

Reading Curriculum Map 2021-2022

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 2	RWI/ Comprehension Units		Pandora	The Night Gardener	The Wolf, The Duck and the Mouse	Planet Awesome (NF)	Pip and Egg	Moth (NF)	Message from the Moon (Poetry)	Grey Island, Red Boat	The Glassmaker's Daughter	Ossiri and the Bala Mengro
Year 3	Sand Wizards (L&L)	Adventures of Dish and the Spoon	Stonehenge (NF)	Who's afraid of the Big Bad Wolf	Moon Juice (Poetry)	Extra Yarn	Cinderella of the Nile	A Rock is Lively (NF)	Flood	Lighter than air (NF)	Blue John	Featherlight
Year 4	Unit 1 - Descriptive write linked to Raksha Bandan (L&L)		Wisp	Dollop of Ghee	Language of Cat (Poetry)	Walter Tull (NF)	White Fox	Hermelin	Escape from Pompeii	Charging About (NF)	Tear Thief	Blue Planet
Year 5	Prometheus and Pandora (L&L)		Cloudbusting (Poetry)	House held up by trees	Curiosity (NF)	Red Tree	The Promise	There's a boy in the girls' bathroom (Class Reader)	Race to the Frozen North	Shackleton's Journey (NF)	Clockwork (Class Reader / ToB)	The Unforgotten Coat
Year 6	Booked (Poetry)	Rose Blanche	Song from Somewhere Else	Once (Class Reader)	Collected poems (Poetry)	On the Origin of species (Non-fiction)	Savage	Raven's Gate (Class Reader)	SATs Prep	The Arrival	Story like the wind	Exploring Space (Non-fiction)

Writing Curriculum Map 2021-2022

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 2	RWI/ Comprehension Units		Pandora	The Night Gardener	The Wolf, The Duck and the Mouse	Planet Awesome (NF)	Pip and Egg	Moth (NF)	Message from the Moon (Poetry)	Grey Island, Red Boat	The Glassmaker's Daughter	Ossiri and the Bala Mengro
Year 3	Sand Wizards (L&L)		Welcome Project	Natural World Poetry	Fairy tales	Personal Projects	Information	Fables	People's history	Speechmaking	Instructions	Memoir
Year 4	Unit 1 - Descriptive write linked to Raksha Bandan (L&L)		Welcome Project	Sensory Poetry	Character driven short story	Personal Projects	Information	Setting-focused short story	Persuasive Letter	Speechmaking	Match report	Memoir
Year 5	Prometheus and Pandora (L&L)		Welcome Project	Poetry that hides in things	Developed short stories	Personal Projects	Explanation	Graphic Novel	Biography	Speechmaking Unit	Advocacy journalism	Memoir
Year 6	Welcome Project	Social and Political Poetry	Flash fiction	Discussion	Debating	Personal Projects	Flash fiction	Picture books	Anthology of life	Community Activism	Speechmaking Unit	Autobiography

<u>Curriculum Requirements (reading)</u>	<u>Curriculum Requirements (writing)</u>
<p>Year 2:</p> <ul style="list-style-type: none"> • retell some familiar stories • pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. • listening to, discussing and expressing 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 • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Year 2</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
<p>Year 3 - 4:</p> <ul style="list-style-type: none"> • They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. • They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<p>Year 3 - 4</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • in narratives creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry] Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. 	<ul style="list-style-type: none"> Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.
<p>Year 5 - 6:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their 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 learning a wider range of poetry by heart preparing 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 In using reference books, pupils should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, 	<p>Year 5 - 6</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the

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.

reader [for example, headings, bullet points, underlining]

- distinguishing between the language of speech and writing and choosing the appropriate register