

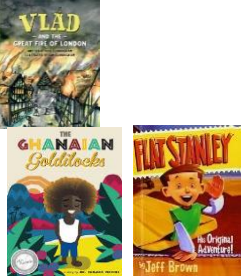






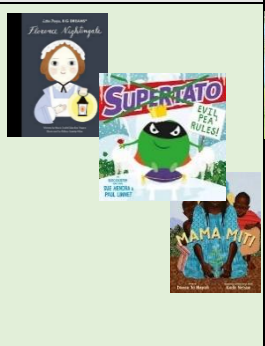

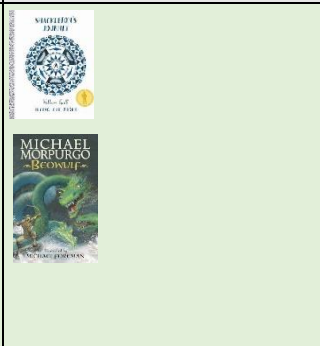

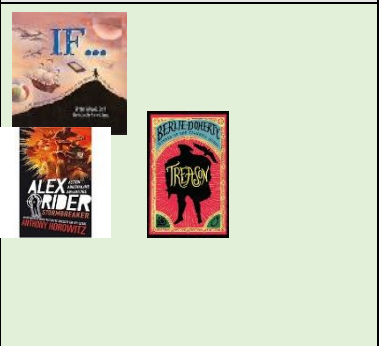









Long term overview for genre progression 2024- 2025

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mini- adventures	<p>I wonder what it means to be a hero?</p> <p>I wonder why we celebrate?</p>	<p>Where in the world do I live?</p> <p>What is the past?</p> <p>Kings, Queens and castles- Where did the kings and queens of the past live?</p>	<p>Why did London burn?</p> <p>Where in the world are we?</p>	<p>'What does pre-history teach us?' Stone age to Iron age</p> <p>Can there be life everywhere on Earth?</p>	<p>What did the Romans do for us?</p> <p>Journey to the river sea- Why are rivers important to us?</p>	<p>What were the similarities and differences between Ancient Maya and England in the 10 Century?</p> <p>How does my region in the UK differ to that of South America?</p>	<p>How does my region and the USA compare?</p> <p>How did WWII change the landscape of Britain?</p>
Linked texts							
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. 	<p>Week 1-4 Place Value of Punctuation and Grammar</p> <p>Non chronological report: Toy Man/ The human body</p> <p>Recount: Harry's helpful letters/ Letters from where we are</p>	<p>Week 1-4 Place Value of Punctuation and Grammar</p> <p>Non chronological report: Minibeasts/ Fire service then and now</p> <p>Recount: Postcards from London/ Vlad's diary</p>	<p>Week 1 – 4 Place Value of Punctuation and Grammar</p> <p>Non- chronological reports: Prehistoric beasts</p> <p>Recount: Stone age Boy diary</p> <p>Instructions: How to catch a mammoth/ How to wash a woolly mammoth</p>	<p>Week 1-4 Place Value of Punctuation and Grammar</p> <p>Non-chronological reports: Extinct animals/ Roman inventions (Vesuvius Pooivius)</p> <p>Recount: (Escape from Pompeii)</p> <p>Narrative- characterising speech: Escaping Pompeii</p>	<p>Week 1-4 Place Value of Punctuation and Grammar</p> <p>Non-chronological report: Ancient Civilisations across the world</p> <p>Narrative: Fantasy (The Lion, the witch and the wardrobe)</p>	<p>Week 1 – 4 Place Value of Punctuation and Grammar</p> <p>Recounts: Mighty survivors (Survivors)</p> <p>Non-chronological reports: Famous Outlaws/ North America</p> <p>Recount: biographies (Carl Linnaeus Science/ David Attenborough)</p>
		<p>Setting/ character descriptions- Stickman/ Candy House</p> <p>Recount: Letters from Paddington</p> <p>Poetry: Acrostic</p>	<p>Narrative: Familiar stories with a twist – Ghanaian Goldilocks</p> <p>Recount: letters from Flat Stanley</p> <p>Persuasive Lost posters: Where is Stanley?</p> <p>Poetry: Similes</p>	<p>To entertain- adventure narrative (Journey trilogy)</p> <p>Persuasive: Save our seas/ Save the rainforest (letters stopping plastic use)</p> <p>Oracy: debates</p> <p>Poetry: kennings (Christmas)</p>	<p>Explanation: How does the digestive system work/ How are rivers formed?</p> <p>Narrative: Setting descriptions (Bear Grylls-river adventures)</p> <p>Non-chronological reports: Mountains</p> <p>Poetry: metaphors</p>	<p>Recount: newspaper report/ eye witness accounts</p> <p>Setting descriptions: stories from other cultures</p>	<p>Poetry: Rondeau poem (Flanders field)</p> <p>Narrative: historical fiction (Letters from the lighthouse)</p> <p>Recount: Evacuee's letter/ Letters from the lighthouse</p> <p>Recount: Newspaper reports/ radio broadcast</p>

Golden opportunity		<ul style="list-style-type: none"> • Instructions • Non-chronological report • Recount- letters 	<ul style="list-style-type: none"> • Non-chronological report • Instructions • Recount- letters 	<ul style="list-style-type: none"> • Diary recount of the migration to the Hillfort • Biography of Mary Anning • NCR of Animals on the Savannah/ Biomes of the world 	<ul style="list-style-type: none"> • Letter to persuade • Instructions • Explanation 	<ul style="list-style-type: none"> • Biography- Sir Isaac Newton • Non chronological report: extreme weather • Persuasive: Visit South America (Brazil) 	<ul style="list-style-type: none"> • Genres should be weaved through the text to give the pupils flexibility to adjust the genre to the purpose
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Mini-adventures	I wonder who lives there? I wonder how it grows?	Where did explorers go? Where have humans explored? Who were the Victorians?	Who was the most significant famous nurse? What would the world be like without flowers?	What makes up Shropshire? Flying food airways- How important is trade?	Pole Explorers- which pole exploration was the most successful? Anglo-Saxons vs Vikings- Who were the strongest leaders?	What is out there? Earth and Space What were the greatest achievements of the Greeks?	What is the economic activity of the UK and how sustainable is it? Does the punishment fit the crime?
Linked texts							
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. 	<p>Instructions: How to be a mighty explorer (Y2 model text)/ How to build a rocket</p> <p>Recount: Toys in Space/ Columbus' journey</p> <p>(Whole school book focus – poetry) Alphabet</p> <p>Narrative: Stories from familiar settings (toy focused)</p> <p>Instructions: How to make the Bathing machine</p> <p>Persuasive: Buy the Bathing Machine</p>	<p>Recount: Diary of a nurse</p> <p>Persuasive: Clean hospitals/ wash your hands</p> <p>(Whole school book focus – poetry) Calligrams</p> <p>Narrative: mighty marrow saves the day/ Evil pea (with a twist)</p> <p>Instructions: How to make a vegetable garden</p> <p>Persuasive: Join the super vegetable crew/ Help plant a tree</p>	<p>Narrative: folktales and fables (Aesops Fables/ The Wrekin giant)</p> <p>Persuasive leaflet: Visit Shropshire (The Ironbridge Ogre)</p> <p>(Whole school book focus- poetry) Question and answer poetry/ Kennings</p> <p>Instructions: revolting recipes</p> <p>Explanations: How is fairtrade tea farmed?/ How does the dragon catching machine work? (The boy who grew dragons)</p> <p>Performance poetry: Please Mrs Butler/ Chocolate cake</p>	<p>Recount: biography of Ernest Shackleton</p> <p>Persuasive: / Boudicca rallies support/ Shackleton rallies support to join his exploration</p> <p>(Whole school book focus-poetry) Limericks</p> <p>Narrative: myths and legends (Beowolf)</p> <p>Instructions: How to slay a minatour/ How to slay a...</p> <p>Non-Chronological reports: Mythical creatures</p>	<p>Recount: biography and autobiography of the Space explorers</p> <p>Non-chronological report: Planets of the Solar system (The skies above my eyes)</p> <p>Narrative: Science fiction</p> <p>(Whole school book focus-poetry)</p> <p>Persuasive: Allow women to take part in Ancient Athens games (Corinthian girl)</p> <p>Narrative: myths and legends (Who let the gods out)</p>	<p>To discuss Balanced arguments/ debate (If...)</p> <p>Explanation: How does.... Work? (If...)</p> <p>Non-Chronological report: Sustainable economies</p> <p>(Whole school book focus- poetry) Blackout - visual</p> <p>Narrative: prose – The Highwayman</p> <p>Persuasive: Does the punishments fit the crime? (Treason)</p> <p>Explanation: how does the spy gadget work?</p> <p>Explanation: Letter to inform MI5 of the newest technology</p> <p>Narrative: internal monologue (Stormbreaker)</p> <p>Narrative: flashback (Stormbreaker)</p>
Golden opportunity		3 golden opportunities – Autumn and Spring terms genres	3 golden opportunities – Autumn and Spring terms genres	3 golden opportunities – Autumn and Spring terms genres	3 golden opportunities – Autumn and Spring terms genres	3 golden opportunities – Autumn and Spring terms genres	3 golden opportunities – Autumn and Spring terms genres

Mini-adventures	I wonder how it works? I wonder what is under the sea?	I wonder who that can be? Where did you come from? How would you survive a desert island?	How has technology changed in the last 60 years? What makes our town unique?	How did the Egyptians shape the world today?	Victorian lives- Could you have been a Victorian Street Child? Who pays the price?	How did the Industrial Revolution impact our local area?	How have key historical events shaped our world now? How has life evolved?
Linked texts							
Summer	<ul style="list-style-type: none"> Writing in sentences with a purpose in mind 	<p>Narrative: Fables</p> <p>Non-chronological report: Hot and cold countries/ All about penguins</p>	<p>Narrative: Setting descriptions (Flotsam)</p> <p>Non-chronological report: Significant inventors and inventions</p> <p>Poetry: Calligrams</p>	<p>Narrative: Mystery/adventure (Marcy and the riddle of the sphinx)</p> <p>Recount: News reports (Discovery of Tutankarhmun's tomb – Howard Carter)</p>	<p>Playscripts: Oliver Twist</p> <p>Narrative: Historical fiction – with speech (Oliver Twist)</p> <p>Explanation: How does sound travel? (Science)</p>	<p>Narrative-characterising speech for effect- (Alice in Wonderland)</p> <p>Explanation: Does the size of sugar affect how quickly it dissolves in water?</p> <p>Persuasive: Should Newport keep building homes?</p>	<ul style="list-style-type: none"> (In Year 6 we challenge the writer to use cross genre techniques – ensuring the purpose fits the audience)
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 Biography of Dr Barnardo Description of life as a Street Child 	<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
		<p>Recount: Postcards/ letters – Victorian seaside/ Letter from the Lighthouse keeper</p> <p>Persuasive: Visit A desert Island/ Visit beautiful Blackpool</p>	<p>Explanation: What is the life cycle of a plant?/ What is the life cycle of a dragon?</p> <p>Recount: Postcards and letters from a holiday in my town</p>	<p>Recount: Letters and diaries from Stanley's adventure</p> <p>Narrative with similar themes: Egyptian Cinderella</p>	<p>performance poetry (figurative language – Varmints)</p> <p>Narrative: Stories with dilemmas (Varmints)</p> <p>Persuasive: Letters about the environmental issues (not deforestation or plastic)</p>	<p>Narrative: Historical fiction (Maggie's diary)</p> <p>Recount: The diary of Maggie</p> <p>Instructions: How to raid an Anglo-Saxon settlement/ How to survive Year 6</p>	<p>Recount: Charles Darwin's diary</p> <p>Persuasive: Protect the puffins</p> <p>Non-chronological reports: The Galapagos flying lizards</p> <p>Poetry: Rhyming couplets</p>