

# Early Years English Genre and Text Type Mapping for Reading and Writing

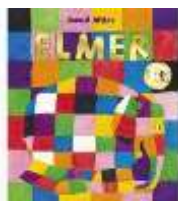


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>					
	Giraffes can't dance – Giles Andreae The Colour Monster – Anna Llenas The Colour Monster goes to school – Anna Llenas	Each Peach Pear Plum- Janet and Allan Ahlberg The Enormous Turnip – traditional The Best Diwali Ever – Hannah Eliot	Peepo – Janet and Allan Ahlberg Katie In London – James Mahew Coming to England – Floella Benjamin All are welcome – Alexandra Penfold	The Very Hungry Caterpillar – Eric Carle Jasper's Beanstalk – Nick Butterworth The Tiny Seed– Eric Carle	A Superhero like you – Dr Ranj Supertato – Sue Hendra Superworm – Julia Donaldson	The Snail and the Whale – Julia Donaldson Mr Gumpy's outing - John Burningham
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>					
	Why I should brush my teeth? – Katie Daynes	Black History (Campbell Books My First Heroes, 9)		Usborne Beginners Caterpillars and butterflies – Stephanie Turnbull	Busy People: Teacher – Lucy M George	What to Look for in Summer (A Ladybird Book) – Elizabeth Jenner
<b>Poetry</b>	<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>					
	Tommy Thumb 5 little specked frogs		Jack and Jill		The Nut Tree- Julia Donaldson	

## Early Years Reading for Pleasure Spine

Our reading spine is a carefully chosen selection of good quality children's books, some of which are used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.

### Reading Spine



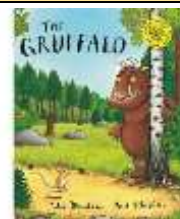
Elmer – David McKee



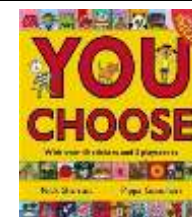
The Colour Monster -  
Anna Lenas



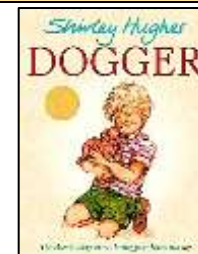
We're Going on a Bear Hunt – Michael Rosen



The Gruffalo – Julia  
Donaldson



You Choose – Nick  
Sharratt



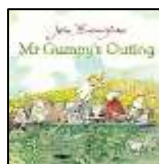
Dogger – Shirley Hughes



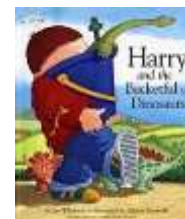
On the Way Home – Jill  
Murphey



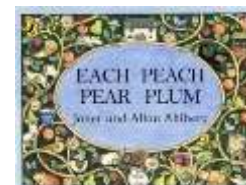
The Tiger Who Came to  
Tea – Judith Kerr



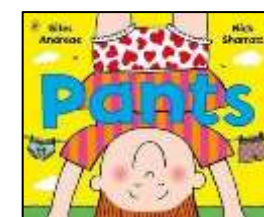
Mr Gumpy's Outing –  
John Burningham



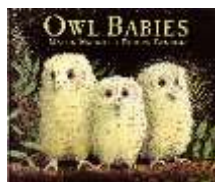
Harry and the Bucketful  
of Dinosaurs - Ian  
Whybrow



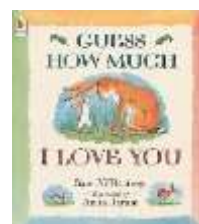
Each Peach Pear Plum –  
Janet and Allan Ahlberg



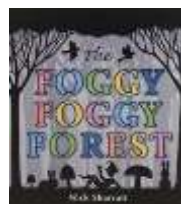
Pants – Giles Andreae



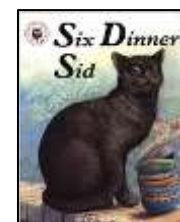
Owl Babies – Martin  
Waddell



Guess How Much I  
Love You – Sam  
McBratney



The Foggy, Foggy  
Forest – Nick Sharratt



Six Dinner Sid - Inga  
Moore



Out and About –  
Sophia Danielsson-  
Waters



The World Around Me  
– Charlotte Guillain

# Year One English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently						
Narrative	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Write sentences by sequencing sentences to form short narratives</li> </ul>					
	<u>Stories with predictable phrasing</u> We're Going on a Bear Hunt (Michael Rosen) A Squash and a Squeeze or Room on the Broom (Julia Donaldson) Oi Frog Peace at Last (Jill Murphy)	<u>Stories with familiar settings</u> The Tiger who came to Tea (Judith Kerr) The Snowman and the Sun (Susan Taghdis)	<u>Stories from other cultures</u> Handa's Surprise (Eileen Brown) Handa's Hen (Eileen Brown)	<u>Adventure or fantasy stories</u> Beegu (Alexis Deacon) Where the Wild Things Are (Maurice Sendak)	<u>Traditional Tales</u> Goldilocks and the Three Bears	<u>Traditional Tales</u> Jack and the Beanstalk
Suggested outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories	Write a series of sentences to mirror and innovate from a familiar story in a familiar setting	Write a series of sentences to innovate, changing characters or settings	Write a description of the setting using adjectives and simple sentences.	Write a series of sentences to innovate, changing characters or settings, making use of the conventions of fairy tales	Write a recount of events in role as a character.
Non-Narrative	<ul style="list-style-type: none"> <li>Listen to and discuss information books and other non-fiction</li> <li>Pupils should be shown some of the processes for finding out information</li> </ul>					
	<u>Labels, lists and captions</u>	<u>Recounts</u>	<u>Report</u>	<u>Instructions</u>	<u>Persuasion</u>	<u>Explanation</u>
Suggested outcome	Write labels and sentences for Room on the Broom	Write simple, first-person recounts based on personal experience, using adverbs of time to aid sequencing	Write a simple, non-chronological report to describe aspects of a known subject area, using labels and headings.	Following a practical experience, write simple sentences to accompany pictures or photographs.	Write a letter to ask for a change – could be linked to traditional tale setting	Write simple sentences to accompany photographs to describe a process
Poetry	<ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>					
	<u>Vocabulary focus</u> <a href="#">Stars in the Sky – Senses poem</a>		<u>Structure Focus</u> Rhyme structure – nursery rhymes		<u>Take One Theme/Poet</u> Roger McGough	
Suggested outcome	Firework poem based on the senses		Adapt a traditional poem/rhyme Perform a poem		Learn to perform parts of a poem Adapt a poem	

# Year One Reading for Pleasure Spine

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## Reading Spine



Stuck –  
Oliver Jeffers



The First  
Hippo on  
the Moon  
– David  
Walliams



Give Peas  
a Chance  
– Rob  
Biddulph



Handa's  
Hen –  
Eileen  
Brown



Penguin –  
Polly  
Dunbar



The Lion  
Inside –  
Rachel  
Bright



Aliens Love  
Underpants  
– Claire  
Freedman



Look Up -  
Nathan  
Bryon



How  
Many  
Spots has  
a Cheetah  
Got? –  
Steve  
Martin



I can  
only  
draw  
worms –  
Will  
Mabbit

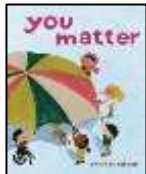


Anita and  
the  
Dragon –  
Hannah  
Carmona

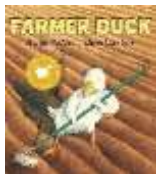
Where the Wild Things  
Are- Maurice Sendak



STORY AND PICTURES BY MAURICE SENDAK



You  
Matter –  
Christian  
Robinson



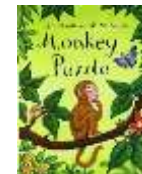
Farmer  
Duck –  
Martin  
Waddell



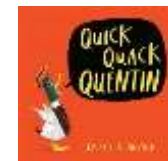
Planet Rescue – Patrick  
George



The  
Great Big  
Book of  
Families -  
Mary  
Hoffman



The  
Monkey  
Puzzle –  
Julia  
Donaldson



Quick  
Quack  
Quentin  
- Kes  
Gray

# Year Two English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching: listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently						
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story).</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> </ul>					
	<u>Stories with recurring narrative structure</u> Five Minutes Peace (Jill Murphy) A Quiet Night In (Jill Murphy)	<u>Traditional Tales</u> The Gingerbread Man	<u>Stories with familiar settings</u> Oliver's Vegetables (Vivien French)	<u>Contemporary Narrative</u> The Bear and the Piano (David Litchfield) The Lonely Beast (Chris Judge)	<u>Well-known Author</u> Fantastic Mr Fox (Roald Dahl)	<u>Stories with diverse representations</u> The Proudest Blue (Ibtihaj Muhammad)
Suggested outcome	Re-tell the story using familiar language as a starting point for adventurous vocabulary	Develop narrative language by innovating from the traditional tale, changing characters, settings or endings	Apply grammatical structures and punctuation through an innovated re-telling of the story or paragraph	Apply grammatical structures and punctuation through an innovated re-telling of the story or paragraph	Apply grammatical structures and punctuation through an innovated re-telling of the story or event	Apply grammatical structures and punctuation through an innovated re-telling of the story.
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways</li> <li>Pupils should learn about cause and effect in both narrative and non-fiction (for example, why certain dates are commemorated annually).</li> <li>Write about real events and write for different purposes</li> </ul>					
	<u>Explanation</u>	<u>Recount/diary</u>	<u>Instructions</u>	<u>Persuasive letter</u>	<u>Non-chronological report</u>	<u>Recount/diary</u>
Suggested outcome	Produce a flowchart, ensuring content is clearly sequenced	Write first person recounts re- telling historical or fictional events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Write a letter to convince a character to change their mind i.e. to persuade the bear to come home to visit his friends	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write first person recounts re- telling historical or fictional events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person
<b>Poetry</b>	<ul style="list-style-type: none"> <li>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Write poetry</li> </ul>					
	<u>Vocabulary focus</u> <a href="#">Who am I?</a>		<u>Structure Focus</u> Acrostic Poems		<u>Take One Theme/Poet</u> <a href="#">Dr Seuss Poems</a>	
Suggested outcome	Create a poem about themselves using a simple structure.		Create similar poems, innovating from model Learn to perform poems		Create similar poems, innovating from model Learn to perform poems	



## Year Two Reading for Pleasure Spine

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### Reading Spine



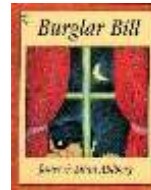
Lost and Found - Oliver Jeffers



The Way Back Home - Oliver Jeffers



The Creature Choir - David Walliams



Burglar Bill - J and A Ahlberg



The Twits - Roald Dahl



Ug - Raymond Briggs



Omnibombulator - Dick King-Smith



Squishy McFluff: Seaside Rescue - Pip Jones



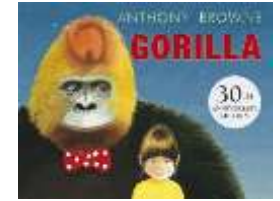
Troll Swap - Leigh Hodgkinson



Conker - Michael Morpurgo



Mirror - Jeannie Baker



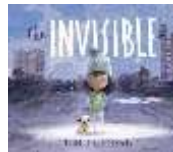
Gorilla - Anthony Browne



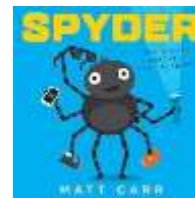
Dear Greenpeace - Simon James



Mr Big - Ed Vere



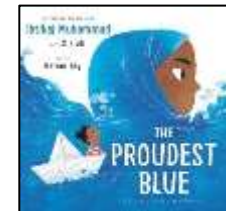
The Invisible - Tom Percival



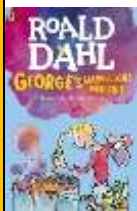
Spyder - Matt Carr



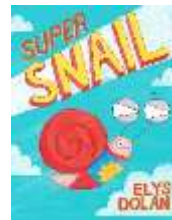
Into the Forest - Anthony Browne



The Proudest Blue - Ibtihaj Muhammad



George's Marvellous Medicine - Roald Dahl



Super Snail - Elys Dolan



Meerkat Mail - Emily Gravett



The Day Louis got Eaten - John Fardell



Big Book of the Blue - Yonal Zommer



The Secret of Black Rock - Joe Todd-Stanton











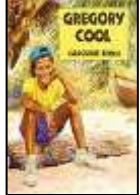
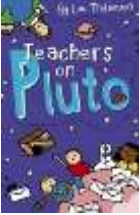

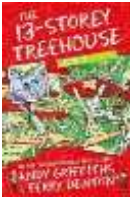

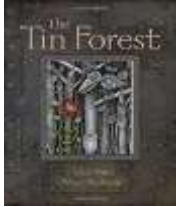





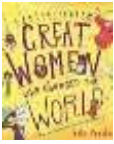


# Year Three English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books</li> <li>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum</li> <li>Pupils should plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>					
Narrative	<ul style="list-style-type: none"> <li>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>Draft and write narratives, creating settings, characters and plot</li> </ul>					
	<u>Stories by significant children’s authors (Roald Dahl)</u> The Twits examples as narrative and as playscript	<u>Stories with an historical setting / fantasy theme</u> The Stone Age Boy (Satoshi Kitamura)	<u>Contemporary fiction</u> The Miraculous Journey of Edward Tulane (Kate DiCamillo)	<u>Stories with diverse representations</u> Wangari’s Trees of Peace (Jeanette Winter)	<u>Myths and Legends</u> The Lambton Worm	<u>Traditional tales – alternative fairy tales</u> Snow White - Stories Around the World (Jessica Gunderson) Gender Swapped Fairytales (Karrie Fransman)
Suggested outcome	Character descriptions - creating extracts which develop character using a model from text. Extracts with dialogue Playscript of an extract Fictional narrative recount	Focus on description to plan and write an ‘encounter’ story	Retell parts of the journey in a diary entry – working to convey character	Create a first person recount or write the story from another perspective.	Create a narrative innovated from the text.	Create an alternative fairy tale by i.e. swapping gender roles or challenging expectations of ‘happy endings’
Non-Narrative	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Retrieve and record information from non-fiction</li> <li>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)</li> <li>Pupils should be shown how to use contents pages and indexes to locate information</li> <li>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description</li> </ul>					
	<u>Instructions</u> The Stone Age – Hunter Gatherers and Wolly Mammoths (Marcia Williams)	<u>Non-chronological report</u>	<u>Newspaper report</u> Based on Greek myth from History work	<u>Explanation</u> Monsters – Jonathan Emmett)	<u>Persuasion</u> How to Help a Hedgehog (National Trust)	<u>Recount</u>
Suggested outcome	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Teacher demonstrates research and note-taking and using a spidergram to organise the information.	Write a news report of an event, including detail expressed in ways that will engage the reader/viewer	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included	Write a letter, email or speech persuading a person to change their mind or their actions	Write a chronological recount of a known real or fictional event, including time adverbials and opinions.

<b>Poetry and Plays</b>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action #</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Read, re-read, and rehearse poems and plays for presentation and performance to give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</li> </ul>		
	<b>Poetry Theme</b> <a href="#">Environmental focus</a>	<b>Structure Focus</b> Shape poems and calligrams	<b>Take One Theme/Poet</b> Christina Rossetti – What is Pink Who has seen the Wind?
<b>Suggested outcome</b>	Create a rhyming environmental poem	Create similar poems, innovating from model Learn to perform poems	Create similar poems, innovating from model Learn to perform poems

## Year Three Reading for Pleasure Spine

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		Pinocchio – Michael Morpurgo		The Adventures of the Dish and the Spoon – Mini Grey		The Frog Prince continued – Jon Scieszka		Snow White in New York – Fiona French		Zeus on the Loose! – John Dougherty		Wiggles bottom Primary: the Toilet Ghost – Pamela Butchart
		The Cat and the King – Nick Sharratt		Freckle Juice – Judy Blume		Mr Birdsnest and the House Next Door – Julia Donaldson		Best Friends – Wendy Finney		Gregory Cool – Caroline Binch		Teachers on Pluto – Lou Trevelan
		The Iron Man – Ted Hughes		The 13-storey Treehouse – Andy Griffiths		After the Fall – Dan Santat		The Tin Forest – Helen Ward		Jelly Boots, Smelly Boots – Michael Rosen		How to Change the World – Rashmi Sirdeshpande
		Why Do We Wear Clothes? – Helen Hancocks		Blast-Off! – Jane Clarke		The Stone Age – Marcia Williams		Fantastically Great Women who Changed the World – Kate Pankhurst		The Street Beneath My Feet – Charlotte Guillain		The Secret Life of Bees – Moira Butterfield




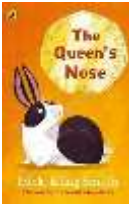



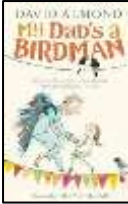














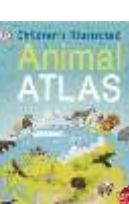


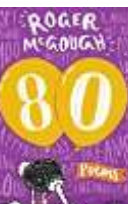
# Year Four English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching:</b> <ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books</li> <li>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum</li> <li>Pupils should plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>						
<b>Narrative</b>	<ul style="list-style-type: none"> <li>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>Draft and write narratives, creating settings, characters and plot</li> </ul>					
	<u>Stories with a historical setting</u> Escape from Pompeii by (Christine Balit)	<u>Adventure Story</u> Ariki and the Shark (Nicola Davies) The Lost Happy Endings (Carole Ann Duffy)	<u>Classic Children’s Literature</u> The Iron Man (Ted Hughes and Chris Mould)	<u>Quality Picture Book or film extract</u>	<u>Myths and Legends</u> Romulus and Remus	<u>Stories with issues and dilemmas</u> Moon Man (Tomi Ungerer) The Silence Seeker (Ben Morley)
<b>Suggested outcome</b>	Newspaper report	Dairy / recount in first person as character Setting or event description	Narrative re-telling of events.	Create extracts which include innovated dialogue between known characters – present as narrative and in playscript form.	Retelling of story from another viewpoint.	Write a first person account of a similar role, focusing on conveying character response.
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Retrieve and record information from non-fiction</li> <li>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)</li> <li>Pupils should be shown how to use contents pages and indexes to locate information</li> <li>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description</li> </ul>					
	<u>Instructions</u>	<u>Persuasive leaflet or other persuasive text</u>	<u>Non-Chronological report</u> “Kids Fight Plastic” by Martin Dory	<u>Explanations</u> “Vibrations make Sound” by Jennifer Boothroyd	<u>Discussion/Balanced argument</u>	<u>Formal letter</u>
<b>Suggested outcome</b>	Detailed instructions with clear introduction and conclusion – link to Roman Recipes	Link to Water Aid from Geography topic	Detailed instructions with clear introduction and conclusion	Create a sequenced description of a process which makes use of topic based vocabulary	Write up a balanced discussion presenting two sides of an argument - Link to Science “Don’t let them disappear’ by Chelsea Clinton	Create a letter to a newspaper or MP asking for change – ie to do with climate change

<b>Poetry and Plays</b>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Read, re-read, and rehearse poems and plays for presentation and performance to give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</li> </ul>		
	<u>Language focus</u> Similes and descriptions	<u>Structure Focus</u> Limericks	<u>Take One Theme/Poet</u> Michael Rosen
Suggested outcome	Write own similes and discuss effectiveness – compare and discuss alternatives	Create similar poems, innovating from model Learn to perform poems	Create similar poems, innovating from model Learn to perform poems

## Year Four Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		The Boy at the Back of the Class – Onjali Q Raúf		The Queen’s Nose – Dick King-Smith		Aliens Invaded my Talent Show – Matt Brown		How to Train your Dragon – Cressida Cowell		The Midnight Gang – David Walliams		My Dad’s a Birdman – David Almond
		James and the Giant Peach – Roald Dahl		Revolting Rhymes – Roald Dahl		Barefoot book of Earth Tales		Where the Forest Meets the Sea – Jeannie Baker		The Tales of Olga da Polga – Michael Bond		Cliffhanger – Jacqueline Wilson
		Hansel and Gretel – Michael Morpurgo		The Chocolate Dog – Holly Webb		The Abominables – Eva Ibbotson		King Flashypants and the Evil Emperor – Andy Riley		Spynosaur – Guy Bass		Kai and the Monkey King – Joe Todd-Stanton
		Bugs – Barbara Taylor		Do you Know About Space? – Sarah Cruddas		Children’s Animal Atlas – Jamie Ambrose		Dinosaur A – Z - Dustin Growick		Children who Changed the World – Marcia Williams		80 Poems – Roger McGough

# Year Five English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>					
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</li> <li>Pupils should be taught to recognise themes in what they read, such as loss or heroism. and have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>Draft &amp; write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					
	<u>Stories with a historical setting</u> Viking Boy Jotun Journey – (literacy shed film)	<u>Stories based on biography</u> Rosa Parks (Lisbeth Kaiser)	<u>Stories with issues and dilemmas</u> The Last Bear by Hannah Gold	<u>Stories with diverse representations</u> Cloud Tea Monkeys (Mal Peet)	<u>Myths and Legends</u> Odd and the Frost Giants (Neil Gaiman)	
Suggested outcome	Setting descriptions	Link to Black History Month – recount of events from other viewpoints, persuasive letter to bus company.	Create a similar “The Last...” story with an environmental message or an alternative ‘Viewpoint’ narrative	Diary Entry and first person recounts as Tashi	Setting and character descriptions Narrative myth	
<b>Non-Narrative</b> Content can be based on another subject but children must see models in English lessons	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</li> <li>Pupils should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>When using reference books, pupils should be shown how to use contents pages and indexes to locate information</li> <li>The skills of information retrieval that should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>					
	<u>Discussion/Balanced argument</u>	<u>Biography</u> Shackleton’s Journey (William Grill)	<u>Recount</u> The Man Who Walked Between the Towers (Mordicai Gerstein)	<u>Formal and informal letter</u> Until I met Dudley (Roger McGough)	<u>Instructions</u> You Tube – The Maker	<u>Explanations</u> Vanishing Rainforests
Suggested outcome	Write up a balanced discussion which represents two sides of an argument, following a debate	Compose a biographical account based on research	Recount events through different viewpoints using language appropriate to the role (reporter/police officer etc)	Focus on comparison of styles – consider formal vocabulary	Detailed instructions with clear introduction and conclusion and considered use of adverbial phrases	Explanation of a process with labelled diagrams and some use of causal language



<b>Poetry and plays</b>	<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		
	<p><b>Language Focus</b> Figurative language – The Dreadful Menace from Literacy Shed</p>	<p><b>Structure Focus</b> Haiku and Cinquain</p>	<p><b>Classic Poetry</b> Narrative poetry – the Jabberwocky (Lewis Carroll)</p>
<b>Suggested outcome</b>	Work on similes and metaphors. Consider language choices and effect on reader.	Create similar poems, innovating from model Learn to perform poems	Read and perform poems Innovate from a model

## Year Five Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		Brightstorm - Vashti Hardy		The Nowhere Emporium – Ross Mackenzie		The Polar Bear Explorers Club – Alex Bell		New Kid – Jerry Craft		Clockwork – Philip Pullman		You Wait Till I’m Older than You! Michael Rosen
		The London Eye Mystery – Siobhan Down		Tom’s Midnight Garden – Philippa Pearce		Frostheart – Jamie Littler		How to be a Pirate – Cressida Cowell		Wisp, a story of hope – Zana Fraillon		The Explorer – Katherine Rundell
		The Train to Impossible Places – PG Bell		Night Bus Hero - Onjali Q Raúf		Rubbish Town Hero – Nicola Davis		Azzi in Between – Sarah Garland		The Lost Thing – Shaun Tan		Ella on the Outside – Cath Howe
		The Humanual – Chris Van Tulleken and Xand van Tulleken		Three Cheers for Women – Marcia Williams		Factopia - Kate Hale		Rise Up – Amanda Li		Grace Hopper, Queen of Computer Code – Laurie Wallmark		The Pied Piper of Hamelin – Michael Morpurgo





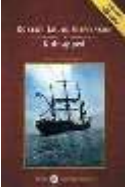
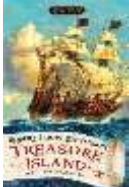



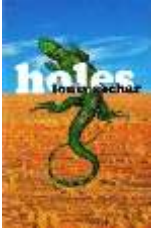


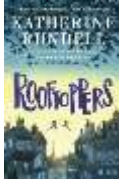











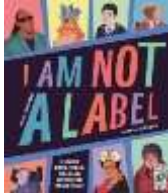

# Year Six English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching:</b> <ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>						
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</li> <li>Pupils should be taught to recognise themes in what they read, such as loss or heroism. and have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>Draft &amp; write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					
	<b>Stories with a historical setting</b> Street Child (Berlie Doherty)	<b>Classic Fiction</b> A Christmas Carol – Tony Mitton plus use of film extracts and radio extracts	<b>Author Study – Michael Morpurgo</b> The Giant’s Necklace Kensuke’s Kingdom	<b>Stories with issues and dilemmas</b> Varmints (Helen Ward) The Arrival (Shaun Tan)	<b>Stories with diverse representations</b> Henry’s Freedom Box + BOX. Henry Brown Mails Himself to Freedom	<b>Science Fiction Stories</b> Film and text extracts which build suspense. Alma (Literacy Shed)
<b>Suggested outcome</b>	Re-work an event from the story from the viewpoint of another character	Character Analysis	Narrative based around the character’s experience of falling into a mine and meeting the ghostly miners (or other event from the text)	First person recounts Setting descriptions Letters of persuasion in role as a character	Biography	Focus on suspense to create an encounter description, build in strong and considered use of vocabulary.
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</li> <li>Pupils should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>When using reference books, pupils should be shown how to use contents pages and indexes to locate information</li> <li>The skills of information retrieval that should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>					
	<b>Non-Chronological Report</b> Content can be based on another subject but children must see models in English lessons Tuesday (David Wiesner)	<b>Discussion/Balanced argument</b> Key Question given	<b>Formal and informal letter</b> Kensuke’s Kingdom (Michael Morpurgo)	<b>Persuasive leaflet or other persuasive text</b> Varmints (Helen Ward)	<b>Short tasks opportunity</b> Choose a text and give opportunities for children to independently demonstrate their writing skills. Moth by Isabel Thomas – link to Science	<b>Non- Chronological Reports</b> Content can be based on another subject but children must see models in English lessons
<b>Suggested outcome</b>	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience.	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	Use models to write letters which have a clear audience and purpose and which present a contrast in formality	Construct an argument to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness		Leaflet about school

<b>Poetry and plays</b>	<ul style="list-style-type: none"> <li>• Learn a wider range of poetry by heart</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		
	<p><b>Language focus</b></p> <p>Figurative language - City Jungle by Pie Corbett</p>	<p><b>Structure Focus</b></p> <p>Review of poetry types</p>	<p><b>Classic Poetry</b></p> <p>Narrative Poem – Highwayman (Alfred Noyes)</p>
<b>Suggested outcome</b>	Build on imagery and include onomatopoeia and personification.	Create similar poems, innovating from model Learn to perform poems	Learn to read and perform poems

## Year Six Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		The Owl Service – Alan Garner		Private Peaceful – Michael Morpurgo		Kidnapped – Robert Louis Stephenson		Treasure Island – Robert Louis Stephenson		The Silver Sword - Ian Serallier		The Secret Garden – Frances Hodgson Burnett
		Truckers – Terry Pratchett		Holes – Louis Sachar		Blackout – Robert Swindells		Wonder – RJ Palacio		Rooftoppers - Katherine Rundell		The Girl Savage – Katherine Rundell
		Spirit of the Jungle – Bear Grylls		Return to the Jungle – Bear Grylls		Cog Heart – Peter Bunzl		Wolf Brother – Michelle Paver		A Pocketful of Stars – Aisha Bushby		Nevermoor – Jessica Townsend
		Fly Me Home – Polly Ho Yen		The Arrival – Shaun Tan		The Midnight Guardians – Ross Montgomery		Space Maps – Laura Albanese		I am Not a Label - Carrie Bunnell		Great Adventurers – Alastair Humphreys