This document supports the *Literacy Focus* *for Writing, Genre in the primary curriculum* section located in the Literacy Teaching Toolkit (Department of Education and Training, Victoria).

| **Genre/Forms** | **Social purpose** | **Structure** | **General grammatical features** |
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| **Narrative**  ***Forms***  ballad, poetry, short story, myth, legend, science fiction, fantasy, fable, anecdote, information narrative | To entertain,  amuse or instruct | * Orientation - describes setting in time and place, introduces characters, ‘orients reader to what is to follow’ (Humphrey, Droga & Feez, 2012, p. 195) * Complication – sequence of events which lead to or establish the ‘problem’; may involve action – reaction sequences as characters act then react to events * Resolution – solving of the problem * Coda (optional) – overall evaluation of what has occurred | * specific participants * generally past tense * prepositional phrases or adverbs of time and place to establish setting * time connectives to sequence events * range of verb types:   + doing or action verbs predominate in complication and resolution as action unfolds   + relating verbs to describe   + saying verbs used in dialogue or reported speech   + thinking and feeling verbs to reflect characters’ internal world * noun groups to build description of characters, places, things * attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters’ actions or behaviours, appreciation of appearances or object etc * figurative language, e.g. simile, metaphor |
| **Recount**  ***Forms***  journal, diary, newspaper article, historical recount, biography,  autobiography  memoir | To retell a series of events | * Orientation – provides details of events to follow - who, when, where * Sequenced series of events – generally in chronological order * Reorientation – completes the sequence of events, resets in time * Coda – personal comment or evaluation | * mostly action verbs to relate activities * specific (personal recount) and generalised participants * past tense * adverbs or prepositional phrases provide details of where, when, with whom, how * text connectives to sequence events * attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events |
| **Information report**  **Forms**  descriptive report,  scientific report,  classifying report,  historical report. | To classify and/or describe | * General statement or classification – identifies the subject or topic of the report; defines or classifies * Description – various parts or aspects of the subject are described in some detail | * relating verbs to define, build description, classify * action verbs to relate activities or behaviours * simple present tense (timeless present) * general and technical nouns * noun groups include factual, classifying adjectives * adjectival phrases and clauses to add details to noun groups * declarative statements |
| **Procedure**  ***Forms***  instructions,  procedural recount, recipe, directions, manual | To instruct  someone on how  to do something  To recount or retell steps in a simple procedure | **Procedure**   * Goal – the intended outcome of the activity (often the heading) * Materials – list of items, materials, ingredients etc which are required * Steps – sequenced set of steps to be followed   **Procedural recount**   * Goal – the intended outcome of the activity (often the heading) * Materials – list of items, materials, ingredients etc which are required * Steps – sequenced set of steps that were used * Results – a statement of what happened | * imperative clauses to express commands * action verbs related to the particular field of activity * imperative form of the verb (command) usually at the beginning of each instruction * general and technical nouns * adverbs or prepositional phrases which provide details of how, when, where, extent, with whom * expanded noun groups to provide details of ingredients/ materials/ equipment |
| **Persuasion**  exposition, discussion  advertisement, letter to the editor, speech, newspaper article | To persuade by  arguing one side  of an issue  To discuss one or more sides to an issue | **Argument (Exposition)** (presenting one point of view)   * Statement of position or Thesis – introduces what the author is wanting to argue, might include an overview of the arguments to follow * Arguments – series of arguments or points with supporting evidence or reasons * Reinforcement of position or thesis – summing up and restatement of position   **Discussion** (presenting different sides of an issue)   * Statement of position or Thesis – introduces what the author is wanting to argue, might include an overview of the arguments to follow * Arguments or points for one side of the issue with supporting evidence or reasons * Arguments or points for the other side of the issue with supporting evidence or reasons * Conclusion/ Recommendation Summing up of both sides and recommendation of which side to adopt | * range of verb types   + action verbs   + relating verbs to define, present reasons   + saying or reporting verbs to cite/ quote expert or other opinions   + some use of thinking or feeling verbs in the expression of opinions (early writers) * modal verbs (should, must, might) and modal adverbs, e.g. usually, probably * general, abstract and technical nouns as they relate to the issue * attitudes expressed through evaluative language * attitudes amplified or softened through vocabulary choices, adverbs * comment adverbials at the beginning of a sentence e.g. surely, obviously * conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand * declarative statements, may also include rhetorical questions * passive voice |
| **Explanation**  ***Forms***  scientific writing, spoken presentation | To explain how or why something occurs | * Phenomenon identification – statement introducing, describing, defining the phenomenon * Explanation sequence   Causal explanation (why something occurs) – cause and effect sequence  Sequential explanation (how something occurs)– sequence or phases detailing how the process occurs  Cyclical explanation – explains phases of a cycle of events (e.g. life cycle of a butterfly, the water cycle) | * relating verbs to define, describe the phenomenon * action verbs in explanation of what occurs and in sequence of events * extended noun groups to include factual adjectives, pre- and post – modification of the head noun * simple present tense (timeless present) * general, non-human, technical, abstract nouns * causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence * dependent clauses which relate cause and effect, time sequences * declarative statements * passive voice |