



Literacy Medium Term Plan

Literacy

The school uses a storytelling/ talk for writing (Pie Corbett) approach to Literacy.

This takes the form of 3 and 2 week units for fiction and non-fiction.

Each term there will be 1 fiction unit and 1 non-fiction unit. Remaining weeks will be used for poetry and assessed writing.

Each fiction unit contains 3 phases – Imitation, Innovation and Invention. Non-fiction contains Imitation and Innovation.

Every unit is based on a text which the teacher has learned and story mapped in preparation for presenting to the class.

The text should be at an appropriate level that the children can learn it, use features and make changes.

Each unit will begin with a WOW starter to engage and immerse the children in the text.

There will be a text based learning journey and skills will be embedded into the unit through a separate skills based learning journey.

Success Criteria will take the form of text features relevant to the genre studied (refer to toolkits).

Teaching strategies including shared and modelled writing will be used throughout. Children should be taught how to self and peer assess.

Curriculum Targets will be referred to throughout to give children opportunity to practice and apply.



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Text Coverage

EYFS	Year 1/2	Year 3/4	Year 5/6
Story (Fairy Tale/Traditional Tale/Adventure)	Story (Fairy Tale/Traditional Tale/Adventure)	Story (Fairy Tale/Traditional Tale/Adventure)	Story (Adventure/Fantasy/Science Fiction)
Story (Fairy Tale/Traditional Tale/Adventure)	Story (Fairy Tale/Traditional Tale/Adventure)	Story (Fairy Tale/Traditional Tale/Adventure)	Story (Adventure/Fantasy/Science Fiction)
Story (Fairy Tale/Traditional Tale/Adventure)	Story (Fantasy/Mystery)	Story (Mystery/Historical/Science Fiction)	Story (Mystery/Historical)
Recount	Recount	Recount	Recount
Instructions	Instructions	Explanation	Explanation
	Explanation	Persuasion	Persuasion
		Discussion	Discussion
Poetry	Poetry	Poetry	Poetry



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Yearly Overview

	Yr1/2	Yr3/4	Yr5/6
Term 1	Fiction Unit 1 Non-fiction Unit 1 Fiction Unit 1 Assessed Write	Fiction Unit 1 Non-fiction Unit 1 Fiction Unit 1 Assessed Write	Fiction Unit 1 Non-fiction Unit 1 Fiction Unit 1 Assessed Write
Term 2	Non Fiction Unit 1 Assessed Write Fiction Unit 2 Non-fiction Unit 2 Fiction Unit 2 Assessed Write Poetry - Rhymes	Non Fiction Unit 1 Assessed Write Fiction Unit 2 Non-fiction Unit 2 Fiction Unit 2 Assessed Write Poetry – Word play	Non Fiction Unit 1 Assessed Write Fiction Unit 2 Non-fiction Unit 2 Fiction Unit 2 Assessed Write Poetry
Term 3	Non Fiction Unit 2 Assessed Write Fiction Unit 3 Non-fiction Unit 3 Fiction Unit 3 Assessed Write	Non Fiction Unit 2 Assessed Write Fiction Unit 3 Non-fiction Unit 3 Fiction Unit 3 Assessed Write	Non Fiction Unit 2 Assessed Write Fiction Unit 3 Non-fiction Unit 3 Fiction Unit 3 Assessed Write
Term 4	Non Fiction Unit 2 Assessed Write Reading Unit (World Book Day) Poetry - Narrative	Non Fiction Unit 2 Assessed Write Reading Unit (World Book Day) Poetry - Narrative	Non Fiction Unit 2 Assessed Write Reading Unit (World Book Day) Poetry – Narrative
Term 5	Fiction Unit 4 Non-fiction Unit 4 Fiction Unit 4 Assessed Write	Fiction Unit 4 Non-fiction Unit 4 Fiction Unit 4 Assessed Write	Fiction Unit 4 Non-fiction Unit 4 Fiction Unit 4 Assessed Write
Term 6	Non Fiction Unit 4 Assessed Write Fiction Unit 5 Non-fiction Unit 5 Fiction Unit 5 Assessed Write Transition Unit	Non Fiction Unit 4 Assessed Write Fiction Unit 5 Non-fiction Unit 5 Fiction Unit 5 Assessed Write Transition Unit	Non Fiction Unit 4 Assessed Write Fiction Unit 5 Non-fiction Unit 5 Fiction Unit 5 Assessed Write Transition Unit



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Skills Mapping

Skills that will be referenced throughout (explicit teaching through spelling/grammar/handwriting sessions and curriculum targets):

- Spoken Language
- Handwriting
- Spelling (word focus)
- Transcription
- Composition including planning, editing, redrafting and evaluating
- Text level skills e.g. write a beginning/middle/ending

Poetry units will be planned for using the appropriate skills for the particular type of poetry and will include speaking and listening objectives.

Reading units will still involve writing and developing writing skills as well as reading skills.

Skills will be presented to the children as WALTs and can be broken down into smaller steps/ changed into child friendly language however care should be taken to make sure children always work to their year groups ARE and use the appropriate vocabulary to meet the needs of the national curriculum.



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Term 1:

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Unit	Punctuation	A . ! ?	A . ! ? , (to list) ‘	A . ! ? , (to list) ‘ ”	A . ! ? , ‘ ”	A . ! ? , ‘ ” () -	A . ! ? , ‘ ” () - : ;
	Text	Sequencing sentences	Present/past tense	Present perfect form	Pronouns and nouns within/across sentences	Cohesion within a paragraph	Cohesion across paragraphs
Non Fiction Unit	Sentence	Joining clauses (and)	Coordination (or, and, but)	Conjunctions (when, before, after, while, so, because)		Relative clauses (who, which, where, when, whose, that)	
	Text	Sequencing sentences	Present/past tense	Group material in paragraphs	Use paragraphs to organise content	Link ideas across paragraphs (adverbials)	Link ideas across paragraphs (range of cohesive devices)



Literacy Medium Term Plan

Term 2:

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Unit	Sentence	Combine words to make sentences	Expanded noun phrases	Adverbs and prepositions	Modify noun phrases Fronted adverbials	Adverbs and modal verbs	
	Composition	Discuss what they have written	Read aloud with appropriate intonation	Read aloud with intonation and controlled tone and volume		Perform compositions using appropriate intonation, volume and movement.	
Non Fiction Unit	Punctuation	A . ! ?	A . ! ? , (to list) ‘ ’	A . ! ? , (to list) ‘ ’ ”	A . ! ? , ‘ ’ ”	A . ! ? , ‘ ’ ” () -	A . ! ? , ‘ ’ ” () - : ;
	Sentence	Use sentences for different functions – statement, question	Use sentences for different functions – statement, question, exclamation, command	Use a range of sentences with more than 1 clause	Extend the range of sentences with more than 1 clause	Use structures for formal writing	Use subjunctive forms for formal writing



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Term 3:

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Unit	Sentence	Joining clauses (and)	Coordination (or, and, but)	Conjunctions (when, before, after, while, so, because)		Relative clauses (who, which, where, when, whose, that)	
	Text	Sequencing sentences	Present/past tense	Present perfect form	Pronouns and nouns within/across sentences	Cohesion within a paragraph	Cohesion across paragraphs
Non Fiction Unit	Punctuation	A . ! ?	A . ! ? , (to list) ‘	A . ! ? , (to list) ‘ ’ ‘ ’	A . ! ? , ‘ ’ ‘ ’	A . ! ? , ‘ ’ ‘ ’ () -	A . ! ? , ‘ ’ ‘ ’ () - : ;
	Text	Sequencing sentences	Present/past tense	Group material in paragraphs	Use paragraphs to organise content	Link ideas across paragraphs (adverbials)	Link ideas across paragraphs (range of cohesive devices)



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Term 4:

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Unit	Sentence	Use sentences for different functions – statement, question	Use sentences for different functions – statement, question, exclamation, command	Use a range of sentences with more than 1 clause	Extend the range of sentences with more than 1 clause	Use structures for formal writing	Use subjunctive forms for formal writing
	Punctuation	A . ! ?	A . ! ? , (to list) ‘	A . ! ? , (to list) ‘ ”	A . ! ? , ‘ ”	A . ! ? , ‘ ” () -	A . ! ? , ‘ ” () - : ;
Non Fiction Unit	Composition	Discuss what they have written	Read aloud with appropriate intonation	Read aloud with intonation and controlled tone and volume		Perform compositions using appropriate intonation, volume and movement.	
	Sentence	Combine words to make sentences	Expanded noun phrases	Adverbs and prepositions	Modify noun phrases Fronted adverbials	Adverbs and modal verbs	



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Term 5:

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Unit	Punctuation	A . ! ?	A . ! ? , (to list) ‘	A . ! ? , (to list) ‘ ”	A . ! ? , ‘ ”	A . ! ? , ‘ ” () -	A . ! ? , ‘ ” () - : ;
	Text	Sequencing sentences	Present/past tense	Present perfect form	Pronouns and nouns within/across sentences	Cohesion within a paragraph	Cohesion across paragraphs
Non Fiction Unit	Sentence	Joining clauses (and)	Coordination (or, and, but)	Conjunctions (when, before, after, while, so, because)		Relative clauses (who, which, where, when, whose, that)	
	Text	Sequencing sentences	Present/past tense	Group material in paragraphs	Use paragraphs to organise content	Link ideas across paragraphs (adverbials)	Link ideas across paragraphs (range of cohesive devices)



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Term 6:

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Unit	Sentence	Combine words to make sentences	Expanded noun phrases	Adverbs and prepositions	Modify noun phrases Fronted adverbials	Adverbs and modal verbs	
	Composition	Discuss what they have written	Read aloud with appropriate intonation	Read aloud with intonation and controlled tone and volume		Perform compositions using appropriate intonation, volume and movement.	
Non Fiction Unit	Punctuation	A . ! ?	A . ! ? , (to list) ‘ ’	A . ! ? , (to list) ‘ ’ ”	A . ! ? , ‘ ’ ”	A . ! ? , ‘ ’ ” () -	A . ! ? , ‘ ’ ” () - : ;
	Sentence	Use sentences for different functions – statement, question	Use sentences for different functions – statement, question, exclamation, command	Use a range of sentences with more than 1 clause	Extend the range of sentences with more than 1 clause	Use structures for formal writing	Use subjunctive forms for formal writing