

Text Types – circular writing activity

Main Curriculum References

Actual references will vary with the learner group and the way the resource is used.

Rt/L1.2 Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade)

- (a) understand that choice of language and textual features reflect the purpose of a text
- (b) know that different types of text use different sorts of language, structural and presentational devices

Rt/L2.2 Identify the purpose of a text and infer meaning which is not explicit

- (a) understand that different kinds of text have different purposes, that texts can have more than one purpose, and that the real purpose of some texts can be different from the explicitly stated purpose
- (b) understand that format, structure, vocabulary and style provide clues to the purpose of a text

Wt/L1.4 Use language suitable for purpose and audience

- (a) understand that writers can select language at different levels of complexity, formality and specialism, and depending on context, audience and purpose
- (b) understand that some types of written communication have specific language associated with them, e.g. invitations, estate agents' leaflets.
- (c) write different texts using the language appropriate to the form of communication and situation, e.g. an advert for a shop window or local paper, a letter of application for a job.

Wt/L2.6 use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary)

- (a) understand that the style of writing involves choice of vocabulary, sentence length and structure, how the text is organised
- (b) understand that what is appropriate style depends on purpose, audience, context

Contributor's Notes

This resource helps learners understand the purpose of different texts, recognise a range of text types and apply these skills to their own writing. I created it for my last session on the topic (in a Level 1/2 class), and it worked well as a consolidating activity.

The idea is that the learners choose a topic (working either in pairs or individually, depending on their level of confidence) and write, for say, three minutes, producing either instructive, persuasive, informative or descriptive text. (I prepared a set of flashcards for each pair with each of these terms as a prompt). After the time is up, the pairs give their sheet to the pair on their left. Everyone now has a new topic. The pairs write on this topic, following on with the 'story' if possible, using a different style. This is repeated until everyone has written in each of the styles.

I found that having a strict timeframe for the writing added to the fun element, and in a way, stopped learners from being able to agonise over their work. I encouraged them to stop mid-way through a sentence, so the next pair would carry it on in a new style. I didn't want them to indicate which style they were using, necessarily, as this was a good springboard for the discussion afterwards. I asked each learner to read out the page they had at the end, and we all discussed what the possible styles could be. It was quite interesting, as there were overlaps at times with persuasive/descriptive etc.

Page 2 is a sample text (it's meant to be light-hearted!) that I wrote to give the learners an idea of what I meant, after I had introduced the activity. I displayed it on the interactive white board and used the second sheet (lined paper) as a handout for the writing activity.

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Making a cup of tea



(Instructive)

Fill the kettle with the amount of fresh water that you need, taking care not to overfill it. Switch the kettle on.

(Descriptive)

As she flicked the switch, she was struck by the sudden thought of Richard. The glow of the red light drew her in as her memories returned, playing before her eyes like a black and white movie. She stood still long after the kettle had boiled.

(Persuasive)

Not only will the Aqua-Max 2000 boil your water in super-quick time, it will also keep it hot until you're ready to use it. Think of the time you'll save! Better yet, this remarkable device has an in-built water filter, so your cuppa will be perfect every time.

(Informative)

The water was brought to a temperature of 100 degrees Celsius, at which point it was poured into a ceramic cup. The cup had been prepared with a teabag. When the colour of the water had changed colour from clear to dark brown, the teabag was removed with the aid of a spoon.

