

LITERACY OVERVIEW	Autumn A	Autumn B	Spring A	Spring B	Summer 1	Summer 2
Year 1	Fairy tales	Stories with patterned language	Fantasy stories	Traditional stories	Take one book	Stories from other cultures
	Letters	Labels, lists and captions	Recounts	Instructions	Poetry take one poet	Instructions
	Poetry vocab building	Take one book	Poetry rhyming couplets	Take one book	Information texts	Take one book
Year 2	Stories in familiar settings	Take one book	Stories from other cultures	Traditional stories	Fantasy stories	Fairy tales
	Information texts	Recounts	Poetry calligrams	Explanation texts	Poetry take one poet	Letters
	Poetry vocab building	Information texts	Take one book	Take one book	Instructions	Take one book
Year 3	Myths and legends	Take one book	Traditional tales	Take one book	Stories set in imaginary worlds	Adventure and mystery
	Information texts	Poetry limericks	Playscripts	Recounts	Explanation texts	Poetry take one poet
	Poetry vocab building	Instructions	Poetry haiku, tanka and kennings	Persuasive texts	Take one book	Take one book
Year 4	Significant authors	Traditional tales/historical	Take one book	Myths and legends	Take one book	Take one book

	Information texts	Newspapers/recounts	Persuasive texts	Poetry narrative	Poetry take one poet	Stories from other cultures
	Poetry vocab building	Playscripts	Poetry riddles	Instructions	Explanation texts	Take one book
Year 5	Suspense and mystery	Take one book	Narrative from literary heritage	Take one book	Take one book	Stories set in imaginary worlds
	Instructions	Non-chron reports	Newspapers	Persuasive texts	Spoken Poetry	Debating skills
	Information texts	Biographies	Poetry cinquains	Biographies	Explanation texts	Poetry - take one poet
	Poetry vocab building				Discussion writing	
Year 6	Suspense and mystery	Take one book	Narrative from literary heritage	Revision of all genres Y6	Take one book	Stories set in imaginary worlds
	Instructions	Non-chron reports/explanations	Newspapers		Explanation texts	Debating skills
	Poetry vocab building	Biographies	Poetry structure monologues		Spoken poetry	Poetry - take one poet
		Information texts	Persuasive/discussion texts.			

Literacy overview

Planning guidance:

1. At the start of your unit, think about what you want the children to achieve. What will the final outcome be? What do you want their writing to contain? What skills will they need to learn over the unit?
2. Now complete the final outcomes boxes on the route map. The objectives can be your own differentiated ones, or taken from the relevant sections of the long-term plan. Remember that the SPAG needs to fit into the unit (eg direct speech shouldn't be taught during an instructions unit).
3. Next map out the actual teaching sequence. Think about how long you will spend on each phase and ensure there is a **clear progression** in the unit. Remember to allow plenty of time for the teaching of writing, alongside providing independent opportunities at the end.

How long do we teach each unit?

At this stage, units are not expected to be studied for a set amount of time. They can be taught over a week or even four, depending on the teaching and learning required in each year group and your intended outcomes. Obviously you will need to have a rough idea at the start of each unit to create your medium term plan, but be flexible!

There's a lot of units and not much time!

I understand that some of the units won't be taught due to time constraints. Don't worry if this happens, just try to ensure a balance between fiction and non-fiction. Also ensure that poetry isn't pushed out completely, as there's lots of poetry-specific objectives in the long-term plans. It has a much bigger presence in the new curriculum.

What is Take one book?

The 'Take one book' unit allows us to enjoy a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes (fiction and non-fiction) can be produced, and links made across the curriculum where necessary. Again, please keep in mind your **final learning outcomes** when planning. As mentioned, you can spend as long as you like on the unit.

But the units don't fit in with my topics!

I have tried to link the sequence of genres with our long-term foundation subject planning but there will be instances when discrete literacy lessons/topics need to be taught. For example, you can't expect the children to complete a successful literacy unit about the Stone Age if you are just starting the foundation topic as their subject knowledge won't be strong enough. Also, if you want to move around any units because you can see more transparent links with topic planning etc, that's absolutely fine. Please just make a note on the long-term school overview. I'll then update it as required.