



# Literacy Long Term plan

Y3-6



Yr group/Term	Unit of work/genre * <b>Main genre (blue)</b> Genres with in red*		
	Autumn	Spring	Summer
Y3	<p><b><u>FICTION and POETRY</u></b>  <u>All about me!</u>  <u>When mum turned into a monster</u>  <u>Stuck</u>  <u>Have you filled a bucket today?</u>  <u>Dot</u>  <u>The Koala's who could</u>  <u>The squirrels who squabbled</u>  <u>Bog Baby</u>  <u>My mouth is a volcano</u></p> <ul style="list-style-type: none"> <li>- <b>Fact file</b> all about me!</li> <li>- Acrostic <b>poem</b></li> <li>- Writing tips.</li> <li>- Writing a <b>biography</b>.</li> <li>- <b>Review</b> of a trip to the Cathedral</li> <li>- Learning school rules</li> <li>- <b>Presentation</b> to MW regarding the school facilities</li> <li>- <b>BASELINE TESTS</b></li> <li>-</li> </ul> <p><u>Belonging</u> – POR <b><u>FICTION</u></b></p> <ul style="list-style-type: none"> <li>- <b>Story writing</b></li> <li>- Narrative <b>poem</b></li> </ul>	<p><b><u>CLASSIC</u></b>  <u>Shakespeare 'The Tempest'</u>            Play script            Performance</p> <p><b><u>FICTION</u></b>  <u>The Miraculous Journey of Edward Tulane</u> – POR</p> <p><b>Fact file and story writing</b>            Character comparison            Character <b>description</b>            Create a missing poster            Retell story from a different POV and writing a <b>biography</b>  <b>Diary</b>  <b>Letter</b></p> <p><b><u>FICTION</u></b>  <u>The Egyptian Cinderella</u></p> <p><b>Inference</b>  <b>Prediction</b>  <b>Character</b>  <b>Description</b>  <b>Story writing</b></p>	<p><b><u>POETRY</u></b>  <u>A nest full of stars</u></p> <p><b>Experiencing different cultures</b>  <b>Figurative language</b>  <b>Inference</b>  <b>Sentence structure</b>  <b>Performance</b></p> <p><b><u>FICTION</u></b>  <u>The secrets of Black Rock</u></p> <p><b>Inference</b>  <b>Characters</b>  <b>Description</b>  <b>Drama</b>  <b>Story writing</b></p> <p><b><u>NON-FICTION</u></b>  <u>Atlas of the Ocean</u>            Non chronological report            Non fiction study</p> <p><b><u>FICTION</u></b>  <u>Gregory Cool</u> – POR</p> <p><b>Poetry</b></p>



	<ul style="list-style-type: none"><li>- <b>Description</b> using my senses.</li><li>- Acrostic <b>poem</b>.</li><li>- Review of the church visit.</li></ul> <p><b><u>FICTION/NON-FICTION</u></b></p> <p><b><u>Pebble in my pocket</u></b></p> <ul style="list-style-type: none"><li>- <b>Shape poem</b></li><li>- <b>Story writing</b></li><li>- <b>Narrative poem</b></li><li>- <b>Information poster</b></li><li>- <b>Information booklet x 2</b></li><li>- <b>Definitions and meanings of new vocabulary (dictionary/thesaurus work)</b></li></ul> <p><b><u>Fiction</u></b></p> <p><b><u>The Robot and the Bluebird.</u></b></p> <p><b>Empathy</b></p> <p><b>Diary</b></p> <p><b>Letter writing</b></p> <p><b>Story</b></p>		<p><b>Character descriptions</b></p> <p><b>Letter writing</b></p>
--	--	--	---



<p><b>Y4</b></p>	<p><b><u>MYTHS</u></b> <b><u>Troy</u></b></p> <p>Newspaper articles (hot/cold) -Diary - discussion Empathy Using 5ws to write an article</p> <p><b><u>FICTION</u></b> <b><u>Noah Barleywater Runs Away</u></b></p> <ul style="list-style-type: none"> <li>• Cold task –fictional <b>diary</b> entry about running away from home.</li> <li>• <b>Letter</b> to characters parents. Emotional writing.</li> <li>• Fictional <b>trial</b> – hold a court room style drama lesson to decide whether the character is guilty or not guilty.</li> <li>• <b>Write a balanced argument.</b></li> <li>• Drawing from <b>description.</b></li> <li>• Design and describe your own toy.</li> </ul>	<p><b><u>FICTION</u></b> <b><u>The Dark – Lemony Snickett (POR)</u></b></p> <ul style="list-style-type: none"> <li>- <b>Story writing</b> (Cold/Hot tasks)</li> <li>- Character building</li> <li>- Setting descriptions</li> </ul> <p><b><u>FICTION</u></b> <b><u>Fox – Margaret Wild (POR)</u></b></p> <ul style="list-style-type: none"> <li>• Drawing from descriptions.</li> <li>• <b>Descriptive writing.</b></li> <li>• <b>First person writing.</b></li> <li>• <b>Apology letters.</b></li> </ul> <p><b><u>FICTION</u></b> <b><u>Gobolino the Witch’s Cat – Ursula Moray Williams</u></b></p> <ul style="list-style-type: none"> <li>- Character <b>description</b> (Hot/Cold tasks).</li> <li>- Drawing from descriptions</li> <li>- <b>Letter of advice.</b></li> <li>- <b>Apology letter.</b></li> <li>- <b>Diary entries</b></li> <li>- <b>Monologues</b></li> <li>-</li> </ul>	<p><b><u>POETRY</u></b></p> <ul style="list-style-type: none"> <li>• Likes and dislikes of poetry.</li> <li>• Appreciate Joseph Coelho’s poetry.</li> <li>• Writing poetry in the style of Joseph Coelho.</li> <li>• Rhyming words.</li> <li>• Following a set structure of poetry.</li> <li>• Watching videos of poets reading their poems.</li> <li>• Appreciate Robert Hull’s poetry.</li> <li>• Alliterative poetry.</li> <li>• Acrostic poetry.</li> <li>• Shape poems.</li> <li>• Christmas poetry.</li> </ul> <p><b><u>Classic/Shakespeare</u></b> Midsummer Night’s dream Play script Performance</p> <p><b><u>Non-fiction/Fiction</u></b> <b><u>One planet- David Attenborough.</u></b></p> <ul style="list-style-type: none"> <li>- <b>Info text (hot/cold)</b></li> </ul>
------------------	---	---	--



	<ul style="list-style-type: none"> <li>• Free verse <b>poetry</b> to describe the toy shop.</li> <li>• Descriptive writing about a fictional character.</li> <li>• <b>Letter</b> of advice to fictional teacher in the story.</li> <li>• Devise a <b>treaty</b> for a happy and safe school.</li> <li>• <b>First person writing</b> – postcard to fictional character’s father.</li> <li>• Emotional comparisons between characters.</li> <li>• <b>Drama</b> activities – freeze frames and hot seating.</li> <li>• Artwork to compare two character’s emotions.</li> </ul> <p><b><u>FICTION</u></b> <b><u>The Tin Forest</u></b></p> <ul style="list-style-type: none"> <li>• <b>Descriptive</b> writing.</li> <li>• <b>Inferences</b> from the front cover.</li> <li>• Questioning the author’s choice of illustrations.</li> <li>• What do the illustrations tell us about the story?</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Persuasive writing</b></li> <li>- <b>Editing</b></li> <li>- Fact file</li> <li>- Typography</li> <li>- Use of key words</li> </ul> <p>Non-fic report</p> <p><b><u>FICTION</u></b> <b><u>Boy at the back of the class- Onjali Q Rauf (POR)</u></b></p> <ul style="list-style-type: none"> <li>- <b>Infomercial/Play scripts</b> (Hot/cold)</li> <li>- Drawing from descriptions</li> <li>- Role on the wall</li> <li>- Write slogans</li> <li>- Idioms</li> <li>- <b>Free verse poetry</b></li> <li>- <b>Instructional writing- recipe</b></li> <li>- <b>Letter of advice</b></li> <li>- <b>Write a policy</b></li> <li>- Debate</li> <li>- Editing</li> <li>- Empathy</li> <li>-</li> </ul>
--	---	--	---



	<ul style="list-style-type: none"> <li>• Drawing based on descriptions from the text.</li> <li>• Predictions about a character.</li> <li>• 'Role on the wall' activity.</li> <li>• Free-verse <b>poetry</b>.</li> <li>• Consider the feelings and emotions of the characters</li> <li>•</li> </ul>		
<p>Y5</p>	<p><b><u>POETRY</u></b> <b><u>Sensational Poetry</u></b></p> <ul style="list-style-type: none"> <li>- Similes and Metaphors</li> <li>- Poetry appreciation</li> <li>- Poetry analysis</li> <li>- Imagery poetry</li> <li>- Personification</li> <li>- Performance poetry</li> <li>- Haikus</li> <li>- Rhyming poetry</li> <li>- Kennings</li> </ul> <p><b><u>FICTION</u></b> <b>Butterfly Lion (Modern fiction):</b></p> <ul style="list-style-type: none"> <li>- Debate</li> <li>- Sentence exploration</li> <li>- Description of setting</li> <li>- Folklore story (COLD)</li> <li>- Explanation text</li> <li>- Freeze frames</li> </ul>	<p><b><u>FICTION</u></b> <b><u>Modern fiction- Skellig by David Almond</u></b></p> <ul style="list-style-type: none"> <li>- Inferences from text</li> <li>- Description of setting</li> <li>- Diary (COLD)</li> <li>- Explore <b>fact and opinion</b></li> <li>- Research and <b>non-fiction report</b></li> <li>- Inference work</li> <li>- Drama</li> <li>- Recount</li> <li>- Diary (HOT)</li> <li>- Letter</li> <li>- Play-script</li> <li>- Emails</li> <li>- Book Review</li> <li>- Drama</li> <li>- Diary</li> </ul>	<p><b>The Land of Neverbelieve</b></p> <ul style="list-style-type: none"> <li>- Drama</li> <li>- Description of setting (COLD)</li> <li>- Art – design own trees and animal</li> <li>- Description of character</li> <li>- Non-fiction report</li> <li>- Persuasive text</li> <li>- Advert</li> <li>- Discuss opinions and fact</li> <li>- Warning letter</li> <li>- Description of setting (HOT)</li> <li>- Debate</li> </ul> <p>Story writing <b>CLASSIC - Shakespeare</b></p>



	<ul style="list-style-type: none"> <li>- Balanced argument</li> <li>- Letter</li> <li>- Setting description through senses</li> <li>- Poetry</li> <li>- Diary</li> <li>- Instructions</li> <li>- Folklore story (COLD)</li> </ul> <p><b><u>NON-FICTION/FICTION</u></b> <b><u>Shackleton's Journey (POR)</u></b> Recount (hot/cold) Diary Description Word work Biography</p>	<ul style="list-style-type: none"> <li>- Newspaper article</li> <li>- Letter</li> <li>- Story telling</li> <li>- Balanced argument (HOT)</li> </ul> <p><b><u>NON-FICTION/FICTION</u></b> <b>What a Viking:</b></p> <ul style="list-style-type: none"> <li>- Non-fiction information text (COLD)</li> <li>- Making predictions</li> <li>- Description of setting</li> <li>- Comic strip</li> <li>- Figurative language</li> <li>- Record and retrieve factual information</li> <li>- Eye witness account</li> <li>- Research</li> <li>- Non-fiction information text (HOT)</li> </ul> <p>-</p>	<p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>- Language appreciation</li> <li>- Drama</li> <li>- Annotations</li> <li>- Describing characters' feelings</li> <li>- Costume design and description</li> <li>- Speech writing – iambic pentameter</li> <li>- Persuasive writing</li> <li>- First person writing</li> <li>- Newspaper article</li> <li>- Letter writing</li> <li>- Comic book/strip</li> </ul> <p><b>End of term tests</b></p>
<p>Y6</p>	<p>Floodland (POR unit)</p> <p><b><u>FICTION</u></b> Cold and Hot task: writing a persuasive speech.</p> <ul style="list-style-type: none"> <li>- Evaluating and improving writing</li> <li>- Character descriptions</li> </ul>	<p>Cirque du Freak continued...</p> <p><b><u>Romeo and Juliet</u></b> <b><u>Shakespeare (Classic play)</u></b></p> <ul style="list-style-type: none"> <li>- Language appreciation</li> <li>- Drama</li> <li>- Annotations</li> </ul>	<p><b><u>Moth</u></b> <b><u>Non fiction/ Fiction</u></b></p> <p><b><u>To be updated</u></b></p> <p>Goodnight Mr Tom – Novel <b><u>FICTION</u></b></p>



	<ul style="list-style-type: none"> <li>- Comprehension and inference</li> <li>- Exploring authors choices of language</li> <li>- Diary writing</li> <li>- Letter writing</li> <li>- Writing speeches</li> <li>- Performing speeches</li> <li>- Poetry</li> <li>- Drama</li> </ul> <p><b><u>POETRY</u></b> <b><u>Love that dog</u></b></p> <p>-Express opinions and thoughts on poems. -Oral presentation -Cold Task- Narrative poem - Inference about a character - Debate - Play script - Hot Task – Narrative poem about a memorable moment</p> <p><b><u>Cirque du Freak</u></b> By Darren Shan <b><u>FICTION</u></b></p>	<ul style="list-style-type: none"> <li>- Describing characters' feelings</li> <li>- Costume design and description</li> <li>- Speech writing – iambic pentameter</li> <li>- Persuasive writing</li> <li>- First person writing</li> <li>- Newspaper article</li> <li>- Letter writing</li> <li>- Comic book/strip</li> </ul> <p><b><u>NON FICTION</u></b> <b><u>Suffragette</u></b>- the battle for equality</p> <p>Cold Task – Can I write an information text about a cause of my choice? -Historical enquiry -Infer information from a picture -Predict a story from a picture -Summarise key events in a story -Make inferences about a character's personality and appearance -Write a play script</p>	<p><b>Cold</b> and <b>hot</b> task: writing a diary.</p> <ul style="list-style-type: none"> <li>- Writing a <b>description</b> using all 5 senses.</li> <li>- <b>Empathising with a character.</b></li> <li>- Writing a <b>letter</b> home as an evacuee.</li> <li>- Creating a glossary and using technical vocabulary.</li> <li>- ISPACED – improving sentences with a range of openers.</li> <li>- <b>Character descriptions.</b></li> <li>- Writing a <b>report</b> of an event.</li> <li>- Writing from the perspectives of a range of different characters.</li> <li>- <b>Newspaper report.</b></li> </ul>
--	---	---	--



	<p><b>Cold</b> and <b>hot</b> task: build suspense and atmosphere into writing.</p> <ul style="list-style-type: none"> <li>- <b>Inference</b> from book cover</li> <li>- Inferring information from a text</li> <li>- Creating an <b>information page</b></li> <li>- Using speech to forward <b>action in writing</b></li> <li>- <b>Character descriptions</b></li> <li>- <b>Descriptive writing</b></li> <li>- <b>Suspense</b></li> <li>- <b>Setting description</b></li> <li>- Story board</li> <li>- Word classes</li> <li>- <b>Drama</b></li>   <li>- <b>END OF TERM ASSESSMENTS</b></li> </ul>	<ul style="list-style-type: none"> <li>-<b>Compare and contrast historical figures</b></li> <li>-<b>Write a rallying cry</b></li> <li>-<b>Formal letter of complaint</b></li> <li>- <b>Write an eye witness statement</b></li> <li>- <b>Newspaper article</b></li> <li>- <b>Diary Entry</b></li> </ul> <p>HOT task - Can I write an information text about a cause of my choice?</p> <p><b><u>Weekly Big Write tasks</u></b> in preparation for SATs</p> <ul style="list-style-type: none"> <li>- <b>Writing an introduction to a story</b></li> <li>- <b>Writing a letter</b></li> <li>- <b>A persuasive argument</b></li> <li>- <b>Fact page/ information page</b></li> <li>- <b>A section of a story to build suspense</b></li> </ul>	
--	---	--	--