

Literacy and Language reading and writing overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Fiction texts	<p><i>CottonWool Colin</i> by Jeanne Willis & Tony Ross (picture book)</p> <p><i>Sister for Sale</i> by Adrian Bradbury (story with a familiar setting)</p>	<p><i>The Fish who could wish</i> by John Bush & Korky Paul (picture book)</p> <p><i>Tiger</i> by Usha Kishore</p> <p><i>River</i> by June Crebbin</p> <p><i>Don't call alligator long-mouth till you cross river</i> by John Agard (poetry)</p>	<p><i>Little Croc's purse</i> by Lizzie Finlay (picture book)</p> <p><i>Oh Gnome!</i> By Lou Kuenzler (playscript)</p>	<p><i>Billy Monster's daymare</i> by Alan Durant & Ross Collins (picture book)</p> <p><i>Beauty and the Beast</i> by Gill Howell (traditional tale)</p>	<p><i>The Night Shimmy</i> by Gwen Strauss & Anthony Browne (picture book)</p> <p><i>Chatterbox Ben</i> by Adrian Bradbury (story with a familiar setting)</p>	<p><i>G.E.M.</i> by Jane Clarke & Garry Parsons (picture book)</p> <p><i>Chocolate Planet</i> by Jon Blake (story set in fantasy world)</p>
Fiction Focus	Children explore the themes of family relationships and independence and look at how a character's feelings can change throughout	Children read a variety of poems and explore poetic techniques. They listen to a recording of <i>Underwater Farmyard</i> by Carol Ann Duffy. In	Children look at the themes of honesty, friendship and persuasion. They explore how characters' thoughts and feelings are	Children explore traditional tales (i.e. fairy) by looking at plot, settings, characters and the power of change. They will recognise special phrases	Children examine the themes of communication and relationships. They will explore what characters' speech and actions reveal about them. They will focus on	Children look at the themes of envy and courage, and explore them within fantasy stories. They will think about key ideas in fantasy stories, and the

	a story. In writing week, they create a new story about friendship which is set in school.	writing week, they imagine a new sea creature and create a shape poem using kennings to represent it.	revealed by their actions, and identify important moments or characters. In writing week, they create new play scenes.	which are used in fairy tales, and identify the most important moments in a story. In the writing week, children will create a new fairy tale.	personal writing, like diaries, and will write a diary entry about something that happened to a character they created.	importance of setting. They will use drama to explore character motivation, and they will write a fantasy story set in space.
Suggestions for wider reading	<i>Peter's chair</i> - Ezra Jack Keats <i>Willy the Wimp</i> -Anthony Browne <i>Alfie and the big boys</i> - Shirley Hughes <i>The works</i> - Every kind of poem you will ever need at school - Paul Cookson	<i>Underwater Farmyard</i> - Carol Ann Duffy & Joel Stewart <i>Moon Zoo</i> - Carol Ann Duffy & Joel Stewart <i>The Rainbow fish</i> - Marcus Pfister <i>Tiddler: The story telling fish</i> - Julia Donaldson & Axel Scheffler <i>Meow Ruff: A story in concrete poetry</i> Joyce Sidman	<i>Aesop: The complete fables</i> - Aesop <i>The lying carpet</i> - David Lucas <i>The huge bag of worries</i> - Virginia Ironside <i>Angry Arthur</i> - Hiawyn Oram & Satoshi Kitamura <i>Something Else</i> - Kathryn Cave & Chris Riddell	<i>Little Beauty</i> - Anthony Browne <i>The big ugly monster and the little stone rabbit</i> - Chris Wormwell <i>The Works 4</i> - Pie Corbett & Gaby Morgan <i>Beauty and the beast</i> - Michael Morurgo & Loretta Schauer <i>Mixed up fairy tales</i> - Hilary Robinson & Nick Sharratt	<i>Slightly invisible</i> - Lauren Child <i>The Snowman</i> - Raymond Briggs <i>Not now Bernard</i> - David McKee <i>The Tiger who came to tea</i> - Judith Kerr	<i>Charlie and the chocolate factory</i> - Roald Dahl <i>Quick, let's get out of here</i> - Michael Rosen <i>Aliens in underpants save the world</i> - Claire Freedman <i>We're off to look for Aliens</i> - Colin Mc Naughton <i>Dr Xargle's book of Earthlets</i> - Jeanne Willis & Tony Ross

						<i>Man on the moon - Simon Bartram</i>
Non-fiction texts	'Parents and their young' (An explanation)	'Journey to the deep' (A non-chronological text)	'The super car boot toy sale!' 'Gnome, sweet Gnome!' (persuasive writing)	'How to turn a class hamster into a dinosaur' (An instruction text)	'Thrill city' - Email & letter (communication texts)	'Chocolate' (An information text)
Non-fiction focus	Children explore how families in the animal world are different from families in the human world, beginning with information about how baby animals are cared for, then looking at the life cycles of frogs and sea turtles. At the end of the unit, they write their own explanation of a frog's life cycle.	Children look at non-fiction texts about oceans, and learn how they are structured to help the reader find information. They will learn the difference between facts and opinions, and which is more useful in non-fiction texts. They write a short non-chronological text about shipwrecks.	Children examine persuasive texts in a variety of forms. They will identify how techniques such as layout and language can be persuasive, and will experiment with layout features like pictures, boxes, headings and shapes. They write and perform a voice-over for a film trailer.	Children learn why different forms of instructions are useful for different purposes. They will recognise how adverbs of time and manner are used to make instructions clear and easy to follow. They write a clear set of instructions for how to make a thaumatrope.	Children look at formal and informal language by exploring different forms of communication for specific purposes and audiences. They will use formal and informal language to create an email, an invitation and a role-play.	Children develop awareness of information texts by exploring their key features and considering the importance of using different presentation methods. They will gather information about chocolate and present it in a chocolate exhibition.