
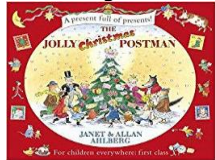
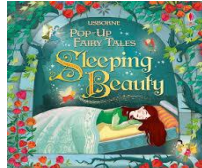
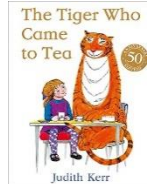
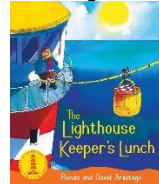
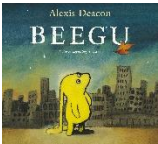

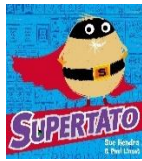
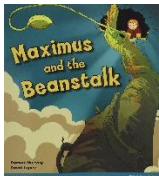




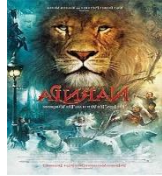

John Shelton Long Term Literacy Overview

| Year 1 | | | | | |
|--|---|--|--|--|---|
| Read Write Inc focuses on phonics, reading fluency and comprehension. Children focus on writing sentences with capital letters, finger gaps and full stops. They move from sentence level to extended pieces of writing for each book they study. Our Writing Focus weeks enable the children to read and enjoy a book and apply their learning to other text types. | | | | | |
| | Autumn | | Spring | Summer | |
| Core text | Leaf Man by Lois Elhert  | The Jolly Christmas Postman by Janet and Allan Ahlberg  | Sleeping Beauty – Traditional fairy tale  | The Tiger Who Came to Tea by Judith Kerr  | The Lighthouse Keeper's Lunch by Ronda and David Armitage  |
| Writing outcome: | Write a story of Leaf Man in our school. | Writing lists Write own letters to Father Christmas. | Write an alternative version of Sleeping Beauty. | Write a non-chronological report about tigers. | Write a set of instructions for how to make a sandwich. |
| Skills taught: | Adverbs of time Exciting verbs | Adjectives Conjunctions Questions | Adverbs of time Conjunctions Adjectives | Non-fiction features Conjunctions Adjectives Different sentence openers | Question marks Exclamation marks Adverbs of time Adjectives |

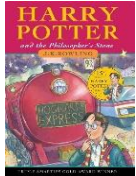
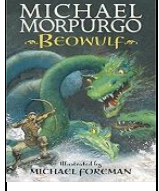
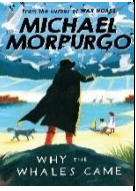
John Shelton Long Term Literacy Overview

| Year 2 | | | | | | | | | | | |
|-------------------------|--|--|--|--|---|---|--|--|---|--|---|
| | Autumn | | | | Spring | | | Summer | | | |
| Core text | Beegu by Alexis Deacon  | | Katie Morag's Island Stories by Mairi Hedderwick  | News report | Poetry | Supertato by Sue Hendra and Paul Linnet  | Recounts | Maximus and the Beanstalk by Damian Harvey  | Stories from different cultures | Information texts | Poetry - Riddles |
| Writing outcome: | To write an alternative version of a simple story. | To write a non-chronological report on Space | To write a story based in a particular setting | To write and perform a news report based on the Great Fire of London | To write a winter poem | To write an adventure story | To write a recount based on a real-experience | To write an alternative version of a traditional tale. | To write alternative version of an Australian traditional tale | To write a travel brochure for Australia. | To write riddles based on Australian animals. |
| Skills taught: | Adverbs of time Adjectives Story structure | Sub-headings Conjunctions Different sentence openers | Adverbs of time Expanded noun phrases Story structure | Conjunctions Powerful verbs Time adverbials | Alliteration Rhyming words Similies | Time adverbials Powerful verbs Story structure | Past tense Time adverbials Conjunctions Adverbs of manner | Traditional tale language Expanded noun phrases Time adverbials | Time adverbials Expanded noun phrases Adverbs of manner Powerful verbs | Sub-headings Conjunctions Different sentence openers | Different sentence openers Question marks and exclamation marks Expanded noun phrases |



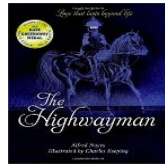
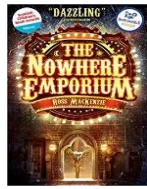
John Shelton Long Term Literacy Overview

| Year 3 | | | | | | | | | | | |
|------------------|--|--|--|--|--|---|---|----------------------------|---|--|---|
| | Autumn | | | | Spring | | | | Summer | | |
| Core text | Stories with familiar settings Sand wizards by Jon Blake  | Information text Travel brochure | Play script A tune of lies by Lou Kuenzler  | Instructions | Bedtime Stories Millhaven Dragon | Discussion text Should we wear school uniform? | Classic Fiction The Lion, The Witch and The Wardrobe by C.S Lewis  | Poetry | Mystery Stories Smash and Grab by John Dougherty | Science-Fiction Stories A tale of two robots by Roy Apps  | Explanation Text How a robot dog works |
| Writing outcome: | To write a story with a choice of setting | Children write an information text about a place they have visited on holiday. | To write a new scene of a play | To write a set of instructions of a task to be completed. | To write an adventure story | To write a discussion text: Should we wear school uniform? | To write a diary entry based on through the wardrobe. | To write a poem about food | To write a mystery story that needs to be solved | To write sci-fi story | To write an explanation text |
| Skills taught: | Adjectives Adverbs of manner and time Inverted commas | Fronted adverbials Conjunctions Rhetorical questions | Stage directions Layout of a playscript | Adverbs of time Imperative verbs Sequenced events Numbering/bullet points | Adjectives Adverbs of time and manner | Rhetorical questions Adverbs of time Paragraphs | Direct speech Range of conjunctions | Rhyme Alliteration | Exciting sentence openers Exclamation sentences | Adverbs Exciting vocabulary | Questions Range of conjunctions |

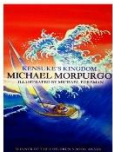
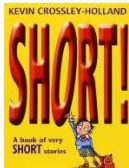
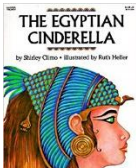
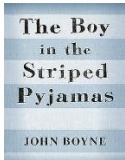

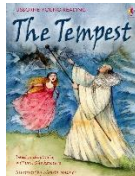
John Shelton Long Term Literacy Overview

| Year 4 | | | | | | | | | | | | |
|------------------|---|---|---|---|---|---|--|---|--|--|---|---|
| | Autumn | | | | Spring | | | | Summer | | | |
| Core text | Study of a significant author | Instructions | Legends | Battlecry | Playscript | Poetry | Story in a historical setting | Biographies | Information text | Persuasive writing | Discussion text | Explanatory Text |
| | Harry Potter and the Philosopher's Stone by J.K Rowling  | Magic potions and spells | Beowulf by Michael Morpurgo  | ICT unit | The Fly and The Fool by Lou Kuenzler | At the End of the School Day by Wes Magee | Runaways by Jim Eldridge | Dr Barnardo | ICT unit | Recycling | Why the Whales Came by Michael Morpurgo  | Bees and honey |
| Writing outcome: | To write a story involving familiar characters | To write a set of instructions for a magical potion | To write a story with a new monster | To write and perform a speech | To write a new scene of a play | To write a free verse poem | To write a story from a different viewpoint | To write a biography on Dr. Barnardo | To produce a report on environmental issues | To write a persuasive text on single use plastic and recycling | To write a discussion text: Should whales be hunted? | To write an explanatory text |
| Skills taught: | Appropriate choice of nouns and pronoun Punctuation for direct speech | Imperative verbs Adverbs of manner | Use of apostrophes Prepositions | Powerful vocabulary Use of personal pronouns | Stage directions Scene descriptions | Simile Alliteration Personification | Non-standard English Appropriate language choices Fronted adverbials | Adverbs of time Introduction and closing statement | Technical language Headings and subheadings | Conjunctions Use of exaggeration | Formal language Conclusion | Causal conjunctions Use of questions |

John Shelton Long Term Literacy Overview

| Year 5 | | | | | | | | | |
|-------------------------|--|--|---|--|--|---|--|--|---|
| | Autumn | | | | Spring | | Summer | | |
| Core text | Perseus and Medusa Greek Myth | Board Game based on Greek myths | The Eye of the Wolf Flashback story  | King Kong Newspaper Report  | Lost in Space: A transmission of hope (ICT unit) | The Highwayman A narrative poem  | Are screens making children lazy? A balanced argument | Jeremy Strong A biography | The Nowhere Emporium Narrative  |
| Writing outcome: | Write our own myth with our own mythical creature. | Write a set of instructions for our own board game based on our myth | Write an alternative 'flashback scene' for The Eye of the Wolf. | Write an eyewitness report of the night Kong climbed the Empire State building. | Write and record a transmission from if stranded on Mount Everest/a desert island. | Write an alternative narrative poem based on a highwayman | To write our own balanced argument as to whether children should have mobile phones in school | To write our own biographies on Jane Goodall | To write the 1 st chapter of a narrative story with a magical setting. |
| Skills taught: | Expanded noun phrases Similes Powerful adjectives Direct speech and a variety of words for 'said' | Imperative verbs Rhetorical questions Time adverbials | Switching between past and present -Short sentences to create tension -'Show not tell' technique | Direct and Indirect speech. Adverbials to create cohesion Relative clauses | Modal verbs Contrasting conjunctions Fronted adverbials Conditional statements. | Similes and metaphors Personification Onomatopoeia Repetition Alliteration | Fronted adverbials Include keys facts and figures Direct and Indirect speech Relative clauses Contrasting conjunctions | Time adverbials Chronological Order Direct and Indirect speech Key information Feelings and opinions Brackets and dashes for parenthesis. | Alliteration Adverbials to link ideas across paragraphs Colons and semi-colons Synonyms and repetition for effect Prepositions Dramatic dialogue Metaphor and personification |

John Shelton Long Term Literacy Overview

| Year 6 | | | | | | | | | | |
|-------------------------|---|--|---|--|--|--|--|--|---|--|
| | Autumn | | | | Spring | | | | Summer | |
| Core text | Kensuke's Kingdom by Michael Morpurgo  | Spooky stories  | Egyptian Cinderella  | Newspaper reports | The Boy in the striped pyjamas by John Boyne  | Biographies | The Piano | Spring Poetry | Holes by Louis Sachar  | The Tempest by William Shakespeare  |
| Writing outcome: | Adventure story | Short spooky story | Alternative fairy tale based in Egypt | Newspaper report | Alternative ending of the story | Biography | Narrative | Spring poem | Short story based in a correction facility | Playscript |
| Skills taught: | Brackets Relative clauses Inverted commas Semi-Colons Expanded noun phrases | Interesting adverbials Paragraphs Relative clauses Develop a wide vocabulary | Direct and reported speech Parenthesis | First and third person Use quotes Fronted adverbials | Expanded noun phrases Parenthesis Direct and indirect speech | Complex sentences Narrative to dialogue | Relative clauses Colons and semi-colons | Figurative language Personification Alliteration | Using semi-colons to replace conjunctions. To use dialogue to advance the actions Use key vocabulary | Develop an understanding of Shakespeare. Stage directions – Adverbials Setting the scene Advancing the action through dialogue. |