

# Literacy Overview

Nursery	Autumn		Spring		Summer	
	Marvellous Me!	Festivals	Under the Sea	In the Garden	Who do you want to be?	
	<p>Learning and using new vocabulary Daily story times/Physical literacy story times Developing an understanding of questions and instructions Developing attention skills We use the texts below to support Communication &amp; Language development: <b>Shark in the Park</b> <b>Brown Bear Brown Bear</b> <b>Traditional Nursery Rhymes</b> To support PSHE: <b>Starting school books (bonnie to check names)</b> To support physical development <b>From Head to Toe</b> <b>We're going on a Bear Hunt/We're going on a Lion Hunt</b> To support mathematics: <b>Rosie's Walk</b> To support understanding the world: <b>The Very Hungry Caterpillar</b> <b>So Much</b> <b>The Nativity</b> <b>Meg and Mog</b> To support Expressive Arts and Design <b>Use above texts</b></p>		<p>Learning and using new vocabulary Daily story times/Physical literacy story times Developing communication and pronunciation skills Singing a variety of songs and rhymes We use the texts below to support Communication &amp; Language development: <b>The Fish who could Wish</b> <b>Tiddler</b> <b>Oliver's Vegetables</b> <b>Oliver's Fruits</b> To support PSHE: <b>The Rainbow Fish</b> <b>The Bad Tempered Ladybird</b> To support physical development <b>Titch</b> To support mathematics: <b>Round is a Mooncake</b> <b>One is Snail Ten is a Crab</b> <b>Handa's Surprise</b> To support understanding the world: <b>Wonderful Worms</b> <b>The Tiny Seed</b> To support Expressive Arts and Design <b>Use above texts</b></p>		<p>Learning and using new vocabulary Daily story times/Physical literacy story times Engaging in conversations with adults and peers Using talk to express feelings and ideas Retelling stories We use the texts below to support Communication &amp; Language development To support PSHE: <b>Elmer</b> To support physical development  To support mathematics: <b>Pattern Bugs</b>  To support understanding the world:  To support Expressive Arts and Design <b>Use above texts</b></p>	
Reception	Myself and My Family	Celebrations	Where we live	Animal Adventures	Transport and Travel	Toys
	<p>Learning and using new vocabulary Daily story times Developing social phrases Developing listening skills Learning repeated phrases from stories and songs <b>Starting school</b> <b>From Head to Toe</b></p>		<p>Learning and using new vocabulary Daily story times Expressing own ideas and thoughts Making meaningful connections <b>At the Vet</b> <b>A Squash and a Squeeze</b></p>		<p>Learning and using new vocabulary Daily story times Problem solving Retelling stories and poems Singing a variety of songs and rhymes Engaging with non-fiction texts <b>The Train Ride</b></p>	

# Literacy Overview

	<p>To support PSHE:  <b>The Bad Tempered Ladybird</b>  <b>I Want a Friend</b></p> <p>To support physical development  <b>I Can Do It</b></p> <p>To support mathematics:  <b>1 is a snail 10 is a crab</b></p> <p>To support understanding the world  <b>Celebrating Eid</b>  <b>Suki's Kimono</b></p> <p>To support Expressive Arts and Design  <b>The Nativity</b>  <b>Handa's Surprise</b></p>	<p>To support PSHE:  <b>Sharing a Shell</b>  <b>The Very Lonely Firefly</b>  <b>Rainbow Fish</b></p> <p>To support physical development  <b>Little Monkey</b></p> <p>To support mathematics:  <b>How Many Legs</b>  <b>The Very Hungry Caterpillar (NC)</b>  <b>Anno's Counting Book</b></p> <p>To support understanding the world  <b>Bye Car</b>  <b>Mr Gumpy's Outing</b>  <b>Lost and Found</b></p> <p>To support Expressive Arts and Design  <b>The Gruffalo</b></p>	<p><b>Duck in the truck</b></p> <p>To support PSHE:  <b>Goldilocks and the Three Bears</b>  <b>Elmer</b></p> <p>To support physical development  <b>Hungry Caterpillar</b></p> <p>To support mathematics:  <b>The Shape of Things</b>  <b>Pattern Fish</b></p> <p>To support understanding the world  <b>Who Sank the Boat</b>  <b>Whatever Next</b></p> <p>To support Expressive Arts and Design  <b>Mr Gumpy's Motor Car</b>  <b>The Three Billy Goats Gruff</b></p>
<b>Year 1</b>	<b>Autumn: The world around me</b>	<b>Spring: London</b>	<b>Summer: Food and Farming</b>
	<p>Core texts:            Poetry: Autumn Senses            Sentences: Lost and Found            Non-fiction (Recount): All Aboard the London Bus            Fiction (Narrative/Adventure): Wombat Goes Walkabout</p> <p>Grammar:            leaving spaces between words,            capital letters and full stops,            adjectives, verbs, nouns, joining words,            joining clauses using 'and'</p> <p><b>Additional texts:</b>  <b>Peace at Last</b>  <b>The Diddle that Dumbled</b></p>	<p>Core texts:            Non-Fiction (instructions): Jam Sandwich Recipe            Fiction (myth): Song of the Sea            Poetry: If I were King            Fiction: Grandpa</p> <p>Grammar:            reinforcing autumn grammar,            exclamation and question marks,            joining clauses using conjunctions,            past tense adverbs,            comma in a list,            pronouns, plurals, simile,            onomatopoeia, repetition</p> <p><b>Additional texts:</b>  <b>Not Now Bernard</b>  <b>Paddington Bear</b>  <b>Snail and the Whale</b></p>	<p>Core texts:            Non-Fiction (recount): Our Trip to the Farm            Fiction (Traditional Tale): The Three Little Pigs            Fiction (Narrative): Katie and the Sunflowers            Non-Fiction (persuasive Leaflet): Gotham Orchard</p> <p>Grammar:            Reinforcing autumn and spring,            dialogue</p> <p><b>Additional texts:</b>  <b>Traditional Tales</b>  <b>The True Story of the Three Little Pigs</b>  <b>Dinosaurs and all that Rubbish</b>  <b>Avocado Baby</b></p>

# Literacy Overview

Year 2	Autumn: The Victorians	Spring: Pole to Pole	Summer: Explorers
	<p>Core texts:            Fiction (adventure story): The Queen's Hat            Fiction (diary entry): Oliver Twist            Non-fiction (biographies): Mary Seacole            Poetry: Chimney Sweep</p> <p>Grammar:            Similes and alliteration            Compound words            Present and past tense            Commas to list things correctly</p> <p>Additional texts:            The Little Prince            The Owl and the Pussycat            The Night Before Christmas</p>	<p>Core texts:            Fiction (traditional tale with a twist): Little Red Reading Hood            Fiction (fable): The Crow's Tale            Non-fiction (non-chronological report): Big Cats            Non-fiction (instructions): How to make a Bird Feeder</p> <p>Grammar:            Suffixes: -ly, -ful, -er, -less, -est            Contractions            Commas to list things correctly            Conjunctions - so, which, that, because            Present and past tense            Similes and alliteration</p> <p>Additional texts:            The Wolf Story: What really happened to Little Red Riding Hood            Three Little Wolves and the Big Bad Pigs            Voices in the Park            The Trouble with Trolls</p>	<p>Core texts:            Fiction (adventure story): Grandad's Island            Fiction (recount): Journey            Non-fiction (newspaper report): Space Travel            Poetry: Magic Box</p> <p>Grammar:            Suffixes: -ly, -ful, -er, -less, -est            Contractions            Commas to list things correctly            Conjunctions - so, which, that, because            Present and past tense            Similes and alliteration</p> <p>Additional texts:            The Book with No Pictures</p>
Year 3	Autumn: Stone Age to Iron Age	Spring: Mexico	Summer: Europe
	<p>Core Text:            Fiction (adventure story): Stone Age Boy            Non-fiction (explanation text) Street Beneath My Feet            Fiction (narrative suspense) Wolves in the Walls            Non-fiction (information text) Skara Brae</p> <p>Grammar:            Revisit year 2 grammar, complex sentences, prepositions, adverbials, dialogue (inverted commas), noun phrase, word families, onomatopoeia, alliteration, synonyms,</p>	<p>Core Text:            Fiction (Traditional tale): The True Story of Three Little Pigs and range of traditional tales            Non-fiction (non-chronological report): An Anthology of Intriguing Animals            Fiction (narrative): Folk Tale Cuckoo/Cucú            Non-fiction (Instruction writing): My Strong Mind</p> <p>Grammar:            Revisit autumn term, Dialogue (inverted commas),</p>	<p>Core Text:            Fiction ( narrative): The Iron Man (<i>symbolic texts</i>)            Non-fiction (biography): Coming to England            Non-fiction (explanation texts): How Plants Grow            Poetry: I Asked the Little Boy Who Cannot See</p> <p>Grammar:            Reinforce autumn and spring grammar, expanded noun phrases, similes</p>

# Literacy Overview

	<p><b>Additional texts:</b>  <b>Woof by Allan Ahlberg</b></p>	<p>comparative and superlatives, apostrophes for contraction and singular possession, adverbs of manner (Calmly etc.), fronted adverbials and subordinate clauses, imperative verbs, rhetorical questions, bullet points/numbered steps brackets</p> <p><b>Additional texts:</b>  <b>Poetry: Something Told the Wild Geese Fiction</b>  <b>The Fantastic Mr Fox</b>  <b>A Bear called Paddington</b></p>	<p>metaphors, when to use 'a' or 'an', commas to avoid ambiguity</p> <p><b>Additional texts:</b>  <b>Nim's Island</b>  <b>The Firework Maker's Daughter</b></p>
<b>Year 4</b>	<p><b>Autumn: Romans and Natural Disasters</b></p> <p>Core Texts:            Fiction (Myth, Newspaper report) Escape from Pompeii            Fiction (history based letter): Horrible Histories: Queen Boudicca's Secret Diary            Non-fiction (non-chronological reports): Earthquakes: Gorkha earthquake on India Times</p> <p>Grammar:            Revisit year 3 grammar, Formal language, subordinate clauses, subheadings, paragraphs, direct speech with inverted commas and colons, prefixes and suffixes, synonyms and antonyms</p> <p><b>Additional texts:</b>  <b>Roald Dahl the Witches</b></p>	<p><b>Spring: Africa</b></p> <p>Core Texts:            Non – fiction (explanation text): Egypt/mummification            Fiction (adventure story): Graphic Novel An Egyptian Adventure - The Histronauts            Non-fiction (biography): Little People Big dreams – Nelson Mandela            Fiction (Poetry): Bringing the Rain to Kapita Plain</p> <p>Grammar:            Revisit autumn term grammar, dialogue to advance narrative, subordinate clauses, brackets, commas after fronted adverbials, subheadings, expanded noun phrases, figurative language (including, metaphor, similie, repetition, alliteration), simple past and progressive tenses</p> <p><b>Additional texts:</b>  <b>The Butterfly Lion</b>  <b>The Molehouse Cat</b></p>	<p><b>Summer: The UK</b></p> <p>Core Text:            Fiction (play script):            When the Stars are Scattered &amp; Mr William Shakepeare's Plays – Macbeth</p> <p>Fiction (Poetry): Witches Song Macbeth            Fiction (persuasive text): The Boy at the Back of the Class</p> <p>Grammar:            Revisit spring term grammar, punctuating speech accurately, complex sentences (identifying main and subordinate clause), colons (for playscripts)</p> <p><b>Additional texts:</b>  <b>The Eagle of the Ninth</b>  <b>Cloud Busting</b></p>

# Literacy Overview

	<b>Autumn: Invaders and Settlers</b>	<b>Spring: Achievements and Legacies</b>	<b>Summer: Rivers</b>
<b>Year 5</b>	<p>Core Text: Fiction (historical narrative and narrative poem): Beowulf</p> <p>Non- fiction (formal letter and newspaper): Hidden Figures</p> <p>Non-fiction (Non-Chronological Report)- Civil Rights Katherine Johnson Biography</p> <p>Movement: Parenthesis Poetry: Autumn</p> <p>Grammar: Revisit year 4 grammar figurative language, Commas to avoid ambiguity, parenthesis, formal language, hyphenated words, tenses (past and present simple, past and present progressive, colon and semi-colon</p> <p><b>Additional texts:</b> Malala Yousafzai Little People</p>	<p>Core Text: Fiction (adventure story) The Girl of Ink and Stars Poetry: Cicada</p> <p>Non- fiction (explanation texts): Life cycles</p> <p>Grammar: Revisit autumn grammar, Brackets, commas, dashes Relative Clauses, Speech, formal language</p> <p><b>Additional texts:</b> Mae Jemison Biography The Crown</p>	<p>Core Text: Fiction (narrative story and play script): The Explorer</p> <p>Non-fiction (Persuasive letters): Greta Thunberg Non-fiction (information leaflet): Rivers</p> <p>Grammar: Revisit autumn and spring grammar, modal verbs, Relative Clauses, Speech, Passive Voice and active voice , consistent and varied use of tenses</p> <p><b>Additional texts:</b> Just So Stories</p>
<b>Year 6</b>	<p><b>Autumn: World War 2</b></p> <p>Core Text: Fiction (letter) and non-fiction (newspaper): Goodnight Mr Tom Fiction Anne Frank Non-fiction: Electricity Poem - Flanders Field</p> <p>Grammar: formal language, subordinate clauses, speech marks, third person paragraphs, colloquial language, figurative language, clauses tenses- past, present simple and progressive, questions, rhetorical questions, time adverbials, first person</p>	<p><b>Spring: Evolution and Exploration</b></p> <p>Core Text: Fiction (setting description, adventure story): Sky Song Non-fiction (Biographies) – Charles Darwin and on the Origin of Species</p> <p>Grammar: Revisit and revise all prior grammar</p> <p><b>Additional texts:</b> Skellig Cicada</p>	<p><b>Summer: Empire and Enslavement</b></p> <p>Core Text: Fiction ( play script and poem) - Pig Heart Boy Non-fiction (persuasive letter) – Windrush Child</p> <p>Grammar: Revisit and revise all prior grammar</p> <p><b>Additional texts:</b> Shakespeare</p> <p><b>Stolen History: The truth about the British Empire and how it shaped us</b></p>

# Literacy Overview

<p>standard english, formal language, colon, semi-colons, bullet points, subheadings, clauses, time adverbials</p> <p><b>Additional texts:</b>          Rose Blanche          The Island</p>		
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Year 6	<b>Autumn: World War 2</b>	<b>Spring: Evolution and Exploration</b>	<b>Summer: Empire and Enslavement</b>
	Core Text: Fiction (letter) and non-fiction (newspaper): Goodnight Mr Tom	Core Text: Fiction (setting description, adventure story): Sky Song	Core Text: Fiction (playscript and poem) - Pig Heart Boy

# Literacy Overview

<p>Fiction Anne Frank Non-fiction: Electricity Poem - Flanders Field</p> <p>Grammar: formal language, subordinate clauses, speech marks, third person paragraphs, colloquial language, figurative language, clauses tenses- past, present simple and progressive, questions, rhetorical questions, time adverbials, first person standard english, formal language, colon, semi-colons, bullet points, subheadings, clauses, time adverbials</p> <p><b>Additional texts:</b> Rose Blanche (complexity of plot/symbol, resistant) The Island (complexity of plot/symbol, resistant)</p>	<p>Non-fiction (Biographies) – Charles Darwin and on the Origin of Species</p> <p>Grammar: formal language, subordinate clauses, speech marks, third person paragraphs, colloquial language, figurative language, clauses tenses- past, present simple and progressive, questions, rhetorical questions, time adverbials, first person standard english, formal language, colon, semi-colons, bullet points, subheadings, clauses, time adverbials</p> <p><b>Additional texts:</b> Skellig (complexity of plot/symbol) Cicada (resistant)</p>	<p>Non-fiction (persuasive letter) – Windrush Child</p> <p>Grammar: formal language, subordinate clauses, speech marks, third person paragraphs, colloquial language, figurative language, clauses tenses- past, present simple and progressive, questions, rhetorical questions, time adverbials, first person standard english, formal language, colon, semi-colons, bullet points, subheadings, clauses, time adverbials</p> <p><b>Additional texts:</b> Shakespeare</p>
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