

WRITING TO ARGUE and PERSUADE

TEXT TYPES



THINK ABOUT...

- G**enre
- A**udience
- P**urpose
- S**tyle

Ask yourself...

What sort of text is it? What sort of techniques are normally used in that sort of text? Who is likely to read the text? What is likely to appeal to that sort of person? What is the aim of the text? What is the writer trying to achieve? Have they used any literary techniques? What is their effect? How has the writer tailored their style to suit the genre, audience and purpose? EVALUATE THEIR SUCCESS!

INFORM, EXPLAIN and... DESCRIBE

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Purpose
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Teaching notes

The posters have been designed by our wonderfully talented contributor, who designed them as versatile prompts for exploring text types. Please note that the new GCSE (from 2015) will not require students to analyse the presentational techniques of texts.

There are a number of teaching suggestions below.

1. Use these to trigger class discussion about the genre, audience, purpose and style of each text type, using the questions at the base of the posters.
2. Provide students with extracts of each text type (or set a homework task for students to find these!). Students match the extracts to the text types then annotate the examples to explore the techniques used. This would work well as a group activity, where you could just feature the most likely text types to appear in the relevant exam paper.
3. Alternatively, provide students with just the opening sentences for each text type then match these to the pictures. You could then use the sentences as the start of a writing task to complete the rest of the paragraph or whole text. Students could then peer assess the writing, identifying techniques appropriate to the featured text type.
4. Provide students with a more detailed title for each text type (e.g. an advert *for cat food*, a news report *about whether we should cycle more etc.*). Students could then write an appropriate sentence that could feature within each of these specified texts.
5. As an alternative for this exercise, get students to create the titles, then swap with a partner to write a sentence, and then continue to swap or pass round the room, to continue the text.
6. Again using the text titles idea, you could get your students to plan ideas for what that text might include, creating a plan for a writing task. Do check the types of text most likely to feature in your exam specification though!
7. You could give out slips of paper with literary or persuasive techniques written on them. Students could match the terms to the text types, and then lead to discussion about why certain techniques are more appropriate for some text types than others.
8. Use the posters to inspire students to make their own revision posters for text types that they are most likely to read or write in their exam - their posters could include details of the audience, purpose and style, and top tips for writing. You could then combine these for class display.