

Literacy Overview

Year 1

Throughout the year the children will have individual reading books that they can enjoy at home and school, as well as sharing reading in a group, matched to their ability.

Spelling will also be taught in an ability matched group with children learning word families and those with familiar patterns, before moving to learning the spelling rules outlined on the curriculum. These will be reinforced during literacy lessons with the whole class.

High priority is given to handwriting and this is also taught separately in Year One for a short period each day. Children learn use 'get ready lines' when writing which helps them to prepare for joining up their letters in Class Two.

Year 1 Autumn

Familiar Settings

Children will look at a range of stories from familiar settings and will have opportunities to retell familiar stories both orally; acting stories out and in their writing.

Information Writing – Including reports, recounts and instructions.

The children will learn about fiction and non-fiction books and learn to recognise the main features of a non-fiction book. Children will write recounts of their 'news' where they are encouraged to write independently and develop their Literacy skills. Children will read familiar and non-familiar texts and use these texts to develop their own writing. Children will pay particular attention to settings, characters and events in the stories we read together.

Stories From Other Cultures

Children will work on stories from other cultures and discuss similarities and differences between these and traditional stories. Children will look at the language used in different stories, continuously learning new vocabulary and using this vocabulary in their writing.

Character Development

As we look closely at settings and events we are also looking at different characters from a wide range of stories and developing our own characters too. Children are encouraged to think about how different characters look, sound and their personalities.

Pattern and Rhyme

The children will read different stories containing pattern and rhyme. They will enjoy using pattern and rhyme in their own writing and will think about the word choices authors have made and the reasons for these word choices.

Year 1 Spring

Traditional Stories and fairy tales

Class One really enjoys reading different fairy tales. Children learn about the characters, settings and events of different fairy tales. They become familiar with story language for example 'Once upon a time' and 'they lived happily ever after'. Children will use their knowledge of fairy tales to make predictions about possible story endings.

Familiar Settings

Children will look at a wide range of stories from familiar settings and will be given the opportunity to use familiar settings in their own story writing.

Recounts

By this stage children have developed their ability to write in full sentences which are grammatically accurate. A visit from 'Sam's Safari' gives children a fantastic opportunity to write a recount using descriptive language and adding appropriate detail, children can share their own opinions, likes and dislikes and give reasons for their opinions.

Information Texts

The children will recap on the features of a non-fiction text and will look further into these texts in their topic work on 'Animal Magic'. Children will be given the opportunity to create their own non-fiction text based on our visit from Sam's Safari.

Year 1 Summer

Extended Stories

Children will be familiar with quickly identifying characters, settings and events as we continue to look at a range of fiction books. Children will look at the order of events and think about the beginning, middle and end of each story. Children will be given opportunities to write at length and will be encouraged to read their own writing and the writing of their peers.

Poetry

Children will have the opportunity to learn poems and rhymes by heart. They will revisit rhyming words and use rhyming words in their writing. Children will read a range of different poems mainly linked to our 'Summer Fun' topic and will write their own poems.

Fantasy Stories

This gives children a fantastic opportunity to develop their creative writing. Children read a range of fantasy stories and develop their own creative and imaginative ideas. Children are encouraged to develop fantasy settings, along with fantasy characters and of course magical events.

Year 2

Throughout the year the children will have individual reading books that they can enjoy at home and school, as well as sharing reading in a group, matched to their ability. We love reading in Class Two and the children are always enthusiastic and realise the importance of learning to read, and the pleasure books can bring us.

Spelling will also be taught in an ability matched group with children learning word families and those with familiar patterns, before moving to learning the spelling rules outlined on the curriculum. These will be reinforced during literacy lessons with the whole class.

High priority is given to handwriting and this is also taught separately in Year Two for a short period each day. Children learn to 'join up' their handwriting allowing them to write with more speed and fluency, and of course, making them feel incredibly 'grown up'!

Outlined below are the reading and writing genres that we study during literacy lessons.

Year 2 Autumn

Information Writing – Including reports, recounts and instructions.

The children will learn what non-fiction writing looks like – often using headings to organise information. They will learn how to write in a way that is meaningful and to the point, adding relevant details when necessary and asking questions that will further their learning. The children will also read non-fiction texts and extract information from them.

Much of our work will be closely linked to our learning in History.

Stories From Other Cultures

Running alongside our work about a Kenyan village, we will enjoy reading books from African countries and comparing these with our own traditional stories. We will look particularly at the settings in these stories and use these to inspire our writing, making careful word choices for descriptions.

Character Development

We are starting to unpick longer stories and look at how characters within them are portrayed, leading to creating our own and thinking carefully about their personalities and characteristics. Again, descriptive word choice is important and studied in detail.

Poetry

The children will love to create their own Autumn poems after a crisp walk on a frosty morning. They will also love to hear about the antics of Wrigglebum John and contrast that with other poetry about School Days. We will look at how poems are created, the patterns within them and use these as models to write our own. We will also have fun learning and performing together.

Year 2 Spring

Traditional Stories

Always a real hit in Class Two – fairy tales...but maybe not as you know them! We will start by reading the traditional versions before comparing those with more modern 'takes' on the stories. The children will get a chance to look at humour, plays on words, pattern and how plots can be twisted along the way.

Familiar Settings

Stories that take place close to home are often those that the children can relate to most of all so we spend time looking at how the author has made the reader feel 'comfortable' and developed the story within an 'ordinary' environment. We will try this for ourselves, and also look at making exciting and interesting events happen in these day to day places.

Explanation Texts

Alongside our 'planting and growing' we will learn about the life cycle of a sun flower. As we look at the explanation in more detail, we will learn how to use an introduction and conclusion in our writing, as well as how to write in an informative and detailed way – just like real scientists!

Recounts and Persuasive Writing

A school trip to Magna gives us the perfect opportunity to write a chronological recount. We will also have a chance to practise these skills after the Christmas holidays when the children are just bursting with things to tell us. Also at this time we will be enjoying Forest School and this gives us a chance to look at writing for a real purpose – to persuade the neighbours that all the noise on the school field is busy, working together as a team, learning noise!

Year 2 Summer

Stories By The Same Author

Shirley Hughes is the main focus of the study as we try to look for similarities in her books by examining characters, illustrations, settings, the language she chooses and the style in which she writes. The children will then try to use her techniques in their own extended stories.

Extended Stories

The children will, by now, be becoming more proficient writers as we start to look at how stories and ideas are built up, sustained and developed. This leads to the children writing at more length and learning how to develop beginnings, middles and ends to stories.

Familiar Settings

We visit this again as we look at how the setting is used within the story and how settings can lead to the development of characters. The children will enjoy reading a series of stories in the same setting and looking at how the author holds our interest as well as how dialogue is used effectively. The children will then look at recreating the setting and writing their own stories, plays and posters based around the seaside.

Poetry

Children will have the opportunity to learn poems and rhymes by heart, some of these will include humorous and nonsense poems. We will again look at the information that poets try to tell us using fewer words and different structures. How are the words they choose effective? The children will enjoy using the poems we read to write their own versions and share them with friends and family.

Information Writing

We visit this for a final time in Year Two as we learn about the lives of Florence Nightingale and Mary Seacole. The children will once again have the opportunity to try out their persuasive writing techniques as well as reminding themselves of how to extract and use information from non-fiction books.

Literacy Overview

Key Stage 2

Reading, grammar and spelling are taught on a daily basis during literacy lessons and through small group work at other times during the school day. Children continue to practise their handwriting skills in Year 3 and are expected to join their writing in all lessons throughout Key Stage 2.

Year 3

Year 3 Autumn

Stories with Familiar Settings

Children will read and write stories which begin in a familiar setting. Stories will be analysed and compared with children's preferences being discussed. They will write descriptively with focus on the characters, plot and setting.

Letters and Authors

Children will read a selection of books by a particular author both independently and as a class. They will research and compare different authors and their works including completing book reviews. Children will investigate the style and format of formal letter writing and adopt this when writing their own letters.

Language Plays

Children will read, discuss and analyse a range of poems that play with language. Children will prepare and perform these poems, then write their own poetry focusing on examples studied in class.

Adventure and Mystery

Children will read a range of short adventure and mystery stories focusing on The Chronicles of Narnia. They will investigate plot structure, themes, settings and characters. Children will plan and write an extended adventure story including a problem and resolution using heroes and villains. Children will learn to edit and redraft their work.

Year 3 Spring

Myths and Legends

Children will read a range of myths and legends looking at common themes, sequences of events, features of characters and locations of stories. They will create storyboards to support the planning and writing of their own myths and legends.

Non-Chronological Reports – leaflets

Children will look at a variety of non-chronological reports with a focus on news reports and leaflets. Children will use speaking and listening skills to present a spoken news report and create leaflets to present written information.

Performance Poetry

Children will study a range of poems that are written to be performed. They will learn to infer the meaning of poems and perform them accordingly. Children will understand how pace, volume, repetition, and the use of actions contribute to the impact of a performed poem.

Year 3 Summer

Non chronological reports – information texts

Children will investigate a range of non-chronological reports looking at the features, layout and structure. They will use a range of sources to research a subject and present their information in the form of a report.

Instructions

Children will analyse a range of instructional texts. They will discuss and explore the use of imperative verbs and how the instructions are structured. Children will write a set of simple and more complex instructions using instructional language and style.

Plays

Children will read and analyse a range of play scripts in order to identify the features. They will perform a range of short play scripts to understand the structure and importance of the features. Children will write their own play script using the correct structure, stage directions, scene information, character information and speech.

Shape Poems

Children will read and create poems that are shaped for particular reasons. Children will be encouraged to give their opinions and critique a range of poems. Through the use of ICT children will create their own shape poems and use these in their poetry writing.

Year 4

Year 4 Autumn

Play scripts

Children will read a range of play scripts and identify key features. They will identify how language, structure, and presentation contribute to meaning. They will write a play linked to Roman topic. They will also perform a Roman play using appropriate intonation for an audience including parents.

Stories with Historical Settings

Children will read stories linked to the Roman topic. They will develop an understanding of texts by inferring characters' feelings, thoughts and motives from their actions. They will give evidence from the text to justifying their ideas, and they will predict what might happen. Children will identify features of adventure stories with historical settings, and will plan, write and edit stories with key features of the text type.

Persuasive Writing

Children will read and identify features of a persuasive text. They will carry out research and take notes, asking and answering questions and using this work to plan a persuasive text related to the topic being studied, for example a holiday brochure about an Italian location.

Poetry

Children will read and perform poems from poets such as Michael Rosen and Roger McGough. They will recognise some different forms of poetry including free verse, narrative poetry and concrete poems. They will prepare and write poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 4 Spring

Explanatory texts

Children will retrieve and record information from non-fiction text. They will identify features of explanatory texts including language, structure and presentations. They will ask questions to improve their understanding of a text, identify main ideas and summarise the information. They will write texts which explain processes, such as how a train works.

Stories

Children will read and understand a range of stories which raise dilemmas and issues, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. They will write stories which raise issues and dilemmas in real life contexts which are linked to the topic work, for example why would people choose to live close to a volcano? They will participate in debates related to these issues.

Stories from other Cultures

Children will read and identify features of stories from other cultures for example stories from Pompeii. They will develop their understanding of the texts and will write stories using the texts as inspiration. They will read their work and make improvements to spelling, grammar, punctuation and language choices.

Poetry

Children will read a range of poems and understand how poets choose words carefully to create an effect on the reader. They will write poetry using metaphors and similes. They will prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 4 Summer

Information Texts

Children will read information texts linked to the topic 'Ancient Greece'. They will understand the key features of information texts including organisational features and language used. They will use this understanding when writing their own reports linked to the topic.

Poetry

Children will read poetry by a range of haiku poets. They will write their own haikus, choosing language carefully for effect. They will perform their haikus to an audience using appropriate intonation and volume.

Imaginary Worlds

Children will read a range of adventure stories in whole class and guided reading sessions, including those set in space. They will identify how authors create suspense and how they describe characters, settings and action to make stories exciting. Children will plan, write and edit their own adventure stories set in space.

Newspapers and Magazines

Children will read a wide range of newspaper and magazine articles and understand features of recounts, including language, content and organisational features. They will ask and answer questions about the texts they read. They will learn how to take notes and then plan, draft and edit newspaper articles linked to the 'Space' topic.

Year 5

Year 5 Autumn

Poetic Style

Children will discuss their understanding of poetry and explore the meaning of words and how they affect the reader including, similes, metaphors and personification. They will give justifications for their views about poems. Children will prepare and read poetry out loud, showing their understanding through intonation, tone and volume so that the meaning is clear to an audience. Children will write their own poems using the features studied.

Instructions

Children will read a range of instructions texts, identifying the key features and evaluating their effectiveness. They will write their own instructions for a variety of activities including erecting a tent. They will use organisational features to help the reader - for example, headings, bullet points, underlining. They will assess the effectiveness of their own and others' writing, making changes to vocabulary, grammar and punctuation to improve texts. They will proof-read for spelling and punctuation errors.

Novels and Stories by Significant Authors – *There's a Boy in the Girl's Bathroom*.

Children will infer characters' feelings throughout a story and write a series of diary entries to convey the characters' emotions. They will describe and discuss characters and their personalities. They will provide reasoned justifications for their views.

Classic/ Narrative Poems – *The Highwayman*

Pupils will learn poetry by heart. They will understand the features of a classic and narrative poem. They will use inference and deduction to help them to understand the meaning of the poem. They will write in the style of the poet, creating new verses. They will edit and improve their work, considering the effect on the reader.

Novels and Stories by Significant Authors – *Street Child*- Play scripts

Children will read and analyse a text set in the Victorian period, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. They will discuss the effect of writers choices on the reader. Children will participate in drama based on the text they have read. They will produce a range of written pieces from the point of view of characters from the story including letters, dairy entries and descriptive writing.

Year 5 - Spring

Dramatic Conventions – News Scripts

Children will read a range of scripts from various sources and discuss their meaning and identify the features, including the language choices and organisational features that the writer uses. Children will understand the difference between formal and informal speaking. Children will write their own scripts for different audiences including TV shows and scripts of news programmes. Children will perform their scripts, evaluating their effectiveness and making changes to improve their work and the work of others.

Recounts - newspaper articles

Children will read a range of recount texts including newspaper articles and will identify the features of different types of recount texts. Children will write reports for various topics using the features they have identified, including direct and reported speech, and ensuring that the meaning of the text is clear to the reader.

Stories from other cultures – The Crocodile Man

Children will read a range of stories from different cultures. They will compare how stories from different cultures have similarities and differences, including focusing on the language used by authors, and the themes explored in the texts. Children will plan a story based on the characters and events in the text, and then write in the style of the author. They will plan, and edit their work.

Persuasive Writing

Children will read a range of persuasive writing and identify the key features of these texts. They will discuss and debate key issues relevant to the children, beginning to use features of persuasive writing in their oral work. They will write persuasive pieces about various topics using the features identified.

Year 5 Summer

Classic Literature – The Secret Garden

Children will read and identify the features and style of classic literature. They will analyse the characters, the setting, language and other features and compare to stories written in more modern times. Children will write descriptive passages related to the text using figurative language.

Film narrative – The Secret Garden

Children will continue to study the Secret Garden as a text and as a film and compare how the stories are told. They will understand how films create suspense and atmosphere and compare this to how authors create these effects in books. Children will write stories which build up tension and excitement. They will plan, draft and edit their work, improving spelling, grammar and punctuation as well as ensuring that suspense is developed.

Choral and performance poetry

Children will read a range of poems that are written to be performed and identify the features of various types of poems. They will learn poems by heart to perform to an audience, considering tone and intonation, and will write and perform their own poems.

Traditional Stories, Fables, Myths and Legends

Children will read a range of different types of stories in whole class reading and guided reading sessions, including the legend of King Arthur. They will identify the features that are used and will compare stories, looking at similarities and differences. They will write short stories using the legend of King Arthur as inspiration. They will also create their own fables based on morals chosen by the children.

Persuasive Writing

Children will study a range of persuasive texts. They will carry out research and make notes on a range of issues related to the 'South America' topic including environmental issues. They will participate in informed debates using appropriate language and backing up their ideas with evidence. Children will write a range of persuasive pieces planning, drafting and editing their work. They will evaluate the effectiveness of their writing and make changes.

Year 6

Year 6 Autumn

Narrative and Poetry – Goodnight Mr Tom

Children will read narrative texts using inference and deduction and identify how authors use language for effect, including figurative language. They will consider the impact on the reader and provide reasoned justifications for their views. They will plan, write and edit diary entries and stories based on the themes of war and evacuation.

They will read a variety of poems on war and peace and compose their own poetry using a range of stylistic features.

Journalistic Writing – WW2

Children will read a range of newspaper articles and identify the audience for and purpose of the writing. They will use these as models for their own writing. They will ask and answer questions about texts, using inference and deduction. They will take notes and develop initial ideas, drawing on reading and research where appropriate. They will plan draft and edit their own articles based on events during WW2.

Arguments

Children will identify the features of arguments. They will participate in group and class debates using appropriate intonation and volume. They will plan and write their own argument texts based on a variety of controversial topics. They will identify the audience for and purpose of the writing, selecting the appropriate form, and linking paragraphs together. They will assess the effectiveness of their own and others' writing and make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Short Stories –Adventure, Sci-fi, Fairy tales

Children will read and understand a range of adventure stories. They will identify the features of a good opening paragraph, build-up, dilemma and ending and will write a variety of stories using these features, taking into account the effect of their stories on the reader. They will proof-read and redraft their work.

Year 6 Spring

Biographies and Autobiographies

Children will read a range of biographies and autobiographies of significant historical figures, sports men and women, and inventors. They will identify the differences between autobiographies and biographies. They will carry out research and plan, draft and edit their own biographies.

Non-chronological Reports

Children will carry out research into animals and take notes. They will identify the key features, using them to write reports. They will use a wide range of organisational and presentational devices to structure text and to guide the reader for example, headings, bullet points, underlining. They will edit and improve their own writing and that of others.

Persuasive Writing

Children will identify the key features of persuasive writing based on a variety of topics. They will discuss and evaluate how authors use language, considering the impact on the reader. In their own writing they will provide reasoned justifications for their views, backed up by evidence. They will use key features of persuasive writing in their own work and evaluate its effectiveness. They will participate in discussions and debates using appropriate language.

Year 6 Summer

Short Stories and Descriptive Writing

Pupils will read texts containing imagery and will consider the effect that this language has on the reader. Using a variety of stimulus including music videos, they will plan, draft and edit their own work. They will describe settings, characters and atmosphere, and will use dialogue to convey character and advance the action. They will write at length and will edit their own work.

Journalistic Writing

Children will study current news stories. They will make notes and summarise the main ideas and identify how language, structure and presentation contribute to meaning. They will provide reasoned justifications for their views. They will plan and write articles related to stories that are relevant to them using features of journalistic writing, and will include precise longer passages. They will proof-read for spelling, grammar and punctuation errors.

Diary Writing

Children will read a wide range of diaries, using inference and deduction, and will justify their opinions about what they have read in discussions with their peers. They will write their own diaries, identifying the audience for and purpose of the writing, and will select the appropriate form. They will consider the impact on the reader of word choices and sentence structure. They will plan, draft and proof-read their writing, ensuring that they have included the key features of the genre as well as accurate grammar, spelling and punctuation. They will write at length.