

Long term overview for genre progression 2022-23

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • Early learning goals • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Core skills and writing structure repeated this term • Genres to introduce (Autumn 2) • To inform: Instructions • To entertain: Story narrative (Character and setting descriptions) • To inform: Non-chronological reports • Poetry – Now we are six- Michael Rosen 	<ul style="list-style-type: none"> • To entertain: Narrative descriptions and settings • To inform: non-chronological reports, • To inform – recounts (diary entry/ eye witness accounts) • To entertain: narratives • To persuade - letter • To entertain - Poetry • To entertain – adventure • Poetry – Acrostic poems – Fireworks/ Christmas 	<ul style="list-style-type: none"> • To inform/ to entertain – recounts (diary in role) • To inform – procedural instructions • To inform – non-chronological reports • To entertain- adventure narrative – descriptions and settings • To persuade - debates/ adverts/ persuasive letter writing • To entertain – dilemma narrative • To entertain – Poetry • Poetry: Rhyme- On the grassy Hill/ The Ning nang nong 	<ul style="list-style-type: none"> • To entertain: adventure stories • To inform: recounts • To inform: Newspaper report • To persuade: Letters • To entertain: descriptions • To inform: biography • To entertain: metaphor poetry • To persuade: advertising at Christmas • Poetry – Giant Winter, The Sun by Wes Magee 	<ul style="list-style-type: none"> • To inform: Non Chronological reports-guide book for visit, prospectus • To entertain – Fantasy narrative • To discuss: explanations: newspaper reports / eye witness reports • To entertain: stories from other cultures • To entertain- Poetry – figurative poetry – poems using personifications 	<ul style="list-style-type: none"> • To inform - Information texts • To entertain – Poetry(limericks) • to inform - Autobiographies • to entertain - Radio scripts • to discuss - Balanced Arguments/Debate • to persuade - Persuasive texts • to inform - Chronological reports • to inform - Journalistic writing • Recounts – eyewitness, diary • Poetry: Rondeau poem: Flanders field • Metaphor poem: Mountain Peak
Golden opportunity		<ul style="list-style-type: none"> • Instructions • Non-chronological report 	<ul style="list-style-type: none"> • Diary recount • Non-chronological report 	<ul style="list-style-type: none"> • Diary recount of the migration to the Hillfort • Biography of Mary Anning • NCR of Animals on the Savannah 	<ul style="list-style-type: none"> • Letter to persuade developers not to build on Deer Park • Diary of a Roman Soldier • Newspaper report about Polar Explorer 	<ul style="list-style-type: none"> • Instructions of how to build a Mayan headdress • Biography- Sir Isaac Newton • Non chronological report about the Mayan Empire 	
Spring	<ul style="list-style-type: none"> • Using the progression of genres document – opportunities to see and use genres are given. For example – writing a letter to Santa, or giving reasons why they should go with baby bear to the moon. 	<ul style="list-style-type: none"> • To entertain- narrative creation stories • To entertain- familiar stories • To inform- non-chronological reports • To discuss- dilemmas/ oral literacy • To inform - instructions • To inform –recounts • Poetry – shape/ alliterative list poems • Here is the seed- John Foster 	<ul style="list-style-type: none"> • To entertain - Creation stories • To inform – newspaper reports • To inform – non chronological reports • To entertain – poetry • To persuade – adverts and posters/ leaflets • Poetry – calligrams • Poetry – London's Burning • A tiny burning flame 	<ul style="list-style-type: none"> • To entertain – folktales and fables (The Wrekin giant) • To inform: Biographies • To entertain/ to discuss - Egyptian Cinderella • To inform – recounts – Howard Carter • To inform - Newspaper reports • Poetry - couplets 	<ul style="list-style-type: none"> • To entertain: historical fiction • To inform - Newspaper report • To entertain- Stories with Dilemmas • To inform: balanced argument • To entertain - Limericks • Loopy Limericks (book) by John Foster • Science Week – • To inform: explanations 	<ul style="list-style-type: none"> • To entertain: playscripts • To persuade : formal and informal letters • To entertain: Historical fiction with dialogue • To inform: Diary entries • To entertain: fables • To entertain: Poetry Cinquains / tankas 	<ul style="list-style-type: none"> • To entertain - Poetry-raps-lyrics • To persuade - Public speaking • To entertain - Playscripts • To entertain- Classic fiction -Shakespeare • Limericks • to entertain - Adventure Stories • to inform - explanation Texts

Golden opportunity		<ul style="list-style-type: none"> • Recounts – diary (real life) • Instructions • Story writing (RE) 	<ul style="list-style-type: none"> • Recounts • Letter writing (Persuasive) • Non-chronological reports 	<ul style="list-style-type: none"> • Diary recounts • Persuasive writing • Instructions • biography 	<ul style="list-style-type: none"> • Biography of Dr Barnardo • Description of life as a Street Child • Letter to persuade people to look after Planet Earth 	<ul style="list-style-type: none"> • Character and setting descriptions • Newspaper reports • Persuasive letter writing • playscripts 	<ul style="list-style-type: none"> • to entertain – Poetry classic: • The Highway Man - Alfred Noyse
Summer	<ul style="list-style-type: none"> • Writing in sentences with a purpose in mind 	<ul style="list-style-type: none"> • To entertain: Narrative – fantasy stories about animals. • To inform: Information / explanation texts • The Jolly Postman • To entertain: Narrative-traditional tales • To explain/ to inform: Non- chronological report/leaflet (Newport now and then) • Poetry - performance 	<ul style="list-style-type: none"> • To entertain – poetry and song lyrics • To persuade: presentation to school council (global warming) • To inform – Instructions • To inform - recounts • To explain – diagrams/ flowcharts/ conclusions 	<ul style="list-style-type: none"> • To entertain – performance poetry • To persuade- letters • To inform – instructions – recipes • To inform – information leaflets • To entertain: adventure narrative • To explain – science observations and leaflets • To explain – newspaper articles/ diaries • Poetry: • Performance poetry: Please Mrs Butler/ Chocolate cake • Haiku: Windy day/ seaview 	<ul style="list-style-type: none"> • To entertain- creation stories • To entertain: Legends • To inform: non-chronological report • To inform: explanation text • To persuade: leaflets/brochure • To entertain – performance poetry (figurative language) • Macavity by T.S Eliot, The Trouble with My Brother - Brian Patten 	<ul style="list-style-type: none"> • To discuss: balanced arguments • To discuss: Recounts: Biographies and Autobiographies – link to Buzz Aldrin • To entertain: Science fiction • To persuade: magazine articles / writing to persuade • To entertain: Myths and legends • To entertain: Rhyming couplets – whimsical nonsensical poems 	<ul style="list-style-type: none"> • (In Year 6 we challenge the writer to use cross genre techniques – ensuring the purpose fits the audience) • To entertain: • Historical Fiction • Classic Fiction – Just William • Poetry • Performance poetry: What I Love About School - Roger Mc Gough • Traditional tales • To inform: • Recounts • To explain/ to discuss: Explanatory Texts • Journalistic Writing
Golden opportunity		<ul style="list-style-type: none"> • A range of golden opportunities 	<ul style="list-style-type: none"> • Golden opportunities for genres covered in year 	<ul style="list-style-type: none"> • Golden opportunities for genres covered over the year 	<ul style="list-style-type: none"> • Golden opportunities for genres covered this year 	<ul style="list-style-type: none"> • Golden opportunities for genres covered this year 	<ul style="list-style-type: none"> • Golden opportunities for genres covered this year