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| **Year Group*****Literacy rolling programme from September 2014 (Year A)***

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| 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.
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| **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
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| **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)**
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| **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*)***
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