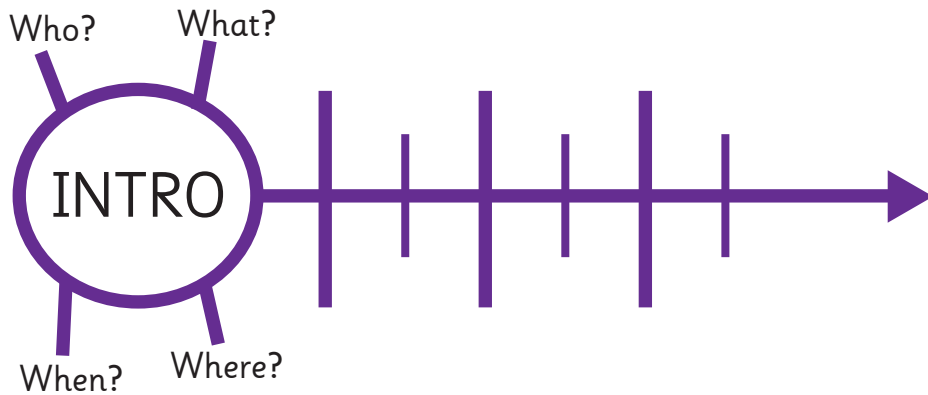


Recount

- Retells an event in time (chronological) order.



Structure

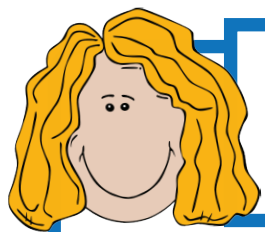
- An introduction that helps the reader to understand the recount (who, what where, when).
- A recount of events as they occurred. Start from the beginning, think of it as a timeline.
- Some reflection or personal comments about the event can be added.
- A closing statement that sums up the main points.

Language Features

- Past tense, e.g. *I went...*
- Names of people, places, things.
- Written in first or third person.
- Has time connectives, e.g. *then, next after that, finally.*
- 'Action' verbs e.g. *planted, sorted.*
- Quotations - direct or reported speech.
- Must be lively and interesting, interesting detail.

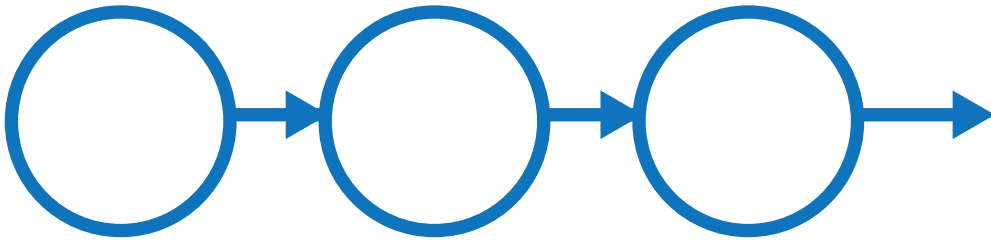
Examples of recounts: diaries, witness statements, experiments, insurance claim.





Instructions

- Tell somebody how something should be done through a series of steps.



Structure

- Goal - a statement of what is to be achieved, e.g. **how to make a sponge cake**.
- Materials/equipment/items needed, e.g. **2 eggs, flour**.
- Sequenced steps to achieve the goal, e.g. cream the butter and sugar.
- Often there is a diagram or illustration.

Language Features

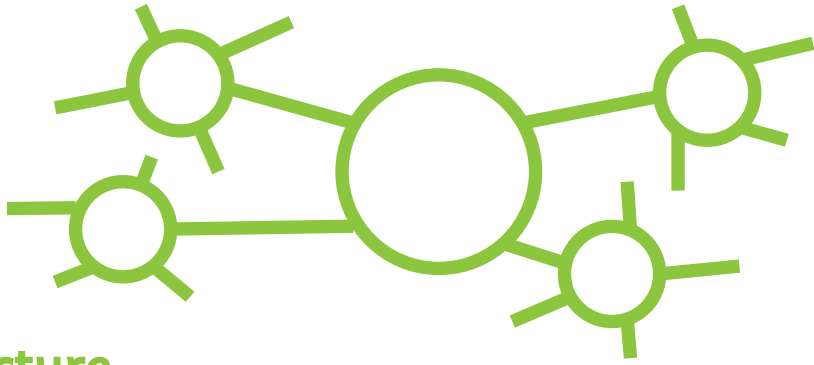
- Simple, clear language.
- Imperative, 'bossy' verbs (mix, press, cut, use, shake).
- Second person, e.g. **You will need...** (Usually, but can be third person).
- Necessary detail only in a formal tone.
- Numbered or uses time connectives, e.g. **first, next, after that**.
- Can have labelled diagrams/pictures.

Examples of instructions: recipes, games in PE, how to..., science investigations.





Non-chronological report



Structure

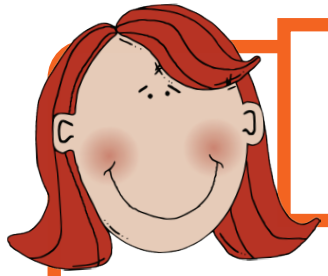
- An opening, general classification, e.g. *Sparrows are birds.*
- A number of paragraphs about different aspects of the subject – these could be arranged in any order.
- A detailed description of the chosen topic, using relevant technical vocabulary.
- Conclusion - this may refer back to some of the main points.

Language Features

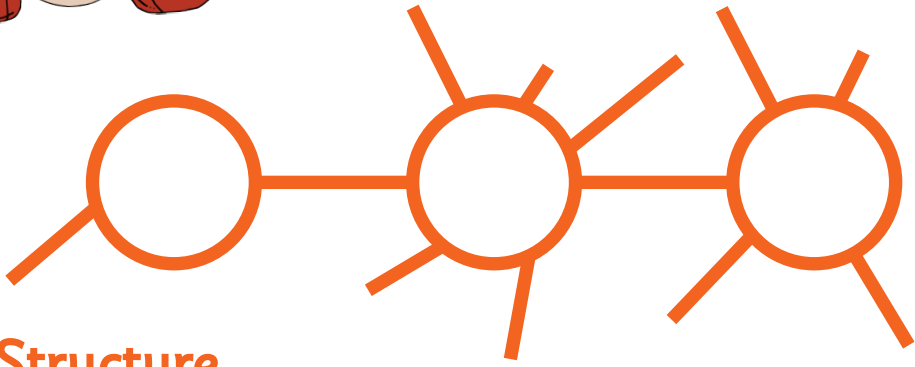
- Present tense (unless historical).
- Use words which generalise, e.g. *sparrows not sam the sparrow.*
- Factual descriptions.
- Technical vocabulary that is relevant to the subject.
- Formal, impersonal language written in the third person.
- Gives clear information.

Examples of non-chronological reports:
school reports, factfiles on animals.





Explanation



Structure

- General statement to introduce the topic, e.g. **in the autumn, some birds migrate.**
- Organised around a series of events.
- A series of logical (ordered) steps explaining how or why something occurs, e.g. **because the hours of daylight shorten.**
- These steps continue until the explanation is complete.

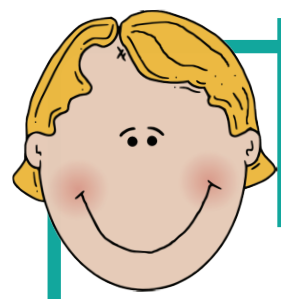
- to explain how something works or why something occurs.

Language Features

- Written in the simple, present tense.
- Cause and effect language, e.g. **because, if, therefore.**
- Use time connectives, e.g. **then, next.**
- Formal voice written in the third person (impersonal).
- Technical vocabulary.
- Labelled diagrams might also be included.

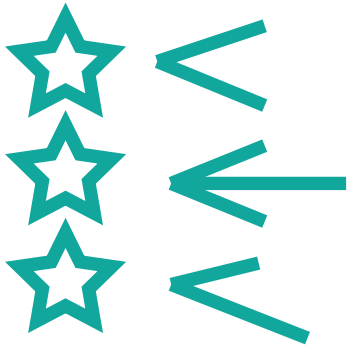
Examples of explanations: Why do coasts erode? What causes the seasons?





Persuasion

- to argue the case for a particular point of view, to persuade others.



Structure

- Often begin with a question or state a point of position.
- Start with a clear presentation of the point to be argued, e.g. **vegetables are good for you.**
- Introduction may sometimes include a summary of points to be raised
- Arguments - often in the form of a point, plus details to provide strong evidence for the point being made e.g. **They contain vitamins. Vitamin C is vital for...**
- Reiteration - a summary of the arguments followed by a restatement of the opening argument, e.g. **We have seen that... so...**

Language Features

- Use simple, present tense.
- Logical connectives, e.g. this shows, however, because.
- Paragraph connectives - use time, e.g. firstly, secondly, finally, etc.
- Emotive language and exaggeration.
- Convincing words/flattery (surely, clearly, obviously).
- Catchy names and slogans (adverts).

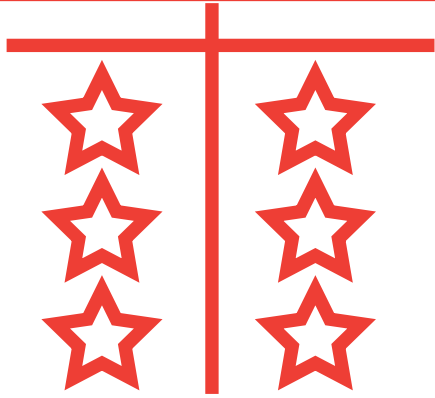
Examples of persuasive writing: posters, adverts, leaflets, publicity campaigns.





Discussion

- to present arguments and information from differing viewpoints.



Structure

- Often starts with a question.
- Statement of the issue plus an overview of the main arguments.
- Arguments 'for' plus supporting evidence to back this up, in one or several paragraphs.
- Arguments 'against' plus supporting evidence to back this up, in one or several paragraphs.
- Alternatively, argument/counter argument, one point at a time within the same paragraph.
- Recommendation - summary and conclusion based on a 'weighing up' of the evidence.

Language Features

- The simple present tense, written in the third person (impersonal voice).
- Abstract nouns, e.g. truth, justice, belief, hope, concern.
- Logical connectives, e.g. therefore, however.
- Complex sentences containing a formal tone and technical vocabulary.
- Identify groups who support/oppose, e.g. supporters of...believe...

Example of a discussion: Should dogs be banned from parks?

