material at text sentence and word level Each chapter consists of a description of the genre a text example a photocopiable double page spread giving an annotated version of the text details of the classroom resources for developing the ideas and activity sheets for each text The book will appeal to all teachers and student teachers working at Key Stages 1 and 2 English and Literacy advisers in LEAs and providers of initial and in service training

Creative Teaching: English in the Early Years and Primary Classroom Chris Horner, Victoria Ryf, 2007-06-11 Presenting a range of exciting activities that support the development of creative English lessons within the existing structures of the Foundation Curriculum and the National Curriculum this book is packed full of interactive and creative teaching strategies provides guidance on assessing creative work highlights opportunities for creative literacy activities across the curriculum covers ages 3-11

Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett, 2010-07-02 Winner of the United Kingdom Literacy Association's Author Award 2011 for its contribution to extending children's literacy Praise for the book This book is about making readers A compact summary of its contents would not do it justice It is the account of a life's work and it deserves thanks and readers Margaret Meek Books for Keeps on line Number 185 November 2010 This book is a cornucopia of varied pleasures offering something for all tastes presented with an awareness of the complexities of the field and communicated with commitment enthusiasm and deep knowledge Eve Bearne English 4-11 the primary school journal of The English Association Number 42 Summer 2011 Choosing and Using Fiction and Non Fiction 3-11 is a guide to the many kinds of text we want children to encounter use and enjoy during their nursery and primary school years So children's non fiction literature including autobiography biography information and reference texts is given equal status with fiction nursery rhymes picturebooks novels traditional tales playscripts and poetry The author addresses important issues and allows the voices of teachers reviewers and children to be heard The book supports teachers as they help children on their journey to becoming insightful and critical readers of non fiction and sensitive and reflective

readers of fiction It also contains suggestions for practice which are in the spirit of the more flexible and creative approach to learning towards which primary schools are moving It includes help on using criteria to select quality texts of all kinds annotated booklists for each kind of text for different age groups suggestions for keeping a balance between print and screen based texts case studies showing teachers and children using texts in interesting and imaginative ways to support learning in English lessons and across the curriculum advice on developing children s visual and multimodal literacy guidance on using the school library and embedding study skills in children s wider purposes and learning critiques of key theoretical perspectives and research projects Although the main readership will be primary and student teachers it is hoped that the book will be of interest and use to anyone concerned with the role of texts in children s learning

100 Ideas for Secondary Teachers: Supporting EAL Learners Catharine Driver,Chris Pim,2018-04-19 No matter what you teach there is a 100 Ideas title for you The 100 Ideas series offers teachers practical easy to implement strategies and activities for the classroom Each author is an expert in their field and is passionate about sharing best practice with their peers Each title includes at least ten additional extra creative Bonus Ideas that won t fail to inspire and engage all learners _____ From EAL experts Chris Pim and Catharine Driver come 100 ideas for providing secondary teachers with strategies and activities to support the induction assessment and learning of students with English as an additional language EAL in tutor time in specific subjects and at whole school level There is so much pressure on teachers to deliver engaging and innovative lessons that both adhere to the demands of the curriculum and get the necessary results Having to plan lessons implement strategies and create effective resources for EAL students can be a challenge and with over 15% of secondary school students exposed to a language other than English in their home according to 2016 data from the Department for Education it is a challenge affecting every teacher This book provides practical plans for giving EAL learners general support but also includes ideas linked to specific subjects especially key problem areas such as mathematics and science to help EAL learners get the most out of lessons 100 Ideas for Secondary Teachers Supporting EAL Learners is a treasure trove of adaptable ideas to use for students who are beginners and advanced learners of EAL

Primary English for Trainee Teachers David Waugh,Wendy Jolliffe,Kate Allott,2014-06-15 With chapter sequencing following the new Curriculum this book supports you to make use of the opportunities presented in the National Curriculum for effective and engaging Primary English teaching Covering all areas of the new National Curriculum for primary English and offering insight into effective teaching it helps you connect what you need to teach to how it can be taught It opens up the opportunities in the new curriculum for creative and imaginative teaching and covers all areas of children s literacy from poetry and literature to SPAG Throughout the text case studies of teaching are used as a starting point for learning and guidance on practical teaching strategies is included in all chapters A comprehensive guide to the teaching of primary English that will help you secure your subject knowledge and transform your teaching Includes the full National Curriculum Programme of Study for English key stages 1 and 2 as a useful

reference for trainee teachers Other books in this series include Primary Science for Trainee Teachers and Primary Mathematics for Trainee Teachers

On the Write Track James Clements, 2022-10-13 On the Write Track puts teachers autonomy and their knowledge of what is right for their pupils at the heart of teaching writing It explores a set of research based principles before illustrating these with case studies and examples of classroom practice Writing is about communication Learning to write gives children a voice that others will listen to a voice they can use to share their ideas articulate their feelings amuse and delight their readers and argue for what they believe in While every child every teacher and every classroom are different approaches to teaching writing can sometimes feel prescriptive whether they are based on a particular curriculum model commercial scheme assessment system or underlying philosophy This book provides freedom and choice by introducing a series of tracks for writing teaching including practical approaches to Building a community of writers in the classroom Employing a process led sequence for teaching writing Encouraging children to write for pleasure and share their own interests Exploring the use of rich and diverse texts as fuel for writing Drawing on spoken language and oracy to develop written communication Teaching grammar and punctuation to support writing Utilising feedback to help children develop their writing voice Using drama and play as starting points for writing Through considering these different tracks and thinking about how to weave them together into a coherent whole teachers can help every child to make the journey to being a confident skilled keen writer

More Planning to Teach Writing Emma Caulfield, 2021-05-26 Written by an experienced teacher and literacy consultant this book offers an easy to use approach that will reduce teachers planning time while raising standards in writing Building on the success of Planning to Teach Writing it includes modern and classic picture books short stories and novels to provide a fantastic new range of hooks to inspire teaching and learning Using a tried and tested planning approach and explaining how best to use baseline assessment to build upon children s writerly knowledge and skills it help teachers to produce effective unit plans for writing and in doing so they will be able to concentrate on the core business of teaching units that help children to fulfil their potential as writers The book uses a simple formula for success Find your students gaps in learning Choose a hook that you know will engage your students Select a unit plan that you know will support you to get the best writing out of your students Tailor it to your students Teach it This latest book is the perfect starting point for teachers planning to teach writing in their classroom and the new stories and activities provide fresh ideas to those who are already familiar with the circle planning approach used in Planning to Teach Writing

Developing Literacy in the Secondary Classroom Georgina Barton, Gary Woolley, 2017-05-01 Today s secondary classrooms are increasingly diverse places and skilled English teachers need to be able to develop flexible teaching strategies that can be adapted to best serve diverse learners with divergent needs This textbook for pre service teachers gives them pragmatic guidance on the major aspects of literacy teaching and how to draw insight research and apply it in diverse classrooms Key coverage includes The fundamental aspects of teaching reading and writing to adolescent

learners How to intelligently select and use literature with secondary students Multi literacies and the use of technology in English teaching Assessment strategies for the classroom Teaching techniques for developing reading comprehension This is essential reading for anyone training to teach English in secondary classrooms and for recently qualified teachers looking to sharpen their practice EBOOK: Classroom Interactions in Literacy Eve Bearne, Henrietta Dombey, Teresa Grainger, 2003-11-16 This book examines some of the complexities and debates about language literacy and learning challenging current assumptions about shared understanding of pedagogical principles It foregrounds social and cultural issues and the nature of interaction between children and teachers children and children children and texts of all kinds and the significance of wider interactions within the teaching profession The contributors revitalise debate about the nature of professional knowledge provide insights into the detail of classroom discourse and teacher interventions and examine the transformative possibilities of literacy They argue for a more open and expansive agenda informed by an analytically constructive view of pedagogy and challenge the profession to move from restrictive certainties to the potent possibilities of development through uncertainty and risk *Learning To Teach* Glazzard, Jonathan, Denby, Neil, Price, Jayne, 2014-03-01 The book is intended to give enough information and ideas for trainee teachers to approach the practical business of teaching with confidence **International Perspectives on Writing Curricula and Development** Jill Jeffery, Judy M. Parr, 2021-05-27 This book contributes to the innovation of writing education and research globally by providing crucial insights into how the structures and aims of literacy curricula vary internationally It examines how nine education systems across five continents represent good writing in curricula that shape students experiences learning to write in school The book presents curricular analyses aimed at providing insight into how writing development can be better supported through innovative policy and research The findings regarding international variation are presented under three broad dimensions social and contextual factors that shape writing curricula the discourses of writing reflected in curricula and official documents and hallmarks of classroom practice including the relationship with official discourse Case study chapters present integrated inductive and deductive document analyses findings of which are compared in a concluding cross case analysis chapter Offering a detailed comparative analysis of writing research *International Perspectives on Writing Curricula and Development* will be of great interest to academics researchers and students in the fields of education literacy and curriculum studies It will also be relevant reading for policymakers and curriculum designers Chapters 1 7 9 10 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license *Academic Language in Diverse Classrooms: English Language Arts, Grades 3-5* Margo Gottlieb, Gisela Ernst-Slavit, 2013-09-23 Make every student fluent in the language of learning Language has always been the center of English Language Arts but with most states adopting CCSS the focus on language and literacy across the content areas is required Today it s more essential than ever that English language learners

and proficient English learners have the supports to access and achieve the language of school The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning With dynamic classrooms and units of learning this book gives you a streamlined path for designing and implementing curriculum that leads to student mastery of academic language the key to school success These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word phrase levels This is a road map for teaching Common Core content in language rich classrooms and hence a resource every teacher needs within arm s reach It s all here and clearly presented this is pure gold for everyone who teaches students to speak listen read and write in school with special attention to English language learners Tim Boals Executive Director of WIDA *Literacy for the 21st Century* Gail Tompkins,Rod Campbell,David Green,Carol Smith,2014-08-01 Literacy for the 21st Century 2e gives students the strategies and ability to teach literacy effectively in Australian classrooms Linking the theory and research to classroom practice and with a greater emphasis on the use of digital literacies students will gain a practical understanding of teaching reading and writing Literacy Sue Palmer,Pie Corbett,2003 Sue Palmer and Pie Corbett are the best known names in Primary Literacy This book distils their vast experience and the experience of five years of the Literacy Strategy Enables the reader to discover how to really teach with what really works

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