**Literacy Overview for the Whole School**

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|  | **Topic** | **Genre** | **Punctuation & Grammar** | **Phonics** | **Spelling** |
| **Year 1****Term 1 & 2** | The Wonderful Night-time(BWA Mission 1) | * Descriptive sentences.
* Saying and writing questions
* Lists & labels
* Non-chronological report
* Poster
* Poem
* Story
 | Core Skills in Year 1 * Extending vocabulary by exploring the meaning and sounds of new words
* Speaking in clearly defined statements
* Asking questions to extend understanding
* Using talk to give well-structured descriptions, to build narratives & produce ideas for writing
* Exploring ideas through storytelling, role-play and improvisation
* Discussing what has been written with teachers and other children
* Understanding the different reasons for writing
* Understanding the purpose of different text forms
* Using appropriate vocabulary to fit the subject matter and purpose
* Making letters a clear and regular size
* Forming lower case and capital letters correctly
* Writing own name (first and surname)
* Writing simple regular words
* Orientating writing correctly
* Spelling CVC words correctly
* Making phonetically plausible attempts to spell unknown words
* Reading to check what has been written
* Writing lists, statements and sentences
* Composing a sentence orally before writing it
* Leaving finger spaces between words
* Writing captions and labels
* Using a capital letter and a full stop accurately in a sentence
* Identifying a question mark
* Writing fact pages and reports
* Writing instructions, directions, recipes
* Using connectives (conjunctions) to join two simple sentences, thoughts or ideas
* Using adjectives to describe and add detail
 | RWI in ability groups.Steady ProgressPurple | RWI SpellingTwinkl PlanIt Spelling Overview Terms 1 & 2 |
| **Year 1****Term 3 & 4** | The Wolf’s Tale(BWA Mission 4) | * Simple narrative
* Story sentences
* Story
* Character description
* Speech bubbles
* Newspapers
* Recipe instructions
* Letter
* Directions
 | * Selecting and using appropriate register for talk and using talk to justify answers and opinions
* Understanding the purpose of different text forms
* Identifying features of Standard and Non-Standard English
* Spelling most common words correctly in writing
* Adding -s or -es to change a singular noun into a plural noun (including terms: singular, plural)
* Using the prefix ‘un-‘to change the meaning of verbs and adjectives
* Sequencing words in a meaningful order
* Writing captions and labels
* Using a capital letter for proper nouns (people, places, days of the week) and the pronoun ‘I’
* Identifying and using a question mark accurately in a sentence
* Sequencing sentences to form short narratives
* Writing lists, instructions, directions and recipes
* Using connectives (conjunctions) to join two simple sentences, thoughts or ideas
* Using adjectives to describe and add detail
* Reading what has been written aloud
 | RWI in ability groups.Steady ProgressPink | RWI SpellingTwinkl PlanIt Spelling Overview Terms 3 & 4 |
| **Year 1****Term 5** | Antarctic Adventure(BWA Mission 2) | * Mind maps
* Lists & captions
* Maps
* Descriptive sentences
* Questions and statements
* Instructions & labels
* Simple factual report
 | * Using talk to give well-structured descriptions and clear explanation to justify answers and opinion
* Using talk to produce ideas for writing
* Discussing what has been written with teachers and other children
* Understanding the different reasons for writing
* Understanding the purpose of different text forms
* Using appropriate vocabulary to fit subject matter and purpose and writing simple regular words
* Naming letters of the alphabet in order and making letters a clear and regular size
* Writing lists, captions and labels
* Adding -s or -es to change a singular noun into a plural noun (including terms: singular, plural)
* sentences Sequencing words in a meaningful order
* Using a capital letter for proper nouns (people, places, days of the week) and the pronoun 'I'
* Identifying and using a question mark accurately in a sentence
* Writing fact pages and reports
* Writing instructions, directions, recipes
* Using connectives (conjunctions) to join two simple sentences, thoughts or ideas
* Using adjectives to describe and add detail
 | RWI in ability groups.Steady ProgressOrange | RWI SpellingTwinkl PlanIt Spelling Overview Terms 5 |
| **Year 1****Term 6** | Message in a Bottle(BWA Mission 5) | * Diary entry
* A detailed description
* Information leaflet
* Writing captions & labels
* Recount
* Directions
* Questions
* Descriptions
* Simple narrative
* Writing speech
* Letter
* Story
 | * Using talk to give well-structured descriptions, clear explanations, to tell stories & build narratives
* Using talk to justify answers and opinions and participating in collaborative discussions
* Understanding the different reasons for writing and the purpose of different text forms
* Using appropriate vocabulary to fit the subject matter and purpose
* Identifying features of Standard and Non-Standard English
* Writing own name (first and surname) and the days of the week
* Writing simple regular words and making phonetically plausible attempts to spell unknown words
* Adding -s or -es to change a singular noun into a plural noun (including term: singular, plural)
* Writing captions and labels
* Using a capital letter for proper nouns (people, places, days of the week) and the pronoun 'I'
* Using a question mark accurately in a sentence
* Identifying an exclamation mark and using an exclamation mark accurately in a sentence
* Sequencing sentences to form short narratives
* Writing fact pages and reports
* Writing instructions, directions, recipes and writing recounts
* Using connectives (conjunctions) to join two simple sentences, thoughts or ideas
* Using adjectives to describe and add detail
* Writing a paragraph of developed ideas that can be read back and which makes sense
 | RWI in ability groups. Steady ProgressOrange | RWI SpellingTwinkl PlanIt Spelling Overview Terms 6 |
|  | **Topic** | **Genre** | **Punctuation & Grammar** | **Phonics** | **Spelling** |
| **Year 2****Term 1** | Planning a Day Out(BWA Mission 1) | * Story
* Detailed description
* Report
* Informal letter
 | * Identifying nouns, adjectives and verbs
* Using nouns, adjectives and verbs to add detail
* Adding detail to description
* Using coordinating conjunctions
* Using different sentence forms
* Using simple past and present tense
* Using different sentence forms
* Using exclamation mark and question marks
* Understanding structure, purpose and audience
 | RWI in ability groups. Steady ProgressYellow | RWI SpellingTwinkl PlanIt Spelling Overview Terms 1  |
| **Year 2****Term 2** | Celebrations | * Informal Letter
* Poems
* Descriptive writing
 | * Identifying and using nouns, adjectives and verbs
* Using coordinating conjunctions
* Using different sentence forms
* Using simple past and present tense
* Using exclamation mark and question marks
 | RWI in ability groups.Steady ProgressYellow | RWI SpellingTwinkl PlanIt Spelling Overview Terms 2 |
| **Year 2****Term 3** | Jack and the Beanstalk(BWA mission 3) | * Narrative
* Newspaper article
* Instructions
* Formal Letter
 | * Using simple past and present tense
* Identifying and using ‘bossy’ verbs
* Using adverbs to add detail
* Using expanded noun phrases to describe & specify
* Using coordinating conjunctions
* Using simple past and present tense
* Using different sentence forms
* Adding detail to description using who, what, when, where, why, how
* Linking and sequencing sentences using: first, next, then, soon, finally
* Using direct speech
* Identifying features of written standard English (Posh Voice)
* Using some features of written standard English (Posh Voice)
* Using sub-ordinating conjunctions to join words and clauses: when, if, because, that
* Using subordinate clauses/ connectives: when, if, because, that, as, while
* Using apostrophes for contractions
* Using speech punctuation
* Using simple captions, labels and lists
* Understanding structure, purpose and audience
* Sequencing sentences to form short narratives
* Using simple organizational devices: captions, labels, headings
* Recounting simple events in sequence
 | RWI in ability groups.Steady ProgressBlue | RWI SpellingTwinkl PlanIt Spelling Overview Terms 3 |
| **Year 2****Term 4** | The Silver Box(BWA Mission 2) | Newspaper report* Narrative
* Instructions
* Informal Letter
 | * Using nouns, adjectives and adverbs to add detail to description
* Identifying and using ‘bossy’ verbs
* Using coordinating conjunctions to join words and clauses: and, but, or, so, then
* Using different sentence forms: statement, question
* Using simple past and present tense
* Using different question forms: who, what, when, where, why, how
* Using different sentence forms
* Adding detail to description using: who, what, when, where, why, how
* Using exclamation mark and question marks
* Using simple captions, labels and lists
* Understanding structure, purpose and audience
* Sequencing sentences to form short narratives
* Using clear narrative structure: beginning, middle, end
* Using simple organizational devices: captions, labels, headings
 | RWI in ability groups.Steady ProgressBlue | RWI SpellingTwinkl PlanIt Spelling Overview Terms 4 |
| **Year 2****Term 5** | Ahoy There!(BWA Mission 4) | * Letter
* Description
* Narrative

Report | * Using nouns, adjectives and adverbs to add detail to description
* Expanding noun phrases to describe and specify
* Using coordinating conjunctions to join words and clauses: and, but, or, so, then
* Using simple past and present tense
* Adding detail to description using: who, what, when, where, why, how
* Varying sentence length for effect
* Opening a sentence with a connective or subordinate clause
* Using simple literary language – rhyme, rhythm, alliteration, onomatopoeia
* Using the present progressive form to show action in progress
* Using sub-ordinating conjunctions to join words and clauses: when, if, because, that
* Using exclamation mark and question marks
* Using commas in a list
* Using possessive apostrophes for singular nouns
* Using simple captions, labels and lists
* Understanding structure, purpose and audience
* Sequencing sentences to form short narratives
* Using simple organizational devices: captions, labels, headings
* Performing what they have written using appropriate intonation
 | RWI in ability groups.Steady ProgressGrey | RWI SpellingTwinkl PlanIt Spelling Overview Terms 5 |
| **Year 2****Term 6** |  |  | To be determined when the children choose their own topic.  | RWI in ability groups.Steady ProgressGrey | RWI SpellingTwinkl PlanIt Spelling Overview Terms 6 |
|  | **Topic** | **Genre** | **Punctuation & Grammar** | **Phonics** | **Spelling** |
| **Year 3****Term 1** | Celebrations | * Recount
* Report writing
* Instructional writing
* Story Narrative
* Poems
 | * Understanding past and present tense
* Using past and present tense verbs
* Using generalising language: some, most, often
* Adding interest and detail using adjectives, verbs and noun phrases
* Linking and sequencing words: soon, after, before, at last, the next day
* Using conjunctions: because, that, when, or, if, so, as, after, also, while, as well
* Developing and extending ideas using a sequence of sentences
* Adding detail to description and information using: who, what, when, where, why, how
* Using varied sentence forms: statements, commands
* Opening a sentence with a connective/sub-ordinate clause
* Using simple organizational devices: headings, subheadings
* Using paragraphs to organize ideas
* Using a clear story structure: opening, build up, peak, conclusion
* Distinguishing between fact and opinion
 | RWI – Grey for transition  | Twinkl PlanIt Spelling Overview Terms 1 |
| **Year 3****Term 2** | Aliens are coming!(BWA Mission 1) | * Description
* Letter
* Non-chronological report
* Story Narrative
 | * Understanding past and present tense
* Using past and present tense verbs
* Using generalising language: some, most, often
* Adding interest and detail using adjectives, verbs and noun phrases
* Linking and sequencing words: soon, after, before, at last, the next day
* Using conjunctions: because, that, when, or, if, so, as, after, also, while, as well
* Developing and extending ideas using a sequence of sentences
* Adding detail to description and information using who, what, when, where, why, how
* Using varied sentence forms: statements, commands
* Opening a sentence with a connective/sub-ordinate clause
* Using simple organizational devices: headings, subheadings
* Using paragraphs to organize ideas
* Using a clear story structure: opening, build up, peak, conclusion
* Using first- and third-person narrative voice
 |  | Twinkl PlanIt Spelling Overview Terms 2 |
| **Year 3****Term 3** | The Mystery Cave(BWA Mission 5) | * Chronological report
* Invitation
* Legend
* Non-chronological report
* Story Narrative
 | * Using past and present tense verbs
* Using generalising language: some, most, often
* Using interesting speech verbs
* Using higher level connectives: however, although, meanwhile, as a result of, nevertheless
* Using pronouns to link within/between sentences and avoid repetition (noun/ pronoun agreement)
* Distinguishing between fact and opinion
* Using sentences with more than one clause: co-ordinate and sub-ordinate clauses
* Using direct and reported speech, punctuated correctly
* Using expanded noun phrases and prepositions to build interesting descriptions
* Using commas to punctuate clauses
* Using punctuation accurately for effect (introducing ellipses)
* Using apostrophes for possession (singular nouns)
* Composition matching form and organization to purpose
* Understanding structure, purpose and audience
* Using headings/headlines, sub-headings, labels and captions to organize ideas
* Using paragraphs to organize
* Using a clear story structure: opening, build up, peak, conclusion
* Using formal language appropriately for purpose and audience
* Planning, developing, drafting, revising, editing and polishing
* Performing their own composition, using appropriate volume & intonation to make meaning clear
 |  | Twinkl PlanIt Spelling Overview Terms 3 |
| **Year 3****Term 4** | Castle Adventure(BWA Mission 4) | * Non-chronological report
* Scenes for a Script
* Play Script
* Letter
* Story
* Chronological report
 | * Using past and present tense verbs
* Using prepositions and adverbs effectively to write stage directions
* Adding detail to description and information using: who, what, when, where, why, how
* Using direct and reported speech, punctuated correctly
* Using simple literary language: end-rhyme, alliteration, onomatopoeia
* Using punctuation accurately for effect (introducing ellipses)
* Matching form and organization to purpose
* Understanding structure, purpose and audience
* Using a clear story structure: beginning, middle, end (play script)
 |  | Twinkl PlanIt Spelling Overview Terms 4 |
| **Year 3****Term 5 & 6** | Volcanoes | * Poems
* Factual report (Newspaper)
* Fact file
* Story Narrative
* Instructions (Recipe)
* Poster
* PowerPoint
 | * Using past and present tense verbs
* Using generalising language: some, most, often
* Using interesting speech verbs
* Using higher level connectives: however, although, meanwhile, as a result of, never the less
* Using pronouns to link within/between sentences and avoid repetition (noun/ pronoun agreement)
* Distinguishing between fact and opinion
* Using sentences with more than one clause: co-ordinate and sub-ordinate clauses
* Using direct and reported speech, punctuated correctly
* Using expanded noun phrases and prepositions to build interesting descriptions
* Using commas to punctuate clauses
* Using punctuation accurately for effect (introducing ellipses)
* Using apostrophes for possession (singular nouns)
* Composition matching form and organization to purpose
* Understanding structure, purpose and audience
* Using headings/headlines, sub-headings, labels and captions to organize ideas
* Using paragraphs to organize
* Using a clear story structure: opening, build up, peak, conclusion
* Using formal language appropriately for purpose and audience
* Planning, developing, drafting, revising, editing and polishing
* Performing their own composition, using appropriate volume and intonation to make meaning clear
 |  | Twinkl PlanIt Spelling Overview Terms 5 & 6 |
|  | **Topic** | **Genre** | **Punctuation & Grammar** | **Phonics** | **Spelling** |
| **Year 4****Term** **1 & 2** | Superhero(BWA mission 1) | * Written descriptions
* Extended descriptive writing
* Recount
* Factual Report writing (Egyptians)
 | * Understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions
* Understanding the correct terminology for expressing familiar connectives: coordinating and subordinating conjunctions
* Understanding the correct terminology for expressing familiar time connectives: adverbs, conjunctions
* Extending the range of time adverbs/adverbials
* Extending the range of conjunctions, adverbs and prepositions of cause
* Using present perfect tense verbs
* Using alliteration and onomatopoeia
* using expanded noun phrases and prepositions to build descriptions
* Using co-ordinate and subordinate clauses
* Using punctuation for effect
* Using notes to plan writing
* Understanding form, purpose and audience
* Matching form and organization to purpose and audience
* Understanding and using features of non-chronological reports
* Identifying relevant/irrelevant
* Understanding the writing process
 |  | Twinkl PlanIt Spelling Overview Term 1 & 2 |
| **Year 4****Term 3 & 4** | Space Tourism(BWA mission 3) | * Non-chronological report
* Persuasive writing
* Guidebook entry (Local area)
 | * Understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions
* extending the range of conjunctions, adverbs and prepositions of cause
* Using prepositions to clarify instructions or descriptions
* Extending the range of prepositions of place
* Using personal pronouns to link within and between sentences and avoid repetition
* Using personal pronouns, superlatives and other emotive vocabulary to persuade
* Using adverbs that do not end in –ly
* Using alliteration and onomatopoeia
* Distinguishing between fact and opinion
* Using facts/evidence to justify opinion and strengthen argument
* Summarizing information
* Using rhetorical questions and the rule of three to persuade
* using punctuation for effect
* using notes to plan writing
* Understanding form, purpose and audience
* Matching form and organization to purpose and
* Using headings, sub-headings, bullet points, captions and numbers to organize ideas
* Using paragraphs to organize and sequence
* Understanding structure
* Understanding the writing process
 |  | Twinkl PlanIt Spelling Overview Terms 3 & 4 |
| **Year 4****Term 5 & 6** | Animated(BWA mission 4) | * Descriptive Writing – settings
* Adventure Story
 | * Using interesting speech verbs
* Extending the range of sophisticated vocabulary used, including synonyms and antonyms
* Using expanded noun phrases and prepositions to build descriptions
* Using co-ordinate and subordinate clauses
* Using varied sentence structures
* Varying pace through description
* Extending character and setting descriptions
* Using inference to develop understanding
* Developing character and adding humour through dialogue and description
* Punctuating dialogue correctly
* Using punctuation for effect
* Using apostrophes of possession for plural nouns
* Understanding form, purpose and audience
* Using a clear story structure
* Understanding the writing process
 |  | Twinkl PlanIt Spelling Overview Terms 5 & 6 |