

Literature - English Scope and Sequence: Foundation to Year 6

| Focus Statements | Foundation Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Literature and context How texts reflect the context of culture and situation in which they are created | Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences | Discuss how authors create characters using language and images | Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons | Make connections between the ways different authors may represent similar storylines, ideas and relationships | Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts | Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts |
| Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences | Respond to texts, identifying favourite stories, authors and illustrators | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences | Compare opinions about characters, events and settings in and between texts | Draw connections between personal experiences and the worlds of texts, and share responses with others | Discuss literary experiences with others, sharing responses and expressing a point of view | Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others | Analyse and evaluate similarities and differences in texts on similar topics, themes or plots |
| Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference | Share feelings and thoughts about the events and characters in texts | Express preferences for specific texts and authors and listen to the opinions of others | Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences | Develop criteria for establishing personal preferences for literature | Use metalanguage to describe the effects of ideas, text structures and language features of literary texts | Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences | Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts |
| Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme | Identify some features of texts including events and characters and retell events from a text Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry | Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts | Discuss the characters and settings of different texts and explore how language is used to present these features in different ways | Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative | Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses | Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style |
| Language devices in literary texts including figurative language) The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry | Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures | Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs | Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose | Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns | Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes | Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse |
| Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced | Retell familiar literary texts through performance, use of illustrations and images | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication | Create events and characters using different media that develop key events and characters from literary texts | Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle | Create literary texts that explore students' own experiences and imagining | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced | Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways |
| Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts | This sequence starts at this year level | | | Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue | Create literary texts by developing storylines, characters and settings | Create literary texts that experiment with structures, ideas and stylistic features of selected authors | Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice |