

Writers Purpose

KS3 English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

A charity leaflet opens: 'Every night, Sam sleeps in a shop doorway.' Build the full chain.

Step 1 · Writer's choice — what exactly is on the page?

A short, simple sentence about one named person, in the present tense, placed very first line.

Step 2 · Technique — name it precisely

Personal anecdote (a single named individual), combined with the present tense ('sleeps') and a short declarative sentence.

Step 3 · Effect — what happens in the reader's mind?

The issue stops being abstract. Naming Sam makes the reader picture one real-feeling person; the present tense suggests it is happening tonight, read; the plain sentence feels honest rather than dramatic.

Step 4 · Purpose — link the effect to what the writer wants

The leaflet's purpose is to persuade the reader to donate. By creating sympathy for one person first (pathos), the writer prepares the reader to accept the facts and the request for money that follow.

Answer: Choice → technique → effect → purpose, with the purpose stated the writer wants the reader to do

Check: Every stage refers back to the actual words 'Sam', 'sleeps', 'every night' ✓

2. Now try one with the steps

Identify the purpose: 'Preheat the oven to 180°C. Grease a 20 cm tin.'

Step 1 · Look at the verbs

Step 2 · Look at the detail

Step 3 · Name the purpose

Answer:

3. Practice

Show your working. The marks tell you how much is expected.

1. What is the difference between a writer's 'purpose' and the 'effect' on a reader? [2]

2. How does a formal register suggest a writer's purpose? [2]

3. Logos, ethos and pathos together make up the classical appeals. How many appeals is that? Write the number. [1]

4. What is the main purpose of a recipe? [1]

5. A writer uses photographs of suffering alongside statistics. Explain the combined effect. [3]

6. Explain how a writer's use of the second person ('you') serves their purpose. [3]

7. How many verbs are there in the headline 'HUNDREDS FLEE AS FIRES RAGE'? Write the number. [1]

8. Name the appeal used when a writer mentions their twenty years nurse. [1]

9. A leaflet for primary children uses short sentences and bright headings. What does this tell you about the audience? [1]

10. How can a writer's structural choices reveal their purpose? [3]

11. Analyse: A newspaper headline reads 'HUNDREDS FLEE AS FIRES RAGE'. Discuss purpose and effect. [4]

12. Build the full chain for: a charity advert that ends 'Give £5 today. Do it now.' [3]

13. Explain how one text can have more than one purpose. Use an example. [2]

14. Why might a writer's intended effect differ from the effect on a particular reader? [2]

4. Before you hand it in

'The writer uses a rhetorical question to make the reader think.'

Say what the reader is made to think, and why that helps the writer: 'The question "Is this the future we want?" invites only one answer — no — so the reader finds themselves agreeing with the writer before any evidence is given.'

Naming the purpose ('to persuade') and stopping there

Show HOW the purpose is achieved: link at least one specific word or technique to its effect, then to the purpose.

Assuming a text has only one purpose

Write 'mainly to persuade, but also to inform' and explain where each purpose shows in the language — for example, statistics inform while emotive verbs persuade.

Ignoring who the text is written for.

Name the audience and show how one feature (vocabulary, tone, layout) suits them.