


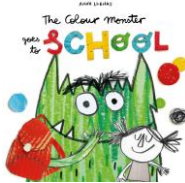
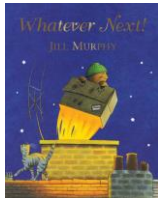
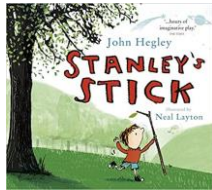

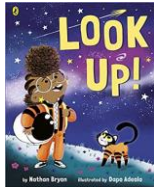

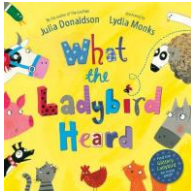
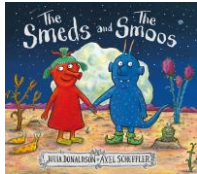
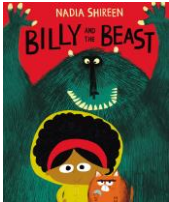

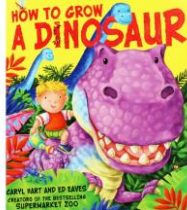
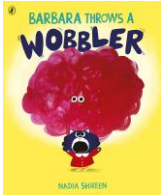
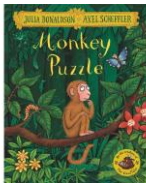
English Curriculum Teaching Contexts Map

EYFS to Year 6

Narrative/Non-Fiction/Poetry


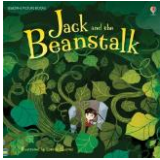

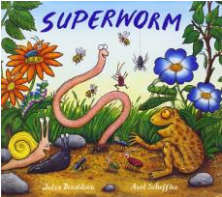
EYFS - English Curriculum – Teaching Contexts Map

Narrative/Non-Fiction/Poetry

	Autumn	Spring	Summer
	Text Stimulus and Genre/Forms of Writing Coverage	Text Stimulus and Genre/Forms of Writing Coverage	Text Stimulus and Genre/Forms of Writing Coverage
EYFS	<p>The EYFS Curriculum is driven by the exploration of a variety of genres and text-types, following the children’s interests and needs – see Reading, Writing and Spoken Language progression maps for all Early Learning Goals within each area of English.</p> <p><u>Texts explored throughout the year include:</u></p> <p>Billy & the big new school - Laurence Anholt, The colour monster goes to school - Anna LLenas, Whatever Next - Jill Murphy, Stanley’s Stick - John Hegley,. Once there were Giants - Martin Waddell, Look Up - Nathan Byron, After the Fall - Dan Santat, What the Ladybird Heard - Julia Donaldson, The Smeds and the Smoos - Julia Donaldson, Billy and the Beast - Nadia Shireen, Flo of the Somme Hilary Robinson, How to grow a Dinosaur - Caryl Hart, Barbara throws a wobbler - Nadia Shireen, Monkey Puzzle Julia Donaldson.</p>		
	<div>        </div> <div>        </div>		

English Curriculum – Year 1 Teaching Contexts Map

Narrative/Non-Fiction/Poetry

Autumn – Year 1		
Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<i>The Bug Collector</i> by Alex G Griffiths	<p>Narrative - Stories set in familiar places</p> <p>Non-Fiction - labels, captions and lists</p>
	<i>Jack and the Beanstalk</i> (traditional tale)	<p>Narrative - Traditional/Fairy tales and playscripts</p>
	<i>The Bad Tempered Ladybird</i> by Eric Carle	<p>Narrative - Stories with imaginary settings</p>
	<i>Superworm</i> by Julia Donaldson	<p>Narrative - Stories set in familiar places</p> <p>Poetry – patterns, rhyme and description</p> <p>Non-fiction - Present information, Labels, lists and captions</p>

Spring – Year 1 Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<i>The Cook and the King</i> by Julia Donaldson	Narrative - Stories set in familiar places
  	<i>The Queen's Knickers and The King's Pants</i> by Nicholas Allen <i>The Queen's Hat</i> by Steve Antony	Narrative - Stories set in familiar places Narrative diaries
	<i>The Great Fire of London</i> by Susanna Davidson	Non-fiction - Recounts Non-fictions - Lists
	<i>Hello</i> by Viola Wang	Narrative - Stories with imaginary settings
 	<i>Princess Smartypants</i> by Babette Cole <i>Cinderella</i> (traditional tale)	Narrative - Traditional/Fairy tales and playscripts
	<i>Shape Poetry Anthology</i>	Poetry – patterns, rhyme and description

Summer – Year 1 Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<i>The Big Book of the Blue</i> by Yuval Sommer	Non-fictions - Labels, captions and lists
	<i>Storm Whale</i> by Benji Davis	Narrative - Stories set in familiar places Non-fiction - Letters
	<i>The Lighthouse Keeper's Lunch</i> by Ronda Armitage	Non-fiction - Instructions Narrative diaries
	<i>The Snail and the Whale</i> by Julia Donaldson	Narrative - Stories set in familiar places Poetry – patterns, rhyme and description
	<i>Lost and Found</i> by Oliver Jeffers	Narrative - Stories with imaginary settings
	Grace Darling	Non-fiction - Letters Narrative diaries

English Curriculum – Year 2 Teaching Contexts Map


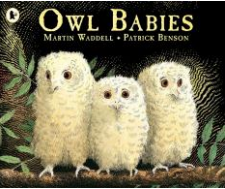
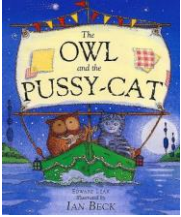
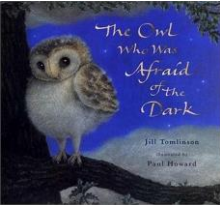
Narrative/Non-Fiction/Poetry

Autumn – Year 2		
Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>Eliot Jones Midnight Superhero</i> by Anne Cottringer</p>	<p>Narrative - Stories set in familiar places Non-fiction - Instructions Non-fiction - Explanations</p>
	<p><i>Superhero poem Anthology</i></p>	<p>Poetry - Poems that use pattern, rhyme and description</p>
	<p><i>Traction Man</i> by Mini Grey</p> <p><i>The Pea and the Princess</i> <i>Dish and the Spoon</i> <i>Biscuit Bear</i> <i>Magic Show</i> all by Mini Grey</p>	<p>Narrative - Stories that mimic significant authors</p>

Spring – Year 2 Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<i>The Lion Inside</i> by Rachel Bright	Narrative - Stories that mimic significant narratives Non-fiction - Letters
	<i>Little Red and the very Hungry Lion</i> by Alex T Smith	Narrative - Stories that mimic significant authors
	<i>Meerkat Mail</i> by Emily Gravett	Narrative diaries Non-fiction - Recounts Non-fiction - Information texts Non-fiction - Glossaries
	<i>Three Limericks</i> by Michael Rosen	Poetry - Nonsense and humorous poems and limericks



Summer – Year 2

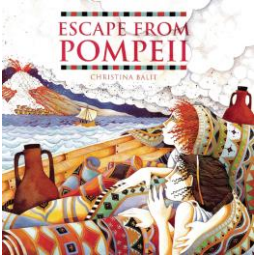

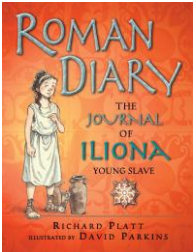

Text Stimulus and Genre/Forms of Writing Coverage

	Text Stimulus	Forms of Writing/Genres - through reading, writing and spoken language
	 <p>WHERE THE WILD THINGS ARE</p> <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p><i>Where the Wild things are</i> by Maurice Sendak</p>	<p>Narrative - Stories with imaginary settings</p> <p>Narrative diaries</p> <p>Non-fiction - Instructions (revise)</p>
  	<p><i>Owl Babies</i> by Martin Wadell</p> <p><i>The Owl who was Afraid of the Dark</i> by Jill Tomlinson</p> <p><i>The Owl and the Pussycat</i> By Edward Lear</p>	<p>Narrative - Stories set in familiar places</p> <p>Non-fiction - Non-chronological reports</p> <p>Poetry - Nonsense and humorous poems, including those that use pattern and rhyme</p>

English Curriculum – Year 3 Teaching Contexts Map

Narrative/Non-Fiction/Poetry

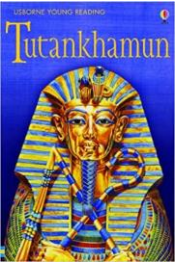
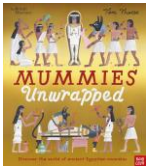


Autumn – Year 3		
Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus	Forms of Writing/Genres - through reading, writing and spoken language	
  	<p><i>The Pirate Cruncher</i> by Jonny Duddle <i>The Pirates Next Door</i> by Jonny Duddle <i>The Pirates of Scurvy Sands</i> by Jonny Duddle</p>	<p>Narrative - Stories of Adventure Non-fiction – Letters Non-fiction - Persuasive writing</p>
	<p><i>Pirate poem anthologies</i></p>	<p>Poetry – Learning and performing a poem by heart</p>
 	<p><i>Stone Age Boy</i> by Satoshi Kitamura <i>Ug</i> by Raymond Briggs</p>	<p>Narrative - Stories that contain historical characters or events</p>

<div>Spring – Year 3</div> <div>Text Stimulus and Genre/Forms of Writing Coverage</div>		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<i>Escape from Pompeii</i> by Christina Balit	Narrative - Stories that contain historical characters or events Non-fiction – Letters
	<i>Haiku</i>	Poetry - Haiku
	<i>Roman Diary: The Journal of Iliona, young slave</i> by Richard Platt	Narrative diaries Playscripts
	<i>Volcanoes</i>	Non-fiction - Explanations

<div>Summer – Year 3</div> <div>Text Stimulus and Genre/Forms of Writing Coverage</div>		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>Cakes in Space</i> by Philip Reeve</p>	<p>Narrative - Fictional Biographies Narrative - Stories of Adventure</p>
	<p><i>I Took the moon for a Walk</i> by Carolyn Curtis</p>	<p>Poetry - Poems that conveys an image</p>
	<p><i>One Giant Leap</i> by Don Brown <i>Neil Armstrong & Mae Jemison: Little People, Big Dreams</i> by Maria Isabel Sanchez Vegara</p>	<p>Non-fiction - Biographies</p>
	<p><i>CBBC Newsround</i></p>	<p>Non-fiction - Writing in a journalistic style – News feeds and online articles</p>

English Curriculum – Year 4 Teaching Contexts Map

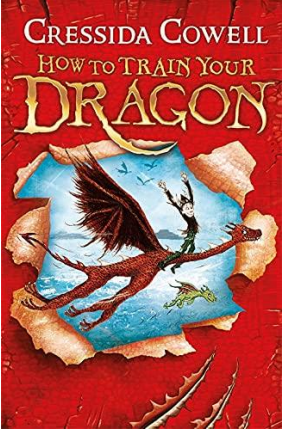
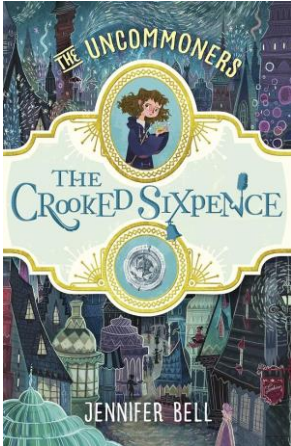
Narrative/Non-Fiction/Poetry

Autumn – Year 4		
Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<i>Tutankhamun</i> by Gill Harvey	Non-fiction - Biographies Narrative - Fictional biographies
	<i>Mummies unwrapped</i> by Tom Froese	Non-fiction - Instructions
	<i>Heading Home</i> by Matt Goodfellow	Poetry - Poems that convey an image
	<i>The Creakers</i> by Tom Fletcher	Narrative - Stories of mystery and suspense Narrative diaries

<div>Spring – Year 4</div> <div>Text Stimulus and Genre/Forms of Writing Coverage</div>		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
 	<p><i>Charlie Small: Gorilla City</i> by Charlie Small</p> <p><i>Fantastic beasts and Where to Find them</i> by J.K.Rowling</p>	<p>Narrative - Stories of adventure</p> <p>Non-fiction - Letters</p> <p>Non-fiction - Balanced Arguments</p>
	<p><i>Jabberwocky</i> by Lewis Carroll</p>	<p>Poetry – Learning and performing a poem by heart</p>
	<p><i>The Jungle Book</i> by Rudyard Kipling</p>	<p>Narrative - Playscripts</p>
 	<p><i>The Puffin Keeper</i> by Michael Morpurgo</p> <p><i>The Tempest</i> adapted from William Shakespeare</p>	<p>Narrative - Stories set in familiar places</p> <p>Non-fiction – Letters</p>

Summer – Year 4

Text Stimulus and Genre/Forms of Writing Coverage

Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>How to train your dragon</i> by Cressida Cowell</p>	<p>Narrative - Stories with imaginary settings Non-fiction – Explanations Non-fiction - Non-chronological reports (Vikings) Poetry - Cinquain poems</p>
	<p><i>The Crooked Sixpence</i> by Jennifer Bell</p>	<p>Narrative - Stories set in familiar places Narrative - Stories with imaginary settings Non-fiction - Recounts</p>

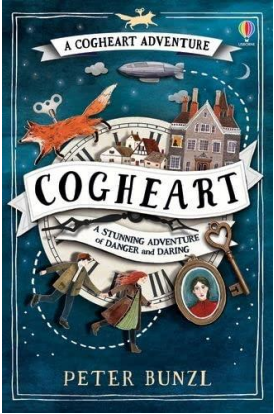

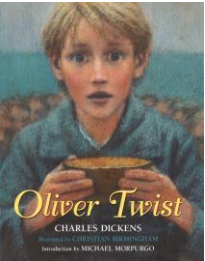
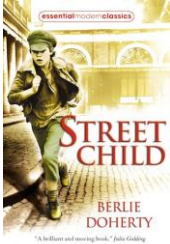
English Curriculum – Year 5 Teaching Contexts Map

Narrative/Non-Fiction/Poetry

Autumn – Year 5		
Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>Impossible Creatures</i> by Katherine Rundell</p>	<p>Narrative - Stories that contain magical, mythical or legendary characters or events</p> <p>Narrative - Stories of mystery and suspense</p>
	<p><i>Little people, Big Dreams: Rosa Parks</i> by Lisbeth Kaiser</p>	<p>Non-fiction – Recounts/Reports</p>
 	<p><i>Who Let the Gods Out</i> by Maz Evans</p> <p><i>Pandora's box</i> adapted from the Greek myth</p>	<p>Non-fiction - Persuasive writing</p> <p>Non-fiction - Balanced arguments</p> <p>Non-fiction - Letters</p>
	<p><i>The Odyssey</i> by Homer</p>	<p>Poetry – Learning and performing a poem by heart</p>

Spring – Year 5

Text Stimulus and Genre/Forms of Writing Coverage

Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>Cogheart</i> by Peter Bunzl</p>	<p>Narrative - Stories of mystery and suspense Narrative diaries Narrative - Playscripts Non-fiction - Write in a journalistic style Non-fiction - Explanations</p>
	<p><i>From a Railway Carriage</i> by Robert Louis Stevenson</p>	<p>Poetry – Learning and performing a poem by heart</p>
 	<p><i>Oliver Twist</i> adapted from Charles Dickens by Leslie Baxter <i>Street Child</i> by Berlie Doherty</p>	<p>Narrative - Older/Classic Literature Non-fiction - Recounts (revise) Non-fiction - Biographies (revise)</p>

Summer – Year 5

Text Stimulus and Genre/Forms of Writing Coverage

Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>Why the whales came</i> by Michael Morpurgo</p>	<p>Narrative - Stories set in familiar places Non-fiction - Non-chronological reports (revise)</p>
 	<p><i>Our Planet</i> by David Attenborough <i>Greta and the Giants</i> by Greta Thunberg</p>	<p>Non-fiction - Balanced arguments (revise) Non-fiction - Persuasive writing (revise) Non-fiction - Instructions (revise)</p>
	<p><i>If I had wings</i> by Pie Corbett</p>	<p>Poetry - Poems that convey an image</p>

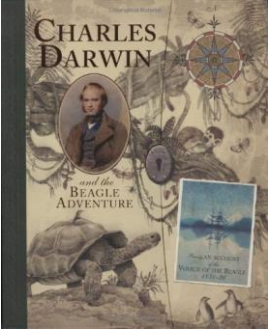
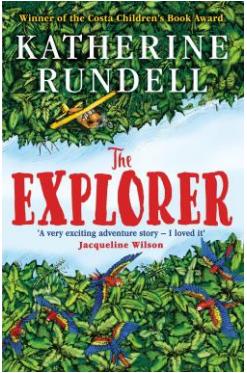
English Curriculum – Year 6 Teaching Contexts Map



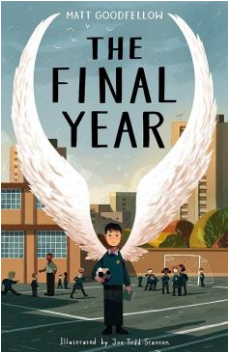
Narrative/Non-Fiction/Poetry

Autumn – Year 6		
Text Stimulus and Genre/Forms of Writing Coverage		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
 	<p><i>Goodnight Mister Tom</i> by Michelle Magorian & <i>Wave me Goodbye</i> by Jacqueline Wilson</p>	<p>Narrative - Older/Classic Literature Narrative - Stories containing historical characters or events Narrative diaries Non-fiction - Recounts Non-fiction - Biographies</p>
	<p><i>The Second World War</i> by Conrad Mason</p>	<p>Non-fiction – Balanced Arguments/Discussions Non-fiction – Persuasive writing</p>
	<p><i>Dolce et Decorum est</i> by Wilfred Owen</p>	<p>Poetry - Poems that convey an image</p>
	<p><i>Projekt 1065</i> by Alan Gratz</p>	<p>Narrative - Stories of adventure Narrative - Stories of mystery and suspense</p>

Spring – Year 6

Text Stimulus and Genre/Forms of Writing Coverage

Text Stimulus	Forms of Writing/Genres - through reading, writing and spoken language
 <p>Charles Darwin and the Beagle Adventure by AJ Wood</p>	<p>Non-fiction - Letters Non-fiction - Recounts</p>
 <p>The Explorer by Katherine Rundell</p>	<p>Narrative - Stories of adventure Non-fiction - Instructions</p>

<div>Summer – Year 6</div> <div>Text Stimulus and Genre/Forms of Writing Coverage</div>		
Text Stimulus		Forms of Writing/Genres - through reading, writing and spoken language
	<p><i>Flanimals</i> by Ricky Gervais</p>	<p>Non-fiction - Explanations</p>
	<p><i>The Complete Adventures: Bear Grylls</i> by Bear Grylls</p>	<p>Narrative - Fictional biographies</p>
	<p><i>The Final Year</i> by Matt Goodfellow</p>	<p>Non-fiction – Letters Non-fiction - Recounts Poetry - Learn and perform a poem by heart</p>