

Literacy Curriculum Path of Progression



In Year 5, pupils begin with exploring the book *Hidden Figures*, then understand the lives of significant women and use this information to create diary entries and biographies. Following this, pupils focus on non-chronological reports and narratives based around the book *The Boy at the Back of the Class*. Pupils gain an insight into the country Syria and use this to empathise with the main character. In the Spring term, pupils begin by exploring and producing their own Kenning, then use the text *Beowulf* to explore characters and settings. Following this, pupils explore the purpose and features of leaflets, creating their own for the charity *Stand by Me* and then explore poetry through the form of rap, resulting in pupils creating their own raps. In the Summer term, pupils use the story of *Matilda* to explore how a story is brought to life on stage, then study the playscript of *A Midsummer Night's Dream* reading and performing scenes from the play. Finally, pupils focus on the text *The Nowhere Emporium* to explore imaginary worlds and settings.

In Year 3, pupils begin with understanding adventure stories with the focus on Marcy and the Riddle of the Sphinx. Pupils understand how characters and settings are described before writing their own adventure story of a similar style. Following this, pupils focus on the text *James and the Giant Peach*, exploring characters actions, emotions and adventures they face through narratives and newspaper reports. In the Spring term, pupils research and write a non-chronological report about a key country focused in the text *Around the World in 80 Days*. Then pupils explore the poetic language used in *The Sound Collector* to write their own poem in a similar style. Following this, pupils look at the features of non-fictional writing based around the book *Wild Cities*. Pupils conduct independent research before planning and writing their work. In the Summer term, pupils explore narrative writing and diary entries based around the book *Here Comes Hercules* and finish by writing instructions on how to grow and look after a dragon based on the book *The Boy who Grew Dragons*.

In Year 6, pupils begin with exploring *Street Child*, identifying language and vocabulary used to describe characters and settings; considering how events in the text impact characters feelings and emotions. In addition to this, pupils explore the features of a balanced argument with their work building up towards them producing their own balanced argument on Victorian Workhouses. Following this, pupils will explore biographies looking at the language and structure of biographies before conducting their own research and writing their own biography. After a class visit to the Natural History Museum, pupils explore narrative writing including suspense to write about *A Night at the Museum* detailing all of the strange and wonderful events which could occur.

In the Spring term, pupils explore *When the Mountains Roared* focusing on the emotion and tone of diary entries, writing from the perspective of the main character Ruby. Following this, pupils explore the narrative poem *The Highwayman* by Alfred Noyes, pupils will analyse the content and features of the poem leading to writing their own newspaper report on the event. In the Summer term, pupils explore short stories in the narrative form building on character, setting and plot.

In Y4, pupils begin by exploring characters and settings in adventure stories using the books *Nell and the Cave Bear* and *The Boy with the Bronze Axe* to understand how they are developed. Pupils explore and identify the features of a non-chronological report using this information to produce their own report about *Skara Brae*. In the Spring term, pupils explore different poems, identifying rhyming words and other poetic features to create their own poem based on the example from *George's Marvellous Medicine* and *Please Mrs Butler*. As well as this, pupils focus on instructional writing, producing their own set of instructions to make medicine using ideas from *George's Marvellous Medicine*.

Following this, pupils use the text *Journey to Jo'burg* to empathise with characters and write diary entries from the perspective of different characters and the challenges they face. In the Summer term, pupils explore the text *Revolt against the Romans* to identify what life was like in Britannia during this time, pupils work to produce an information text and lead to a persuasive brochure on visiting Colchester castle. Finally, pupils describe settings and create dramatic openings to a story by using the text *The Explorer*. Pupils also create a non-chronological report about the Amazon Rainforest, building on their knowledge of reports from the Autumn term.

Y6

Y5

Y4

Y3