

Literacy Curriculum 2023-24

| | Autumn Term | Spring Term | Summer Term |
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| Whole School | Celebrating National Poetry Day/ Week Poet visit – Friday 6 th October | Celebrating World Book Day (March) | Karate Reading Event |
| Reception | <p>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.</p> <p>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</p> <p>Traditional tales Stories linked to toys</p> | <p><i>As before and...</i></p> <p>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.</p> <p>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.</p> <p>Stories linked to superheroes Stories linked to animals/dinosaurs</p> | <p>Early Learning Goals</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Stories linked to growth and change Stories linked to places</p> |
| Year 1 | <p>The Colour Monster by Anna Llenas Poems to learn by heart – nursery rhymes Investigating rhyming patterns Writing own nursery rhyme</p> | <p>Non-chronological reports on significant people (history link) Researching facts Stories with repeated patterns – Zog by Julia Donaldson</p> | <p>Stories with familiar settings – The Enormous Turnip Non-fiction texts – factfile booklets (science link with plants)</p> |

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| | <p>Stories by the same author - Harry the Mouse series by NGK</p> <p>Instructions – bonfire safety (linked to Bonfire Night)</p> <p>Stories involving fantasy – Traction Man by Mini Grey</p> <p>Labels/captions</p> <p>Poster</p> <p>Writing own superhero story</p> | <p>Little Red Hen (traditional story)</p> <p>Traditional Tales with a twist – The Three Little Pigs / Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>Writing own version of a traditional tale</p> | <p>Stories from a different culture – Australian Folk Stories</p> <p>Writing animal creation story</p> <p>Poems on a theme - nature</p> <p>Recount from class trip</p> |
| Year 2 | <p>The Bear Under the Stairs Helen Cooper</p> <p>Main Outcome – Own version</p> <p>The Great Fire of London</p> <p>Main Outcome – Information Booklet</p> <p>A Walk in London Salvatore Rubbino</p> <p>Main Outcome – Guidebook</p> <p>The Dragon Machine Helen Ward</p> <p>Main Outcome – Own dragon story</p> | <p>House Held up by Trees Ted Kooser</p> <p>Main Outcome – Factual report</p> <p>Tadpole’s Promise Jeanne Willis</p> <p>Main Outcome – Own version</p> <p>Dinosaurs and all That Rubbish Michael Foreman</p> <p>Main Outcome – ‘How to look after the planet’ booklet</p> <p>The Way Back Home Oliver Jeffers</p> <p>Main Outcome – Fact File</p> | <p>The Owl and the Pussycat Edward Lear (classic poetry)</p> <p>Main Outcome – Rhyming poem</p> <p>Goldilocks and the Three Bears traditional story</p> <p>Main Outcome – Sequel story</p> <p>Jim and the Beanstalk Raymond Briggs</p> <p>Main Outcome – Sequel</p> <p>Billy and the Minpins Roald Dahl</p> <p>Main Outcome – Own version</p> |
| Year 3 | <p>Modern picture book (adventure story)</p> <p>Fables</p> <p>Traditional tales</p> <p>Explanation texts (linked to rocks, mountain and volcano formation)</p> <p>Writing outcome</p> <p>Own version of a fable</p> <p>Own version of Pied Piper</p> <p>Explanatory poster</p> <p>Short writes</p> <p>Story map</p> | <p>Historical adventure story</p> <p>Traditional story</p> <p>Modern Fiction</p> <p>Newspaper recounts</p> <p>Writing outcome</p> <p>Historical adventure narrative (First Drawing retell)</p> <p>Own version of a traditional tale</p> <p>Newspaper article</p> <p>Short writes</p> <p>Setting description</p> | <p>Modern fiction</p> <p>Classical poetry (performing)</p> <p>Modern fiction</p> <p>Modern picture book</p> <p>Writing outcome</p> <p>Own version of a “monster” story</p> <p>Continuing story in style of author</p> <p>Short Writes</p> <p>Story openers</p> <p>Diary entry</p> <p>Character description</p> |

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| | <p>Instructions</p> <p>Narrative description</p> <p>Diary in role</p> <p>Narrative</p> <p>Writing in role (1st person)</p> <p>Non-chronological report (on rats)</p> <p>Advert</p> <p>Blackout poetry</p> <p>Recount</p> <p>Texts</p> <p>Journey (Aaron Becker)</p> <p>Tales of Wisdom and Wonder (Hugh Lupton)</p> <p>Aesop's Fables</p> <p>The Pied Piper of Hamelin (Michael Morpurgo & Emma Chichester)</p> <p>The Pied Piper of Hamelin poem (Robert Browning)</p> <p>Pebble in My Pocket (Meredith Hooper)</p> <p>Street Beneath my Feet (Charlotte Gulain and Yuval Zommer)</p> | <p>Character description</p> <p>Recount</p> <p>Diary</p> <p>Information (research)</p> <p>Short news report</p> <p>Advert</p> <p>Shared poem</p> <p>Letter in role</p> <p>Persuasive poster</p> <p>Texts</p> <p>The First Drawing (Mordecai Gerstein)</p> <p>Stone Age Boy (Satoshi Kitamura)</p> <p>Lost Species (Jess French and Daniel Long)</p> <p>Ug Stone Age Genius (Raymond Briggs)</p> <p>Cinderella of the Nile (Beverley Naidoo)</p> <p>The Tear Thief (Carol Ann Duffy)</p> | <p>News broadcast</p> <p>Monologue</p> <p>Debate</p> <p>Report writing</p> <p>Explanation</p> <p>Word definitions</p> <p>Poetry</p> <p>Writing in role – letters, log entry</p> <p>Setting description</p> <p>Texts</p> <p>Classic poems- From a Railway Carriage, My Shadow, Bed in Summer (R.L. Stevenson) Night Mail (W.H. Auden)</p> <p>The Iron Man (Ted Hughes)</p> <p>Marcy and the Riddle of the Sphinx (Joe Todd-Stanton)</p> <p>The Great Kapok Tree (Lee Cherry)</p> <p>The Wild Robot (Peter Brown)</p> <p>The Lost Words (Robert MacFarlane & Jackie Morris)</p> |
| Year 4 | <p>Non-chronological report– the Loch Ness Monster</p> <p>Loch Ness monster adventure story</p> <p>Letter writing</p> <p>Explanation text (science / geography link)</p> <p>Poems on a theme (water)</p> <p>Texts</p> <p>*The Last Bear by Hannah Gold</p> <p>*The Treasure of the Loch Ness Monster by Lari Don</p> | <p>Fantasy Stories (quest)</p> <p>Newspaper reports</p> <p>Stories on a theme – Escape from Pompei</p> <p>Diary extract</p> <p>Texts</p> <p>*The Firework Maker's Daughter by Philip Pullman</p> <p>*Escape from Pompeii by Christina Balit</p> <p>*Queen of Darkness Tony Bradman</p> | <p>Greek myths – investigating and writing own adventure myth</p> <p>Playscripts</p> <p>Adverts – persuasive techniques</p> <p>Classic poetry – Cats by TS Elliot</p> <p>Different styles of poetry (Kennings/Haiku/Cinquain/Limericks)</p> <p>Texts</p> <p>*Old Possum's Book of Practical Cats by TS Elliot</p> |

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| | | | *Atticus the Storyteller's 100 Greek Myths |
| Year 5 | <p>Recap of non-negotiables in writing and grammar</p> <p>Traditional stories from other cultures (writing and telling own version)</p> <p>Instruction writing based on games</p> <p>Writing unit linked to Children of the Benin Kingdom</p> <p>Non-chronological report on Benin Kingdom</p> <p>Writing unit linked to Journey to Jo'burg including informal letter, character comparisons and setting descriptions</p> <p>Texts</p> <p>*Spider's Web – African myths and legends by Kathleen Arnott</p> <p>*How the Whale Became and other Stories by Ted Hughes</p> <p>*Children of the Benin Kingdom by Dinah Orji</p> <p>*Journey to Jo'burg by Beverley Naidoo</p> | <p>Adventure story based on Stormbreaker (writing an extra chapter)</p> <p>Creating tension through plot and sentence structure.</p> <p>Comparing film and narrative.</p> <p>Narrative Poetry – The Highwayman</p> <p>Investigating simile and metaphor</p> <p>Performing poetry (The Highwayman)</p> <p>Viking Legends – writing a chapter in a historical story</p> <p>Research and note taking skills</p> <p>Texts</p> <p>* Stormbreaker by Anthony Horowitz</p> <p>*The Highwayman (Alfred Noyes)</p> <p>*Viking Boy by Tony Bradman</p> | <p>Poems with different structures</p> <p>Writing unit based on Shackleton's Journey including descriptive and persuasive writing</p> <p>Writing unit based on Kensuke's Kingdom including formal/informal writing and recounts (newspapers)</p> <p>Texts</p> <p>*Love that Dog (poetry) by Sharon Creech</p> <p>*Shackleton's Journey by William Grill</p> <p>*Ice Trap by Meredith Hooper</p> <p>*Kensuke's Kingdom by Michael Morpurgo</p> |
| Year 6 | <p>Classic poetry – Jabberwocky by Lewis Carroll and World War 1 poets</p> <p>Writing unit based on Goodnight Mister Tom</p> <p>-investigating characterisation through speech</p> <p>-writing in formal and informal styles</p> <p>-writing an extra chapter in style of the author</p> | <p>Writing unit based on Holes by Louis Sachar</p> <p>Including description and persuasive writing</p> <p>Writing unit based on The Railway Children by E Nesbit</p> <p>-writing letters as characters</p> <p>-diary entries</p> <p>-writing an extra chapter in the style of the author</p> | <p>Classic fiction – Shakespeare play (linked to end of year performance)</p> <p>Explanation text linked to geography (mountains)</p> <p>Discussion texts – linked to geography</p> <p>Texts</p> <p>*The Railway Children by E. Nesbit</p> <p>*Spylark by Danny Rurlander (local author)</p> |

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| | <p>Texts</p> <p>*Jabberwocky by Lewis Carroll</p> <p>* Stay Where You Are and Then Leave by John Boyne</p> <p>*Goodnight Mister Tom by Michelle Margorian</p> <p>Various WW1 Poems</p> | <p>-settings description</p> <p>-showing characterisation and moving on action through speech</p> <p>Texts</p> <p>*Holes by Louis Sachar</p> <p>*The Railway Children by E Nesbit</p> | <p>*Play (announced in Summer Term) by William Shakespeare</p> |
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