

### Amethyst Literacy Plan

<u>Genre</u>						
<u>Narrative</u>	Re-tell a narrative using patterns from listening and reading.	Tell a story about a central character	To expand on patterns from a familiar story using known story language.	To write their own version of a familiar story and re-count events in sequence.	To write a complete story with a beginning, middle and an end.	To write a complete story which includes characterisation i.e. a good and a bad character.
<u>Non-Chronological Report</u>	Describe something or someone, developing description from prompts and questions.			Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject.		
<u>Poetry</u>	Practice and recite familiar poems and nursery rhymes			To perform a range of poetry		
<u>Persuasion</u>	Write simple examples of persuasion eg in the form of a letter to a character in a book.					
<u>Instructions</u>	Write a simple set of instructions including a numbered list, title and a simple list of equipment.					
<u>Recount</u>	To write sentences to match pictures, or sequences of pictures, illustrating an event.			Write a simple first-person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistency.		
<u>Discussion</u>	Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another.					
<u>Explanation</u>	Write a series of sentences to explain a simple process based on first-hand experience.					

### Sapphire Literacy Plan

<u>Genre</u>						
<u>Narrative</u>	Re-tell a narrative using patterns from listening and reading.	Y 1 - To write their own version of a familiar story and re-count events in sequence. Y2 - To re-tell a traditional tale using typical settings, character and events.	Y1 - To write a complete story with a beginning, middle and an end. Y2 - Plan and tell a story based on your own experience, using expanded noun phrases to expand and identify.	Y1 - To write a complete story with a beginning, middle and an end Y2 - To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and ending.	Y1 - Tell a story about a central character Y2 - To plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.	Y1 - To write a complete story which includes characterisation i.e. a good and a bad character. Y2 - To plan and write your own story with a logical sequence of events.
<u>Non-Chronological Report</u>	Y1 - Describe something or someone, developing description from prompts and questions. Y2 - Use information from research to group and assemble information into a short non-chronological report.			Y1 - Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject. Y2 - Use language and structural features of a non-chronological report eg a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person.		
<u>Poetry</u>	Y1 - Acrostic and List Poems			Y2 – Repeating Pattern poems		
<u>Persuasion</u>	Y 1- Write simple examples of persuasion eg in the form of a letter to a character in a book. Y 2 - Write a simple persuasion based on a fictional book eg in the form of a letter to a character in a book.					
<u>Instructions</u>	Y 1 - Write a simple set of instructions including a numbered list, title and a simple list of equipment. Y 2- Write instructions with some expansion about something they know well. Use imperative verbs and precise language choices.					
<u>Recount</u>	Y1 - To write sentences to match pictures, or sequences of pictures, illustrating an event. Y2 - Write a narrative about a personal experience and those of others, in role.			Y 1 - Write a simple first-person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistency. Y2 – As above with use of first person		
<u>Discussion</u>	Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another.					
<u>Explanation</u>	Y1 - Write a series of sentences to explain a simple process based on first-hand experience. Y2 - Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced.					

### Ruby Literacy Plan

<b>Genre</b>						
<b><u>Narrative</u></b>	Y 3 - To write a story in four parts in the first person, with a definite ending. Y4 - To plan and write their own story with a focus on varied and rich vocabulary and a range of sentence structures.	Y3 - To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. Y4 – As above but organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.	Y3 -Write their own story with varying voice and intonation to create effects and sustain interest. Include dialogue to set the scene and present characters Y 4 - Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader.	Y 3 - To write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationship between two characters and move the action forward. Y 4 - Plan a complete story focusing on organisation devices eg times of day, repeated words and phrases, adverbial phrases and use of pronouns	Y 3 - Write stories that have a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters. Y 4 - Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Y 3 - To write a story where dialogue is the drive to move the story on. Y 4- Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.
<b><u>Non-Chronological Report</u></b>	Y 3 - Begin to incorporate the language of comparison and contrast. Y 4- Write a comparative report based on their own notes taken from several sources.			Y 3- Write in an impersonal style using paragraphs to organise ideas. Y 4 - Write a non-comparative report in a particular form eg web page.		
<b><u>Poetry</u></b>	Y 3 - Riddles or Kenning Poems			Y 4 - Haikus, Tankas & Cinquains Poet Study		
<b><u>Persuasion</u></b>	Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.					
<b><u>Instructions</u></b>	Write increasingly complicated instructions using a wide range of devices to make them easier to follow.					
<b><u>Recount</u></b>	Write the same event in a variety of ways in the third person, such as in the form of a story, a letter or a diary.					
<b><u>Discussion</u></b>	Write a book review that explores the different viewpoints of a book read.					
<b><u>Explanation</u></b>	To write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flowcharts to support the explanation.					

### Emerald Literacy Plan

<b>Genre</b>						
<b><u>Narrative</u></b>	Y4 – To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. Y5 – As above and to evoke atmosphere and develop characters.	Y4 - Plan and complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid. Y5 – As above as well as using techniques such as recap, repetition, humour or suspense.	Y 4 - Plan a complete story focusing on organisation devices eg times of day, repeated words and phrases, adverbial phrases and use of pronouns. Y5 – Write in chapters and extend ways to link paragraphs using adverbs and adverbial phrases.	Y 4 - Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Y5 - Plan and write a non-linear story eg flashbacks and parallel narratives, where events are portrayed simultaneously.	Y4 - Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader. Y 5 - Plan and tell a story to explore narrative viewpoint eg retell a familiar story from the point of view of another character.	Y 4- Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood. Y 5 – As above exploring the use of dialogue to move action forward.
<b><u>Non-Chronological Report</u></b>	Y 4- Write a comparative report based on their own notes taken from several sources. Y 5 - Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout.			Y 4 - Write a non-comparative report in a particular form eg web page. Y 5 – As above with a focus on clarity and conciseness.		
<b><u>Poetry</u></b>	Y 4 – Simile & Metaphor Poet Study			Y 5 – Narrative Poetry Poet Study		
<b><u>Persuasion</u></b>	Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.					
<b><u>Instructions</u></b>	Write a procedural text using a range of organisational devices and language to support clarity and cohesion					
<b><u>Recount</u></b>	Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required.					
<b><u>Discussion</u></b>	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.					
<b><u>Explanation</u></b>	Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately.					

### Diamond Literacy Plan

<b>Genre</b>						
<b><u>Narrative</u></b>	Y5 - Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. Y 6 – As above	Y 5 - Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Y 6 - Write a short story with a distinct atmosphere eg suspense, panic, humour etc,	Y5 - Plan and write a non-linear story eg flashbacks and parallel narratives, where events are portrayed simultaneously. Y 6 – as above, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.	Y 5 - Plan and tell a story to explore narrative viewpoint eg retell a familiar story from the point of view of another character. Y 6 - Plan and write a story with two narrators, to tell the story from different perspectives, demonstrating shifts in formality.	Y 5 - Write a five part story using language to evoke mood and atmosphere and develop characterisation. Y 6 - Plan and write an extended short story using expressive and figurative language, describing how characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character’s response to a particular setting; use changes of scene to move on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech to move the action on.	Y 5 – As below Y 6 - Plan and write a variety of parodies, manipulating typical characters, settings and events to surprise and amuse the reader.
<b><u>Non-Chronological Report</u></b>	Y 5 - Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Y 6 - Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.			Y 5 - Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout Y 6 - Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.		
<b><u>Poetry</u></b>	Y 5 – Figurative Language Poems Poet Study			Y 6 – Classic Poetry Poet Study		
<b><u>Persuasion</u></b>	1 - Draft and write a persuasive letter for a real purpose eg to comment on an emotive issue. 2 - Adapt a piece of writing for different audiences and in different forms, shifting levels of formality eg a formal speech and an informal speech.					
<b><u>Instructions</u></b>	Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow.					
<b><u>Recount</u></b>	1 - Write a biography. Select a specific style and form to suit a specific audience. 2 - Write an autobiography. Select a specific style and form to suit a specific audience.					
<b><u>Discussion</u></b>	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument or Combine a discussion text within another text type eg within a newspaper report					
<b><u>Explanation</u></b>	Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style or Write two different explanations, one in the present tense and one in the past tense.					