Concord Junior School Literacy LTP 2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Scrummdiddlyumptious	Emperors and Empires	Predator	Rocks, Relics and Rumbles	Through the Ages	Mighty Metals
Key Text	**Charlie and the Chocolate Factory**	**The Goose Guards**	**Harry the Poisonous Centipede**	**Nat Geo: Everything Earthquake and Volcano**	**The Pebble in my Pocket**	**The Wild Robot**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Character description (Willy Wonka)	**Myths/ Legends (Romulus and Remus)**	**Performance Poetry (Kenning, Simile and Haiku)**	**Newspaper reports (Haiti Devastated by a Massive Earthquake)**	**Information text (How to live like a Stone Age hunter)**	**Film/ Book Review**
-Maintain the correct tense (including perfect present tense) throughout a piece of writing	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends	S&L Read aloud their own writing, to a group or the whole class,	Use of paragraphs to organise ideas around a theme	Organising paragraphs around a theme - begin to develop the use of paragraphing to organise information within a longer text	Evaluate other children's work
Use a range of descriptive devices: (expanded noun phrases, adjectives) **Ensure all punctuation taught at Y2 is applied consistently**	Create settings, characters and plot	Begin to use appropriate intonation and controlling tone and volume so that the meaning is clear	Include quotes – punctuated correctly	Headings and subheadings	Organise information in to paragraphs
Use a variety of adjectives for precision and effect	Use and punctuate direct speech	Choose nouns or pronouns appropriately within a sentence to avoid repetition.	Use conjunctions, adverbs & prepositions to express time and cause	Bullet points	Explain personal viewpoint
Choose when to use present and past tense **Use coordinating and subordinating conjunctions**	Use co-ordinating and subordinating conjunctions	Use of descriptive language including similes and metaphors.	Write in third person	Formal/informal language	Distinguish between fact and opinion
Narrative (linked to diary recounts) (day at the chocolate factory text)	Use different verb forms mostly accurately			Maintain the correct tense – past tense	Use connectives to justify opinions.
In narratives- create settings, characters (feelings and/ or emotions) and plot		**Moral Stories (The Monkey with a Bright Blue Bottom)**	**Diary Entries (Pompeii diary text?)**		**Narrative (Gussie Goes Bonkers)**
Continue to use adjectives for setting description and preposition/fronted adverbials to show how, when and where	**Persuasive Advert (Visit Italy text?)**	Maintain the correct tense throughout.	Use a range of adjectives for precision and effect (ensure Autumn 1 language is revisited and progressed)	Range of conjunctions to extend sentences	Begin to use paragraphs to organise narrative (beginning, build up, problem, solution, ending)
-Begin to use speech marks (inverted commas) for direct speech.	Use organisational devices such as headings and sub-headings	Setting description including descriptive devices (similes and metaphors)	Convey emotion through appropriate word choices	**Instructions (How to Wash a Woolly Mammoth)**	**Develop** use speech marks (inverted commas) for direct speech.
Theme:	Extend the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although	Follow the structure of a narrative (start, build up, problem, solution, ending)	Use fronted adverbials to start sentences in different ways	Use simple organisational devices-	**Revisit objectives** **Use GAP analysis from previous genre**
- Instructions (based on smoothie making).	Rhetorical devices	**Theme:** **Information text** Based on a predator of choice using information from the whole topic and research methods.	Use conjunctions to extend sentences	Formal language	
- Recount of theme day (use of paragraphs, conjunctions, prepositions and adverbs to express time and cause)	Persuasive and emotive vocabulary	Use of adjectives, imperative verbs, paragraph to separate information, headings and sub-headings.	Convey emotion through appropriate word choices	Cause and effect conjunctions	
	Use a range of powerful and purposeful vocabulary			Present tense	
				Expanded noun phrases	
				Theme:	
				- Instructions (based on making Stone Age tools and weapons)	

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Y4	Misty Mountain, Winding River	I Am Warrior	Blue Abyss	Burps, Bottoms and Bile	Traiders and Raiders	Road Trip USA
Key Text	When the Mountains Roared	Romans on the Rampage	Oceans: A Children's Encyclopaedia	Demon Dentist	Viking Boy	The Indian in the Cupboard
	Character description - Use fronted adverbials Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases Use conjunctions, adverbs & prepositions to express time and cause Use and maintain the correct tense **Narrative** -Use fronted adverbials -Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases -Write a range of sentences including shorter simple sentences and longer complex sentences which have more than one clause	**Non – chronological report** -Write a range of sentences including shorter simple sentences and longer complex sentences which have more than one clause -Organise writing into paragraphs around a theme -Use fronted adverbials Use of heading and subheadings to organise information in to paragraphs **Poetry – Kennings** Explore different types of poems **Use a range of adjectives** **Use a range of verbs and adverbs for precision** **Use of poetic devices** S&L Use intonation when presenting and performing *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear*	**Letters** Use formal tone Appropriate greeting and sign off Use conjunctions, adverbs & prepositions to express time and cause **Extend the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although** **Information Text – Presentations** Use of organisational devices: Heading/ Subheadings Bullet points Paragraphs Use a range of vocabulary for precision and effect Use fronted adverbials consistently throughout the piece of writing S&L Begin to use appropriate intonation and controlling tone and volume so that the meaning is clear	**Instructions** Use organisational devices- Adverbial openers Formal language Cause and effect conjunctions Present tense Expanded noun phrases **Diary Entries** Write a range of sentences including shorter simple sentences and longer complex sentences which have more than one clause Use commas after fronted adverbials and to mark a clause in complex sentences **Extend the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although**	**Newspaper Report** Use of paragraphs to organise ideas around a theme Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although Use standard Direct and reported speech **Narrative** Revisit objectives Use GAP analysis from previous genre	**Persuasive advert** Use organisational devices such as headings and sub-headings Rhetorical devices Persuasive and emotive vocabulary Extend the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although Use a range of powerful and purposeful vocabulary

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Y5	Beast Creator	Off With Her Head	Stargazers	Sow, Grow and Farm	Scream Machine	Pharaohs
Key Text	**Beetle Boy**	**Macbeth**	**Space: A Children's Encyclopaedia**	**The Secret Garden**	**Nowhere Emporium**	**Phoenix Code**
	<u>Characterisation</u> - Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. - Use a range of clause structures, including relative clauses, across a range of writing. **Brackets/dashes/commas for parenthesis** **-Vary the sentence length, vocabulary and word order to create an impact on the reader** Use fronted adverbials Extend the range of sentences with more than one clause using a range of conjunctions <u>Story Openings</u> - Secure above - Varying paragraphs: connectives within paragraphs to build cohesion into a paragraph to use change of place, time and action to link ideas across paragraphs. - Expanded –ed clauses as starters Elaboration of starters using adverbial phrases In narratives describe settings, characters and atmosphere through action and dialogue	<u>Play scripts</u> **Stage directions in speech** (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Use a range of verbs and adverbs for precision and effect <u>Recounts</u> Use verb tenses consistently and correctly - Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ….through the lonely streets ….at midnight **Vary the sentence length, vocabulary and word order to create an impact on the reader**	<u>Magazine Articles</u> - Secure use of compound sentences **Develop complex sentences** -Use a wide range of sentence openers for interest and impact -Use a range of clause structures, including relative clauses, across a range of writing. <u>Newspapers</u> -Journalistic writing features -Use of passive voice -Wide range of clause structures, varying positions in a sentence	<u>Reports</u> Recap all objectives Begin to use devices and strategies to build cohesion within paragraphs <u>Formal debate/Persuasive argument</u> - Express own opinions clearly - Summary clear at the end to appeal directly to the reader - Use a wide range of sentence openers for interest and impact - Consistently maintain viewpoint **Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)**	<u>Persuasive Leaflet</u> - Rhetorical question Recap all objectives <u>Poems conveying meaning and emotion</u> - Onomatopoeia - Metaphors Personification	<u>Instructions</u> Recap all objectives <u>Biographies???</u> <u>Fables</u> - Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ….through the lonely streets ….at midnight

Y6	Darwin's Delights	Hola Mexico	Blood Heart	WW2	ID
Key Text	**Running Wild**	**Miss Peregrine Home for Peculiar Children**	**Pig Heart Boy**	**Once/ War Boy**	**The Arrival**
	<u>Narrative</u> -Use of paragraphs to organise ideas –to link paragraphs -Setting description, characterisation **-Wide range of clause structures, varying position in a sentence** -Selecting verb forms for meaning and effect -Selecting precise vocabulary -Managing shift between mood and tension between paragraphs *Use a wide range of sentence openers* *Write single and multi-clause sentences accurately* *Use a range of sophisticated conjunctions* *Use a range of clauses, varying clause structure* <u>Journalistic Writing</u> -Journalistic writing features -Use of passive voice *-Wide range of clause structures, varying positions in a sentence*	<u>Non-chronological Reports</u> -Using the appropriate formality - Use of technical vocabulary -Wide range of clause structures, varying position in a sentence -Cohesive devices between sentences and paragraphs <u>Discussion Text</u> Wide range of clause structures, Use a range of cohesive devices Ensure paragraphs are developed and link Introduction/ concluding paragraphs	<u>Persuasive argument</u> -Managing shifts between levels of formality -Wide range of clause structures, varying position in a sentence -Cohesive devices between sentences and paragraphs - Persuasive/emotive vocabulary/rhetorical devices - Formal/informal vocabulary, technical vocabulary -Modal verbs to indicate degrees of possibility <u>Horror Narrative</u> -Use of paragraphs for cohesion -Selecting precise vocabulary to create mood and atmosphere -Selecting precise vocabulary to create mood and atmosphere	<u>Diaries</u> Cohesive devices between sentences and paragraphs – Selecting precise vocabulary to create mood and atmosphere Selecting precise vocabulary to convey emotion Use a variety of sentence structures <u>Letters</u> Managing shifts in formality Selecting language that shows an awareness of the reader and target audience Conveying emotion through precise choice of vocabulary	<u>Autobiographies</u> -Managing fiction within non-fiction structures -Using devices to manage shifts in time (flashbacks, sense triggers) -Selecting verb forms for meaning and effect -Considering audience and purpose -Anecdotes, puns and creating humorous circumstances