

Ocker Hill Academy  
Literacy Termly Overview

Term	1.1	1.2	2.1	2.2	3.1	3.2
Year group	<b>Area/Topic:</b> 1. Grammar, punctuation and spelling	<b>Area/Topic:</b> 1. Recount/ Diary	<b>Area/Topic:</b> 1. Stories with familiar settings	<b>Area/Topic:</b> 1. Instructions 2. Authors and letters 3. Shape poems	<b>Area/Topic:</b> 1. Persuasion 2. Myths 3. Non –chronological report	<b>Area/Topic:</b> 1. Adventure Story 2. Riddles, rhymes and performance poems
<b>Year 3</b>	1. Basic skills focus on grammar, punctuation and spelling ensuring all children reach phase 6 phonics and have key skills in place.	1. Diary entries studying the key characters from the <u>Twits by Roald Dahl</u>	2. Reading and innovating stories with familiar settings- <u>Bad Girls by Jaqueline Wilson</u> . Looking at characters and setting and beginning to find ways to build tension through language and structure.	1. Analysing and creating simplistic shape poems using descriptive language.  2. Using a range of <u>Julia Donaldson</u> texts as a basis, unpicking the features of a letter and writing own to and from the characters of the books.  3. Analysing the structure and language of non-fiction texts with the focus on instructions.	1. Breaking down the key elements of persuasion to produce a leaflet to promote the school.  2. Investigating the key features of myths and how these relate to known stories. Analysing <u>Isis and Osiris by Dawn Casey</u> and writing own versions.  3. Using a variety of <u>non-fiction texts on the rainforest</u> , analyse the structure and language of a report before innovating their own.	1. Identifying the features of adventure stories and using these to write their own versions of the <u>Iron Man by Ted Hughes</u> .  2. Visual literacy unit based upon the animation ' <u>Junk</u> ' by <u>Kirk Hendry</u> . Deepen understanding and write own versions of riddles, rhyme and performance poetry.
<b>Year 4</b>	<b>Area/Topic:</b> 1. Imaginary Stories 2. Persuasion	<b>Area/Topic:</b> 1. Newspaper reports 2. Explanation Texts 3. Kennings/ Haikus /poetry	<b>Area/Topic:</b> 1. Stories from other cultures 2. Poetry	<b>Area/Topic:</b> 1. Stories which raise dilemmas 2. Non – chronological reports	<b>Area/Topic:</b> 1. Play scripts	<b>Area/Topic:</b> 1. Stories with historical settings
	1. Using the <u>Lion the Witch and the Wardrobe</u> , and extracts from the <u>Chronicles of Narnia</u> , explore the conventions of imaginary stories and how these differ to ordinary tales. Innovate and invent own versions of these stories. 2. Using the format of letters, pupils write letters to the governors to persuade them to make changes- ideas designed by children	1. Exploring and understanding the structural and language features of newspaper. Identifying fact and opinion and beginning to use quotes for people's perspectives. 2. Creating an explanation text to explaining how to use a particular product that they've designed themselves analysing the types of	1. Identifying how we know that stories originate from other cultures and comparing these with familiar stories. <u>Buffalo Nation by Valerius Geist</u> being the focus text. 2. Using poems selected by the children in library visit.	1. Exploring stories and their effect on their intended audiences. <u>Bill's New Frock by Anne Fine</u> . 2.	1. Unpicking the basic features that create a play script. Using <u>traditional tales and fairy stories</u> , analyse and identify language and structural components. Writing own versions and actin them out to check effectiveness.	1. Taking into account language from the past, investigate and analyse stories with historical settings. Consider the type of language and punctuation used for effect and innovate their own versions.

		<p>features and language needed.</p> <p>3. Compare and contrast the features of kenning and haiku poems before writing own versions.</p>				
<b>Year 5</b>	<p><b>Area/Topic:</b></p> <p>1. Instructions</p> <p>2. Non- Chron Reports</p> <p>3. Novels –significant authors</p>	<p><b>Area/Topic:</b></p> <p>1. Persuasion / Arguments</p> <p>2. Narrative Poems</p>	<p><b>Area/Topic:</b></p> <p>1. Historical Stories</p> <p>2. Myths and Legends</p>	<p><b>Area/Topic:</b></p> <p>1. Recounts</p> <p>2. Narrative Poems</p>	<p><b>Area/Topic:</b></p> <p>1. Stories from other cultures</p>	<p><b>Area/Topic:</b></p> <p>1. Non Chronological Report</p> <p>2. Visual Literacy</p>
	<p>1. Instructional writing using a non standard format- not simple bullet pointed layout but recipe/ prose style.</p> <p>2. Non-chronological report based upon The Local Area – The Black Country from humanities topic. Considering structure, layout and formal language use.</p> <p>3. Using <u>Warhorse by Micheal Morpurgo</u>, interrogating the text to understand the plot and main characters before writing own simplified versions of the story. Comparing to other</p>	<p>1. Looking at the conventions of formal writing for purpose with the focus on persuasive arguments. Text to vary depending on the interest of the children.</p> <p>2. With <u>Charge of the Light Brigade</u> as the key text, pupils will have the opportunity to break down and discuss language, use inference to unpick meaning and have a go at performing poetry by heart. Performance based unit.</p>	<p>1. Analysing and comparing historical and modern language in stories from the past. Based on The <u>Secret Garden</u>, pupils interrogate and unpick text before using the plot to design their own story in a similar historical style.</p> <p>2. A range of different myths, including <u>Theseus and the Minotaur</u>, <u>Pandora's box</u>, <u>King Midas and the Golden touch</u>, and then the children create their own myth.</p>	<p>1. <b>Following on from their trip to Ingestre Hall, pupils look at the conventions of recounts and write one based on their trip.</b></p> <p>2. The Highwayman. Following on from the drama of the Charge of the Light Brigade, this time pupils will get to break down and create their own versions of the historical poem- <u>The Highwayman</u>.</p>	<p>1. <u>Journey to Jo'burg</u>. Exploring the features of a story from a different culture and considering the language use. Innovating and inventing own stories with similar themes</p>	<p>1. This non-chronological report is an opportunity for children to apply skills previously gained. This is based upon the cross curricular topic 'Mountains and Rivers'</p> <p>2. Based on the Visual Literacy Unit 'FLATLIFE' the children use reading skills to understand the characters and their behaviours before developing character profiles of their own. Th</p>
<b>Year 6</b>	<p><b>Area/Topic:</b></p> <p>1. Poetry</p> <p>2. Stories</p>	<p><b>Area/Topic:</b></p> <p>1. Play scripts</p> <p>2. Recounts and characterisation</p>	<p><b>Area/Topic:</b></p> <p>1. Newspapers</p> <p>2. Arguments</p>	<p><b>Area/Topic:</b></p> <p>1. Letters</p> <p>2. Non-chronological reports/ persuasion</p>	<p><b>Area/Topic:</b></p> <p>1. Sci-fi/ Adventure Stories</p>	<p><b>Area/Topic:</b></p> <p>1. Play scripts – performance</p> <p>2. Drama</p>
	<p>1. Free verse poetry using a range of works from traditional British poets such as <u>Michael Rosen</u>, <u>Pie Corbett</u> and <u>Ted Hughes</u>.</p> <p>2. Analysing and writing Horror and Mystery Stories using <u>Dr Who 'Blink'</u> as a basis.</p>	<p>1. Understanding the importance of punctuation and stage direction within play scripts. Focus on <u>Wind in the Willows by Kenneth Graham</u></p> <p>2. With <u>The Hunger Games by Suzanne Collins</u> as a stimulus, use characterisation to deepen the understanding of characters and motive in diary entries.</p>	<p>1. <u>The Hunger Games</u> as a basis, reporting information through the media of newspapers.</p> <p>2. Selecting a topic current in the news or one that is important to the children, debates are researched and formed.</p>	<p>1. Letters of complaint based upon Hollyhead's Dodgy diner, a fictitious restaurant. Understanding the conventions of formality.</p> <p>2. Studying persuasive devices within non-chronological reports for a <u>theme park leaflet</u>. Design, build and advertise their own theme park- linked with DT topic.</p>	<p>1. Analysing, defining and using formal and developed language in stories based on <u>The War of the Worlds by HG Wells</u></p>	<p>2. Year 6 Leaver's Performance. Using previous skills and knowledge to give input into the play script and perform drama sequences.</p>

