

# The Literary Curriculum from The Literacy Tree

## Overview of Written Outcomes

|        | Term     | Theme                  | Text   | Suggested duration    | Written Outcomes  | Extended Outcome                                |
|--------|----------|------------------------|--|-----------------------|---|---|
| Year 4 | Autumn 1 | Freedom & captivity    | <i>The Iron Man</i> by Ted Hughes and Laura Carlin                           | 20 sessions, 4 weeks  | Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetry | Mystery narrative                               |
|        |          |                        | <i>Varmints</i> by Helen Ward and Marc Craste *book and film                 | 16 sessions, 3+ weeks | Descriptive comparisons, retellings, setting descriptions, poetry                                     | Explanation                                     |
|        |          |                        | OR <i>Tar Beach</i> by Faith Ringgold  | 15 sessions, 3 weeks  | Character descriptions, formal letter, book review, dialogue (direct speech), retellings              | Own version narrative (written as a playscript) |
|        | Autumn 2 | Invention & innovation | <i>FaRther</i> by Grahame Baker Smith  | 15 sessions, 3 weeks  | Retellings, recounts (postcards), setting descriptions, diary entries, explanation texts              | Sequel story                                    |
|        |          |                        | <i>Until I Met Dudley</i> by Roger McGough and Chris Riddell                 | 10 sessions, 2 weeks  | Letters, posters  | Explanation                                     |
|        | Spring 1 | Darkness & light       | <i>Winter's Child</i> by Angela McAllister and Grahame Baker Smith           | 11 sessions, 2+ weeks | Postcard (recount), dialogue, setting description as a letter, retelling                              | Fantasy story sequel                            |
|        |          |                        | <i>The Selfish Giant</i> by Oscar Wilde and Michael Foreman or Alexis Deacon | 15 sessions, 3 weeks  | Letters, first person recount, diaries, letters, posters, reports                                     | Own version narrative about kindness            |
|        |          |                        | OR <i>Cinnamon</i> by Neil Gaiman and Divya Srinivasan                       | 16 sessions, 3+ weeks | Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms                  | Own version mythical tale                       |

# The Literary Curriculum from The Literacy Tree

## Overview of Written Outcomes

|          |                         |   |                       |   |  |
|----------|-------------------------|---|-----------------------|---|--|
| Spring 2 | Taking courage          | <i>The Lion and the Unicorn</i> by Shirley Hughes                             | 18 sessions, 3+ weeks | Letters, diary entries, character and setting descriptions, non-chronological reports                       | Own version historical narrative             |
|          |                         | <i>Odd and the Frost Giants</i> by Neil Gaiman and Chris Riddell              | 15 sessions, 3 weeks  | Narrative recount, character and setting descriptions, letters, short explanations                          | Retelling - alternative perspective          |
|          |                         | <b>OR</b> <i>The Matchbox Diary</i> by Paul Fleischman and Bagram Ibatoulline | 15 sessions, 3 weeks  | Dialogue, diary entry, retelling (oral dictation), mini-autobiography, ship's log                           | Non-chronological report                     |
| Summer 1 | Exploration & discovery | <i>Jonathan Swift's Gulliver</i> by Martin Jenkins and Chris Riddell          | 15 sessions, 3 weeks  | Character description, informative posters, persuasive leaflets, log book entries (recount)                 | Narrative based on own imagined land         |
|          |                         | <i>Shackleton's Journey</i> by William Grill                                  | 15 sessions, 3 weeks  | Packing lists (justifications), letters (formal and informal), interviews, diaries                          | Newspaper report                             |
|          |                         | <b>OR</b> <i>Weslandia</i> by Paul Fleischman and Kevin Hawkes                | 15 sessions, 3 weeks  | Retelling, character description, book review   | Non-chronological report                     |
|          |                         | <b>OR</b> <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck          | 15 sessions, 3 weeks  | Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters | Biography of Tutankhamun                     |
| Summer 2 | Fantasy worlds          | <i>The Lion the Witch and the Wardrobe</i> by C.S. Lewis                      | 20 sessions, 4 weeks  | Poem, eyewitness report, an imaginary conversation, writing in role   | Own version narrative (set in another world) |
|          |                         | <i>Jabberwocky</i> by Lewis Carroll and Joel Stewart                          | 10 sessions, 2 weeks  | Performance poetry, explanatory descriptions  | Nonsense poem                                |