

KS1 & KS2 Literacy Topic Overview 2022 -2023

YEAR 1						
AUTUMN		SPRING		SUMMER		
1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	
Topic Titles & Synopsis	<p>Spells Children will read, discuss, perform and write magic spells and potions. Children opportunity to develop their application of phonic skills as they get creative writing their own spells and potions.</p>	<p>Jurassic World Written work will be based partly on the story series Harry and his bucketful of dinosaurs. Alongside this we will look at shape poems about our favourite dinosaurs.</p>	<p>Once Upon A Time... During the topic the children will experience role play through traditional stories and continue to write simple sentences.</p>	<p>Food Glorious Food We will be using food as a stimulus for writing. We will look at The Tiger Who Came to Tea and the very Hungry Caterpillar.</p>	<p>Superheroes Superheroes in every sense of the word. We will use books that show different superheroes. The written work will be focused on books that show unlikely superheroes.</p>	<p>All About Animals All the stories that we will look at as a class and as a stimulus for writing will be based on animals. We will also use non-fiction texts to learn more about animals. (Pets at home leaflets)</p>
Fiction Writing/ Reading	<p>Role Play</p> <p>Narrative Retell a simple story with predictable phrases eg. repetition of key phrases "huff and puff and blow your house down", "We're going on a bear hunt....". Focus on creation of sentence.</p>	<p>Role Play</p> <p>Narrative Tell a basic 3 part story about a central character eg The Gruffalo [link to Autumn 1] Character Descriptions Setting Descriptions</p>	<p>Role Play</p> <p>Narrative Recount of story Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. Dialogue (Speech Bubbles)</p>	<p>Role Play</p> <p>Narrative Retell a familiar story in 3 parts. Include accurate sentence punctuation. Write own version of the story recounting the information in sequence – then, next, after etc.</p>	<p>Role Play</p> <p>Narrative Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation. Include some of the</p>	<p>Role Play</p> <p>Narrative Write a story which includes strong characterisation eg. Good or bad character. Include accurate sentence punctuation. Change the character to have the opposite traits</p>



	<p>Add additional detail joining sentences using 'and'.</p> <p>Story sequencing</p> <p>Alternative Endings</p>	<p>Add additional character description</p>	<p>Character Descriptions</p> <p>Transform for GDS Focus on a descriptive setting.</p>	<p>Comparisons</p>	<p>patterns and language of familiar stories eg. repeating same words and phrases three times – “run, run as fast as you can”.</p> <p>Fantasy/Descriptions of imaginary settings.</p> <p>Contemporary fiction (writing about events that have happened to them).</p>	<p>to the first draft with a focus on comparative and superlative adjectives.</p> <p>Story Writing</p> <p>Speech Bubbles</p>
<p>Non- Fiction Writing/ Reading</p>	<p>Letters</p> <p>Invitations</p> <p>Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Structure writing by ordering sequence of events with use of words like first, next, after, when.</p> <p>Join clauses by using the conjunction 'and'.</p>	<p>Fact File</p> <p>Comparisons</p> <p>Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p>	<p>Instructions</p> <p>Information Sheet</p> <p>Newspaper Report</p> <p>Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p>	<p>Letters</p> <p>Invitations</p> <p>Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Structure writing by ordering sequence of events with use of words like first, next, after, when.</p> <p>Join clauses by using the conjunction 'and'.</p>	<p>Instructions</p> <p>Identify Key Features</p> <p>Fact Files</p> <p>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p>Expand by using simple descriptive language to add detail.</p>	<p>Fact Files</p> <p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Basic sequencing of ideas under simple sub-headings to form a report.</p> <p>Use vocabulary collected from research, reading and cross curricular learning.</p>



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Poetry Reading/ Writing	Songs and repetitive poems Poems with Pattern and Rhyme – <i>The Gingerbread Man, Three Little Pigs, Down behind the dustbin, Batman’s Exercise Video</i>	Acrostic Poems Shape Poetry – Firework poems Funny Poems – <i>Oi Frog, Oi Dog, Animal Upsets</i>	Poems about senses – <i>The Works, Sensational: Poems inspired by the Five Senses</i>	Shape Poems Humorous Poems – <i>The Works, The Works Ks1, It Takes One to Know One</i>	Poems about Nature – <i>Poem Make, Word Shaker, The Works, My First Oxford Book of Poems, The Puffin Book of Utterly Brilliant Poetry</i>	Riddles Traditional Poems
Class Readers (linking to either Creative Curriculum or English topic)	**Funny Bones** Superworm Room on the Broom Highway Rat Smartest Giant Stick Man Spinderella My Naughty Little Sister	**The Jolly Pocket Postman** Harry and his bucket full of dinosaurs Hide-o-Saurus Dear Santasaur Where the Wild Things Are Dinosaurs and all that rubbish	**Paddington** Walter the Baker The Very Hungry Caterpillar Green Eggs and Ham The lighthouse keepers lunch. Goldilocks and the Three Bears The Magic Porridge Pot The Tiger Who Came To Tea	**Dogger** Supertato Superkitty	**Peace at Last** Three Billy Goats Gingerbread Man Snow White and the Seven Dwarfs Sleeping Beauty Aesop’s Fables The Truble With Trolls	**The Day the Crayons Quit** Owl Babies The Crocodile who didn’t like water Hairy Maclary The Great Pet Sale

YEAR 2



TERM	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	<p>Under the sea The children will look at non-fiction-based documents which look at creatures from under the sea. The topic will inspire the children to write a range of different pieces using real facts to support their ideas.</p>	<p>Once upon a time... The Grimm fairy tales will be the focus of this topic with some other similar fairy tales used. The children will be encouraged to use the features used in grammar lessons to show off their skills.</p>	<p>Holidays and Monsters The children will look at holidays and their own experience of them. The children will have a focus on noun phrases. The children will then have a focus on monsters. The children will write instructions for making monsters and using imperative verbs to support the activity.</p>		<p>Famous Figures The children will have a focus on biographies. They will look at the biographies of some familiar people they know to their own autobiographies and as always, incorporating skills learnt in grammar lessons.</p>	<p>Spotlight on Anthony Browne and Roald Dahl Looking at the works of Anthony Browne will be the focus. They will be reading and predicting the next section of the story. The topic will incorporate all of the skills the children have learnt throughout the year. It will also link to a previous topic as they will look at his version of Hansel and Gretel.</p>
Fiction Writing/ Reading	<p>Narrative Children to retell a 3-part story that has a key central character using the story of, The Day the Crayons Came Back.</p> <p>Narrative Children to retell a traditional tale –with repeated events using the rule of three.</p>		<p>Narrative Children to plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification..</p> <p>Narrative Children to plan and tell a story in four parts, using The Twits as a basis, with clear use of subordination and co- ordination.</p>		<p>Narrative Children to plan and write their own four-part story about a famous explorer, showing the use of a range of sentence types and language to add detail.</p> <p>Narrative Children to plan and write a familiar story in the style of Roald Dahl, with a range of sentence types – applying theskills of Year 2.</p>	



		<p>Recount</p> <p>Children to write a narrative recount in role of one of The Twits.</p>	
<p>Non- Fiction Writing/ Reading</p>	<p>Non-chronological report</p> <p>Using information from research, children to group and assemble information into a short non-chronological report about creatures Under the Sea.</p> <p>Recount</p> <p>Children to write a simple first-person recount linked to topic or personal experience about Bonfire Night maintaining past tense and consistent use of first person.</p>	<p>Instructions</p> <p>Children to write instructions with some expansion about making monsters including imperative verbs and precise language choices, commands and negatives command</p> <p>Recount</p> <p>Children to write about a real experience of playing tricks on someone.</p>	<p>Non-chronological report</p> <p>Children to produce a Non-chronological report about different places in the world - Use the language and structural features in a specific form</p> <p>Persuasion</p> <p>Children to write a simple persuasive piece based on research about somewhere in the world.</p>
<p>Poetry Reading/ Writing</p>	<p>Diamante Poem about a sea creature.</p>	<p>Haiku Poem about monsters</p>	<p>Free Verse Poem about somewhere in the world.</p>
<p>Class Readers (linking to either Creative Curriculum or English topic)</p>	<p>The Day the Crayons Came Back by Charlie Cook's Favourite Book by Julia Donaldson</p>	<p>The Twits by Roald Dahl</p>	<p>The Tunnel and Gorilla by Anthony Browne The BFG by Roald Dahl.</p>



YEAR 3

YEAR 3						
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	<p>Voices from the Past. This topic will be based on Voices in the Park by Anthony Browne & Stone Age Boy by Satoshi Kitamura – linking with history topics.</p> <p>Explanation</p> <p>Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included</p>		<p>Cauldrons & Cabbage Soup! This topic will use class readers; Gangsta Granny by David Walliams & the Witches by Roald Dahl.</p> <p>Non – fiction writing will be linked to next History topic: Ancient Greece.</p>		<p>Mythical Monsters! The Ancient Greeks topic will be the inspiration for English fiction writing alongside Stig of the Dump by Clive King.</p> <p>Non – fiction writing will be linked with mythical/fantastical creatures such as Medusa, Minotaur and Hydra from Ancient Greece history topic.</p>	
Fiction Writing/ Reading	<p>Narrative Write a four-part story from the point of view of another individual character’s ‘voice’ from Voices in the Park.</p> <p>Narrative Diary Recount (Stone Age Boy) Recount the events in the story in the form of a diary. Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p>		<p>Narrative Based on the Witches Roald Dahl, write an adventure story about how you were turned into a mouse, beginning: I remember thinking to myself, there is no escape for me now! (Plan and tell a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward).</p> <p>Narrative Plan & write a news report the sacking of Troy from the Greek point of view or that of a Trojan. Retell or write their own story varying voice and intonation to</p>		<p>Narrative Using Ancient Greece as a stimulus, plan and write a story with a clear narrative that has a problem and a resolution, eg. about a hero slaying a monster. Use paragraphs & include adverbs of time.</p> <p>Narrative Imagine that you are a policeman interviewing Barney about the robbery. What questions would you ask? How would he respond? To write a story where dialogue is the drive to move the story on.</p>	



		create a specific effect in the audience and sustain interest.	
Non-Fiction Writing/ Reading	<p>Non-Chronological report (How to skin a bear) Write an information piece with clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p>Non-Chronological report (Filled with hot air) Research how hot air balloons work and present their findings in a report based on self-sustaining hot air mobile home from a Series of Unfortunate Events.</p>	<p>Instructions Text Write a set of instructions to make a recipe for Formula 86 Delayed Action Mouse-Maker, based on the Witches Roald Dahl.</p> <p>Non-Chronological report Create a set of Neighbourhood Watch rules to help others in the community stay safe from crime, based on Mr Parker from Gangsta Granny.</p> <p>Write an information piece with clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p>	<p>Instructions Text Write a set of instructions that somebody could use to make a similar device to Barney and Stig's pulley to lower items from the top of the clay pit to the bottom. Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p>Persuasion Write a formal letter to the local City Council to persuade them not to turn the chalk pit into a Supermarket. Persuasion - Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader</p>
Poetry Reading/ Writing	Poetry – Clerihews	Poetry - Limericks	Poetry Free Verse
Class Readers (linking to either Creative Curriculum or English topic)	<p>Voices in the Park by Anthony Browne</p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Mr Stink by David Walliams</p> <p>A Series of Unfortunate Events by Daniel Handler under the pen name Lemony Snicket..</p>	<p>Gangsta Granny by David Walliams</p> <p>The Witches by Roald Dahl</p>	<p>Ancient Greek Myths</p> <p>Stig of the Dump</p>



YEAR 4

YEAR 4						
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Friendship, Feelings and Empathy This topic will be driven by the book which is built upon loyalty and friendship will lead in to the children creating their own emotive narrative. As the class reader focuses on feelings, empathy and emotions, we will also look at familiar fairy tales such as Cinderella, Hansel and Gretel, The Princess and the Frog, Beauty and the Beast, etc. and focus on compassion and the impact of words/actions.		Take a Bow This topic will link with the class reader which is also a film and play. It will look at plays, scripts and films including classical works such as Shakespeare.		Magic and Mystery This topic is driven by the class reader and will link in to mystery narratives. It will also provide links to enable children to debate topics such as is magic real.	
Fiction Writing/ Reading	Narrative Rewrite own version of Cinderella/Beauty and the Beast. Persuasive Text To write persuasive letter to Mr Zuckman to convince him not to kill Wilbur.	Narrative Using a video from LS (Lilly and The Snowman) as a stimulus, write a narrative from the point of The Snowman for each scene, thinking in-depth about his relationship with Lilly, his emotions and feelings.	Narrative Write a story focussed on organisational devices. Playscripts: Rewrite part of Macbeth as a play script.	Narrative Write a longer story which invokes mood and atmosphere – Journey of a Viking – using LS as a stimulus to help children develop ideas. Linked to History.	Narrative Write a short story from the perspective of Harry Potter.	Narrative Write a Magical story, with a strong central character linking to other styles of writing within it e.g. a magic spell(possible chapter story)
Non- Fiction Writing/ Reading	Informational Text How to mummify your friend – linked to Ancient Egypt	Explanation Text How a food chain works – linked to science. Recount	Recount A week in the life of a Horse during WW1 linked to class reader War Horse,	Non-Chronological Report	Informational Text Biography of JK Rowling	Non-Chronological Report Comparing the 3 local rivers Tyne, Wear & Tees.



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		Newspaper Report – Linked to the discovery of Tutankhamun		How food gets from farm to fork – Link to Geography		
Poetry Reading/ Writing	Tectactys		Kennings Poems		Free Verse	
Class Readers (linking to either Creative Curriculum or English topic)	Charlottes Web Artemis Fowl		War Horse The boy at the back of the class (pleasure read)		Harry Potter and the Philosophers Stone Maybe a David Walliams Text	
YEAR 5						
	AUTUMN		SPRING		SUMMER	
	1st Half Term	2nd Half Term	1st Half Term	2nd Half Term	1st Half Term	2nd Half Term
Topic Titles & Synopsis	Heroes, Heroines and Harris! This topic will be driven by 'Northern Lights 'by Philip Pullman, Mysteries of Harris Burdick and Beowulf – linking with history topics.		Monsters and Mysteries! This topic will use various stimulus for writing – one will be the class readers- Frankenstein and Room 13. Non – fiction writing will be linked with mythical/fantastical creatures such as aliens, Yeti, Loch Ness Monster and Anglo-Saxon history topics		Journeys though Space and Time! Percy Jackson and the Lightening thief will be the main driver for English fiction writing alongside Cosmic – linking with the Science Topic. Non- fiction writing will be linked with Science and PE	



<p>Fiction Writing/ Reading</p>	<p>Narrative Write a five part story using language to evoke mood and atmosphere and develop characterisation – Beowulf</p> <p>Narrative Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Harris Burdick</p> <p>Persuasion Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces Writing a persuasive letter to Ma Costa asking for Lyra to go to the North. Write the same letter but to the master.</p>	<p>Narrative Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character – Frankenstein – looking at viewpoint of the monster</p> <p>Narrative Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. – Room 13</p>	<p>Narrative Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts Percy Jackson – explaining what happened –Museum, furies and Minataur.</p> <p>Narrative Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward - Further quest for Percy Jackson – using existing characters or further adventures to another planet- Cosmic</p>
<p>Non- Fiction Writing/ Reading</p>	<p>Recount Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Visit – Jarrow Hall</p>	<p>Non-chronological Reports Plan, compose, edit and refine a non- chronological comparative report .Comparing different creatures Report focusing on the Loch Ness Monster comparing people’s views and eye witness reports</p> <p>Discussion Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. Was a Monk’s life easy?- link with History.</p>	<p>Explanation Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.- Life cycles- link with Science</p> <p>Procedural Text Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity Sports Day- link with PE</p>
<p>Poetry Reading/ Writing</p>	<p>Poetry - Haiku</p>	<p>Poetry- Renga</p>	<p>Poetry Free Verse</p>
<p>Class Readers (linking to either Creative</p>	<p>Northern Lights – Philip Pullman The Mysteries of Harris Burdick- Chris Van Allsburg Beowulf-Michael Morpurgo</p>	<p>Frankenstein- Mary Shelley Room 13 – Robert Swindells</p>	<p>Percy Jackson and the Lightening Thief- Rick Riordan Cosmic – Frank Boyce</p>



Curriculum or English topic)	Year 6					
	AUTUMN		SPRING		SUMMER	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Topic Titles & Synopsis	Every Stranger has a Story This topic will be initially based upon Kensuke's Kingdom. The children will continue Michael's story creating a distinct atmosphere of their own choosing. They will compare the boys in both books and the friendships they develop. It will also provide a stimulus in endangered animals and provide cross curricular links to Biomes.		Every Life Matters This topic takes its focus from our History topics of conflict and crime and punishment. Once will provide the children with the opportunity to investigate the Holocaust and look at survivors stories. In addition, A Kind of Spark, will introduce the children to a more diverse way of thinking and encourage them to question the past further.		I'm a Survivor This topic will be linked to the book Holes. Children will do writing linked to the novel whilst also writing about other disasters that have happened around the world such as Titanic, Twin Towers, Munich Air Disaster and Mount Everest Videos from Literacy Shed such as Francis.	
Fiction Writing/ Reading	Narrative Continue Michael's story as he leaves the island, creating a distinct atmosphere. E.g. Suspense, panic, horror. Narrative Use inspiration from Shakespeare and Harry Potter and the Cursed Child, convert a chapter into a narrative bringing in dialogue to move the action along.		Narrative Using Once, Write a narrative diary entry about an event from the perspectives of Barney and Zelda. Narrative Write a non-linear narrative in which Addie has flashbacks to the Edinburgh Witch Trials.		Narrative Write an extended narrative divided into chapters, using figurative language to create atmosphere – based on Francis.. Narrative Write a variety of parodies linking in with events in Holes and Fairy Tales, manipulating characters, settings and events to amuse the reader..	
Non- Fiction Writing/ Reading	Persuasive Text A speech to persuade children to vote for them for positions such as Head Boy/Girl, Sports Captain. Non Chronological Report		Explanation Using presentational and organisational devices children to write a structured text to explain how witches were tried and punished.		Discussion Should there have been more survivors from Titanic? Children to look at the various reasons to blame for the sinking of the Titanic and create a discussion based on research. Written in formal style for a magazine article.	



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	Write about the dangers facing animals, in particular the orangutan's as discussed in Kensuke's Kingdom..	Recount Write a letter from Felix to his parents, recounting the events from the day he meets Zelda. Focussing on thoughts and feelings as he begins to realise the true horrors of what is going on.	Non Fiction – Free Choice Children to use all previous knowledge to write a non-fiction piece of their choosing linked to survivors.
Poetry Reading/ Writing	Ottava Rima Poem Write a poem linked and inspired to the 2014 Sainsbury Advert of the football match in No-Mans Land on Christmas day.	Iambic Pentameter Poem Children to look at various Shakespeare Sonnets and produce their own.	Free Verse Poetry Children to look at the various styles of poetry studied in KS2 and create their own piece.
Class Readers (linking to either Creative Curriculum or English topic)	Kensuke's Kingdom by Michael Morpurgo Skellig by David Almond Shakespeare & Harry Potter and the Cursed Child	Once by Morris Glietzman A Kind of Spark by Ellie Nichol.	Holes by Louis Sachar