## **Inspiring Futures: Making Memories**

Learning creatively with;



# High expectations; Integrity; Respect; Resilience & Determination TOGETHER

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

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

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

