



# 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.

| <b>NURSERY/<br/>RECEPTION B</b><br>Using a Power of<br>Reading Teaching<br>Sequence to Create an<br>English Curriculum | <b>Percy the Park<br/>Keeper</b><br><i>By Nick Butterworth</i><br><br>(5 weeks) | <b>Biscuit Bear</b><br><i>By Mini Grey</i><br><br>(6 weeks)           | <b>Rain</b><br><i>By Manya Stojic</i><br><br>(6 weeks) | <b>Yucky Worms</b><br><i>By Vivian French</i><br><br>(5 weeks) | <b>On Sudden Hill</b><br><i>By Linda Sarah</i><br><br>(6 weeks)                                | <b>We’re Going on a Bear Hunt</b><br><i>By Michael Rosen</i><br><br>(6 weeks) |
|--|---|---|--|--|--|---|
| <b>Literary Form</b>   | Narrative collection  | Narrative   | Narrative  | Narrative and non-fiction text                                 | Narrative  | Narrative with repetitive phrases + onomatopoeia                              |
| <b>Extended Writing<br/>Outcome/s</b>  | Thought & speech bubbles<br>Statement sentences<br>List                         | Instructions (recipe)<br>Story with additional /<br>different section | Poem<br>Recount (diary)                                | Poem<br>Information text                                       | Diary entry<br>Speech / thought bubbles<br>Poetry (call and response) including<br>performance | Description<br>Story (new version)  |

# Stakesby Primary Academy Writing Curriculum Map: The Power of Reading

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| <b>YEAR 1</b><br>Using a Power of Reading Teaching Sequence to Create an English Curriculum | <b>The Adventures of Egg Box Dragon</b><br><i>By Richard Adams</i><br><br>(7 weeks)   | <b>Assessment</b> | <b>Leaf</b><br><i>By Sandra Dieckmann</i><br><br>(6 weeks)                 | <b>The Secret of Black Rock</b><br><i>By Joe Todd-Stanton</i><br><br>(4 weeks) | <b>One Day On Our Blue Planet...</b><br><i>By Ella Bayley</i><br><br>(4-5 weeks) | <b>Zeraffa Giraffa</b><br><i>By Diane Hofmeyr</i><br><br>(7 weeks)    |
| <b>Literary Form</b>  | Narrative   |                   | Narrative  | Narrative  | Non-fiction Narrative  | Picture book based on a true story                                    |
| <b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>                  | <ul style="list-style-type: none"> <li>Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>Sequencing sentences to form short narratives.</li> <li>Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>Capital letters for names and the personal pronoun 'I'.</li> <li><u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul> |                   |  |  |  |   |
| <b>Extended Writing Outcome/s</b>   | Narrative (part of story)<br>Poem<br>Letter   |                   | Non-chronological report<br>Poem<br>Persuasive writing (speech)<br>Recount | Information text<br>Recount (diary entry)<br>Persuasive writing (poster)       | Information text<br>Description<br>Narrative (with introduction to redrafting)   | Character description<br>Newspaper report<br>Persuasion (description) |

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| <b>YEAR 2</b><br>Using a Power of Reading Teaching Sequence to Create an English Curriculum | <b>The Bee Who Spoke</b><br><i>By Al MacCuish</i><br><br>(6 weeks)   | <b>Out and About: A first book of poems</b><br><i>By Shirley Hughes</i><br><br>(4 weeks) | <b>The Lonely Beast</b><br><i>By Chris Judge</i><br><br>(4 weeks) | <b>Ossiri and the Bala Mengro</b><br><i>By Richard O'Neil</i><br><br>(4 weeks) | <b>The Hodgeheg</b><br><i>By Dick King-Smith</i><br><br>(4 weeks)                 | <b>Hummingbird</b><br><i>By Nicola Davies</i><br><br>(5 weeks) |
| <b>Literary Form</b>  | Narrative  | Poetry   | Narrative   | Narrative  | Narrative   | Non-fiction / narrative  |
| <b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>                  | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li><u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul> |  |   |  |   |  |
| <b>Extended Writing Outcome/s</b>   | Instructions (recipe)<br>Recount (diary entry)<br>Information text   | Poetry (free verse)  | Character description<br>Writing in role (letter, diary entry)    | Persuasive writing (note/ letter)<br>Narrative<br>Information writing          | Write in role (diary)<br>Narrative (retell part of the story)<br>Information text | Explanation text<br>Ode<br>Writing in role                     |

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|---|--|--|--|--|--|---|
| <b>YEAR 3/4/5 (C)</b><br>Using a Power of Reading Teaching Sequence to Create an English Curriculum | <b>Krindlekrax</b><br><i>By Phillip Ridley</i><br><br>(5 weeks)  | <b>Harry Miller's Run</b><br><i>By David Almond</i><br><br>(7 weeks) | <b>A Pebble in my Pocket:<br/>The History of Our Earth</b><br><i>By Meredith Hooper</i><br><br>(5 weeks) | <b>The General</b><br><i>By Janet Charters</i><br><br>(5 weeks)    | <b>African Tales</b><br><i>By Gcina Mhlophe</i><br><br>(5 weeks) | <b>Varjak Paw</b><br><i>By SF Said</i><br><br>(6 weeks) |
| <b>Literary Form</b>  | Narrative  | Narrative  | Non-fiction  | Picture book   | Narratives from other cultures                                   | Narrative   |
| <b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>                          | <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>Introduction to inverted commas to punctuate direct speech.</li> <li><u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</li> </ul> |  |  |  |  |   |
| <b>Extended Writing Outcome/s</b>   | Diary entry<br>Non-chronological report<br>Narrative   | Biography<br>Writing in role<br>Poetry<br>Information booklet        | Poetry<br>Recount<br>Persuasive writing (leaflet)  | Newspaper report<br>Speech (speaking aloud)<br>Setting description | Information booklet<br>Letter of advice<br>Narrative             | Recount<br>Character description<br>Poetry<br>Narrative |

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| <b>YEAR 6</b><br>Using a Power of Reading Teaching Sequence to Create an English Curriculum | <b>Rooftoppers</b><br><i>By Katherine Rundell</i><br><br>(5-6 weeks)   | <b>Dark Sky Park</b><br><i>By Phillip Gross</i><br><br>(6 weeks) | <b>Running on Empty</b><br><i>By S.E Durrant</i><br><br>(5 weeks)      | <b>Shackleton's Journey</b><br><i>By William Grill</i><br><br>(5 weeks) | <b>Suffragette: The Battle for Equality</b><br><i>By David Roberts</i><br><br>(6-7 weeks) | <b>The Other Side of the Truth</b><br><i>By Beverley Naidoo</i><br><br>(5 weeks) |
| <b>Literary Form</b>  | Narrative  | Poetry   | Narrative  | Narrative   | Non-fiction   | Narrative with political context   |
| <b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>                  | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li><u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul> |  |  |   |   |  |
| <b>Extended Writing Outcome</b>   | Character description<br>Writing in role (diary, narrative retelling)<br>Newspaper report<br>Explanation text  | Poetry<br>Persuasive adverts                                     | Letter<br>Information text<br>Narrative (extending the book to Year 8) | Character description<br>Poetry<br>Instructions<br>Recount              | Biography / pen portrait<br>Song lyrics (anthem)<br>Newspaper report<br>Pamphlet          | Writing in role (diary entry)<br>Formal letter writing<br>Discussion / debate    |