English as an Additional Language/Dialect

Term 3 Week 2 2018

Dear Families,

So far this year, classes have worked on Description, Narratives, Expositions (persuasive texts) and Reviews. The language features, structure and purpose for these text types have been outlined in previous newsletters this year.

This term there will not be a whole school focus on a particular text type as in the previous 2 terms. Teachers will work on their own choice of one or 2 text types that connect with their theme or topic for the term. For example, a class studying food and health could work on Procedure (e.g. cooking using recipes) as this text type fits with the topic. If a class is studying a topic in History, the students could write Historical Recounts.

Below is an outline of the purpose, types of, and structure associated with the 4 remaining text types. Classes will be working on these over the next two terms. The aim is to expose students to the variety of text types each year, thus building on skills and knowledge in each. As you can see, there are many text types that students are exposed to during their years at school. Of course, the complexity required is linked to skill levels as well as the age or year level of students.

RECOUNT:

Purpose -:

Recounts are used to relate experiences or retell events to inform, entertain or reflect. Recounts can be personal, factual or imaginative.

Personal recounts retell an activity that the writer has been personally involved in.

Factual recounts report particulars on an incident by reconstructing factual information e.g. a recount of an accident, historical recount, biography or autobiography.

Imaginative recounts apply factual knowledge to an imaginary role to interpret and recount events e.g. A day in the life of ……….

Procedural recounts record steps in an investigation or experiment as the basis for reporting results or findings.

Literary recounts retell a series of events for the purpose of entertaining.

PROCEDURE

Purpose: To explain how something is done through a sequence of steps or actions.

Types: Recipes, science practical reports, instructions, manuals, rules for games

Structure:

Title/ Goal – what will be achieved by following the steps?

Materials or equipment (if needed) usually listed in the order they are required

Steps- to tell the reader what to do in order to accomplish the goal, these might be numbered and should be sequenced in a logical order

Diagrams/illustrations can be used to clarify the task/product/steps

Language: Action verbs, e.g. pour, cut, staple, bake as well as adverbs e.g. carefully, slowly

INFORMATION REPORT

Purpose: To provide accurate and relevant information about our living and non-living world

Types:

Descriptive – gives information about one type of thing, Informative about different types/species/sets or describes the composition of things

Structure:

General statement – can be a statement of classification

Sequence of descriptive facts on the subject of the report, grouped through paragraphing/sub-headings

Labelled illustrations, diagrams, optional figures/tables to support the writing

Language: Describing words (description of topic), technical vocabulary

EXPLANATION

Purpose- to account for why things are as they are or how/why something occurs

Types: Sequential – explains how processes occur in series of chronological steps

Causal explanation- explains how processes occur as well as link processes together to show cause/effect

Structure:

General Statement about the phenomenon to be explained

Series of events- the phases of the process in the order they happen

Language: Technical language, conjunctions and connectives to show cause/ effect stages.

Cheers for now,

Gloria and Sofia