



Everybody Excelling, Everyday. No Excuses!

Randal Cremer Literacy Curriculum 2016-17

This curriculum should inspire, challenge, engage and motivate the children. We promote **active learning** in all areas and encourage children to take a lead in their own learning.

Active learning includes:

- Children using and engaging in higher order thinking tasks – analysis, synthesis and evaluation.
- The use of the “outdoor classroom”.
- Instructional activities involving pupils **doing things** and thinking about why they are doing it.
- Guided activities and discovery methods – what will happen if... (including play)
- Discussion and debate.
- Children teaching their peers.
- Use of drama and role play.
- Use of different media – video, cameras, photographs, recordings.
- Demonstrations.

The Randal Cremer Literacy Curriculum encompasses the **Talk for Writing** ethos. By our definition this means – what you think, you can say, what you say you can write and what you write you can read.

By this, Talk for Writing comes into every area of our Literacy Curriculum as a daily tool for understanding all aspects of English.

KS1/KS2

Pre text: Elicitation – Could be done as free writing task – this is a cold piece of writing before you start a unit and should inform your planning. For this task the title should be underlined in blue. Children should see this as a fun activity and not as a test. Common themes that come from this as well as general genre themes should be encompassed in the planning for the teaching of this genre.

Grammar is included weekly and should be based around the grammar needed for each writing task.

Week 1: Imitation - Children are made familiar with the text, the patterns of the language, the fluency of reading (reading as a reader), how authors express themselves (writing as a writer) and analysing the text, deciding what works well.

Texts could be written, visual and/or audio. Not all of these need to be used and the order may change depending on text.

Familiarisation, immersion, analysis

- Activating prior knowledge.
- First-hand and practical experiences in order to make connections with the text.
- Introducing text and developing meaning making (comprehension) strategies (drama or role play).
- Book talk. Personal response to the text. (Could use drama/speaking and listening activities)
- Writer’s talk. What type of text is it, where would you find this text and who might want to read it (purpose and context, the format that it is in and possible alternatives)?
- How is this text organised?
- Teach, practise and apply purposeful, related sentence level objectives.
- Learning and remembering texts.
- What is special about this text? (language features, e.g. figurative language in poetry or narrative or the use of time and causal connectives in explanations).
 - Warming up the word and vocabulary generation. (Quick word games – word association, word tennis, rhyming strings, chain links, picture talks, etc)
 - Summarise purpose, organisation and language features in order to generate success criteria/checklists for writing. (Could be teacher or child generated).

Week 2 : Innovation – Children have a chance to magpie ideas and sequences from the text they know and change elements to make new stories/texts. Shared writing at this point is extremely useful to the development of writing as a writer and the use of visualisers can be used for analysis and successes.

Capturing ideas/Being a “magpie”

- Generating ideas to write about - this might involve real-life experiences, other curriculum areas or some other stimuli, story sequels, alternative versions or other variations.

- Working through ideas to get a clear picture – drama, talk, creating a film/video or generating short pieces of writing. Learning and remembering own text.
- Collecting phrases, new vocabulary for own writing.
- Making personal word banks and sentences (Alan Peat – Exciting Sentences).
- Paragraph content and structure.
- Oral rehearsal and refinement – drawing on ideas from the **working wall**.
- Plan your own writing by applying knowledge of structures and language features of text types (success criteria).
- Improving elements of the study text.
- **Model planning using the story mountain – opening, build up, problem, resolution, ending- Explicit teaching of each part, focus on each part e.g writing a great opening or writing a fantastic resolution**
- **Children use the story mountain themselves to plan**

Week 3: Invention and independent application – This is the opportunity for assessment. The week will begin with supporting the children with anything they are still having difficulties with or helping the children to enhance their writing. It will culminate in a hot piece of writing – the title underlined in red.

A PIECE OF WRITING CAN SPAN OVER 2 DAYS IF NECESSARY OR A DOUBLE SESSION. Need to identify how many writing based sessions you will be teaching and identifying a clear focus for each session. Each part of the outcome will need to be modelled and will build up to form the whole.

- Writing foci should be based upon success criteria, curricular target areas and assessment evidence showing where children have difficulties with writing.
- Writer's toolkit – children and teacher generate list of features for successful writing.
- Sentence starters and vocabulary to use.
- Teach the children how to use the plan to write - modelling and thinking out loud the process.
- Modelling writing behaviours - oral rehearsal, cumulative rereading to cue next sentence to check for flow and continuity and to see if it sounds right, try alternatives.
- Modelling spelling strategies suitable at the point of writing.
- Modelling the writing process - drafting, proof-reading, editing.
- Be clear about the teaching strategy for modelling writing: demonstration, joint construction and supported composition.
- Plan time to review and evaluate writing against success criteria.

Creative/Free Writing

Children should have opportunities to free write their own stories and non-fiction texts. In the last week of the unit, the children should be given an opportunity to free write their own stories from the topic that they would like to write about. This can be completed at any time in the week and not in the Literacy time. Stories can be collected in a class book for the children to read. SLT and CSL will read and collect to celebrate the writing.

Handwriting

All teachers are expected to model and teach handwriting using the **Nelson Handwriting Scheme**. Children should have opportunities planned through the week to practise handwriting. Teachers and LSAs should monitor and step in where necessary to help formation. Handwriting should be transferable through all lessons and high expectations of presentation should be evident.

Reading area

All classrooms should have a comfortable, attractive reading area that displays books and authors.

Suggested Units

Year 1

Suggested texts

Narrative	Traditional Tales	Stories with repetitive patterns or structures	Stories by same author e.g Julia Donaldson or Anthony Browne	Stories from other cultures	Fantasy
Non-Fiction	Instructions e.g recipes	Recounts of familiar events	Non-chronological report		Other non-fiction e.g labels, lists, captions, menus, invitations, postcards, wanted posters, glossary
Poetry	Poems on a theme		Poems for learning by heart		Traditional rhymes including innovation e.g This is the house that Jack built

<p><i>Jack & the beanstalk</i> by Richard Walker and Niamh Sharkey <i>The Gigantic Turnip</i> by Aleksei Tolstoy <i>The Three Little Pigs</i> (no particular) <i>Little Red Riding Hood</i> (no particular) <i>The True Story of the Three Little Pigs</i> by Jon Scieszka and Lane Smith <i>The Owl who was afraid of the dark</i> by Jill Tomlinson <i>Farmer Duck</i> by Martin Waddell <i>Handa's Surprise</i> by Eileen Browne <i>The Cat in the Hat</i> Dr Seuss <i>Pumpkin Soup</i> by Helen Cooper <i>Flat Stanley</i> by Jeff Brown <i>Dear Greenpeace</i> by Simon James <i>The Twits</i> by Roald Dahl <i>The little mole who knew it was none of his business</i> by Werner Holzwarth & Wolf Erlbruch</p>
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Year 2

Suggested texts

Narrative	Stories set in schools (or in other familiar settings)	Stories by the same author	Traditional Tales with a twist	Animal Adventure Stories	Story as a theme	
Non-Fiction	Instructions	Recounts : letters	Non-chronological report		Explanation text	Persuasive advert or poster
Poetry	Poems on a theme		Poems with a structure e.g riddles		Classic poetry e.g The Owl and the Pussy Cat	

Room on the Broom by Julia Donaldson
Gorilla by Anthony Browne
Six dinner Sid by Inga Moore
Hairy Maclary from Donaldson's dairy by Lynley Dodd
Dogger by Shirley Hughes
Hansel & Gretel by Anthony Browne
Cinderella by Max Eilenberg and Niamh Sharkey
Gingerbread Man (no particular)
The Lighthouse Keeper's lunch by Ronda & David Armitage
Fantastic Mr. Fox by Roald Dahl
BFG by Roald Dahl
The Man who wore all his clothes by Allan Ahlberg and Katherine McEwan
The Mousehole Cat by Antonia Barber and Nicola Bayley
Flat Stanley by Jeff Brown

Year 3

Narrative	Fables	Fairy Tales/Folk Tales	Mystery	Novel as a Theme	Playscripts	
Non-Fiction	Recount: Diaries	Non-chronological reports	Persuasive letters	Explanation text	Recount: Biography	Discussion for and against
Poetry	Poems on a theme		Poems with a structure e.g shape, calligrams, rhyming couplets		Classic poetry for performance	

Suggested texts

Dancing Bear by Michael Morpugo
Tom's Midnight Garden by Philippa Pearce
The Worst Witch by Jill Murphy
Mr Majeika by Henry Carpenter
The Faraway Tree by Enid Blyton (**series**)
Just So Stories by Rudyard Kipling
George's Marvellous Medicine by Roald Dahl
Oh, the Places You'll Go by Dr. Seuss
You're a bad man, Mr. Gum! by Andy Stanton (**series**)
How to train your dragon by Cressida Cowell (**series**)
Puss in boots by Philip Pullman
Aladdin and the Enchanted Lamp by Philip Pullman
The Wings of Icarus by Jenny Oldfield
On the Ghost Trail by Chris Rowling

Year 4

Narrative	Fairy Tales/Folk Tales	Fantasy	Myths	Novel as a Theme	Issues and Dilemmas	Film and Playscripts
Non-Fiction	Recounts: Newspapers	Information booklet with collection of non-fiction text types	Non-chronological report	Explanation texts	Persuasion sales pitch/ article	Discussion debate/ report
Poetry	Poems on a theme		Poems with a structure e.g kennings, cinquain		Classic poetry	

Suggested texts

Charlotte's Web by E B White
Butterfly Lion by Michael Morpugo
Long Way Home by Michael Morpugo
Iron Man by Ted Hughes
I was a rat by Philip Pullman
Spiderwick Chronicles by Tony DiTerlizzi & Holly Black
The Borrowers by Mary Norton
Charlie and the Chocolate Factory by Roald Dahl
Stig of the Dump by Clive King
Bambert's Book of Missing Stories by Reinhardt Jung
Demon Headmaster by Gillian Cross
Sheep-Pig by Dick King-Smith
Suitcase kid by Jacqueline Wilson
Blitz by Vince Cross

Year 5

Suggested texts

Narrative	Novel as a Theme	Legends	Stories from another culture	Historical Narrative	Older Literature Shakespeare	Film and Playscripts
Non-Fiction	Magazine articles	Information booklet with range of text types	Reports including formal reports	Explanation texts Persuasion Radio or TV broadcast		Discussion formal debate
Poetry	Poems with a structure e.g haiku, limericks		Poems with figurative language		Classic narrative poetry	

Friend or Foe by Michael Morpugo
King of the Cloud Forest by Michael Morpugo
Dragon Rider by Cornelia Funke
Oliver Twist (abridged version)
Skellig by David Almond
The Firemaker's daughter by Philip Pullman
Orange's in no man's land by Elizabeth Laird
The Lion, the Witch and the Wardrobe by C.S Lewis (**series**)
Street Child by Berlie Doherty
Thief by Majorie Blackman
Danny, Champion of the World by Roald Dahl
Harry Potter and the Philosopher's Stone by J.K Rowling
Brother's Grimm Fairytales

Year 6

Narrative	Detective/ Crime	Science Fiction	Classic Fiction	Flashback/Time shift	Novel as a Theme
Non-Fiction	Persuasion	Explanation text	Discussion	Recount Biography and Autobiography	Information text hybrid
Poetry	Poems – Free verse		Classic – narrative poetry	Poems with imagery	

Suggested texts

Kensuke's Kingdom by Michael Morpugo
Out of the Ashes by Michael Morpugo
Holes by Louis Sachar
I am David by Anne Holme
Wolf Brother by Michelle Pave
Millions by Frank Cottrell Boyce
Clockwork by Philip Pullman
Gone by Michael Grant (**series, 12+ reading**)
Noughts & Crosses by Majorie Blackman
Reckless by Cornelia Funke
Artemis Fowl by Eoin Colfer
Boy by Roald Dahl
Going Solo by Roald Dahl
Brother's Grimm Fairytales

Adverts	Fairy tale	Lists
Anecdotes	Fantasies	Magazine articles
Arguments	Fashion articles	Memories
Autobiography	Fiction	Menus
Biography	Flashbacks	Monologue
Book review	Folk tales	Mysteries
Brochures	Ghost stories	Myths
Captions	Historical stories	News article
Character descriptions	How to articles	Non-chronological reports
Comic strips	Humourous stories	Opinions
Complaints	Information	Pamphlets
Debate	Instructions	Parts of information texts, glossaries, and contents page etc.
Descriptions	Interviews	Personal essays
Diaries	Invitations	Persuasive essays
Encyclopaedia entries	Jokes/riddles	Persuasive letters
Endings of stories	Journal	Picture books
Espionage	Legends	Plays
Fables	Letter	

Poems

Postcards

Proposals

Reports

Resumes

Retellings

Reviews

Revision

Rhymes for the playground

Sales pitch

Satire

Scary stories

Science articles

Science fiction

Sequels

Songs

Speeches

Sports articles

Spy stories

Starters- story beginnings

Tall tales

Thank you notes

Tongue twisters

Traditional tales

Travel brochures

Wanted posters

Literacy Curriculum 2015–16



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Date presented to Governing Body: