Inspiring Futures: Making Memories

Learning creatively with;

High expectations; Integrity; Respect; Resilience & Determination TOGETHER

Our School genre map	Autumn term 1			Autumn term 2	
	Instructing	Recounting		Describing	Explaining
Subject areas that typically use these genres	Science, DT, PE, Maths, Art and English	English	All subjects – Maths, ICT, DT, PE use procedural recounts	History, Geography, RE, Science, PE, Maths, ICT, ART and DT	History, Geography, RE, Science, PE, Maths, ICT, ART and DT
Reception	Simple protocols e.g. rules for something	Simple recounts of observations		Simple labelling of common objects	Explanation
Year 1	Procedure for an everyday process	Recount of a personal experience		Simple description of person, place, object	Explanation
Year 2	Procedure for how to make/do something (simple)	Recount of a shared event		Non-chronological report (simple)	Explanation
Year 3	Procedure for how to make/do something (extended)	Recount of a significant personal or shared event		Non-chronological report	Explanation
Year 4	Procedure for how to make/ do something	Auto biographical or personal recount	Biographical recount	Non-chronological report	Explanation
Year 5	Procedure for how to make/ do something	Auto biographical or personal recount	Historical recount	Non-chronological report	Explanation
Year 6	Procedure for how to make/ do something	Auto biographical or personal recount	Biographical or historical recount	Non-chronological report	Explanation

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Our School genre map	Spring term 1			Spring term 2		
	Narrating / responding		Persuading	Instructing	Recounting	
Subject areas that typically use these genres	English	English, Art, DT, RE, ICT (Science to evaluate investigations)	History, Geography, RE, Science, PE, Maths, ICT, ART and DT	Science, DT, PE, Maths, Art, English	History, Geography, RE, Science, PE, Maths, ICT, ART and DT	
Reception	Listen to/ read/ retell narratives	Simple review/evaluation	Giving simple opinions	Simple protocols e.g rules for something	Simple recounts of observations	
Year 1	Re-telling of well known narratives	Review/evaluation	Giving opinion with reasons	Procedure for an everyday process	Recount of a personal experience	
Year 2	Narrative	Review/evaluation	Simple argument on a school issue	Procedure for how to make/do something (extended)	Recount of a shared event	
Year 3	Narrative	Review/evaluation	Simple argument on a community issue	Procedure for how to make/do something	Recount of a significant personal or shared event	
Year 4	Narrative with more complex structure	Review/evaluation	Argument on a broader issue	Procedure for how to make/ do something	Autobiographical recount	Biographical recount
Year 5	Narrative with more complex structure	Review/evaluation	Discussion on a community issue	Procedure for how to make/ do something	Impersonal recount (news story)	Historical recount or procedural recount
Year 6	Narrative with more complex structure	Poetry Response	Discussion on a broader issue	Procedure for how to make/ do something	Impersonal recount (news story)	Biographical recount

Our School genre map	Summer term 1			Summer term 2		
	Describing		Explaining	Poetry/Plays Responding		Persuading
Subject areas that typically use these genres	English	English, Art, DT, RE, ICT (Science to evaluate investigations)	History, Geography, RE, Science, PE, Maths, ICT, ART and DT	English/Drama	English, History, Geography, RE, Science, PE, Maths, ICT, ART and DT	History, Geography, RE, Science, PE, Maths, ICT, ART and DT
Reception	Simple labelling of common objects		Explanation	Listening / reading poems	Simple response and evaluation	Giving simple opinions
Year 1	Description of person, place or object		Explanation	Reciting of well known poems	Response/evaluation	Giving opinions with reasons
Year 2	Literary description	Non-Chronological report	Explanation	Simple poems	Response/evaluation	Simple argument on a school issue
Year 3	Literary description	Non-Chronological report	Explanation	More complex poems	Response/evaluation	Simple argument on a community issue
Year 4	Literary description	Non-Chronological report	Explanation	Ballad / playscripts	Response/evaluation	Argument on a broader issue
Year 5	Literary description	Non-Chronological report	Explanation	Epic poem and / or playscript	Response/evaluation	Discussion on a community issue
Year 6	Literary description	Non-Chronological report	Explanation	Personal response to poetry/play	Response/evaluation (ext)	Discussion on a broader issue.