**Literacy yearly overview... Year: 4 Term:**

**KS2**

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|  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| **Hook/Extract/text/****Book/Author:** | Odd and the Frost Giants – Neil GaimanHow to Train Your Dragon – Cressida Cowell | Non-fictionJane Considine: Holiday Brochure Unit | The Story of Tutankhamun | The Selfish Giant | Where the Forest Meets the SeaJeannie BakerThe Great Kapok Tree Lynn Cherry | The ExplorerKatherine RundellThe Vanishing RainforestRichard Platt & Rupert van Wyk |
| **Units/Genre:**Indicate whether it is a Write Stuff/Literacy Tree/Planning Framework and Teaching Tool or own unit. | **Unit 1:** Story Opening - adventure**Unit 2:**Narrative – fantasyOwn units | **Unit 1:** Holiday Brochure**Unit 2:** Performance PoetryWrite Stuff | **Unit 1:** Non-fiction report**Unit 2:** BiographyLiteracy Tree | **Unit 1:** Letter, Inner Thought**Unit 2:**Diary ExtractLiteracy Tree | **Unit 1:**Poetry**Unit 2:** Discussion TextOwn units | **Unit 1:**Narrative**Unit 2:** Persuasive TextOwn units |
| **Purpose:**  | **Entertain** | **Influence/persuade****Entertain** | **Inform****Engage** | **Entertain****Engage** | **Entertain****Discuss** | **Entertain****Influence** |
| **Final independent piece of writing** | **Unit 1: Independent story opening****Unit 2: Independent fantasy narrative** | **Unit 1: Word processed holiday brochure for Sicily.****Unit 2: Filmed performance of poem** | **Unit 1: Report on Ancient Egypt****Unit 2: Biography of Tutankhamun.** | **Unit 1: Letter****Unit 2: Diary Entry** | **Unit 1:****Rainforest poetry using images as hooks.****Unit 2: discussion of climate change and who is responsible for change** | **Unit 1: independent narrative****Unit 2: persuasion text about climate change.** |
| **Audience**  | **Unit 1: Young novel readers****Unit 2: Young novel readers** | **Unit 1: Holiday go-ers looking for a destination****Unit 2: Peers** | **Unit 1: Year 4 learners interested in ancient Egypt****Unit 2: Those wanting to learn about Tutankhamun** | **Unit 1: Letters are written to the selfish giant.****Unit 2: People reading the novel the Selfish Giant.** | **Unit 1: Our families.****Unit 2: those interested in views on climate change.** | **Unit 1: young novel readers****Unit 2: Local councillors and agents of change.** |
| **Impact on reader** | **Unit 1: Intrigue the reader to continue the character’s adventure.****Unit 2: immerse the reader in a fantasy world.** | **Unit 1: Readers will be persuaded to visit Sicily.****Unit 2: N/A** | **Unit 1: Readers will be informed and entertained on the subject of Egypt.****Unit 2: reader will be fluent in the life of Tutankhamun**  | **Unit 1: Reader will empathise with townspeople’s perspective.****Unit 2: Reader will empathise with the selfish giant.** | **Unit 1: give the reader new ideas about the rainforest and help them understand deforestation****Unit 2: help the reader understand more about climate change** | **Unit 1: reader will be entertain and immersed in the forest****Unit 2: reader will agree with the writer’s point of view about climate change.** |
| **Cross curricular writing opportunities**  | Persuasive letter in humanities. | Holiday brochure for Egypt in Spring. | Non-chron report on modern day Egypt. |   |  |  |
| **P4C Opportunities** |  |  |  |  |  |  |

**Points to remember:**

* 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.