**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 Progress  Purple | RWI Spelling  Twinkl 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 Progress  Pink | RWI Spelling  Twinkl 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 Progress  Orange | RWI Spelling  Twinkl 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 Progress  Orange | RWI Spelling  Twinkl 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 Progress  Yellow | RWI Spelling  Twinkl 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 Progress  Yellow | RWI Spelling  Twinkl 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 Progress  Blue | RWI Spelling  Twinkl 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 Progress  Blue | RWI Spelling  Twinkl 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 Progress  Grey | RWI Spelling  Twinkl PlanIt Spelling Overview Terms 5 |
| **Year 2**  **Term 6** |  |  | To be determined when the children choose their own topic. | RWI in ability groups.  Steady Progress  Grey | RWI Spelling  Twinkl 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 |