



## St Nicholas CE Primary School – Literacy Curriculum Map

In line with the current National Curriculum objectives for writing, each class covers a wide range of texts and writing skills throughout the year. The grid below shows the book studied in each year group and the objectives covered within each unit of work. All Literacy at St Nicholas' School is taught through 'The Power of Reading' and high quality texts in order to engage the children and bring writing to life with a range of dramatic and artistic activities. Each class focuses on a wide range of writing styles and will cover a whole range of genres. Children at St Nicholas are exposed to a large range of different texts and given the opportunity to be creative in their writing. All classes focuses on editing and improving their writing and are given opportunities to publish their work in a variety of ways.

<b>EYFS Autumn</b>	<b>The Gruffalo</b> by Julia Donaldson	<b>On Sudden Hill</b> by Linda Sarah	<b>Biscuit Bear</b> by Mini Grey	<b>We're Going on a Bear hunt</b> by Michael Rosen	<b>Tanka Tanka Skunk</b> by Steve Webb
<b>Writing outcomes</b>	Making sense of a text	Making sense of a text	Recipe writing	List writing Direction writing	Rhythm
<b>SPAG</b>			CVC phonic spelling	Finger spaces CVC spelling	Rhyme and syllables alliteration
<b>EYFS Spring</b>	<b>Bedtime for Monsters</b> by Ed Vere	<b>Bog Baby</b> by Jeanne Willis	<b>Traditional Tales</b>	<b>People Who help Us</b>	
<b>Writing outcomes</b>	Instruction writing	Writing in the first person	Story writing	Information writing	
<b>SPAG</b>	Full stops and capital letters Finger spaces Phonetic spelling	High frequency words Full stops and capital letters Finger spaces	Full stops and capital letters Phonetic spelling Finger spaces	Full sentences Finger spaces	
<b>EYFS Summer</b>	<b>Argh Spider</b> by Lydia Monk	<b>What the Ladybird Heard</b> by Julia Donaldson	<b>Man on the Moon</b> by Simon Bartram	<b>AstroGirl</b> by Ken Wilson-Max	
<b>Writing outcomes</b>	Information writing Riddle writing	Information writing Retell	Story writing Instruction writing	Information writing	

<b>SPAG</b>	Sentence formation Rhythm Full stops and capital letters Finger spaces	Full stops and capital letters Finger spaces	Writing extended sentences Descriptive writing Punctuating a simple sentence Finger spaces	Using phonics for spelling Key word Spelling Finger spaces Full stops and capital letters	
<b>Year 1 Autumn</b>	<b>Stanley's Stick</b> by John Hegley	<b>Beegu</b> by Alexis Deacon	<b>The Dark</b> by Lemony Snickett	<b>Out and About</b> by Shirley Hughes	<b>The Stickman</b> by Julia Donaldson
<b>Writing outcomes</b>	Empathising with a character Narrative and description Story writing	Writing captions Writing in role Narrative writing	Poetry Non-fiction writing	Writing about real experiences Poetry	Descriptive writing Letter writing
<b>SPAG</b>	Using and naming alphabet Write a simple sentence from memory Write dictated sentences Finger spaces	Finger spaces Write and say what they are going to write about	Spell some common exception words	Join words and clauses using 'and' Use common exception words	Join words and clauses using 'and' Use common exception words Reading work aloud
<b>Year 1 Spring</b>	<b>Lost and Found</b> by Oliver Jeffers	<b>Lila and the Secret of Rain</b> by David Conway	<b>Recount writing from Leeds castle trip</b>	<b>The Jolly Postman</b> by Allan Ahlberg	
<b>Writing Outcomes</b>	Descriptive writing Narrative writing and sequencing	Writing in role Non-fiction writing	Recount writing	Instruction writing Letter writing Descriptive writing	
<b>SPAG</b>	Rereading work to check for sense Adding prefixes (-s, -es)and suffixes (-un)	Using punctuation correction and consistently	Rereading work to check for sense Adding prefixes (-s, -es)and suffixes (-un)	Rereading work to check for sense Adding prefixes (-s, -es)and suffixes (-un)	
<b>Year 1 Summer</b>	<b>Pattan's Pumpkin</b> by Chitra Soundar	<b>Recount writing from Godstone Farm Trip</b>	<b>Claude in the City</b> by Alex T Smith	<b>Snail and the Whale</b> by Julia Donaldson	<b>The Fox and the Star</b> by Coralie Bickford-Smith
<b>Writing Outcomes</b>	Non-Fiction Writing Writing in role	Recount writing Non- Fiction writing	Descriptive writing Poetry Narrative	Writing in role Descriptive writing Narrative writing	Information writing

<b>SPAG</b>	Forming Questions Using punctuation correctly	Using punctuation correction and consistently	Begin to punctuate sentences using question and exclamation marks	Forming questions Using question marks	All Y1 SPAG
<b>Year 2 Autumn</b>	<b>A Necklace of Raindrops</b> by Joan Aiken and Jan Pienkowski	<b>Bear Under the Stairs</b> by Helen Cooper	<b>The Lonely Beast</b> by Chris Judge		
<b>Writing Outcomes</b>	Persuasive writing Instruction writing Narrative writing Book review	Non-fiction leaflet writing Letter writing	Televised news report		
<b>SPAG</b>	Using statements in writing Noun phrases Conjunctions both coordinating and subordinating	Using statements, questions and exclamations Noun phrases conjunctions	Expanded noun phrases Subordinate and co-ordinate clauses Past tense, including present perfect and progressive Plurals		
<b>Year 2 Spring</b>	<b>The Princess and the White Bear King</b> by Tanya Robyn Batt	<b>Wolves</b> by Emily Gravett	<b>Poems to perform - Julia Donaldson</b>		
<b>Writing Outcomes</b>	Descriptive writing Narrative writing Persuasive writing Instructions Diary entry	Non-fiction writing leaflet	Writing poems Performance poetry		
<b>SPAG</b>	Sentence forms- command sentences Question and exclamation marks Using suffixes -ly, -ment, -ness, -ful, -less	Conjunctions Expanded noun phrases Using the correct tense	Consolidation of all Y2 NC objectives		
<b>Year 2 Summer</b>	<b>Recount of Easter</b> <b>Book Review</b> <b>Non-Fiction report PE (Assessment pieces)</b>	<b>The Hodgeheg</b> by Dick King-Smith	<b>A Walk in London</b> by Salvatore Rubbino		

<b>Writing Outcomes</b>	Writing about real events Review writing Non-fiction writing Letter writing	Instruction writing Non-fiction writing Writing in role	Instruction writing Recount writing Persuasive writing Writing in role	
<b>SPAG</b>	Consolidation of all Y2 NC objectives	Consolidation of all Y2 NC objectives	Consolidation of all Y2 NC objectives	
<b>Year 3 Autumn</b>	<b>Leon and the Place Between</b> by Angela McAllister	<b>Ug: Boy Genius of the Stone Age</b> by Raymond Briggs	<b>The Day I swapped my Dad for two Goldfish</b> by Neil Gaiman	<b>The Ice Palace</b> by Robert Swindells
<b>Writing Outcomes</b>	Writing in role Diary entries Descriptive writing Poetry Alternative story	Procedural: Script Recount Comic Strip Poetry Persuasive Presentation Non-Chronological Report	Dialogue Playscripts	Settings descriptions Characters descriptions Non-chronological report Instructions Story writing
<b>SPAG</b>	First person tense Present perfect tense. Paragraphs. Expanded noun phrases. Use of pronouns. Adverbs. A or an. Varied and rich vocabulary.	Using rich and varied language to describing settings, characters and atmosphere Adverbs, prepositions and conjunctions to build cohesion within and across paragraphs Heading and sub-headings.	Introduction to inverted comma to punctuate direct speech. Apostrophes for possession (inc plural).	Organisational devices e.g. headings and subheadings. Paragraphs. Expanded noun phrases. Prepositions, conjunctions and adverbs.
<b>Year 3 Spring</b>	<b>The Miraculous Journey of Edward Tulane</b> by Kate DiCamillo			<b>The Great Kapok Tree</b> by Lynne Cherry
<b>Writing Outcomes</b>	Diary entries Writing in role Poetry Character descriptions Setting descriptions Story writing Extra chapter			Poetry Persuasive letter Writing a balanced argument Information page

<b>SPAG</b>	Paragraphs. Expanded noun phrases. Prepositions, conjunctions (subordinating/co-ordinating and correlative) and adverbs. Inverted commas and other punctuation related to speech. Present perfect tense.	Expanded noun phrases. Prepositions, conjunctions (subordinating/co-ordinating and correlative) and adverbs. Paragraphs. Headings and sub-headings. Rich and varied language – simile, metaphor and personification.
<b>Year 3 Summer</b>	<b>Greek Myths and Legends</b>	<b>Poetry focus</b>
<b>Writing Outcomes</b>	Setting descriptions Character descriptions Story writing Non-fiction writing	Poetry writing Descriptive writing
<b>SPAG</b>	Paragraphs. Expanded noun phrases. Prepositions, conjunctions (subordinating/co-ordinating and correlative) and adverbs. Powerful verbs. Figurative Language. Use of inverted commas and other punctuation to indicate direct speech. Headings and sub-headings.	Expanded noun phrases. Prepositions, conjunctions and adverbs. Subordinating conjunctions. Powerful verbs. Figurative Language.
<b>Year 4 Autumn</b>	<b>The Iron Man</b> by Ted Hughes	<b>The Lost Happy Endings</b> by Carol Ann Duffy
	Character description Setting description Newspaper report Diary Poetry Retelling of a story	Dialogue Character description Setting description Full original story
	Expanded noun phrases. Past tense verbs. Introduction to paragraphs to group related material. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause.	Adverbs, adverbial phrases and fronted adverbials. Use of commas after fronted adverbials. Prepositional phrases. Use of paragraphs. Speech punctuation. Figurative language.
<b>Year 4 Spring</b>	<b>Beowulf</b>	<b>FArTHER</b> by G Baker
	Character description Setting description Recounts Letters	Recounts Explanation texts Instructions

	Writing own myth/legend		
	Expanded noun phrases. Adverbs, adverbial phrases and fronted adverbials. Use of commas after fronted adverbials. Use of paragraphs. Qualified adjectives. Speech punctuation. Figurative language.		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials Use of commas after fronted adverbials. Use of paragraphs.
<b>Year 4 Summer</b>	<b>Flotsam</b> by David Weisner	<b>Mousehole Cat</b> by Antonia Barber	<b>One plastic bag</b> by Miranda Paul
	Recounts Letters Non-chronological report Setting description	Character descriptions. Setting descriptions. Poetry. Story writing.	Reports Fact-files Persuasive writing Adverts Posters.
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials Use of commas after fronted adverbials. Use of paragraphs.	Expanded noun phrases. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials Use of commas after fronted adverbials. Figurative language.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials Use of commas after fronted adverbials. Use of paragraphs. Organisational devices e.g. headings and subheadings
<b>Year 5 Autumn</b>	<b>Street Child</b> by Berlie Doherty		<b>The Highway Man</b> by Alfred Noyes
<b>Writing Outcomes</b>	Diary entries Persuasive letter Information text Character description Setting Description		Descriptive poetry Writing in role Character description Setting description Story writing
<b>SPAG</b>	Use of inverted commas, including other punctuation to indicate speech Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis Identify clauses and phrases in sentences. Clause structures – varying position in sentences.		Convert nouns or adjectives into verbs using suffixes. Use commas to clarify meaning or avoid ambiguity in writing. Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use brackets, dashes or commas to indicate parenthesis. Using modal verbs or adverbs to indicate degrees of possibility.
<b>Year 5 Spring</b>	<b>Floodlands</b> by Marcus Sedgewick		

<b>Writing Outcomes</b>	Diary entries Non-Chronological Report Information text Debate Persuasive letter Setting description
<b>SPAG</b>	Use commas to clarify meaning or avoid ambiguity in writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun Use brackets, dashes or commas to indicate parenthesis Using modal verbs or adverbs to indicate degrees of possibility
<b>Year 5 Summer</b>	<b>Skellig</b> by David Almond
<b>Writing Outcomes</b>	Diary entries Writing in role Character description Setting Description Story writing Poetry writing
<b>SPAG</b>	Consolidation of all Y5 NC objectives.
<b>Year 6 Autumn</b>	<b>Goodnight Mr Tom</b> by Michelle Magorian
<b>Writing Outcomes</b>	Diary entries Newspaper writing (based on historical events) Persuasive Letters Narrative writing (a full story)
<b>SPAG</b>	Using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that. Brackets, dashes or commas to indicate parenthesis. Using passive sentences. Using the progressive and perfect tense. Using modal verbs. Varying the position of the subordinate clause. Linking ideas across paragraphs using a wider range of cohesive devices, i.e. repetition of a word or phrase and effective use of adverbials. Recognising different ways to record speech within their writing and punctuate correctly.
<b>Year 6 Spring</b>	<b>The Arrival</b> by Shaun Tan
<b>Writing Outcomes</b>	Diary entries Application for residence form

	<p>Short stories</p> <p>Character descriptions</p> <p>Letters</p>
<b>SPAG</b>	<p>Children continue to work on and evidence all the SPAG from the Autumn Term in their writing.</p> <p>They now <b>also</b> focus on the following:</p> <p>Colons.</p> <p>Semi-colons.</p> <p>Hyphens to avoid ambiguity.</p> <p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>Use devices to write in a concise way: adverbial phrases, well thought-out description, no repetition, shades of meaning.</p>
<b>Year 6 Summer</b>	<p><b>Can we save the tiger?</b> By Martin Jenkins</p>
<b>Writing Outcomes</b>	<p>Persuasive letters</p> <p>Persuasive poster</p> <p>Reports</p> <p>Explanation texts</p> <p>Poetry</p>
<b>SPAG</b>	<p>Consolidation of all Y6 NC objectives with a special focus on:</p> <p>Lay out devices (for example, headings, sub-headings and bullet points to structure the text)</p> <p>Conjunctions.</p> <p>Prepositions.</p> <p>Varying the position of the subordinate clause.</p> <p>Emotive language.</p>