

Literacy Overview Year 3- Cunningham Hill Juniors

Term 1 (Food Glorious Food!)			Term 2 (When in Rome....)			Term 3 (Shipwrecked!)			
Poetry	Vocabulary building (1 week)	Cinquins (1 weeks)	<b>TAKE ONE BOOK</b>  <i>The Very Best of Aesop's Fables</i>  by Margaret Clarke	Vocabulary building (1 week)	Take one poet- poetry appreciation (2 weeks)	<b>TAKE ONE BOOK</b>  <i>The Stinky Cheese Man and The True Story of the Three Little Pigs</i>  by Jon Scieszka	Vocabulary building (1 week)	Structure - limericks (1 week)	<b>TAKE ONE BOOK</b>  <i>The Snow Dragon</i>  by Vivien French
Suggested final written outcome	Read, write and perform free verse	Read and write cinquains, tanka and kennings		Read, write and perform free verse	A study of the poetry of Allen Ahlberg or Roald Dahl. Personal responses to poetry.		Read, write and perform free verse	Recite familiar limericks by heart	
Narrative	Traditional Tales - fables (3 weeks)	Playscript (2 weeks)		Traditional Tales (Alternative version of Traditional Tale) (3 weeks)	Write a traditional tale from a key character's perspective.		Adventure Stories (5 weeks)	Write an adventure story, focusing on plot. Develop techniques to create exciting dialogue, fear, excitement and suspense.	
Suggested final written outcome	Write a new fable to convey a moral.	Children to adapt a fable into playscript to be performed.		S1, S2, S3, T1, P1	S1, S2, S3, T1, P1				
Grammar	S1, S2, S3, T1, P1	S1, S2, S3		Recounts (3 weeks)	Writing a letter from the point of view of a Roman Soldier.		Explanations (2 weeks)	Recount (2 weeks)	
Non-fiction	Instructions (2 weeks)	Report (3 weeks)		S1, S2, S3, T1 W2, W3, T2	S1, S2, S3, T1 W3		S1, S2, S3, T1 W2, T2		
Suggested outcome	How to make a salad. (D&T link)	Non - chronological report based on Food from around the world. Note-taking techniques using information texts and ICT.						Volcanoes. Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	
Grammar	S1, S2, S3, T1, T3	S1, S2, S3, T1 W2, W3, T2							

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Literacy Overview Yr 4- Cunningham Hill Juniors

Term 1 (Raiders)			Term 2 (Issues & Dilemmas)			Term 3 (Inventions & Inventors)			
Poetry	Vocab building (2 weeks)	Simile poems Structure- (1 week)	<p><b>TAKE ONE BOOK</b></p> <p><i>Vic the Viking - Jeremy Strong</i></p>	Vocab building (1 week)	Narrative poetry (2 weeks)	<p><b>TAKE ONE BOOK</b></p> <p><i>Bill's New Frock - Anne Fine</i></p>	Vocab building	Take One Poet. Ted Hughes	<p><b>TAKE ONE BOOK</b></p> <p><i>Iron Man - Ted Hughes</i></p>
<b>Suggested final written outcome</b>	Read, write and perform free verse	Read, perform and write a simile poem.		Read, write and perform free verse	Recite narrative poetry by heart. Read and respond (Beowolf)		Read, write and perform free verse	Research Ted Hughes. Personal responses to poetry Recite familiar poems by heart	
Narrative	Performing a Play (2 weeks)	Story settings (3 weeks)		Story with a Theme. (4 weeks)	Traditional Tales - myths (4 weeks)				
<b>Suggested final written outcome</b>	Learn and perform a play, based on a Viking saga.	Viking Story settings. Write a Viking Saga. (Scene setting, descriptive language, dialogue)		Write a story with a dilemma based on the structure of Bill's New Frock. (Paragraphs, fronted adverbial phrases, descriptive language)	Turn a Greek Myth into a play-script for a performance. Write a Greek myth/Quest-focusing on effective characterisation e.g. descriptions - based on the story of King Midas.				
Grammar	W2, S1, S2, S3, T2, P3	W2, S1, S2, S3, T1, T2, P3, P1		W2, S1, S2, S3, T1, T2, P3 P1	W2, S1, S2, S3, T1, T2, P3 W1, P1, P2				
Non-fiction	Explanation	Report (4 weeks)		Persuasion (4 weeks)	Instructions		Report		
<b>Suggested outcome</b>	An explanation piece about how Dragons become extinct.	A Non-chronological report for a page in a Viking Book.		A persuasive leaflet, encouraging people to visit Whipsnade Zoo.	How to make a torch.		Non-chronological report about Greek gods for a presentation.		
Grammar	W2,S1,S2, S3, T1, T2, P3, W1,P2	W2, S1, S2, S3, T1, T2, P3	W2, S1, S2, S3, T1, T2, P3, W2, S1,	W2, S1, S2, S3, T1, T2, P3	W2, S1, S2, S3,T1, T2, P3, W1, P2				

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Literacy Overview Year 5- Cunningham Hill Juniors

Term 1 (Crime and Punishment)			Term 2 (Journeys)			Term 3 (It's a wrap!)			
<b>Poetry</b>	<b>Vocab building</b> (1 week)	<b>Haiku</b> (1 week)	<b>TAKE ONE BOOK</b>  <i>The Chronicles of Harris Burdick/ The London Eye Mystery</i>	<b>Vocab building</b> (1 week)	<b>Spoken word poetry/rap</b> (2 weeks)	<b>TAKE ONE BOOK</b>  <i>Harry Potter and the Philosopher's Stone</i>	<b>Vocab building</b> (1 week)	<b>Narrative poetry.</b>	<b>TAKE ONE BOOK</b>  <i>Myths and Legends Anthony Horowitz/ Michael Morpurgo - Arthur High King of Britain</i>
<b>Suggested final written outcome</b>	Read, write and perform free verse	Read and respond to Haikus. Experiment with writing their own.		Read, write and perform free verse	Listen to, read, and respond to raps. Experiment with writing their own - linked to The Water Cycle.		Read, write and perform free verse	Investigating style of The Highwayman and writing further verses.	
<b>Narrative</b>	<b>Suspense and Mystery story.</b> (4 weeks)			<b>Fiction from our Literacy Heritage</b> (4 weeks)			<b>Traditional Tales -Legends</b> (3 weeks)		
<b>Suggested final written outcome</b>	Write a crime mystery story- Develop the skills of building up atmosphere in writing. E.g. Passages that build up tension.			Write in the style of the author to complete sections of the stories. Developing action scenes.			Reflect on the main character of the legend from different viewpoints. Create a short legend based on Camelot.		
<b>Grammar</b>	W1, W2, S1, S2, T1, P1, P2, P3, S1,			W1, W2, S1, S2, T1, P1, P2, P3			T1, T2, T3, T4, T5, P2, P3 S2, S3		
<b>Non-fiction</b>	<b>Informal and formal Recounts</b> (4 weeks)			<b>Explanation-</b> (3 weeks)	<b>Persuasion</b> (3 weeks)		<b>Non Chronological Report</b> (2 weeks)	<b>Discussion</b> (2 weeks)	
<b>Suggested outcome</b>	Informal letter from Victorian child & formal recount in the form of a crime report.			How to Survive in the Desert (A Leaflet for travellers who are visiting desert areas)	Persuasive letter. Written to government re: school journeys.		Page in History book - a guide to death and burial in Egyptian times.	Related to news/current affairs. Write a balanced discussion presenting two sides of an argument.	
<b>Grammar</b>	W1, W2, S1, S2, T1, P1, P2, P3, S1	W1, W2, S1, S2, T1, P1, P2, P3 W2, P1	W1, W2, S1, S2, T1, P1, P2, P3, W2, W3, P1	W1, W2, S1, S2, T1, P1, P2, P3 W1, S2, S3	W1, W2, S1, S2, T1, P1, P2, P3, W1, P3, W1, W2, P1	W1, W2, S1, S2, T1, P1, P2, P3, W1, W3, S2, S3			

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## Literacy Overview Year 6– Cunningham Hill Juniors

Term 1 (Evacuees)			Term 2 (Europe without borders?)			Term 3 (Mayan)			
Poetry	Vocab building/ WW2 Poetry (2 week) Figurative Language focus		<b>TAKE ONE BOOK</b> <i>Friend or Foe</i>  <i>Michael Morpurgo</i>	Structure/ Monologues Vocab building (1 week)		<b>TAKE ONE BOOK</b> <i>Round the World in 80 days</i>  <i>P. Fogg</i>	Vocab building/ Mayan/Central American Poetry (1 week)		<b>TAKE ONE BOOK</b> <i>Well of Sacrifice</i>  <i>Chris Eboch</i>
Suggested final written outcome	Children to write their own poem to reflect emotions and attitudes from the start of war.			Read, write and perform free verse	Read and Respond to Monologues		Read, write and perform free verse.		
Narrative	Historical Fiction (3 weeks)			Genre swap story	Autobiographical Story		Mayan Mystery Story		
Suggested final written outcome	Children to write their own story involving a non-linear chronology using e.g. flashbacks	Editing and Revision - generate final piece of historical fiction (Big Write)		Children create a narrative which uses key features of varied genres.	Travel log written in first person, developing characterisation & atmosphere		History link. Plan and write an extended story - focusing on events in Mayan time. Compare how characters are portrayed in books and in films. Use scene changes to alter pace and focus revealing more about the story as it progresses.		
Grammar	<i>T1, W1, W2, P1, S1, S2, S3</i>			<i>T1, W1, W2, T2, P1, S1, S2</i>			<i>T1, W1, W2, T2, S1, S2, S3, P1, P2, P4</i>		
Non-fiction	<b>Recounts</b> (3 weeks) Diary Entries- Investigate and use first and third person in appropriate pieces distinguishing between fact and opinion.	<b>Persuasion</b> (3 weeks) Develop the ability to choose suitable style to suit particular audience and purpose		<b>Discussion</b> (3 weeks) Explore stylistic features of balanced discussions. Identify the difference between persuasive argument and the discursive presentation of a balanced argument			<b>N.C. Report</b> (2 weeks) Secure understanding of form, language conventions and grammatical features of non-chronological reports. Choose appropriate style and form to write for a specific audience.	<b>Explanation</b> (2 weeks) This text will be written for a specific audience using appropriate language conventions and grammatical features.	
Suggested outcome	Write a diary entry of a child from WWII and from the present	Children write a persuasive letter explaining why a child should be evacuated	A debate followed by a write up which presents and evaluates the opinions of multiple differing viewpoints		Report based on aspects of Mayan Life for a child, compared to life in modern day.	Explanation of the Mayan ball game as if they were a historical professor.			
Grammar	<i>T1, W1, W2, S1, T2, T3, Ps, P3</i>	<i>T1, W1, W2, W1, S1, T2, T3, P3</i>	<i>T1, W1, W2, W1, S2, T2, S3, P1 P2, P3, P4</i>		<i>T1, W1, W2, W1, S2, T2, S3</i>	<i>T1, W1, W2, W1, S2, T2, S3</i>			

