Literacy Curriculum 2022-23

Year	Autumn Term	Spring Term	Summer Term
Whole School	Celebrating National Poetry Day/ Week (Week Beginning 3rd October) Favourite poems – each class voting for a favourite	Celebrating World Book Day (March)	Author Visit
Reception	**Communication and Language** Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Literacy** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Form lower-case correctly. Spell words by identifying the sounds and then writing the sound with letter/s Traditional tales Stories linked to toys	*As before and…* **Communication and Language** Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use new vocabulary in different contexts Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Literacy** Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to Jolly Phonics (our Phonics programme). Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Stories linked to superheroes Stories linked to animals/dinosaurs	**Early Learning Goals** **Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** 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. Stories linked to growth and change Stories linked to places
Year 1	The Colour Monster by Anna Llenas Poems to learn by heart – nursery rhymes Investigating rhyming patterns	Non-chronological reports on significant people (history link) Researching facts	Stories with familiar settings – The Enormous Turnip

	Writing own nursery rhyme Stories by the same author - Harry the Mouse series by NGK Instructions – bonfire safety (linked to Bonfire Night) Stories involving fantasy – Traction Man by Mini Grey Labels/captions Poster Writing own superhero story	Stories with repeated patterns – Zog by Julia Donaldson Little Red Hen (traditional story) Traditional Tales with a twist – the Three Little Pigs / Three Little Wolves and the Big Bad Pig by Eugene Trivizas Writing own version of a traditional tale Recount from class trip	Non-fiction texts – factfile booklets (science link with plants) Stories from a different culture – Australian Folk Stories Writing animal creation story Poems on a theme - nature
Year 2	Here We Are - Oliver Jeffers (exploring feelings through drama and writing) Stories with familiar settings (Lion in the Meadow by Margaret Mahy) Instructions Poetry on a theme (Bonfire Night / noisy poems) Traditional Tales – Aesop's fables	Animal Adventure Stories Information Text Both based on The Way Home for Wolf by Rachel Bright Stories by the same author – Simon Bartram Performance Poetry	Character descriptions Recounts – letters Diaries (Above all linked to the Great Fire of London) Traditional fairy tales (with a twist) Classical poetry
Year 3	Humorous poems (linked to school) The First Drawing – sentence structure and grammar work The Minpins Modern fiction – The Hodgeheg (including writing own animal adventure story) Texts *The First Drawing by Mordecai Gerstein *The Lost Species by Jess French (both linked to the Stone Age) *The Minpins by Roald Dahl *The Hodgeheg by Dick King-Smith	Stories with a moral – The Pied Piper of Hamelin (including writing own story with a moral) Traditional Poetry – From a Railway Carriage Instructions linked to history topic Cinderella of the Nile – writing own ending Texts *The Pied Piper of Hamelin *From a Railway Carriage poem by Robert Louis Stevenson *The Iron Man by Ted Hughes *Cinderella of the Nile by Beverley Naidoo	Diary writing – including extracts from Diary of a Killer Cat (Anne Fine) & The Day I Swapped my Dad for A Goldfish (Neil Gaiman) The Tear Thief by Carol Ann Duffy Shape Poetry Non-chronological reports – based on a rainforest creature Texts *The Tear Thief by Carol Ann Duffy *Creakers by Tom Fletcher *The Tin Forest by Helen Ward

	*The Street Beneath my Feet by Charlotte Guilian	*The BFG by Roald Dahl	
Year 4	Non-chronological report– the Loch Ness Monster Loch Ness monster adventure story Letter writing Explanation text (science / geography link) Poems on a theme (water) Texts *The Last Bear by Hannah Gold *The Treasure of the Loch Ness Monster by Lari Don	Fantasy Stories (quest) Newspaper reports Stories on a theme – Escape from Pompei Diary extract Texts *The Firework Maker's Daughter by Philip Pullman *Escape from Pompeii by Christina Balit	Greek myths – investigating and writing own adventure myth Playscripts Adverts – persuasive techniques Classic poetry – Cats by TS Elliot Different styles of poetry (Kennings/Haiku/Cinquain/Limericks) Texts *Cats by TS Elliot *Various Greek Myths
Year 5	Recap of non-negotiables in writing and grammar Traditional stories from other cultures (writing and telling own version) Instruction writing based on games Writing unit linked to Children of the Benin Kingdom Non-chronological report on Benin Kingdom Writing unit linked to Journey to Jo'burg including informal letter, character comparisons and setting descriptions Texts *Swan Song by Gill Lewis *Spider's Web – African myths and legends by Kathleen Arnott	Adventure story based on Stormbreaker (writing an extra chapter) Creating tension through plot and sentence structure. Comparing film and narrative. Narrative Poetry – The Highwayman Investigating simile and metaphor Performing poetry (The Highwayman) Viking Legends – writing a chapter in a historical story Research and note taking skills Texts * Stormbreaker by Anthony Horowitz *The Highwayman (Alfred Noyes) *Viking Boy by Tony Bradman	Poems with different structures Writing unit based on Shackleton's Journey including descriptive and persuasive writing Writing unit based on Kensuke's Kingdom including formal/informal letters and recounts (newspapers) Texts *Love that Dog (poetry) by Sharon Creech *Shackleton's Journey by William Grill *Kensuke's Kingdom (Michael Morpurgo)

	*How the Whale Became and other Stories by Ted Hughes *Children of the Benin Kingdom by Dinah Orji *Journey to Jo'burg by Beverley Naidoo		
Year 6	Classic poetry – Jabberwocky and World War 1 poets Writing unit based on Goodnight Mister Tom -investigating characterisation through speech -writing in formal and informal styles Texts *Jabberwocky by Lewis Carrol * Stay Where You Are and Then Leave by John Boyne *Goodnight Mister Tom by Michelle Margorian	Writing unit based on Holes Including description and persuasive writing and speeches Classic Fiction- The Railway Children - writing an extra chapter in the style of the author Texts *Holes by Louis Sachar *The Railway Children by E Nesbit	Explanation text linked to geography (mountains) Discussion texts – linked to geography Classic fiction – Shakespeare play (linked to end of year performance) Texts *Spylark by Danny Rurlander (local author) *a Shakespeare play (TBC) *Shakespeare Stories by Leon Garfield