

# TAP (Text Type, Audience, Purpose) Knowledge Organiser

## 1) Register

The appropriate use of **lexical** and **grammatical** features, for a given **context**; dependent upon **audience** (*who*), **topic** (*what*), **purpose** (*why*) and **location** (*where*).

- Give/respond to **information**;
- Cite **evidence** and use quotations;
- Include **rhetorical devices**;
- Select, organise and emphasise **facts, ideas and key points**.

## 1) Purpose

Writing types and purposes provide you the opportunity to communicate your **personal view(s)**

Write to explain	Write to argue	Write to persuade	Write to instruct / advise
Explain what you think about...	Argue the case for or against the statement that...	Persuade the reader of the statement that...	Advise the reader of the best way to...

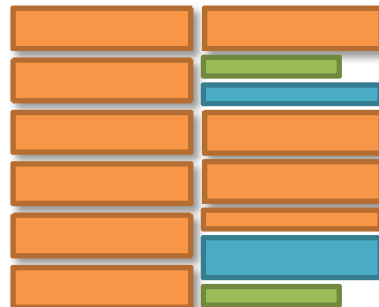
## 2) Audience

The **audience** will **always** be **formal** in nature. Be **clear** on the **correct forms** of addressing your **audience**, through use of the **structural features** or **language**.

## 2) Structural Features

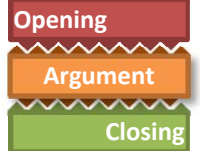
All effective writing must have **structure**; from a beginning, a middle, and an end, to more specific features such as a **headline** (*article*), **salutation** (*letter*), quoted **interviews** (*newspaper*), or a **preview of your argument** followed by clear progression (*speech*).

Write effective paragraphs (with **Janus-faced sentences**) for **emphasis** and **effect** (*right*), instead of thoughtless paragraphs.



## 3) Text Type / Format

**All formats** should have **effectively / fluently sequenced paragraphs** (or sections that indicate a sequence), making use of **discourse markers** so that the text forms a narrative which builds momentum towards a powerful message.



### Letter

#### Basic marks:

- Indication that someone is sending the letter (valediction) to someone (salutation), ii) paragraphs.

#### Detailed marks:

- addresses, ii) a date, iii) formal address (salutation: Dear Sir/Madam or named recipient), iv) effectively/fluently sequenced paragraphs, v) appropriate sign off (valediction).

### Article (newspaper – broadsheet/tabloid, magazine, web log)

#### Basic marks:

- Use of a simple title/headline, ii) paragraphs.

#### Detailed marks:

- a clear/apt/original headline/title, ii) a strapline (caption), iii) subheadings, iv) introductory (overview) paragraph, v) effectively/fluently sequenced paragraphs.

### Leaflet

#### Basic marks:

- Use of a simple title, ii) paragraphs or sections.

#### Detailed marks:

- a clear/apt/original title, ii) organisational devices, such as inventive subheadings or boxes), iii) bullet points, iv) effectively/fluently sequenced paragraphs.

### Text of a speech

#### Basic marks:

- a simple address to an audience, ii) sections, iii) a final address to an audience.

#### Detailed marks:

- a clear address to an audience, ii) effective/fluently linked sections (indicate sequence), iii) rhetorical indicators that an audience is being addressed throughout, iv) a clear sign off.

### Essay

#### Basic marks:

- a simple introduction and conclusion, ii) paragraphs

#### Detailed marks:

- an effective introduction and convincing conclusion, ii) effectively/fluently linked paragraphs to sequence a range of ideas.

# TAP (Text Type, Audience, Purpose) Knowledge Organiser

## Register

The appropriate use of **lexical** and **grammatical** features, for a given **context**; dependent upon **audience** (*who*), **topic** (*what*), **purpose** (*why*) and **location** (*where*).

- Give/respond to **information**;
- Cite **evidence** and use quotations;
- Include **rhetorical devices**;
- Select, organise and emphasise **facts, ideas** and **key points**.

## Purpose

Writing types and purposes provide you the opportunity to communicate your **personal view(s)**

Write to explain	Write to argue	Write to persuade	Write to instruct / advise
Explain what you think about...	Argue the case for or against the statement that...	Persuade the reader of the statement that...	Advise the reader of the best way to...

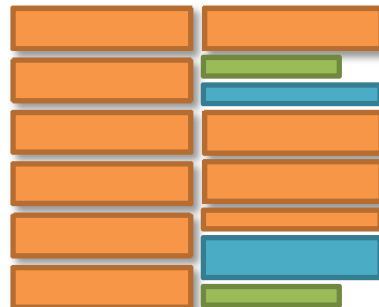
## Audience

The **audience** will **always** be **formal** in nature. Be **clear** on the **correct forms** of addressing your **audience**, through use of the **structural features** or **language**.

## Structural Features

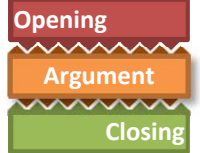
All effective writing must have **structure**; from a beginning, a middle, and an end, to more specific features such as a **headline** (*article*), **salutation** (*letter*), quoted **interviews** (*newspaper*), or a **preview of your argument** followed by clear progression (*speech*).

Write effective paragraphs (with **Janus-faced sentences**) for **emphasis** and **effect** (*right*), instead of thoughtless paragraphs.



## Text Type / Format

**All** formats should have **effectively / fluently sequenced paragraphs** (or sections that indicate a sequence), making use of **discourse markers** so that the text forms a narrative which builds momentum towards a powerful message.



## Letter

### Basic marks:

- Indication that someone is sending the letter (valediction) to someone (salutation), ii) paragraphs.

### Detailed marks:

- addresses, ii) a date, iii) formal address (salutation: Dear Sir/Madam or named recipient), iv) effectively/fluently sequenced paragraphs, v) appropriate sign off (valediction).

## Article (newspaper – broadsheet/tabloid, magazine, web log)

### Basic marks:

- Use of a simple title/headline, ii) paragraphs.

### Detailed marks:

- a clear/apt/original headline/title, ii) a strapline (caption), iii) subheadings, iv) introductory (overview) paragraph, v) effectively/fluently sequenced paragraphs.

## Leaflet

### Basic marks:

- Use of a simple title, ii) paragraphs or sections.

### Detailed marks:

- a clear/apt/original title, ii) organisational devices, such as inventive subheadings or boxes), iii) bullet points, iv) effectively/fluently sequenced paragraphs.

## Text of a speech

### Basic marks:

- a simple address to an audience, ii) sections, iii) a final address to an audience.

### Detailed marks:

- a clear address to an audience, ii) effective/fluently linked sections (indicate sequence), iii) rhetorical indicators that an audience is being addressed throughout, iv) a clear sign off.

## Essay

### Basic marks:

- a simple introduction and conclusion, ii) paragraphs

### Detailed marks:

- an effective introduction and convincing conclusion, ii) effectively/fluently linked paragraphs to sequence a range of ideas.



## Persuasive Techniques (FAIRER APOSTLE) Knowledge Organiser

### Fact

Something that is definable and provable and can be experienced or observed.

The planet's oceans are warming and becoming more acidic, ice caps are melting, and sea levels are rising.

Goethe once wrote a very long letter, which he ended with the postscript: "I am very sorry for sending you such a long letter but I did not find enough time to write a shorter one."

### Anecdote

A short account of a specific incident or event, especially of an interesting or amusing nature.

### Imperatives

Commands are direct and carry immediacy. When an audience agrees, an imperative helps to solidify their confidence.

*Carpe diem! Seize the day, boys. Make your lives extraordinary.*

### Rhetorical Question

*Isn't this like condemning a robbed man because his possession of money precipitated the evil act of robbery?*

Asked to emphasise a point or agree an implication. Requires no answer because it is universally implied.

### Emotive Language

Decreases rational response using dramatic, loaded language to evoke / reveal audience / speaker emotion.

*No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.*

I have a dream that one day...  
I have a dream that my...  
I have a dream that today...

### Repetition

A word, phrase, full sentence or poetical line repeated to emphasize its significance.

The fair breeze blew, the white foam flew,  
The furrow followed free;  
We were the first that ever burst  
Into that silent sea.

### Alliteration

Appealing repetition of sounds in a group of closely connected words, aiding recall.

### Personal Pronouns (1<sup>st</sup> / 2<sup>nd</sup>)

Use of *I, you, they, he* or *she* connects audience and speaker, creating a sense of interactive dialogue.

*I can tell you, with certainty, that a good reading speed is around 500 to 700 words per minute.*

(Direct Address)

Climate change is not real and certainly not something affected by anything humans do.

### Opinion

Something that is a view or judgement formed by someone and not necessarily based on facts or knowledge.

### Statistics

Statistics reference research to provide veracity to an argument.

*You are expected to raise your speed to 250 to 350 words per minute.*

You will be judged on how well you speak, on how well you write, and on the quality of your ideas.

### Triples (Rule of Three)

A trinity of words or phrases that make a unified and memorable argument or case.

### Listing

Enumeration (referencing all instances) or exemplification (several instances) for effect.

**I think of the people doing jobs... the businesses... the hard-working families... the children who...**

Bogota is a remote, lugubrious city where an insomniac rain has been falling since the beginning of time.

### Exaggeration (Hyperbole / Superlatives)

Used for extra stress and drama, to make something worse or better than it really is.



# Persuasive Techniques (FAIRER APOSTLE) Knowledge Organiser

## Fact

Something that is definable and provable and can be experienced or observed.

The planet's oceans are warming and becoming more acidic, ice caps are melting, and sea levels are rising.

Goethe once wrote a very long letter, which he ended with the postscript: "I am very sorry for sending you such a long letter but I did not find enough time to write a shorter one."

## Anecdote

A short account of a specific incident or event, especially of an interesting or amusing nature.

## Imperatives

Commands are direct and carry immediacy. When an audience agrees, an imperative helps to solidify their confidence.

*Carpe diem! Seize the day, boys. Make your lives extraordinary.*

## Rhetorical Question

*Isn't this like condemning a robbed man because his possession of money precipitated the evil act of robbery?*

Asked to emphasise a point or agree an implication. Requires no answer because it is universally implied.

## Emotive Language

Decreases rational response using dramatic, loaded language to evoke / reveal audience / speaker emotion.

*No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.*

I have a dream that one day...  
I have a dream that my...  
I have a dream that today...

## Repetition

A word, phrase, full sentence or poetical line repeated to emphasize its significance.

The fair breeze blew, the white foam flew,  
The furrow followed free;  
We were the first that ever burst  
Into that silent sea.

## Alliteration

Appealing repetition of sounds in a group of closely connected words, aiding recall.

## Personal Pronouns (1<sup>st</sup> / 2<sup>nd</sup>)

Use of *I, you, they, he* or *she* connects audience and speaker, creating a sense of interactive dialogue.

*I can tell you, with certainty, that a good reading speed is around 500 to 700 words per minute.*

(Direct Address)

Climate change is not real and certainly not something affected by anything humans do.

## Opinion

Something that is a view or judgement formed by someone and not necessarily based on facts or knowledge.

## Statistics

Statistics reference research to provide veracity to an argument.

*You are expected to raise your speed to 250 to 350 words per minute.*

You will be judged on how well you speak, on how well you write, and on the quality of your ideas.

## Triples (Rule of Three)

A trinity of words or phrases that make a unified and memorable argument or case.

## Listing

Enumeration (referencing all instances) or exemplification (several instances) for effect.

**I think of the people doing jobs... the businesses... the hard-working families... the children who...**

Bogota is a remote, lugubrious city where an insomniac rain has been falling since the beginning of time.

## Exaggeration (Hyperbole / Superlatives)

Used for extra stress and drama, to make something worse or better than it really is.