

Literacy Curriculum 2023-24

|              | Autumn Term   | Spring Term  | Summer Term   |
|--------------|---|--|---|
| Whole School | Celebrating National Poetry Day/ Week<br>Poet visit – Friday 6 <sup>th</sup> October  | Celebrating World Book Day (March)   | Karate Reading Event  |
| Reception    | <p><b>Communication and Language</b><br/>Understand how to listen carefully and why listening is important.<br/>Learn new vocabulary.<br/>Use new vocabulary through the day.<br/>Develop social phrases.<br/>Engage in story times.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br/>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs.<br/>Engage in non-fiction books.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Literacy</b><br/>Read individual letters by saying the sounds for them.<br/>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br/>Form lower-case correctly.<br/>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Traditional tales<br/>Stories linked to toys</p> | <p><i>As before and...</i></p> <p><b>Communication and Language</b><br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Articulate their ideas and thoughts in well-formed sentences.<br/>Connect one idea or action to another using a range of connectives.<br/>Describe events in some detail.<br/>Use new vocabulary in different contexts<br/>Engage in non-fiction books.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Literacy</b><br/>Read some letter groups that each represent one sound and say sounds for them.<br/>Read a few common exception words matched to Jolly Phonics (our Phonics programme).<br/>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br/>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br/>Form capital letters correctly.<br/>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.<br/>Re-read what they have written to check that it makes sense.</p> <p>Stories linked to superheroes<br/>Stories linked to animals/dinosaurs</p> | <p><b>Early Learning Goals</b></p> <p><b>Comprehension</b><br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;<br/>Anticipate – where appropriate – key events in stories;<br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs;<br/>Read words consistent with their phonic knowledge by sound-blending;<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b><br/>Write recognisable letters, most of which are correctly formed;<br/>Spell words by identifying sounds in them and representing the sounds with a letter or letters;<br/>Write simple phrases and sentences that can be read by others.</p> <p>Stories linked to growth and change<br/>Stories linked to places</p> |
| Year 1       | <p><b>The Colour Monster</b> by Anna Llenas<br/>Poems to learn by heart – nursery rhymes<br/>Investigating rhyming patterns<br/>Writing own nursery rhyme</p>   | <p>Non-chronological reports on significant people (history link)<br/>Researching facts<br/>Stories with repeated patterns – <b>Zog</b> by Julia Donaldson</p>   | <p>Stories with familiar settings – <b>The Enormous Turnip</b><br/>Non-fiction texts – factfile booklets (science link with plants)</p>   |

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

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

|        |   |   |   |
|--------|---|---|---|
|        |   |   | <b>*Atticus the Storyteller's 100 Greek Myths</b>   |
| 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>*<b>Spider's Web</b> – African myths and legends by Kathleen Arnott</p> <p>*<b>How the Whale Became and other Stories</b> by Ted Hughes</p> <p>*<b>Children of the Benin Kingdom</b> by Dinah Orji</p> <p>*<b>Journey to Jo'burg</b> 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>* <b>Stormbreaker</b> by Anthony Horowitz</p> <p>*<b>The Highwayman</b> (Alfred Noyes)</p> <p>*<b>Viking Boy</b> 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>*<b>Love that Dog</b> (poetry) by Sharon Creech</p> <p>*<b>Shackleton's Journey</b> by William Grill</p> <p>*<b>Ice Trap</b> by Meredith Hooper</p> <p>*<b>Kensuke's Kingdom</b> by Michael Morpurgo</p> |
| Year 6 | <p>Classic poetry – <b>Jabberwocky</b> by Lewis Carroll and <b>World War 1 poets</b></p> <p>Writing unit based on <b>Goodnight Mister Tom</b></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 <b>Holes</b> by Louis Sachar</p> <p>Including description and persuasive writing</p> <p>Writing unit based on <b>The Railway Children</b> 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 – <b>Shakespeare play</b> (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>*<b>The Railway Children</b> by E. Nesbit</p> <p>*<b>Spylark</b> by Danny Rurlander (local author)</p>   |

|  |   |   |   |
|--|---|---|---|
|  | <p>Texts</p> <ul style="list-style-type: none"><li>*<b>Jabberwocky</b> by Lewis Carrol</li><li>* <b>Stay Where You Are and Then Leave</b> by John Boyne</li><li>*<b>Goodnight Mister Tom</b> by Michelle Margorian</li><li><b>Various WW1 Poems</b></li></ul> | <ul style="list-style-type: none"><li>-settings description</li><li>-showing characterisation and moving on action through speech</li></ul> <p>Texts</p> <ul style="list-style-type: none"><li>*<b>Holes</b> by Louis Sachar</li><li>*<b>The Railway Children</b> by E Nesbit</li></ul> | <p>*<b>Play</b> (announced in Summer Term) by William Shakespeare</p> |
|--|---|---|---|