**Literacy yearly overview. Year: Two Term: Autumn - September v1**

**KS1**

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|  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| **Hook/Extract/text/****Book/Author:** | Hooks and experiences detailed in unit plans**(Spring 2 units may be need to be moved because of the impact of SATS)** |
| **Units/Genre:**Indicate whether it is a Write Stuff/Literacy Tree/Planning Framework and Teaching Tool or own unit. | **Unit 1: P4C Would you rather? (own)****Unit 2: Pig the pug and How to be a dog (LT)****Unit 3: Lost and found (own)** | **Unit 1:The Way back home (TWS)****Unit 2: The Snowman (own)** | **Unit 1: A Walk in London (LT)****Unit 2: Paddington bear (own)** | **Unit 1: The Bear under the stairs (LT)****Unit 2: Tadpoles Promise (LT)** | **Unit 1:Big Cats (TWS)****Unit 2: The Building Boy (TWS)** | **Unit 1: Empathy unit- Save the rainforest (own)****Unit 2: The Journey Home (LT)** |
| **Purpose:**  | **Write to talk about****Write to entertain****Write to share information or facts****Write to make something happen** | **Write to talk about****Write to entertain****Write to share information or facts****Write to make something happen** | **Write to talk about****Write to entertain****Write to share information or facts****Write to make something happen** | **Write to talk about****Write to entertain****Write to share information or facts****Write to make something happen** | **Write to talk about****Write to entertain****Write to share information or facts****Write to make something happen** | **Write to talk about****Write to entertain****Write to share information or facts****Write to make something happen** |
| **Final independent piece of writing** | **Unit 1:** Own poem**Unit 2:** shared poem, own narrative, information handbook**Unit 3:** Info reports – penguins, story about friendship | **Unit 1:** Character description, non chron reports, narrative**Unit 2:** Diary entry, instructions – how to build a snowman | **Unit 1:** Travel guide**Unit 2:** Postcard, character description, letter/diary | **Unit 1:** Narrative, info writing, letters**Unit 2:** Explanation text, narrative, setting description | **Unit 1:** Non chron’ reports**Unit 2:** Adventure story | **Unit 1:** Letters**Unit 2:** Postcard, story |
| **Audience**  | **Unit 1:** Y2 Peers**Unit 2:** Parents**Unit 3:** Y2 Peers | **Unit 1:** Y2 Peers**Unit 2:** Y2 Peers | **Unit 1:** Year 5 (link to Kip on a ship)**Unit 2:** Y2 Peers | **Unit 1:** Y2 Peers**Unit 2:** Y1 | **Unit 1:** Y3**Unit 2:** Parents | **Unit 1:** Key Stage 2 **Unit 2:** Y1 |
| **Impact on reader** | **Unit 1:** Poem provides insight into likes/dislikes**Unit 2:** Understanding of what dogs do/need**Unit 3:** Empathy about unusual friends | **Unit 1:** Entertaining story about adventure and travel**Unit 2:** Readers will know how to build a snowman, Readers will be entertained by the recount of the magical night | **Unit 1:** Readers will be persuaded to want to visit London**Unit 2:** Readers will understand and empathise with the character of Paddington | **Unit 1:** Readers will empathise with the character who has a fear**Unit 2:** Readers will understand the life cycle of tadpoles and caterpillars | **Unit 1:** Readers will learn facts and information about big cats**Unit 2:** Readers will enjoy a story that shows a special bond with between family members | **Unit 1:** Readers will be persuaded to take action to save the rainforest**Unit 2:** Readers will consider human’s impact on animals and the wider planet.  |
| **Cross curricular writing opportunities**  | Recount of trip to MOSIWriting about vehicles / materials | Explorers / diary /writing in roleStar gazing poetry | Instructions - healthy foods/snacks, Peru based information | Life cycle and plants | Habitats and animals | Polar and tropical – comparing two habitats |
| **P4C Opportunities**  | Would you rather unit |  |  | Is it write to eat meat?  |  | Empathy work – threats to the rainforest. |

* Teach units in whatever order you want, but you must: cover a range of genres/expose pupils to range of texts,books & authors and teach a range of skills/embed a range of skills across the units.
* Writing should cover a breadth of subjects to ensure all pupils are motivated, as if 1 topic is just covered there may be some pupils who are not interested in the topic, which could cause pupils to become disengaged in the writing and hinder progress. We also need to develop pupils’ knowledge of a range of topics both present and past or hot topics!
* Aim for 6 quality pieces of writing per term – there will also be short writes etc in Literacy exercise books.
* Writing across the curriculum should be an opportunity for pupils to apply writing skills they have been taught, writing genres they are familiar with and apply their knowledge of the subject they are writing about.