# Writing Styles and Text Types

| Writing Style | Text Type | Purpose | General Structure | Key Language/grammar features |
|---|---|---|---|---|
| **Descriptive** | Description often embedded in other texts | to describe the characteristics or features of a thing or a phenomenon, to entertain, or inform | • Introduction to the subject of the description<br>• Characteristic features of the subject e.g. physical appearance, qualities, behaviour, significant attributes* | • Particular nouns<br>• Variety of adjectives- shape, size, colour, number, texture*<br>• Action verbs: escaped, stampeded<br>• Figurative language: similes, metaphors, personification<br>• Uses imagery to paint a picture (see, touch, taste, hear, smell) |
| **Narrative** | Narrative | to entertain, to inform or amuse | • Orientation – set the scene<br>• Hook  - or interesting opening<br>• Plot: Series of events (can include turning points, complication, twists)<br>• Resolution<br>• Cliff hanger/ coda - optional | • An engaging title<br>• Time connectives<br>• Figurative language: similes, metaphors, alliteration, personification<br>• Action words<br>• Dialogue – optional<br>• Consistent narrative voice |
| **Expository** | Report | to classify, *convey information* and /or *describe* | • General statement or classification<br>• Description<br>• Key facts grouped under sub-headings<br>• May include: Bold type, graphics, illustrations, captions, charts, tables, maps, sidebar, contents, index, glossary<br>• Conclusion – summary of key points | • Factual language- no personal pronouns, third person<br>• Topic-specific vocabulary<br>• Usually present tense (unless historical report)<br>• Acknowledges sources |
|  | Explanation | to explain how or why something occurs *(to explain processes)* | • Identification of phenomenon<br>• Explanation in sequence – subheadings to group main ideas together<br>• May include charts, tables, labels, captions, maps, glossary, illustrations, diagrams, sidebars, flowchart<br>• Final paragraph sums up | • Technical words<br>• Present tense<br>• Time connectives: *firstly*<br>• Connectives to establish cause + effect: because, as a result of, consequently<br>• Impersonal (2$^{nd}$/3$^{rd}$ person) |
|  | Procedure | to instruct how to do something *(convey information)* | • Aim or purpose<br>• Materials listed<br>• Clear steps -numbered or bullet points<br>• Short, clear sentences<br>• Pictures and/or diagrams | • Imperative (bossy) verbs (usually at the start of each step)<br>• Time connectives (*First, next*)<br>• Second person<br>• Present tense |
|  | Recount | *to describe* or retell *a series of events* | • Orientation -clear scene-setting (who, what, when, where, why?)<br>• Chronologically sequenced series of events-may use subheadings<br>• Final paragraph may include a summary or evaluative comment | • Details to add interest, descriptive language (adjectives)<br>• Past tense<br>• Often first person: 'I', 'we'<br>• Time connectives<br>• Topic specific vocabulary |
| **Persuasive** | Persuasive Text | to **persuade** and influence the reader by arguing one side of an issue | • Macro sentence stating point of view<br>• Main points set out in paragraphs<br>• Can include opinion, evidence, justification, reasoning<br>• May use opinions that sound like facts | • Emotive and persuasive language e.g. exaggeration, slogans, dare reader to disagree<br>• Logical + Cause/effective connectives: *therefore, however,*<br>• Present tense |
|  | Response | to respond to a visual, written, performed piece of work + present a personal **opinion** | • Context of piece of work<br>• Description of piece of work<br>• Judgement<br>• Use of quotes – for written piece<br>• Making connections | • Implied first person<br>• Words that express judgements e.g. dull, clever<br>• Descriptive language<br>• Cause and effect connectives: *therefore, however* |
|  | Discussion or Balanced Argument | to **explore issues** from more than one perspective | • Statement outlining the issue<br>• Arguments for and against with reasons/evidence<br>• A conclusion which may include author's viewpoint | • Formal, impersonal style<br>• First or third person<br>• Present tense, mostly<br>• Logical + Cause/effective connectives: *therefore, however, on the one hand*<br>• Rhetorical questions.<br>• Emotive language |

# Coverage of different writing styles and text types

| Writing Styles | Text Type (some examples) Text types and purposes can overlap | | Early Level P1 | First Level P2 | First Level P3 | First Level P4 | Second Level P5 | Second Level P6 | Second/ Third Level P7 |
|---|---|---|---|---|---|---|---|---|---|
| **Description** | • Character description <br>• Setting description <br>• Personal writing <br>• Poetry | | | | | | | | |
| **Narrative** | • Story (imaginative) <br>• Poetry <br>• Autobiography <br>• Playscript | * | | | | | | | |
| **Report** | • Chronological report <br>• Non-chronological report <br>• Fact file (mainly early/first level) | • Biography <br>• leaflet | | | | | | | |
| **Explanation** | • Explanation <br>• Leaflet <br>• Brochure <br>• Signs and labels | | | | | | | | |
| **Procedure** | • Instructions <br>• Recipes <br>• Guide <br>• Science investigation | | | | | | | | |
| **Recount** | • Newspaper report <br>• Personal – diary, blog, <br>• Recount of a visit <br>• Science investigation | | | | | | | | |
| **Response** | • Review of book, film, performance <br>• Reading journal <br>• Critical essay | • Article/Blog (opinion piece) <br>• Letter of complaint | | | | | | | |
| **Persuasion** | • CV /application <br>• Debate <br>• Brochure | • Leaflet <br>• Advert <br>• Poster | | | | | | | |
| **Discussion** | • Argument (multiple viewpoints) <br>• Debate <br>• Presentation | | | | | | | | |

\* other common fiction genres: traditional tale, fable, science-fiction, mystery, adventure, fairytale, fan fiction, myth, legend, picture book, comic strip

**Note-making** is an important type of writing and it forms part of the planning stages for many text types. It is a skill that requires to be taught.