



Literacy Long Term Planning Year 1 – Year 6

Link to old framework units:

<http://webarchive.nationalarchives.gov.uk/20100612050234/http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework>

Link to Hamilton trust website (see the link sent to your email and use this to create a password):

<https://www.hamilton-trust.org.uk/>

Planning which follows the teaching sequence for writing: Designed to follow the three phases of the teaching sequence, leading to a quality written outcome.

Topic based planning using a text as a stimulus ('Take One Book'): Allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

Both approaches are designed to be tailored to the needs of the children through ongoing assessment/national expectations.

Non-Fiction Modules - The long term plans are designed to ensure whole school coverage of six non-fiction genres/text types. There is alignment with other curriculum areas e.g. where children are expected to 'explain' in science in year 1, an opportunity has been provided for the children to encounter an 'explanation' module beforehand. The modules have been chosen to allow for the embedded teaching of the grammar statements for each year group e.g. the recount module in year 3 that allows for the use of present perfect verb forms. Modules have also been designed to take account of any mention of specific text types in the English Reading Comprehension and Writing Composition Programmes of Study e.g. the curriculum places emphasis on 'fairy stories' and 'traditional tales' from years 1 to 4 and this is reflected in the narrative module titles. Where possible, titles also reflect terminology of the **National Curriculum** e.g. 'predictable phrasing' in year 1. The **non-fiction provision map** provides a graphic illustration of the time allocated to each non-fiction module and the coverage across Key Stages 1 and 2.

Fiction modules - As the children progress through Key Stage 2, narrative units vary their focus e.g. from plot in years 1, 2 and 3 to other aspects of narrative writing such as characterisation and creating atmosphere. In every year group, opportunities have been planned for children to write complete narratives.

Poetry - Three aspects of poetry are addressed in each year group: vocabulary building; structure e.g. Haiku and poetry appreciation (Take one Poet – where children can become familiar with a poet appropriate for their year group). Opportunities for performance and recital should occur regularly throughout the year.

The 'suggested written outcomes' have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar.



Year 1

	Term 1		Term 2		Term 3	
Narrative	Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)		Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)		Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)	
Old Framework Units	Traditional Stories	Stories with predictable language	Stories with familiar settings	Stories from other cultures	Fairy Tales	Stories with fantasy worlds
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.	
Non-fiction (old framework units in bold)	Labels, lists and captions 1 week	Recount 2 weeks - or 1 + 1 week	Report 2 weeks	Instructions 2 weeks	Report 2 weeks	Explanations 2 weeks
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week)	Take one poet – poetry appreciation (1 week)
Old Framework Units	Using the senses		Pattern and rhyme		Poems on a theme	
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart. Not read, write and perform free verse	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart
Assessment	Story	Recount	Instructions	Story	Persuasive	Recount

Year 2

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)		Stories with recurring literary language (4 weeks – or 2 + 2 weeks)		Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks)	
Old Framework Units	Traditional Stories	Different stories by the same authors	Stories with familiar settings		Extended Stories/Significant authors	
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.		Write a creation myth based on ones read e.g. how the zebra got his stripes.	
Non-fiction (old framework units in bold)	Explanations 2 week	Recount 2 weeks - or 1 + 1 week	Report 4 weeks – or 2 + 2 weeks		Instructions 2 weeks	Explanations 2 weeks
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re- telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate		Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced
Poetry	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)	Vocabulary building (1 week)	Structure – calligrams (2 weeks - or 1+1 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Old Framework Units	Really looking		Patterns on the page		Silly Stuff	
Suggested outcome	Read list poems . Write and perform own versions.	Write own calli grams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart
Assessment	Story	Recount	Instructions	Story	Persuasive	Recount

Year 3

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - Fables (2 weeks – or 2 + 2 weeks)	Writing and performing a Play (2 weeks)	Traditional Tales – fairy tales (alternative versions) (3 weeks)		Adventure stories (5 weeks)	
Old framework units	Myths and legends	Dialogue and plays	Stories with familiar settings		Adventure and mystery	Authors and letters
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story	Write a traditional tale from a key characters perspective.		Write an adventure story, focusing on plot.	
Non-fiction (old framework units in bold)	Recount 2 weeks	Instructions – giving directions 2 weeks	Explanations 2 weeks Information texts	Report 3 weeks	Persuasion - persuasive letter writing 3 weeks	
Suggested final written outcome	Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	
Poetry	Vocabulary building (2 weeks)	Structure – limericks (1 week)	Vocabulary building (1 week)	Structure – haiku, tanka and kennings (2 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Old Framework Units	Language Play		Shape poetry and calligrams		Poems to perform	
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart	Read, write and perform free verse	Read and write haiku, tanka and kennings	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Assessment	Story	Recount	Instructions	Story	Persuasive	Recount

Year 4

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - Myths (quests) (4 weeks)		Writing and performing a play (2 weeks)	Story settings (3 weeks)	A story/stories with a theme (4 weeks)	
Old Framework Units	Stories from other cultures		Plays	Stories set in imaginary worlds Stories with historical settings	Stories which raise issues/dilemmas	
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweavingspeech and action.		Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	
Non-fiction (old framework units in bold)	Report 4 weeks Recounts: Newspapers/magazines		Persuasion 3 weeks		Discussion 2 weeks	Explanation 2 weeks Information Texts
Suggested final written outcome	Write own report independently based on notes gathered from several sources		Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing		Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style
Poetry	Vocabulary building (2 weeks)	Structure – riddles (1 week)	Vocabulary building (1 week)	Structure– narrative poetry (2 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Old Framework Units			Exploring form		Creating images	
Suggested outcome	Read, write and perform free verse r i d d l e s	Read and write	Read, write and perform free verse	Recite some narrative poetry by heart Read and respond	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Assessment	Story	Recount	Instructions	Story	Persuasive	Recount

Year 5

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - legends (3 weeks)		Supernatural Mystery (4 weeks)		Fiction from our literary heritage (4 weeks)	
Old Framework Units	Traditional stories, fables, myths and legends	Stories from other cultures	Fairytales	Dramatic characters	Novels and stories by significant children's authors	Older literature
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Retell the story from several different perspectives.		Develop skills of building up atmosphere in writing e.g. passages building up tension.		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text and write their own contemporary version.	
Non-fiction (old framework units in bold)	Recount 2 weeks	Explanation 2 weeks	Persuasion 3 weeks	Instructions 1 weeks	Report 2 weeks	Discussion 2 weeks
Suggested final written outcome	Compose a biographical account based on research	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.	Write a report, in the form of an information leaflet, in which two or more subjects are compared.	Write up a balanced discussion presenting two sides of an argument, following a debate.
Poetry	Vocabulary building (2 weeks)	Structure – cinquain (1 week)	Vocabulary building (1 week)	Structure – spoken word poetry/rap (2 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Old Framework Units	Poetic Style		Choral and performance		Classic/narrative poems	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Assessment	Story	Recount	Instructions	Story	Persuasive	Recount

Year 6

	Term 1			Term 2		Term 3		
Narrative	Fiction Genres (4 weeks)			Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		Focus on Study Skills (3 weeks)	Assessment Week (1 week)	'Take One Book' in depth book study
Old Framework Units	Fiction Genres	Extending narrative	Authors and texts	Short stories and flashbacks	There's a Boy in The Girls Bathroom The Midnight Fox Street Child			
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique				Collection of book themed activities
Non-fiction (old framework units in bold)	Instruction 2 weeks Formal/impersonal writing	Recounts 2 weeks Biography and autobiography	Report 2 weeks Journalistic Writing	Persuasion 3 weeks	Discussion 2 weeks			Debating skills 2 weeks
Suggested final written outcome	Instruction for imaginary recipe/spell.	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints			A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views
Poetry	Vocabulary building (1 week)			Vocabulary building		Structure monologues (1 week)		
Old Framework Units				Power of imagery		Finding a voice		
Suggested outcome	Read, write and perform free verse			Read, write and perform free verse		Read and respond		
Assessment	Story	Recount		Instructions	Story	Persuasive	Recount	

