



Curriculum Map - (English: Texts and Writing Outcomes)

Where a specific non-fiction or poetry text is not listed, they will be covered during the term through wider curriculum topics, such as geography, history and science, and / or theme days, such as Remembrance Day, National Poetry Day etc.

	Cycle	Autumn		Spring		Summer		
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Owl Class	A	Key Text(s)	<p><u>The Colour Monster</u> - Anna Llenas</p> <p><u>Oliver's Vegetables</u> - Alison Bartlett and Vivian French</p> <p><u>The Enormous Crocodile</u> - Roald Dahl (<i>World Book Day</i>)</p>	<p>Poems with Repeating Patterns and Rhymes - Various (<i>Hamilton</i>)</p> <p><u>The Usborne Big Book of Machines</u></p> <p><u>The Jolly Christmas Postman</u> - Allen and Janet Ahlberg</p>	<p><u>Where The Wild Things Are</u> - Maurice Sendak</p> <p><u>Sensational! Poems Inspired by the Five Senses</u> - chosen by Roger McGough (<i>Hamilton - Poems on a Theme: The Senses</i>)</p>	<p><u>Dragon Dinosaur and Chicken Licken</u> (animations); <u>The House That Jack Built</u> - Simms Taback; <u>Anancy and Mr Dry-Bone</u> - Fiona French; (<i>Hamilton - Traditional Tales and Fables: Sharing and Retelling</i>)</p> <p>Various non-fiction texts - school library and science websites (<i>Hamilton - Information Texts: Night-Time Animals</i>)</p>	<p><u>Dear Greenpeace</u> - Simon James</p> <p><u>Cinderella, Snow White and The Three Billy Goats Gruff</u> - traditional versions (<i>Hamilton - Traditional Tales and Fables: Fairy Tales</i>)</p>	<p>Classic Poems: Traditional Poems - Various (<i>Hamilton</i>)</p> <p>Reading and Writing Instructions (<i>Hamilton</i>)</p>
		Writing Outcomes	<p>Writing sentences with capitals, full stops and finger spaces; Writing a simple letter</p> <p>Planning sentences orally before writing down; Extending sentences using 'and' to join two clauses</p> <p>Recounting and sequencing the key events from a text; Using an existing story pattern to create a new event</p>	<p>Identifying and using full stops, exclamation marks and question marks; Reading and writing short, repetitive poems drawing on patterns</p> <p>Composing, writing and producing a non-fiction text</p> <p>Planning an extended journey for the model text; Describing setting and characters</p>	<p>Writing an innovated fantasy story</p> <p>Identifying and using correct sentence punctuation; Expressing thoughts and feelings from a personal viewpoint; Using adjectives and recognise the effect of the prefix -un.</p>	<p>Writing sentences and joining clauses with 'and'; Writing punctuated statements and questions; Retelling a familiar story</p> <p>Identifying and writing questions and exclamations; Writing information about nocturnal animals;</p>	<p>Writing letters in the style of <u>Dear Greenpeace</u></p> <p>Planning and writing our own versions of a traditional tale</p>	<p>Writing own version of a traditional rhyme; Letter writing in role.</p> <p>Writing simple instructions from own experience; Writing simple labels and captions.</p>
		Key Text(s)	<p><u>Boris Goes Camping</u> - Carrie Weston</p> <p><u>Wombat Went A' Walking</u> - Lachlan Creagh</p> <p><u>Snail and the Whale</u> - Julia Donaldson</p>	<p>Explorers: non-fiction texts linked to our topics sourced from the school library and children</p>	<p><u>The Three Little Pigs</u> - Traditional; <u>The Three Little Wolves and the Big Bad Pig</u> - Eugene Trivizas; <u>The Three Billy Goats Gruff</u> - Traditional; <u>The Frog Prince</u> - Traditional</p>	<p><u>Oh no, George!</u> - Chris Haughton (<i>Hamilton: Recounts</i>)</p> <p><u>Dear Greenpeace</u> - Simon James</p> <p><u>The Crocodile Who Didn't Like Water</u> -</p>	<p><u>Rain Before Rainbows</u> - Smriti Halls and David Litchfield; Poems - Various, including <u>What is Pink?</u> - Christina Rossetti (<i>Hamilton - Poems on a Theme:</i></p>	<p>Interviews from Eco Kids Magazine; <u>Interview with a Tiger</u> - Andy Seed; <u>Boris and Sid Find a Tiger</u> - Hamilton (<i>Hamilton - Information Texts: Interviews</i>)</p>

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		<p><u>Toys in Space</u> - Mini Grey</p> <p><u>Field Trip to the Moon</u> - John Hare</p> <p><u>The Great Explorer</u> - Chris Judge</p>		<p>(Hamilton - <u>Traditional Tales</u>)</p> <p><u>SSh! We Have a Plan</u> - Chris Haughton (Hamilton - <u>Instructions and Lists</u>)</p>	<p>Gemma Merino and <u>The Dark</u> - Lemony Snicket (Hamilton - <u>Stories About Feelings</u>)</p>	<p><u>Rainbows and Colours</u></p> <p><u>Hansel and Gretel</u> - Anthony Browne; <u>Baba Yaga</u> - Tony Bradman and <u>Why Not Me?</u> - Ruth Merttens (Hamilton - <u>Traditional Tales from Other Cultures</u>)</p>	<p><u>Funny Bums, Freaky Beaks...</u> - Alex Morss and Sean Taylor (Hamilton - <u>Information Texts: Incredible Creatures</u>)</p> <p><u>No Thank You</u> - Hamilton</p> <p><u>I Will Not Ever Never Eat a Tomato</u> - Lauren Child</p>
		<p><i>Writing lists</i></p> <p><i>Writing sentences with capitals, full stops and finger spaces;</i></p> <p><i>Describing characters</i></p> <p><i>Story mapping with changes</i></p> <p><i>Writing cartoon strips for images from the story</i></p> <p><i>Writing instructions</i></p>	<p><i>Using word banks; Using exclamation points; Writing captions, labels, headings; Producing a leaflet</i></p> <p><i>Using time connectives, simple conjunctions and adjectives; Mapping out a story and writing own story ending</i></p>	<p><i>Completing a story mountain; Writing a short story; Re-reading and editing stories</i></p> <p><i>Write questions, commands, and exclamations</i></p>	<p><i>Giving well-structured descriptions; Composing sentences orally before writing them</i></p> <p><i>Recognising the features of a letter and writing a series of letters</i></p> <p><i>Writing a short story, re-reading and editing</i></p>	<p><i>Creating rhyming couplets and rhyming 4-line poems; Write a verse in a 'colours' poem</i></p> <p><i>Extending sentences using 'and', 'or' and 'but'; Writing statements and questions; Planning, drafting and finalising stories based on a traditional tale structure</i></p>	<p><i>Taking part in an interview; Writing down pre-planned questions</i></p> <p><i>Using adjectives to describe a favourite animal</i></p> <p><i>Reading and recalling a story; Writing bossy orders linked to the story</i></p> <p><i>Writing instructions as punctuated sentences</i></p>
Kingfisher Class	A	<p><u>The Journey</u> - Aaron Becker</p> <p><u>Stone Age Boy</u> - Satoshi Kitamura</p> <p><u>The Pebble In my Pocket</u> - Hooper/Coady</p>	<p><u>The Story of the First World War for Children</u> - John Malam</p> <p><u>Stone Soup</u> - Jess Stockham</p> <p><u>Ug</u> - Raymond Briggs</p>	<p><u>The Journey Home</u> - Frann Preston-Gannon (Literary Curriculum)</p>	<p><u>Mustard, Custard, Grumble Belly and Gravy</u> - Michael Rosen</p> <p><u>Very Silly Poems</u> - Michael Rosen</p>	<p>Legends: <u>Robin Hood</u> (Hamilton)</p> <p><u>Flat Stanley</u> - Jeff Brown (Hamilton)</p>	<p><u>I Am the Seed That Grew the Tree</u> - poetry anthology compiled by Fiona Waters</p> <p><u>King of the Birds</u> (Hamilton)</p>
		<p><i>Writing Stories in familiar settings; Fantasy Stories and settings; Writing information/factual texts</i></p>	<p><i>Reading, writing and performing poetry; Acrostic poems; Re-telling traditional tales; Writing instructions; Writing speech</i></p>	<p><i>Letter writing; Poems of the world; Non-chronological reports</i></p>	<p><i>Stories with an element of fantasy; Study of poems by the same writer</i></p>	<p><i>Newspaper reports; Stories from the recent past</i></p>	<p><i>Reading poems and appreciating poetic language and imagery; Poetry writing; Persuasive writing</i></p>

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	B	Key Text(s)	<p><u>Dear Teacher</u> - Amy Husband</p> <p><u>John Patrick Norman McHennessy</u> - John Burningham</p> <p><u>The Swallow's Journey</u> (Hamilton)</p>	<p>Poems about Journeys (Hamilton)</p> <p><u>The Wonder; The Flower and Imagine That!</u> (Hamilton)</p>	<p><u>The Great Fire of London</u> - Liz Gogerly</p> <p><u>Vlad &amp; the Great Fire of London</u> - Kate Cunningham</p> <p><u>Diaries of Samuel Pepys</u></p> <p><u>The Lighthouse Keeper's Tea</u> - Ronda &amp; David Armitage</p>	<p><u>George's Marvellous Medicine</u> - Roald Dahl (World Book Day)</p> <p><u>Vlad &amp; Florence Nightingale</u> - Kate Cunningham</p> <p><u>Charlie's Superhero Underpants</u> - Paul Bright</p>	<p><u>The Day of the Gulls</u> - Jennifer Curry;</p> <p><u>Little Trotty Wagtail</u> - John Clare;</p> <p><u>To the Cuckoo</u> - William Wordsworth (Hamilton - Poetic Language: Really Looking at Birds)</p> <p><u>Maisie's Dragon</u> - Philippa Danvers (Hamilton)</p>	<p><u>History of Flight</u> - various authors</p> <p>All the worlds Wonders</p> <p><u>The Promise</u> - Nicola Davies (Hamilton)</p> <p><u>The Journey</u> (Hamilton)</p>
		Writing Outcomes	<p>Writing nonsense sentences;</p> <p>Letters &amp; postcards;</p> <p>Complaint letters;</p> <p>Writing an extended letter;</p> <p>Fantasy stories;</p> <p>Poetry from around the world</p>	<p>Alliteration, simile, repetition, rhyme;</p> <p>Writing questions;</p> <p>Acrostic poems</p> <p>Clauses, conjunctions and phrases</p>	<p>Non-fiction reports;</p> <p>Newspaper reports;</p> <p>Creative &amp; descriptive writing;</p> <p>Role play;</p> <p>Safety posters;</p> <p>Script writing;</p> <p>Conduct interviews</p>	<p>Writing instructions;</p> <p>Fact files;</p> <p>Rhyme &amp; Rhythm;</p> <p>Spoken word - poetry learning;</p> <p>Changing a story;</p> <p>Diary entries;</p> <p>Performance reading</p>	<p>Learning &amp; performing poems;</p> <p>Exploring a recount of imaginary events;</p> <p>Composition - recounts considering audience</p>	<p>Note taking;</p> <p>Non-chronological reports;</p> <p>Reading &amp; writing poems;</p> <p>Descriptive phrases;</p> <p>Persuasive language &amp; letters</p>
Woodpecker Class	A	Key Text(s)	<p><u>The Blue House</u> - Phoebe Wahl and <u>I'll Take You to Mrs Cole</u> - Nigel Gray;</p> <p>Instruction examples - various</p> <p>(Hamilton Y3/4 planning)</p>	<p><u>The Wolf's Secret</u> - Myriam Dahman</p> <p><u>Last</u> - Nicola Davies, <u>Endangered Animals</u> - Martin Jenkins, <u>The Variety of Life</u> - Nicola Davies and Lorna Scobie and <u>How to Help a Hedgehog...</u> - Jess French</p> <p>Rhyming Poems - various</p> <p>(Hamilton)</p>	<p><u>The Three Pigs</u> - David Wiesner, <u>The True Story of...</u> - Jon Scieszka, <u>The Wolf's Story</u> - Toby Forward, <u>Snow White</u> - Geraldine McCaughrean and <u>Mixed Up Fairy Tales</u> - Hilary Robinson</p> <p><u>Wild Lives: 50 Extraordinary Animals...</u> - Ben Lerwill</p> <p><u>Shaping the World</u> - compiled by Liz Brownlee</p> <p>(Hamilton)</p>	<p><u>The No. 1 Car Spotter</u> - Atinuke</p> <p><u>The Dam</u> - David Almond and <u>Water Cycles</u> - Sam Falconer</p> <p><u>Poetry for a Change: A National Poetry Day Anthology</u></p> <p>(Hamilton)</p>	<p><u>The Barnabus Project</u> - The Fan Brothers and <u>The Antlered Ship</u> - Dashka Slater and the Fan Brothers</p> <p><u>Until I Met Dudley...</u> - Roger McGough and <u>DK: First How Things Work Encyclopaedia</u></p> <p>(Hamilton)</p>	<p><u>Harry's Mad</u> - Dick King Smith</p> <p><u>Stars with Flaming Tails</u> - Valerie Bloom</p> <p>(Hamilton)</p>
		Writing Outcomes	<p>Writing stories in the same style</p> <p>Instruction writing</p>	<p>Writing stories in the same style</p> <p>Report writing</p> <p>Writing poetry</p> <p><b>Woodpecker Christmas Performance</b></p>	<p>Writing a mixed up fairy tale</p> <p>Biography writing</p> <p>Shape poems</p>	<p>Write a story about daily life</p> <p>Writing an information text</p> <p>Writing poetry about change</p>	<p>Writing a fantasy story</p> <p>Persuasive advert</p>	<p>Writing a funny animal story</p> <p>Write tribute poems as gifts to someone special</p>

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	B	Key Text(s)	<p><u>The Heart and the Bottle</u> - Oliver Jeffers and <u>Alexander and the Terrible, Horrible... Judith Viorst</u></p> <p><u>Wild Child</u> - Dara McAnulty</p> <p>Poems about animals - various</p> <p>(Hamilton Y3/4 planning)</p>	<p><u>Letters from the Zoo</u> - Hamilton</p> <p><u>Revolting Rhymes</u> and <u>Dirty Beasts</u> - Roald Dahl</p> <p>(Hamilton)</p>	<p><u>Stig of the Dump</u> - Clive King</p> <p><u>My Encyclopaedia of Very Important Sport</u> - DK</p> <p><u>Daydream and Jellybeans</u> - Alex Wharton and <u>Please Mrs Butler</u> - Allan Ahlberg</p> <p>(Hamilton)</p>	<p>Various, including <u>Gorilla</u> - Anthony Browne</p> <p><u>Real-life Mysteries: Can you explain..?</u> - Susan Martineau</p> <p>Various poems - David Harmer, Libby Houston, Valerie Bloom and others</p> <p>(Hamilton)</p>	<p><u>The Firework Maker's Daughter</u> - Philip Pullman</p> <p>(TES)</p>	<p>Various non-fiction texts sourced from school library and children</p>
		Writing Outcomes	<p>Continuing a story</p> <p>Report Writing</p> <p>Writing a poem</p>	<p>Writing letters, postcards and emails</p> <p>Writing a traditional tale; Character profiles</p> <p><b>Woodpecker Christmas Performance</b></p>	<p>Writing scripts; Writing own chapter</p> <p>Information texts - sports webpages</p> <p>Writing descriptive poems; Writing a short story</p>	<p>Writing a story based on <u>Gorilla</u></p> <p>News report</p> <p>Writing poems using different poetic forms</p>	<p>Character profiles; Missing chapter; Descriptive writing</p>	<p>Fact files; Report writing; Postcards</p>
Fox Class	A	Key Text(s)	<p><u>Aesop's Tales</u> - Michael Rosen (Hamilton)</p>	<p><u>Beowulf</u> - Michael Morpurgo (Literary Curriculum)</p>	<p><u>The Explorer</u> - Katherine Rundell (TES - brads72)</p>	<p><u>Where the Forest Meets the Sea</u> - Jeannie Baker</p> <p><u>The Vanishing Rainforest</u> - Richard Platt (Hamilton - Save the Rainforests!)</p> <p>Poems - Various (Hamilton - Poetic Language: Making the Ordinary Extraordinary!)</p>	<p><u>The Odyssey</u> - Gillian Cross (Literary Curriculum)</p>	<p><u>Myths and Legends</u> - Various e.g. Theseus and the Minotaur; Pandora's Box; The Labours of Hercules; The Quest of Perseus</p>
		Writing Outcomes	<p>Writing dialogue; Letter of explanation; Writing own fable</p>	<p>Formal letter of advice; Diary entry; Descriptive narratives</p> <p><b>Fox Class Pantomime</b></p>	<p>Writing a narrative; Persuasive letters; Journal writing; Information text</p>	<p>Note making; Persuasive writing (inc. posters, letters and blog posts)</p> <p>Writing poems in the style of those read; Using poetic devices</p>	<p>Speeches; Diary entries; Epic adventure stories</p>	<p>Writing own myth or retelling a myth from a different perspective</p>
	B	Key Text(s)	<p><u>Oliver Twist</u> - Charles Dickens and <u>Street Child</u> - Berlie Doherty (Hamilton: The Victorians: Dickensian London and TES e.g. 'KS2 Resources')</p>	<p><u>Street Child</u> - continued</p>	<p><u>The Last Bear</u> - Hannah Gold (Literary Curriculum)</p> <p><u>The Promise</u> - Nicola Davies (Literary Curriculum)</p>	<p><u>Shackleton's Journey</u> - William Grill (Literary Curriculum and Hamilton: Races in Frozen Places)</p>	<p><u>The Epic of Gilgamesh; The City of Rainbows</u>; Ancient Sumerian debate poems (Hamilton: Earliest Civilisations: Ancient Sumer: Literature)</p>	<p>Classic Poems inc. <u>The Walrus and the Carpenter</u>; <u>Cautionary Tales</u>; <u>The Adventures of Isabel</u> (Hamilton - Classic Poems: Narrative Poems)</p>

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		Writing Outcomes		Character profile; Figurative descriptions; Scientific report; Newspaper article ----- Figurative language; Writing a sequel		Formal and informal letters; Interviews; Diary entries; Newspaper report	Retelling a story; Letter writing; Writing a myth; Writing a modern debate poem	News bulletin; Writing poems in the style of those read
Badger Class	A	Key Text(s)	<p><u>Please Mrs Butler</u> - Allan Ahlberg</p> <p>Example leaflets - RNLI, Lifeskills, Gas Safety, Water Safety</p> <p><u>Resist: One Girl's Fight Back Against the Nazis</u> - Tom Palmer</p>	<p>Historical speeches from WW2 - Winston Churchill, Neville Chamberlain and King George VI</p> <p><u>The Bear and the Hare</u> - Winter Scene (Literacy Shed)</p>	<p>Extreme Earth (Twinkl)</p> <p><u>The Highwayman</u> - Alfred Noyes</p> <p><u>The Warm and the Cold</u> - Ted Hughes</p>	<p><u>The Hobbit</u> - J. R. R. Tolkien</p> <p><u>The Island</u> - Armin Greder (Hamilton)</p> <p>Poetry Slam</p>	<p><u>The Curse of the Maya</u> - Johnny Pearce &amp; Andy Loneragan or <u>Middleworld</u> - J&amp;P Voelkel</p>	<p><u>The Rain Player</u> - David Wisniewski (Literary Curriculum)</p> <p><u>Jabberwocky</u> - Lewis Carroll</p>
		Writing Outcomes	<p>Poetry - Figurative language</p> <p>Leaflets - Non-chronological reports</p> <p>Resist - Missing chapter writing; Use of Speech</p>	<p>Persuasive writing - speeches</p> <p>Persuasive features</p> <p>Wintery Scene - Descriptive writing (Literacy Shed)</p>	<p>Developing use of speech to progress a narrative.</p> <p>News reports - direct and reported speech</p> <p>Poetry</p>	<p>Descriptive writing linked to the Hobbit-adventure stories</p> <p>Balanced arguments</p> <p>Poetry Slam</p>	<p>Biography writing; recounts</p> <p>Narrative writing - historical fiction</p>	<p>Analytical essay</p> <p>Poetry</p>
Badger Class	B	Key Text(s)	<p><u>The Arrival</u> - Shaun Tan (Literary Curriculum)</p> <p><u>The Kidnapped Prince: The Life of Olaudah Equiano</u> - Anne Cameron</p>	<p><u>Suffragette, The Battle for Equality</u> - David Roberts</p> <p><u>Freedom Bird</u> - Jerdine Nolen (Literary Curriculum)</p>	<p><u>Can We Save the Tiger?</u> - Martin Jenkins and <u>The Tyger</u> - William Blake (Literary Curriculum)</p>	<p><u>The Hidden Forest</u> - Jeannie Baker (Literary Curriculum)</p>	<p><u>The London Eye Mystery</u> - Siobhan Dowd</p> <p><u>Children of the Benin Kingdom</u> - Dinah Orji (Literary Curriculum)</p>	<p><u>Children of the Benin Kingdom</u> - Dinah Orji (Literary Curriculum)</p> <p><u>Romeo and Juliet</u> - retold by Helen Street or <u>A Beautiful Lie</u> - Irfan Master (Literary Curriculum)</p>
		Writing Outcomes	<p>Extended own version narrative</p> <p>Letter/diary writing</p>	<p>Formal letters; Diary entries; Balanced arguments; Speeches</p> <p>Biography; Poetry</p>	<p>Speech writing; Poetry; Explanation text</p> <p>News report (incident at Chew Stoke)</p>	<p>Balanced arguments</p>	<p>Narrative writing - mystery stories; Building suspense</p> <p>Informal letters; Contrasting diary entries</p>	<p>Survival guides; Eyewitness reports; Story summaries; Non-chronological reports</p> <p>Play-scripts; Diary entries</p>