

**Stakesby Primary Academy**

**Curriculum Map**

This Curriculum Map demonstrates how you can develop children’s understanding of literary forms, wider knowledge of the world, empathy for the human experience and language competency by working with quality texts through our carefully crafted planning sequences. They show how language, grammar, phonics and spelling can be contextualised in meaningful ways and how to plan for progression; enabling children to work at greater depth in both reading and writing.

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| **NURSERY/ RECEPTION A****Using a Power of Reading Teaching Sequence to Create a** **writing curriculum** | **The Everywhere Bear*****By Julia Donaldson*****(4 weeks)** | **Owl Babies*****By Martin Waddell*****(4 weeks)** | **The Gigantic Turnip****(6 weeks)** | **Emily Brown and The Thing By Cressida Cowell****(6 weeks)** | **Astro Girl****By Ken Wilson-Max****(5 weeks)** | **The Train Ride****By June Crebbin****(3-4 weeks)** | **Surprising Sharks** **By Nicola Davies****(4 weeks)** |
| **Literary Form** | Rhyming couplet story | Story | Traditional tale | Story | Story linking to black heritage | Story | Non-fiction |
| **EYFS** **Communication and Language****(30-50 months)** | * Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories.
* Showing understanding of prepositions; beginning to understand ‘why’ and ‘how’ questions.
* Beginning to use more complex sentences to link thoughts; can retell a simple past event in correct order; using talk to connect ideas, explaining what is happening and anticipates what might happen next, recalling and reliving past experiences; questioning why things happen and giving explanations; using a range of tenses; using intonation, rhythm and phrasing to make the meaning clear to others; using vocabulary focused on objects and people that are of particular importance to them; building up vocabulary that reflects the breadth of their experiences; using talk in pretending that objects stand for something else in play.
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| **Extended Writing Outcome/s** | Care labels and signageLetter  | Descriptive paragraphLetter | Instructions (recipe format)Story with alternative ending / additional section | InstructionsLetter | Information textPoetry | Story mapVerse (add to the story)Story | Information booklet/ fact file Letter |

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| **YEAR 1****Using a Power of Reading Teaching Sequence to Create an** **English Curriculum** | **The Adventures of Egg Box Dragon*****By Richard Adams*****(4 weeks)** | **If All the World Were*****By Joseph Coelho*****(4 weeks)** | **A Necklace of Raindrops *By Joan Aiken*****(3 weeks)** | **Leaf*****By Sandra Dieckmann*****(5 weeks)** | **The Secret of Black Rock*****By Joe Todd-Stanton*****(4 weeks)** | **One Day On Our Blue Planet…** ***By Ella Bayley*****(4-5 weeks)** | **Zeraffa Giraffa*****By Diane Hofmeyr*****(7 weeks)** |
| **Literary Form**  | Narrative | Narrative | Collection of narratives |  | Narrative | Narrative | Non-fictionNarrative | Picture book based on a true story |
| **National Curriculum** **Vocabulary, Grammar,** **Punctuation (and Spelling)** | * Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.
* Combining words to make sentences; joining words and joining clauses using ‘and’.
* Sequencing sentences to form short narratives.
* Separable words; capital letters, full stops, question marks and demarcating sentences.
* Capital letters for names and the personal pronoun ‘I’.
* Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
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| **Extended Writing Outcome/s**  | Narrative (part of story)PoemLetter | PoemExtended 1st person narrative | LetterInstructions |  | Non-chronological reportPoemPersuasive writing (speech)Recount | Information textRecount (diary entry)Persuasive writing (poster) | Information textDescriptionNarrative (with introduction to redrafting) | Character descriptionNewspaper reportPersuasion (description) |

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| **YEAR 2****Using a Power of Reading Teaching Sequence to Create an** **English Curriculum** | **The Bee Who Spoke*****By Al MacCuish*****(4 weeks)** | **The Secret Sky Garden*****By Linda Sarah*****(4 weeks)** | **Out and About: A first book of poems*****By Shirley Hughes*****(3 weeks)** | **The Lonely Beast*****By Chris Judge*****(4 weeks)** | **Ossiri and the Bala Mengro*****By Richard O’Neil*****(4-5 weeks)** | **Leaf*****By Sandra Dieckmann*****(6 weeks)** | **Hummingbird*****By Nicola Davies*****(5 weeks)** |
| **Literary Form**  | Narrative | Narrative | Poetry | Narrative | Narrative from another culture | Narrative | Non-fiction |
| **National Curriculum** **Vocabulary, Grammar,** **Punctuation (and Spelling)** | * Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.
* Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
* Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.
* Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
* Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.
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| **Extended Writing Outcome/s**  | Instructions (recipe)Recount (diary entry)Information text | Poetry (list poem)Persuasive writingCharacter description | Poetry (free verse) | Character descriptionWriting in role (letter, diary entry) | Persuasive writing (note/ letter)NarrativeInformation writing | Non-chronological report Poetry Persuasive writing (speech) Recount | Explanation textOdeWriting in role |

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| **YEAR 3/4/5 (B)****Using a Power of Reading Teaching Sequence to Create an** **English Curriculum** | **The Green Ship*****By Quentin Blake*****(4 weeks)** | **Noah Barleywater Runs Away*****By John Boyne*****(4 weeks)** | **Tales Told in Tents*****By Sally Pomme Clayton*****(3 weeks)** | **Just So Stories*****By Rudyard Kipling*****(3 weeks)** | **Belonging*****By Jeannie Baker*****(5 weeks)** | **Oliver and the Seawigs*****By Phillip Reeve*****(6 weeks)** | **Seasons of Splendour*****By Madhur Jaffrey*****(4 weeks)** | **Mama Miti****By Donna Jo Napoli****(6 weeks)** |
| **Literary Form**  | Narrative (adventure) | Narrative | Traditional tales | Traditional tales | Picture book | Narrative | Myths and legends | Narrative from another culture |
| **National Curriculum** **Vocabulary, Grammar,** **Punctuation (and Spelling)** | * Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections.
* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.
* Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
* Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.
* Terminology: determiner, pronoun, possessive pronoun, adverbial.
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| **Extended Writing Outcome/s**  | Character description Setting descriptionPoetryNarrative (own version) | Letter of advice / guidanceWriting in role (diary entry)Treaty | PoetrySetting descriptionNarrative  | PoetryNarrative | Setting descriptionPersuasive writing (letter or speech)Narrative | Diary entryArgumentInstructions | PlayscriptWriting in role (letter)Narrative (Retelling of myth/legend) | BiographyInstructions (construction manual)PoetrySpeech |

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| **YEAR 6****Using a Power of Reading Teaching Sequence to Create an** **English Curriculum** | **Rooftoppers*****By Katherine Rundell*****(5-6 weeks)** | **Dark Sky Park*****By Phillip Gross*****(6 weeks)** | **Running on Empty*****By S.E Durrant*****(5 weeks)** | **Shackleton’s Journey*****By William Grill*****(5 weeks)** | **Suffragette: The Battle for Equality****By David Roberts****(6-7 weeks)** | **The Other Side of the Truth*****By Beverley Naidoo*****(5 weeks)** |
| **Literary Form**  | Narrative  | Poetry | Narrative | Narrative | Non-fiction | Narrative with political context |
| **National Curriculum** **Vocabulary, Grammar,** **Punctuation (and Spelling)** | * Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.
* Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.
* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.
* Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.
* Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
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| **Extended Writing Outcome**  | Character descriptionWriting in role (diary, narrative retelling)Newspaper reportExplanation text | PoetryPersuasive adverts | LetterInformation textNarrative (extending the book to Year 8) | Character descriptionPoetryInstructionsRecount | Biography / pen portrait Song lyrics (anthem)Newspaper reportPamphlet | Writing in role (diary entry)Formal letter writingDiscussion / debate |