

Holymead Primary School

Genres Curriculum Overview 2022-2023

Genre	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	<p>Lists of instructions linked to actions or procedures e.g. baking.</p> <p>Modelled by teacher and children verbalise instructions.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p> <p>Diagrams and illustrations used.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p> <p>Fronted adverbials.</p> <p>Imperative verbs.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p> <p>Imperative verbs</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Imperative verbs</p> <p>Friendly tips/suggestions are included to heighten the engagement.</p> <p>Inform the reader in as clear a way as possible.</p> <p>e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p> <p>Imperative verbs.</p> <p>Inform the reader in as clear a way as possible, understanding why this is important.</p> <p>Audience, language features and purpose are clear.</p>	<p>Consolidate work from previous learning. Include in hybrid pieces if possible (explanation and instruction).</p> <p>Imperative verbs</p> <p>Inform the reader in as clear a way as possible, understanding why this is important.</p> <p>Write in levels of formality appropriate to the task.</p> <p>Audience, purpose and features are clear.</p>
Recount – Purpose: experiences, diary, police reports, sports reports	<p>Labelling posters or writing about experiences.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using fronted adverbials that signal time.</p>	<p>Clear introduction. organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Retell an event in an interesting and engaging way.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer’s</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p>	<p>The report is well constructed and answers the reader’s questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Audience and purpose are clear.</p>

					emotions and responses.	Purpose of the recount an experience revealing the writer's perspective. Audience and purpose are clear.	
Non - Chronological Reports (Information texts)	Writing about experiences or moments.	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Diagrams used.	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organised in groups. Fronted adverbials. Key topic vocabulary used. Diagrams and subheadings used.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Inform the reader about a topic in an engaging and interesting way. Use of sub-headings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Inform the reader about a topic in an engaging and interesting way. Paragraphs organised correctly into key ideas. Technical vocabulary Sub-headings are used to organise information. E.g. diet, hunting techniques etc. Audience and purpose considered	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Audience are considered. Formal and technical language used throughout to engage the reader. Audience, language features and purpose are clear.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response from their audience and the purpose of their writing. Audience, language features and purpose are clear. Information is prioritised according to importance and a frame of response set up for the reply.
Letters	Writing short letters to others using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included. Formal/ informal style (as relevant) clear. Audience and purpose is clear	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter clear and transparent for reader. Formal / informal language used throughout to engage the reader and use of grammar reflects the style required.	Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Formal / informal language used throughout to engage the reader and use of

						Audience, language features and purpose are clear.	grammar reflects the style required. Audience, language features and purpose are clear.
Persuasion - Purpose: advert, leaflet, argument	Opinion used.	Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups. Headings provided by the teacher. Persuasive vocabulary used. Key topic vocabulary used.	Clear introduction. Points about subject/issue. Organised into paragraphs. Sub- Heading used to organise texts Persuasive techniques evident	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Persuasive techniques evident Subheadings Audience and purpose are considered.	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Persuasive techniques are varied and reflect the formality of the task. Emotive language used throughout to engage the reader. Audience, language features and purpose are clear.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. Persuasive techniques are varied and reflect the formality of the task. Audience, language and purpose are clear.
Biography (recount)	Writing about themselves.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.

					Audience and purpose considered.	Purpose of the recount an experience revealing the writer's perspective. Audience, language features and purpose are clear.	Audience, language features and purpose are clear.
<p>Discussion Text (Balanced / unbalanced argument) Purpose: Speech, Essay, Letter</p>		<p>Ideas are grouped together for similarity. Writes in first person.</p>	<p>Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.</p>	<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Writing shows attempts to influence or promote a specific product or influence what people think or do. Subheading Topic sentences Audience and purpose are becoming evident.</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Writing shows attempts to influence or promote a specific product or influence what people think or do. Viewpoints are transparent for reader. Emotive language used throughout to engage the reader. Audience, language features and purpose are clear</p>	<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. Writing shows attempts to influence or promote a specific product or influence what people think or do. Audience, language features and purpose are clear</p>

Newspaper	Writing wanted or missing posters.	Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened. Wanted posters. Adjectives to extend ideas.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration. Audience, language features and purpose are becoming evident.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive. Audience, language features and purpose are clear	Newspapers well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns. Direct and indirect speech. Audience and purpose are clear
Story	Orally saying or writing stories of others and their own. Understanding that there is a character, setting, problem and finally a solution (fiction).	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... Story maps. Mighty Writer. Actions to go with ideas. Use of adjectives.	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Tenses used correctly. Use of adjectives.	Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Techniques of suspense and cliff hangers used Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods.	The story is well constructed and raises intrigue. Dialogue is used to move the action on which heightens empathy for central character Techniques of suspense and cliff hangers used Deliberate ambiguity is set up in the mind of the reader until later in the text

