

### Autumn Term 2019 Literacy Overview

	<b>Owen Class Years 1/2/3</b>	<b>Talbot Class Years 4/5/6</b>
<b>Core fiction text(s)</b>	<i>Nibbles</i> by Emma Yarlett <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson <i>The Paper Bag Princess</i> by Robert Munsch & Michael Martchenko <i>The Knight and the Dragon</i> by Tomie de Paola	<i>Zeraffa Giraffa</i> by Dianne Hofmeyr <i>Egyptian Diary: The Journal of Nakht</i> by Richard Platt <i>The Time Travelling Cat and the Egyptian Goddess</i> by Julia Jarman <i>Stories from the Silk Road</i> by Cherry Gilchrist & Nilesh Mistry
<b>Other Class Reader(s)/ Supporting non-fiction texts</b>	<i>Goldilocks and the Three Bears</i> by Emma Chichester Clark <i>Little Red Riding Hood</i> <i>Jack and the Beanstalk</i> <i>The Gruffalo</i> by Julia Donaldson <i>Where the Wild Things Are</i> by Maurice Sendak  A range of non-fiction texts linked to the topic of the monarchy and the science topic of 'plants'. A selection of poetry linked to the topic.	A range of non-fiction texts linked to the topic of Ancient Civilisations (Egypt) and the science topic of 'changes in materials'. A selection of poetry linked to the topic.
<b>SPAG coverage</b>	See medium term SPAG planning, Years 1, 2 and 3, Autumn 1 & 2 for starter activities and SPAG sessions, as well as planning from <i>No Nonsense Spelling</i>	See medium term SPAG planning, Years 4, 5 & 6, Autumn 1 & 2 for starter activities and SPAG sessions, as well as planning from <i>No Nonsense Spelling</i>
<b>Week 1</b>	<b>Traditional tales and fairy tales</b> Imitation	<b>Character and setting descriptions</b> Imitation
<b>Week 2</b>	Innovation	Innovation
<b>Week 3</b>	Invention	Invention
<b>Week 4</b>	<b>Character description</b> <b>Write letters to a character</b> Imitation	<b>Diary writing</b> Imitation
<b>Week 5</b>	Innovation	Innovation
<b>Week 6</b>	Invention	Invention
<b>Week 7</b>	<b>Instructions</b> Imitation	<b>Formal and informal letters</b> Imitation
<b>Week 8</b>	Innovation	Innovation

<b>Week 1</b>	<b>Invention</b>	<b>Invention</b>
<b>Week 2</b>	<b>Information texts</b> <b>Imitation</b>	<b>Non-chronological reports</b> <b>Imitation</b>
<b>Week 3</b>	<b>Assessment Week</b>	<b>Assessment Week</b>
<b>Week 4</b>	<b>Innovation</b>	<b>Innovation</b>
<b>Week 5</b>	<b>Invention</b>	<b>Invention</b>
<b>Week 6</b>	<b>Poetry week (performance poems on a theme)</b>	<b>Poetry week (performing narrative poems)</b>
<b>Week 7</b>	<b>Christmas performance preparation</b> <b>Complete writing tasks and poetry</b>	<b>Christmas performance preparation</b> <b>Complete writing tasks and poetry</b>

**The plans use a 3-week cycle of planning, preparation and writing. This should include:**

- 'Talk For Writing' structure of imitation, innovation and independent writing, with a 'cold write' introduction and short writing bursts throughout the cycle
- Reading of class text and/or supporting fiction and non-fiction texts
- Watching video clips where appropriate
- Analysis of the text type, picking out PALS (Purpose, Audience, Language, Structure) of the text type.
- Planning and drafting
- Completing the Brilliant Write
- Editing and improving work
- Other writing opportunities based on themed class-readers can be added wherever appropriate