

Text Forms

The teaching of oral, written and visual text types must include the following experiences:

- exploring the function of each text type.
- deconstructing existing texts, before;
- jointly constructing texts, before;
- independently constructing texts.

OVERVIEW OF TEXT FORMS

Mode	Media	Purpose				Format
		Socialise	Entertain	Inform	Persuade	
Written	Printed	Greeting Farewell Invitation Letter Apology Announcement Chat Telephone conversation	Personal Journal Diary Limerick Ballad Song Lyrics Rhymed Verse Form Verse Free Verse Short Story Extended Story Fairy Tale Fable, folk tale Cultural story Myths & legends Adventure or fantasy story Animated story Description Science Fiction Historical Fiction Playscript	Menu Catalogue Meeting Procedure Interview Complaint Proposal and plan Biography Blog Description Procedure Recipe Manual Experiment Timetable Explanation Factual Historical Information News article Feature article Website Documentary Dictionaries	Argument Opinion Letter to the Editor Discussion Editorial Exposition Informal Debate Advertisement Observation and comment	Magazine
	Electronic					Letter
Oral	Electronic Live					Book
	Electronic					Brochure
Visual						Printed
	Electronic					
Live	Printed	Newsletter				
		Electronic	Caption			
Photo	Live	Label				
		Chart				
Podcast	Photo	Journal				
		Itinerary				
Video	Photo	Blog				
		Text message				
Movie	Photo	Email				
		Fax				
Web page	Photo	Card				
		Wiki				
Podcast	Photo	Performance				
		Speech				
Photo	Podcast	Podcast				
		Radio				
Photo	Podcast	Television				
		CD-ROM				
Photo	Podcast	Video				
		Gesture				
Photo	Podcast	Brochure				
		Timeline				
Photo	Podcast	Graph				
		Flowchart				
Photo	Podcast	Poster				
		Magazine				
Photo	Podcast	Sticker				
		Icon				
Photo	Podcast	Movie				
		Web page				
Photo	Podcast	Podcast				
		Photo				

SEQUENCE AND SCOPE FOR TEACHING TEXT FORMS

The following sequence and scope is designed to provide teachers with a focus for the development of increasingly complex knowledge and understandings in speaking, listening to, reading and constructing each of the major text forms.

SL = Speaking and Listening

RV = Reading and Viewing

W = Writing

E = Expose

T = Teach

C = Continue to Teach

	P			1			2			3			4			5			6			7		
	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W
To Socialise																								
Apology	T	E	E	T	T	T	C	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Announcement				E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C
Chat	T	E	E	T	E	E	C	T	T	C	T	T	C	C	C	C	C	C	C	C	C	C	C	C
Greeting/Farewell	T	E	E	T	T	T	C	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Invitation	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Letter		T	T		T	T		T	T		C	C		C	C		C	C		C	C		C	C
Telephone Conversation	T			T			C			C			C			C			C			C		
To Entertain																								
Recount																								
Diary		E	E		E	E		T	T		T	T		C	C		C	C		C	C		C	C
Journal		E	E		E	E		T	T		T	T		C	C		C	C		C	C		C	C
Personal	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

	P			1			2			3			4			5			6			7		
	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W
Poetry																								
Ballad	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	T	T	T
Limerick	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C
Form Verse	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C
Free Verse	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C
Rhymed Verse	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Song Lyrics	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C
Narrative																								
Cultural Story	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C
Description	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Fable, folk tale	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C
Fairy Tale	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Historical Fiction	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C
Myths & Legends	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C
Playscript	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C
Science Fiction	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C
Story - adventure or fantasy	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C
Story - animated	E	E	E	E	E	E	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C

	P			1			2			3			4			5			6			7		
	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W
Story - extended	E	E	E	E	E	E	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Story - short	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
To Inform																								
Catalogue	E			E			E E			E E			E E			T T			T T			C C		
Complaint							E E E			T T T			T T T			T T T			C C C			C C C		
Dictionary	E E			E E			E T			T T			T T			C C			C C			C C		
Explanation	E	E	E	T	T	T	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C
Interview	E	E	E	E	E	E	E	E	E	T	E	E	T	E	E	T	T	T	T	T	T	C	C	C
Instruction																								
Experiment				E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C
Manual										E	E	E	T	T	T	T	T	T	C	C	C	C	C	C
Procedure	E	T	E	T	T	T	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C
Recipe	T E			T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Meeting Procedure										E E			E E			E E			E E			T T		
Menu	E E			T T			T T			C C			C C			C C			C C			C C		
Narrative																								
Biography				E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C
Blog	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C

	P			1			2			3			4			5			6			7			
	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	
Description	E	E		E	E		E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	
Proposal and plan																E	E	E	T	T	T	T	T	T	
Recount																									
Factual	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Historical				E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C
Report																									
Information	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C
News article							E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C
Feature Article										E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C
Website		E			E			T			T			T			T			T	E		T	T	
Documentary										E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C
Timetable	E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C
To Persuade																									
Advertisement				E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C
Argument				E	E	E	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C
Discussion	T	E	E	T	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C
Editorial										E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C
Exposition	T	E	E	T	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C

	P			1			2			3			4			5			6			7		
	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W	SL	RV	W
Informal Debate													E	E	E	E	E	E	T	T	T	T	T	T
Letter to the Editor										E	E	E	T	T	T	T	T	T	C	C	C	C	C	C
Observation & comment	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Opinion	E	E	E	T	T	T	T	T	T	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

TEXT FORM KNOWLEDGE

Text Type	Organisational Framework (may include some/all of the following)	Language Features & Examples	
Social Texts	orientation body closing	specific participants mainly action verbs usually first person usually past tense (future for invitations) signal words to show time	<i>Raoul, Li Chin</i> <i>went, did, enjoyed</i> <i>I, We</i> <i>rang, will be held</i> <i>in the morning, at 7.00pm</i>
Recount	orientation a series of events in time order re-orientation (optional) evaluation (optional)	specific participants simple past tense action verbs first or third person pronouns linking words to do with time	<i>My family and I</i> <i>chased, went, saw</i> <i>I, we, hers, his, theirs</i> <i>firstly, secondly, yesterday</i>
Narrative	orientation initiating events problem/s resolution	defined characters descriptive language dialogue usually in past tense use of action verbs use of personal pronouns linking words to do with time detailed information on how where when	<i>Harry Potter</i> <i>dark, gloomy</i> <i>was running, thought</i> <i>ran, yelled, cried</i> <i>he, she, they</i> <i>after that, the next</i> <i>morning</i> <i>carefully, thoroughly</i> <i>5cm from the top</i> <i>after replacing the back</i>
Explanation	definition components and parts operation application	generalised participants mainly action verbs some passive verbs timeless past tense signal words to show time cause effect	<i>volcanoes, cyclones</i> <i>falls, rises, erupts</i> <i>is saturated, was caused</i> <i>are, happens, turns, fills</i> <i>finally, following if/then,</i> <i>so, as a consequence</i>
Instruction	goal materials method evaluation	generalised and specific participants reader referred to in a general way, or not mentioned at all simple present tense mainly action verbs detailed factual descriptions linking words to do with time	<i>ingredients, batteries,</i> <i>the eggs, the rotor</i> <i>Player A, each person</i> <i>(You) Draw a semicircle</i> <i>twist, stir, cut</i> <i>(you) twist, (you) stir</i> <i>6cm, square, red, 400 gm</i> <i>first, then, next</i>

Report	classification and generalisation description of parts summary	generalised participants action verbs (behaviours) timeless past tense factual, precise description technical vocabulary third person pronouns signal words to compare, contrast, classify	<i>whales, Australia, satellites climb, erupt, eat, produce are, exist, grow red and yellow, grey fur marsupials, monotremes herself, its, they is similar to but not as belongs to</i>
Persuasion	thesis arguments reiteration	generalised participants often abstract ideas variety of verb types frequent use of passives mainly timeless present tense nominalisation signal words – reasoning	<i>recreational fishermen conservation were caught, is influenced by computation, calculation therefore, so, because of</i>

