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| **Year Group**  ***Literacy rolling programme from September 2014 (Year A)***   |  |  | | --- | --- | | 2014-2015 | Year A | | 2015-2016 | Year B | | 2016-2017 | Year A | | 2017-2018 | Year B | | 2018-2019 | Year A | | **Autumn** | **Spring** | **Summer** |
| **Kingfishers** | * Traditional stories ***The Three Little Pigs* (Year A) / *The Three Billy Goats Gruff* (Year B)** * Rhymes * Phonological awareness (Letters and Sounds) * Taking turns in conversation. | * Modern stories and rhymes. * Phonological awareness (Letters and Sounds) * Speaking audibly and clearly, listening attentively. | * Information texts. * Phonological awareness (Letters and Sounds) * Speaking clearly to a familiar audience. |
| **Hummingbirds** (Year 1 and Year 2 elements combined) | * Stories from familiar settings (Year 2s to do characterisation work in addition to this) ***The Boy who Cried Ninja* (Year A) / *The Disgusting Sandwich* (Year B)** * Lists and Captions * Stories from a range of cultures ***Fatou Fetch the Water* (Year A) / *Handa’s Surprise* (Year B)** * Instructions * Poems – Senses (Year1), Patterns (Year2) * Grammar: to include sentence structure and punctuation | * Fairytales ***Peter and the Wolf* (Year A) / *Jack and the Beanstalk* (Year B)** * Information texts * Recounts * Poems – Pattern and Rhyme (Year1), Nonsense rhymes and Riddles (Year2) * Fiction writing – to include stories by the same author * Non-Fiction : Non-Chronological reports and Explanations * Grammar: to include sentence structure and a variety of punctuation | * Fantasy Stories * Recounts (part 2) * Poems on a theme (linked to History and Geography) * Fiction writing – to include stories by significant children’s authors * Non-Fiction : Information Writing * Grammar: to include sentence structure a variety of punctuation and paragraphing |
| **Owls**  (Year 3 and Year 4 elements combined) | * Performance Poetry / Poetry Creating Images * Traditional Stories & Familiar Settings ***The Emperor’s New Clothes* (Year A) / *The Frog Prince* (Year B)** * Playscripts * Stories with Historical Settings (could be tied in with Traditional tales as the stories are set around castles) * Information Texts * Recounts: Newspapers/Magazines | * Adventure Stories set in Imaginary Worlds * Instructional Texts * Poetry * Poetry – Exploring Form * Explanation Texts ***Until I Met Dudley* (Year A) / *How Dogs Really Work* (Year B)** * Playscripts | * Myths & Legends ***Robin Hood*** **(Year A) – links to English Heritage (Nottingham) and supports new NC / *King Arthur* (Year B) - links to English Heritage (Tintagel, Cornwall) and supports new NC** * Extended Stories * Authors * Stories which raise Issues/Dilemmas * Persuasive Texts * Letters (can be tied to persuasive texts) ***Dear Miss (a recount in the form of letters) (Year A) / Meerkat Mail (Year B)*** |
| **Falcons**  (Year 4 and Year 5 elements combined) | * Narrative structure ***Rumpelstiltskin* (Year A) / *Beauty and the Beast* (Year B)** * Poetry, * Note-taking, * Recounts **(*Lion Journal***  **is great as an example of the genre but DOES NOT have to dictate what topic you choose for your recount teaching)**, * Play scripts, * Instructions | * Significant author **Roald Dahl (Year A) / Malorie Blackman (Year B)** * Legends and Fables, ***Stonehenge*** **(Year A) – links to English Heritage (Nottingham) and supports new NC / *Beowulf* (Year B)** or ***Dragons: Truth, Myth and Legend* (Year B)** * Classic poetry * Explanations | * Descriptive writing ***King of the Birds* (Year A) / *Leon and the Place Between* (Year B)** * Non-chronological reports **(*Jungle Survival Handbook* / *Extreme Animals* are great as examples of the genre but DO NOT have to dictate what topic you choose for your on-chron teaching)**, * Narrative Poetry, * Film narrative ***The Piano (*Year A*)*** <http://www.keystage2literacy.co.uk/film-narrative.html> / ***Fungus and the Bogeyman* (Year B)** or **The Snowman (Year B)** |
| **Eagles**  **(Year 6)** | * Classic fiction, poetry and drama by long-established authors including, where appropriate, adaptations of classics on film/tv. ***The Railway Children*** or ***Oliver Twist (*Year A*)*** / ***The Three Musketeers*** or ***Black Beauty (Year B)*** * Autobiography and biography - diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events;  (ii) journalistic writing; (iii) non-chronological reports. <http://www.readingrockets.org/articles/books/c365> * (iv) reference texts, range of dictionaries, thesauruses, including ICT sources. | * Discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents. * Longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; * Range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse | * Comparison of work by significant children’s author(s) and poets: (a) work by same author (b) different authors’ treatment of same theme(s) <http://www.readingrockets.org/books/booksbytheme> . * Explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects * leaver’s books/author profiles. * writing the leaver’s assembly. * Traditional tales (if time) ***Hansel and Gretel (*Year A*) / The Pied Piper (*Year B*)*** |