

# Rationale

- ▶ Purpose → impact not features
- ▶ Progression

Our school map of genres across the curriculum (Version 6)	Autumn 1			Autumn 2		Spring 1		
	Instructing	Recounting		Describing	Explaining	Narrating ↓ Responding		Persuading
Subject areas that typically use this genre →	Science, DT, PE, Maths, Art, English,	English	All subjects -Maths, ICT, DT, PE use procedural recounts	Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT	Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT	English	Eng/Art/DT/RE/ICT/ (Science to evaluate investigations)	English/Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT
Year 6	Procedure for how to make/ do something	Autobiographical or personal recount	Biographical or historical recount	Comparative report	Factorial explanation (extended)	Narrative with more complex structure	Poetry response	Discussion on a broader issue
Year 5	Procedure for how to make/ do something	Autobiographical or personal recount	Historical recount	Compositional report	Factorial explanation (simple)	Narrative with more complex structure	Review/evaluation	Discussion on a community issue
Year 4	Procedure for how to make/do something	Autobiographical or personal recount	Biographical recount	Classifying report	Causal explanation (extended)	Narrative with more complex structure	Review/evaluation	Argument on a broader issue
Year 3	Procedure for how to make/do something (extended)	Recount of a significant personal or shared event		Descriptive report (extended)	Causal explanation (simple, concrete)	Narrative with simple structure	Review/evaluation	Simple argument on a community issue
Year 2	Procedure for how to make/do something (simple)	Recount of a shared event		Descriptive report (simple)	Sequential explanation (extended)	Narrative with simple structure	Review/evaluation	Simple argument on a school issue
Year 1	Procedure for an everyday process	Recount of a personal experience		Simple description of person, place, object	Sequential explanation (simple)	Re-telling of well known narratives	Review/evaluation	Giving opinions with reasons
Reception	Simple protocols e.g. rules for something	Simple recounts of observations		Simple labelling of common objects	Simple sequencing of processes	Listen to/ read/	Simple review/evaluation	Giving simple opinions

Our school map of genres across the curriculum (Version 6)	Spring 2			Summer 1		Summer 2			
	Instructing	Recounting		Describing	Explaining	Poetry/Plays Responding	Persuading		
Subject areas that typically use this genre →	Science, DT, PE, Maths, Art, English,	All subjects -Maths, ICT, DT, PE use procedural recounts	Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT	English	English Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT	Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT	English/Drama	English/Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT	English/Hist/Geog/RE/Sci/PE/Maths/ICT/Art/DT
Year 6	Procedure for how to make/ do something	Impersonal recount (e.g. news story)	Biographical recount	Literary description	Comparative report	Consequential explanation (ext)	Personal response to poetry/play	Response/evaluation (ext)	Discussion on a broader issue
Year 5	Procedure for how to make/ do something	Impersonal recount (e.g. news story)	Historical recount or procedural recount	Literary description	Compositional report	Consequential explanation (simple)	Epic poem and/or play script	Response/evaluation	Discussion on a community issue
Year 4	Procedure for how to make/do something	Autobiographical recount	Biographical recount	Literary description	Classifying report	Causal explanation (extended)	Ballad/ play script	Response/evaluation	Argument on a broader issue
Year 3	Procedure for how to make/do something (extended)	Recount of a significant personal or shared event		Literary description	Descriptive report	Causal explanation (simple, concrete)	More complex poems	Response/evaluation	Simple argument on a community issue
Year 2	Procedure for how to make/do something (simple)	Recount of a shared event		Literary description	Descriptive report (simple)	Sequential explanation (ext)	Simple poems	Response/evaluation	Simple argument on a school issue
Year 1	Procedure for an everyday process	Recount of a personal experience		Description of person, place, object		Sequential explanation (simple)	Re-citing of well known poems	Response/evaluation	Giving opinions with reasons

