

## Literacy Curriculum 2021-22

Year	Autumn Term	Spring Term	Summer Term
Whole School	Celebrating National Poetry Day (October) Teachers' favourite poems - choosing a school favourite	Celebrating World Book Day (March)	Author visit
Reception	<p><b>Communication and Language</b> 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><b>Literacy</b> 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><b>Communication and Language</b> 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><b>Literacy</b> 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><b>Early Learning Goals</b> <b>Comprehension</b> 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><b>Word Reading</b> 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><b>Writing</b> 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	Stories by the same author - <b>Harry the Mouse</b> (author: NGK) Instructions (recipe and safety)	Non-chronological reports – people who help us	Stories with familiar settings – <b>The Enormous Turnip</b>

	Poems on a theme – rhyming in nursery rhymes	Stories with repeated patterns – <b>Zog / Little Red Hen</b> Traditional Tales Recounts	Non-fiction texts – booklets (science link with plants) Stories from a different culture – Australian Folk Stories Poems to learn by heart
Year 2	<b>Here We Are</b> - Oliver Jeffers (exploring feelings through drama and writing) <b>The Way Home for Wolf</b> - Rachel Bright (writing an information text based on an animal, and own story based on the text) Poetry on a theme (Bonfire Night / noisy poems)	Stories by the same author – Simon Bartram Instructions Poetry with a structure Stories with familiar settings ( <b>Lion in the Meadow</b> )	Recounts – letters Traditional tales (with a twist) Non-chronological reports Classical poetry
Year 3	Humorous poems (linked to school) <b>The First Drawing</b> (Mordecai Gerstein) – sentence structure and grammar work Instructions – monster pizza Stories by Michael Foreman e.g. “ <b>I’ll Take You to Mrs Cole</b> ” (leading to writing own story based on the same structure)  Class Reader: <b>The House that Sailed Away</b> (Pat Hutchins) <b>The First Drawing</b> by Mordecai Gerstein (linked to the Stone Age)	Stories with a moral – <b>The Pied Piper of Hamelin</b> (including writing own story with a moral) Traditional Poetry – <b>From a Railway Carriage</b> by Robert Louis Stevenson Modern fiction – <b>The Hodgeheg</b> by Dick King Smith (including writing own animal adventure story) Non-chronological reports – based on a rainforest creature  Class Reader: <b>The Hodgeheg</b> by Dick King-Smith	Diary writing – including extracts from <b>Diary of a Killer Cat</b> (Anne Fine) & <b>The Day I Swapped my Dad for A Goldfish</b> (Neil Gaiman) Traditional Tale – <b>Cinderella of the Nile</b> (Beverley Naidoo) Shape Poetry Non-fiction – based on <b>House Held up By Trees</b> (Ted Kooser)  Class Reader: <b>House Held up By Trees</b> (Ted Kooser) <b>Creakers</b> by Tom Fletcher
Year 4	Non-chronological report and letters – the Loch Ness Monster Loch Ness monster adventure story Poems on a theme (senses)	Issues and dilemmas Story (based on <b>Balaclava Boys</b> by George Layton) Newspaper reports Explanation texts Classic poetry – <b>Cats</b> by TS Elliot	Greek myths – investigating and writing own adventure myth <b>Orchard Book of Greek Myths</b> (Geraldine McCaughrean) Playscripts Novel as a theme (David Walliams)

	<p>Fantasy Quest Story (based on fantasy texts such as The Lion, The Witch and the Wardrobe &amp; Harry Potter)</p> <p>Class reader: <b>Krindlekrax</b> (Philip Ridley) &amp; <b>The Firework Maker's Daughter</b> (Philip Pullman)</p>	<p>Different styles of poetry (Kennings/Haiku/Cinquain/Limerick)</p> <p>Descriptive writing based on <b>Escape from Pompei</b> by Christina Balit (History topic – Romans – link)</p> <p>Class Reader: <b>Odd and the Frost Giants</b> (Neil Gaiman)</p> <p><b>Escape from Pompei</b> by Christina Balit</p>	<p>Class Reader: <b>Gangsta Granny</b></p>
Year 5	<p>Adventure story based on <b>Stormbreaker</b> (Anthony Horowitz)</p> <p>Creating tension through plot and sentence structure</p> <p>Comparing film and text</p> <p>Poems with structures: <b>I saw a Peacock</b> (Anon), <b>Adventures of Isabel</b> (Ogden Nash)</p> <p><b>Love that Dog</b> - Sharon Creech (includes many different poems)</p> <p>Persuasive leaflets</p> <p>Argument and debate</p> <p>Class Readers: <b>Stormbreaker</b> (Anthony Horowitz), <b>Cloud Busting</b> (Malorie Blackman) &amp; <b>Love That Dog</b> (Sharon Creech)</p>	<p>Narrative Poetry – <b>The Highwayman</b></p> <p>Investigating simile and metaphor</p> <p>Performing poetry (The Highwayman)</p> <p>Viking Legends – investigating and writing own legend</p> <p>Instructions writing (based on games)</p> <p>Explanations (linked to science work)</p> <p>Class Readers: <b>The Highwayman</b> (Alfred Noyes) and other narrative poems (The <b>Pied Piper of Hamelin</b> (Robert Browning) <b>Viking Boy</b> – (Tony Bradman)</p>	<p>Traditional stories from other cultures (linked to creation and animal features)</p> <p><b>Just So Stories</b> (Rudyard Kipling)</p> <p>Non-Chronological reports linked to Africa</p> <p>Persuasive writing (tourist brochures)</p> <p>Class Readers: <b>Journey to Jo'burg</b> (Beverley Naidoo)</p> <p><b>Kensuke's Kingdom</b> (Michael Morpurgo)</p> <p><b>The Rime of the Ancient Mariner</b> (Samuel Taylor Coleridge)</p> <p><b>Wonder</b> (R.J. Palacio)</p>
Year 6	<p>Biographies/autobiographies</p> <p>Classic poetry – World war 1 poets including <b>Dulce et Decorum Est</b> (Wilfred Owen) &amp; <b>For the Fallen</b> Robert Binyon (local poet)</p> <p><b>Shackleton's Journey</b> – William Grill</p>	<p>Classic Fiction- <b>The Railway Children</b> (E. Nesbitt) – writing an extra chapter in the style of the author</p> <p>Fiction – <b>Goodnight Mister Tom</b> (Michelle Magorian) – investigating characterisation through speech and writing own adventure chapter</p>	<p>Explanation text linked to geography (mountains)</p> <p>Discussion texts – balanced arguments linked to PSHE</p> <p>Classic fiction – Shakespeare play</p>

	<p>Including description and persuasive writing and speeches</p> <p>Class Readers: <b>Stay Where You Are and then Leave</b> (John Boyne) <b>Shackleton's Journey</b> (William Grill)</p>	<p>Writing in formal and informal styles Classic poetry – <b>Jabberwocky</b> (Lewis Carroll)</p> <p>Class Readers: <b>The Railway Children</b> (E. Nesbitt) <b>Goodnight Mister Tom</b> (Michelle Magorian)</p>	<p><b>Shakespeare Stories</b> volumes 1 and 2 retold by Leon Garfield</p>
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