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
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| **Recount*****Forms*** journal, diary, newspaper article, historical recount, biography,autobiographymemoir | 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
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| **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
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| **Procedure*****Forms***instructions,procedural recount, recipe, directions, manual | To instructsomeone on howto do somethingTo 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
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| **Persuasion**exposition, discussion advertisement, letter to the editor, speech, newspaper article | To persuade byarguing one sideof an issueTo 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
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| **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
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