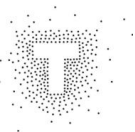
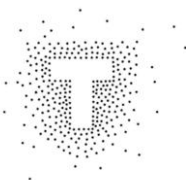



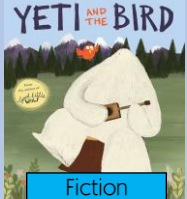
# EYFS - Literacy Overview



	Autumn 1	Autumn 2
Writing Texts	Fiction Fiction Fiction Fiction <b>S</b> Fiction Fiction Fiction <b>S</b>	Fiction Fiction Fiction Fiction <b>S</b> Fiction Fiction Fiction <b>S</b>
Reading Text (if different)	Following Little Wandle Reading Scheme	
Skills	<ul style="list-style-type: none"> <li>Listen carefully and know why listening is important.</li> <li>Listen to rhymes and songs, paying attention to how they sound.</li> <li>Use social phrases.</li> <li>Engage in Storytimes.</li> <li>Use new vocabulary in different contexts.</li> <li>Articulate my ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>know the different between a fiction and non-fiction books.</li> <li>know rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise my name</li> <li>Know individual letters by saying the sounds for them.</li> <li>Know how to blend with taught graphemes</li> <li>Read a few common exception words.</li> <li>Give meaning to marks</li> <li>Use some print and letter knowledge in early writing</li> <li>Use comfortable grip and show good control with pencil.</li> <li>Show a preference for a dominant hand</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, Where necessary, a few exception words.</li> <li>Write a label or list</li> <li>Segment and record words with taught graphemes.</li> </ul>
	<p><b>Rhymes</b></p> <p>Five Little Speckled Frogs... /Ducks... /Men... • Baby Shark • Wind the Bobbin Up/There's a Dinosaur • Twinkle Little Star • Incy Wincy Spider • Open and Shut Them • Miss Polly had a Dolly • The End of the Song • Days of the Week</p>	<p><b>Key Vocabulary</b></p> <p>Please • Thank you • Listening ears • Looking Eyes • Dojo • Pumpkin • Soup • Respect • Friendship • Support • Phoneme • Grapheme • Maps Celebration • Halloween- Celebration of the dead • Witch • Wizard • Pumpkin • Christmas- Celebration of the Birthday of Jesus Christ • Nativity • Baby Jesus • Away in a Manger</p>
	Spring 1	Spring 2
Writing Texts	Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Non-Fiction	Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Non-Fiction
Reading Text (if different)	Following Little Wandle Reading Scheme	
Skills	<ul style="list-style-type: none"> <li>Engage in Storytimes.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Know how to retell a story, including story language and the sequence of a text.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Know new vocabulary and use it in context.</li> <li>Know how to ask questions to find out more.</li> <li>Know how to retell the story, including story language and the sequence of a text.</li> <li>Know features of a non-fiction books.</li> <li>Listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write captions with common exception words and finger spaces.</li> <li>Begin to form lower-case and capital letters correctly.</li> </ul>
	<p><b>Rhymes</b></p> <p>Humpty Dumpty • Old Macdonald • Baa Baa Black Sheep • Things for Fingers • Pat-a-cake • Row, Row, Row Your Boat • Five Monkeys • If You're Happy and You Know It</p>	<p><b>Key Vocabulary</b></p> <p>Traditional • Bridge • Castle • Wolf • Danger • Forest • woods • Brick • Straw • Sticks • Hood • Cloak • basket Heath • Habitat • Seasons • Climate • Rain • Leaves • Trees • Mini beast • Flower • Stem • Trunk • Petal • leaf</p>
	Summer 1	Summer 2
Writing Texts	Fiction Non-Fiction Fiction Fiction <b>S</b> Fiction Fiction Fiction Fiction	Fiction Non-Fiction Fiction Fiction <b>S</b> Fiction Fiction Fiction Fiction
Reading Text (if different)	Following Little Wandle Reading Scheme	
Skills	<ul style="list-style-type: none"> <li>Know how to engage in story times.</li> <li>Listen to and talk about stories sharing my understanding.</li> <li>Retell the story, with a deep familiarity.</li> <li>Use new vocabulary in different contexts.</li> <li>Engage in non-fiction books.</li> <li>Know how to ask questions to find out more and to check I understand what has been said.</li> <li>Articulate my ideas and thoughts in well-formed sentences.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Know rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</li> <li>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly.</li> <li>Start to introduce adjectives into writing.</li> <li>Start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop.</li> <li>Form lower-case and capital letters correctly.</li> </ul>
	<p><b>Rhymes</b></p> <p>Miss Polly Had a Dolly • Twinkle Twinkle Little Star • Hickory Dickory Dock • The Grand Old Duke of York</p>	<p><b>Key Vocabulary</b></p> <p>Vikings • Tower • Turret • Castle • Drawbridge • Battle • Dinosaur • Extinct • Invent • Emperor • Herbivore • Carnivore Africa/Kenya/Savannah • Animals-Giraffe/Lion/Rhino • Drought • Gravity • Space • Climate • Water hole • Comet • Continent • Telescope • Pollution • Treasure • Ocean/Sea • Marine Life • Plastic • Beach • Sand • Wave • Fish</p>

# Year 1 - Literacy Overview



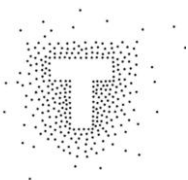
	Autumn 1				Autumn 2				1 – 2 Sentences
Writing Text	 Fiction	<b>The Full Stop That got Away</b> Laura Baker & Nathan Reed	 Fiction	<b>Astro Girl</b> Ken Wilson-Max	 Fiction	<b>I Want My Hat Back</b> Jon Klassen	 Fiction	<b>Billy and The Beast</b> Nadia Shireen	
Reading Text (if different)	Following Little Wandle Reading Scheme 								
KPI Outcomes	 to inform	Write a simple Sentence about themself	 to inform	Simple sentence to caption part of a booklet	 Writing to entertain	Writing a question and response (as part of retelling)	 Writing to entertain	Character Description of own beast	
	Spring 1				Spring 2				2 Sentences
Writing Text	 Fiction	<b>Beegu</b> Alexis Deacon	 Fiction	<b>Leo &amp; The Octopus</b> Isabelle Marinov & Chris Nixon	 Fiction	<b>Stanley's Stick</b> John Hegley	 Fiction	<b>The Sea Saw</b> Tom Percival	
Reading Text (if different)	Following Little Wandle Reading Scheme 								
KPI Outcomes	 Writing to entertain	Character Description of character created by pupils	 to inform	Introduction of Booklet on Octopuses	 Writing to entertain	Start of retelling of a story	 Writing to entertain	Diary Extract	
	Summer 1				Summer 2				3 Sentences
Writing Text	 Fiction	<b>Lost and Found</b> Oliver Jeffers	 Fiction	<b>Yeti &amp; The Bird</b> Nadia Shireen	 Fiction	<b>Iggy Peck: Architect</b> Andrea Beaty	 Fiction	<b>I Really Want To Win</b> Simon Philip	
Reading Text (if different)	Following Little Wandle Reading Scheme 								
KPI Outcomes	 Writing to entertain	Innovate Story	 Writing to entertain	Character Description of the Yeti	 to inform	Section of Leaflet on a London building	 Writing to entertain	Sports Day Recount	

# Year 2 - Literacy Overview



	Autumn 1		Autumn 2		
Writing Text	<p><b>S</b> Goldilocks Various Texts Fiction</p>	<p><b>S</b> Wolves Emily Gravett Fiction Non-Fiction</p>	<p>The Journey Home Fran Preston-Gannon Non-Fiction</p>	<p>The House Held Up by Trees Ted Kooser Fiction</p>	3 Sentences
Reading Text (if different)	Following Little Wandle Reading Scheme				
KPI Outcomes	<p>Writing to entertain</p> <p>Rewrite the start of the story</p>	<p>Writing to inform</p> <p>A description of a wolf</p>	<p>Writing to persuade</p> <p>Persuasive Letter to hunters</p>	<p>Writing to inform</p> <p>Estate agents advert</p>	
	Spring 1		Spring 2		
Writing Text	<p><b>S</b> The Bear Under the Stairs Helen Cooper Fiction</p>	<p>The Bear and the Piano David Litchfield Fiction</p>	<p>The Owl and the Pussycat Edward Lear Fiction <b>P</b></p>	<p>Tadpole's Promise Jeanne Willis &amp; Tony Ross Fiction <b>S</b></p>	4 – 5 Sentences
Reading Text (if different)	Following Little Wandle Reading Scheme				
KPI Outcomes	<p>Writing to inform</p> <p>Wanted Poster (Description of Bear)</p>	<p>Writing to entertain</p> <p>Innovate start of Story</p>	<p>Writing to entertain</p> <p>Postcard</p>	<p>Writing to inform</p> <p>Explanation of life-cycle of tadpole or caterpillar</p>	
	Summer 1		Summer 2		
Writing Text	<p><b>4</b> <b>3</b> The Dragon Machine Helen Ward Fiction</p>	<p>Ocean Meets Sky The Fan Brothers Fiction</p>	<p>The Great Fire of London Emma Adams &amp; James Weston Lewis Non-Fiction</p>	<p><b>1</b> <b>2</b> Rosie Revere: Engineer Andrea Beaty Non-Fiction <b>S</b></p>	5 – 6 Sentences
Reading Text (if different)	Following Little Wandle Reading Scheme				
KPI Outcomes	<p>Writing to entertain</p> <p>Character description of own dragon</p>	<p>Writing to entertain</p> <p>Setting Description of where ocean meets sky</p>	<p>Writing to entertain</p> <p>Diary Entry of a person who experienced GFL</p>	<p>Writing to inform</p> <p>Explanation of own machine</p>	

# Year 3 - Literacy Overview



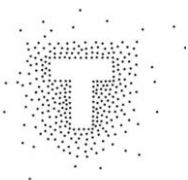
Autumn 1			Autumn 2			5 – 6 Sentences	
Writing Text	 <p><b>The First Drawing</b> Mordicai Gerstein</p> <p>Fiction</p>	 <p><b>Leon and the Place Between</b> Grahame Baker-Smith</p> <p>Fiction</p>	 <p><b>Tin Forest</b> Helen Ward</p> <p>Fiction</p>	 <p><b>The BFG</b> Roald Dahl</p> <p>Fiction</p>			
Reading Text (if different)	 <p><b>Arthur and the Golden Rope</b> Joe Todd-Stanton</p> <p>Fiction</p>	 <p><b>The Lost Spells</b> Robert Macfarlane &amp; Jackie Morris</p> <p>Fiction</p>	 <p><b>The BFG</b> Roald Dahl</p> <p>Fiction</p>				
KPI Outcomes	 <p>Setting Description</p>	 <p>Setting &amp; Character Description</p>	 <p>Persuasive Leaflet</p>	 <p>Innovate part of story: 'Journey to Giant Country'</p>			
Spring 1			Spring 2				1 Paragraph
Writing Text	 <p><b>The Pied Piper</b> Michael Morpurgo</p> <p>Fiction</p>	 <p><b>Escape From Pompeii</b> Christina Balit</p> <p>Fiction</p>	 <p><b>Cloud Tea Monkeys</b> Mal Peet &amp; Elspeth Graham</p> <p>Fiction</p>				
Reading Text (if different)	 <p><b>The Pied Piper</b> Robert Browning</p> <p>Fiction</p>	 <p><b>Earth Shattering Events</b> Robin Jacobs</p> <p>Non-Fiction</p>	 <p><b>Africa Amazing Africa</b> Atinuke</p> <p>Non-Fiction</p>				
KPI Outcomes	 <p>Online Article Paragraph of Non-Chron Report on rats</p>	 <p>Beginning of a disaster story</p>	 <p>A paragraph of Non-Chronological Report (History of Tea Making)</p>				
Summer 1			Summer 2			2 – 3 Short Paragraphs	
Writing Text	 <p><b>The Mysteries of Harris Burdick</b> Chris Van Allsburg</p> <p>Fiction</p>	 <p><b>How to Live Forever</b> Colin Thompson</p> <p>Fiction</p>	 <p><b>The Day I Swapped My Dad For Two Goldfish</b> Neil Gaiman</p> <p>Fiction</p>				
Reading Text (if different)	 <p><b>Mr Penguin and The Lost Treasure</b> Alex T Smith</p> <p>Fiction</p>	 <p><b>Fortunately, The Milk</b> Neil Gaiman</p> <p>Fiction</p>	 <p><b>We are family six kids and super-Dad</b> Oliver Sykes</p> <p>Fiction</p>				
KPI Outcomes	 <p>Mystery Story</p>	  <p>Setting Description Persuasive Letter</p>	 <p>Diary Entry</p>				

1 2 3 4 5 6 : Link to author read in other Year Groups

P : Poetry / Verse

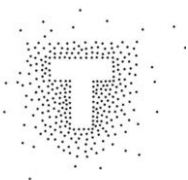
S : Link to Reading Spine

# Year 4 - Literacy Overview



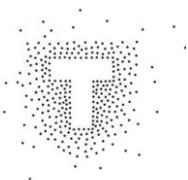
	Autumn 1		Autumn 2					
Writing Text	 Fiction	<b>Tar Beach</b> Faith Ringgold	 Fiction	<b>Varmints</b> Helen Ward & Marc Craste	 Fiction	<b>Until I Met Dudley</b> Roger McGough	2 – 3 Short Paragraphs	
Reading Text (if different)	 Non-Fiction	<b>The Undeclared</b> Kwame Alexander & Kadir Nelson	 Fiction	<b>The Wild Robot</b> Peter Brown	 Non-Fiction	<b>The Story of Flight</b> Jakob Whitfield		
KPI Outcomes	 Writing to entertain	Setting Description	 Writing to entertain	Beginning of innovated story	 Writing to entertain	Diary entry written as The Mole		 Writing to inform
	Spring 1		Spring 2					
Writing Text	 Fiction	<b>Winter's Child</b> Angela McAllister	 Fiction	<b>The Selfish Giant</b> Oscar Wilde	 Fiction	<b>The Lion and The Unicorn</b> Shirley Hughes	3 Cohesive Paragraphs	
Reading Text (if different)	 Fiction	<b>The Firework Maker's Daughter</b> Phillip Pullman	 Non-Fiction	<b>How Does a Lighthouse Work?</b> Roman Belyaev	 Non-Fiction	<b>Viking Voyagers</b> Jack Tite		
KPI Outcomes	 Writing to entertain	Retell or innovate the end of the story	 Writing to persuade	Formal Letter from the giant	 Writing to entertain	Diary-Entry from perspective of evacuee		 Writing to inform
	Summer 1		Summer 2					
Writing Text	 Fiction	<b>The Matchbox Diary</b> Paul Fleischman	 Fiction	<b>The Lion, The Witch and The Wardrobe</b> C. S Lewis	 Fiction	<b>The Lion, The Witch and The Wardrobe</b> C. S Lewis	2 Longer Paragraphs	
Reading Text (if different)	 Fiction	<b>The Polar Bear Explorer's Club</b> Alex Bell	 Fiction	<b>The Lion, The Witch and The Wardrobe</b> C. S Lewis	 Fiction	<b>The Lion, The Witch and The Wardrobe</b> C. S Lewis		
KPI Outcomes	 Writing to entertain	 Poem	 Writing to inform	 Non-Chronological Report (Moving from Italy to a new life)	 Writing to entertain	Setting Description of Narnia		 Writing to entertain

# Year 5 - Literacy Overview



	Autumn 1		Autumn 2						
Writing Text	 Fiction	<b>The Man Who Walked Between the Towers</b> Mordicai Gerstein	 Non-Fiction	<b>Hidden Figures</b> Margot Lee Shetterly	 Fiction	<b>The Odyssey</b> Gillian Cross	2 Longer Paragraphs		
Reading Text (if different)	 Fiction	<b>The Good Thieves</b> Katherine Rundell	 Fiction	<b>The Odyssey</b> Gillian Cross	 Non-Fiction	<b>Mythologica</b> Steve Kershaw & Victoria Topping			
KPI Outcomes	 Writing to entertain	First Person Recount as Philippe Petit	 Writing to entertain	Diary Entry as Katherine Johnson	 Writing to entertain	Recount of Encounter with Polyphemus		 Writing to persuade	Persuasive letter to Hermes
	Spring 1		Spring 2						
Writing Text	 Fiction	<b>The Island</b> Amin Greder	 Fiction	<b>The Lizzie &amp; Belle Mysteries: Drama and Danger</b> J. T Williams	 Fiction	<b>The Lost Happy Endings</b> Carol Ann Duffy & Jane Ray	 Fiction	<b>The Whale</b> Ethan & Vita Murrow	2 Longer Paragraphs
Reading Text (if different)	 Non-Fiction	<b>Black and British: A Short Essential History</b> David Olusoga		 Fiction	<b>Sir Garwain and the Green Knight</b> Michael Morpurgo				
KPI Outcomes	 Writing to entertain	Diary Entry as 'The Foreigner'	 Writing to inform	Fact File on choice of Black, British Figures	 Writing to entertain	Character Description of a witch	 Writing to discuss	Book Review	
	Summer 1		Summer 2						
Writing Text	 Fiction	<b>The Diary of Anne Frank</b> Josephine Poole		 Fiction	<b>Curiosity</b> Markus Motum			3 Longer Paragraphs	
Reading Text (if different)	 Non-Fiction	<b>The Story of The Titanic</b> Steve Noon	 Fiction	<b>Letters From The Lighthouse</b> Emma Carroll	 Non-Fiction	<b>Real Life Mysteries</b> Susan Martineau	 Fiction		<b>The Secret Life of Havant Point</b> Lisette Auton
KPI Outcomes	 Writing to inform	Informal Letter to a friend as Anne Frank	 Writing to persuade	Formal Letter to Adolf Hitler	 Writing to inform	Information Text on own version of a space rover	 Writing to inform		Blog post covering a groundbreaking discovery on Mars

# Year 6 - Literacy Overview



	Autumn 1		Autumn 2		2 – 3 Longer Paragraphs			
Writing Text	 Non-Fiction	<b>Can We Save The Tiger?</b> Martin Jenkins	 Fiction	<b>The Promise</b> Nicola Davies		 Fiction	<b>The Arrival</b> Shaun Tan	
Reading Text (if different)	 Fiction	<b>Beetle Boy</b> M. G. Leonard	 Fiction			<b>Fly Me Home</b> Polly Ho-Yen		
KPI Outcomes	 Writing to inform	Information Text on endangered animals	 Writing to inform	Beetle Fact File	 Writing to entertain	Sequel	 Writing to entertain	Retelling Story
	Spring 1		Spring 2		3 – 4 Longer Paragraphs			
Writing Text	 Fiction	<b>Beyond The Lines</b> (Video – Literacy Shed)	 Fiction	<b>Once</b> Morris Gleitzman		 Fiction	<b>Holes</b> Louis Sachar	
Reading Text (if different)	 Fiction	<b>Once</b> Morris Gleitzman	 Fiction	<b>Holes</b> Louis Sachar			<b>Holes</b> Louis Sachar	
KPI Outcomes	 Writing to inform	Letter as 'The Foreigner'	 Writing to entertain	A series of Diary Entries	 Writing to persuade	A formal letter of Complaint as Stanley Yelnats	 Writing to discuss	Book Review
	Summer 1		Summer 2		3 – 4 Longer Paragraphs			
Writing Text	 Fiction	<b>Holes</b> Louis Sachar	 Fiction	<b>Alma</b> (Video – Literacy Shed)		 Fiction	<b>Flood</b> Alvaro F Villa	<b>A study of playscripts</b>
Reading Text (if different)	 Fiction	<b>Holes</b> Louis Sachar	 P	Selection of Performance Poetry Various Authors		 S	<b>The Final Year</b> Matt Goodfellow	 End of Year Show
KPI Outcomes	 Writing to entertain	Innovate extract from Holes using dialogue	 Writing to entertain	Narrative with Suspense	 Writing to entertain	Narrative with Setting Contrast	 Writing to entertain	Write a short playscript based on personal experience