

## Knebworth Primary School Writing Matrix



All children will develop a love of reading that will last a lifetime. They will be empowered to develop their own unique writing style, through a mastery of the English language and an ability to engage with a variety of audiences.

Write to be understood, speak to be heard, read to grow.

Lawrence Clark Powell

Deep Roots	Autumn		Spring		Summer		Key vocabulary
	Skills	Application	Skills	Application	Skills	Application	
<b>Year 1</b>  <b>Gunpowder plot</b> <b>Space race</b> <b>Victorians</b> <b>Seasides</b>	Write labels, lists and captions  Capital letters, full stops, spaces between words  Sequencing simple sentences / narratives in fiction and non-fiction  Developing vocabulary by	Labels, lists and captions - <i>link to science; body parts and the senses</i> (F & NF) <b>Funny Bones</b>  Stories with predictable phrasing – <i>link to diversity</i> (F) <b>We're Going To Find The Monster / Wolf Won't Bite / Handa's Surprise (oral story telling)</b>	Sequencing simple and compound sentences  Developing use of the word <i>and</i> as a conjunction  Capital letters (inc for proper nouns), full stops  Adjectives for description	Stories reflecting on own experience / contemporary fiction (F) <b>The Last Noo-Noo</b>  Reports (F & NF) – <i>link to RE, Chinese New Year and link to history (cars)</i> <b>The Ugly Five Transport - Henry Ford</b>	Writing longer narratives (complete stories with a simple structure and longer NF pieces)  Use time adverbs to aid sequencing  All to use 'and'. Challenge - use 'because' to provide reasoning	Traditional tales (F) - <i>focus on oracy</i> <b>Jack and the Beanstalk, The Gingerbread man (oral story telling)</b>  Explanations (NF) – <i>link to science</i> <b>Bean Diary, Plant Growth Ppt</b>	Capital letter Full stop Spaces Question mark Exclamation mark Word Sentence Plural Conjunction Adjective  Reads and spells CEW/ HRS (ELS) Days of the week



	<p>using adjectives for description and first hand experiences to develop oracy skills</p> <p>ELS Phonics – assessment and revision of phases 3 and 4</p> <p>ELS Phonics – teaching of phases 4 and 5</p>	<p>Instructions (F and NF) – <i>linked to science and geography (seasons)</i> <b>Pumpkin Soup</b></p> <p>Poetry – free verse and rhyming couplets (F &amp; NF) – <i>link to RE and diversity, and science (seasons)</i> <b>Diwali Poetry / Bonfire &amp; Fireworks Poetry</b></p> <p>Recounts – Christmas themed – <i>linked to RE and science (seasons)</i> <b>Visual literacy / John Lewis advert</b></p>	<p>Rhyming words</p> <p>Sequencing simple sentences / narratives in fiction and non-fiction</p> <p>On-going skills: noun suffixes -s or -es Verb suffixes with no change to root word -er -est -ing -ed -y</p> <p>ELS Phonics – teaching of phase 5, inc alternative pronunciations</p>	<p>Recount (NF) <b>Christmas</b> <b>Recount, building on children’s own experiences.</b></p> <p>Poetry – free verse and rhyming couplets (F) - <i>link to maths</i> <b>One Silver Speck</b> <b>Counting Rhymes</b></p> <p>Take 1 book – (Whole School) <b>The Midnight Fair</b></p> <p>Instructions (NF) – <i>linked to wellbeing</i> <b>Road Safety</b> (external speakers to develop oracy skills)</p>	<p>Capital letters, full stops, question marks, exclamation marks</p> <p>Editing own learning</p> <p>Develop rhythm and rhyme</p> <p>Using the prefix un- and pre-</p> <p>On-going skills: noun suffixes -s or -es Verb suffixes with no change to root word -er -est -ing -ed -y</p> <p>ELS Phonics – teaching of phase 5, inc alternative pronunciations</p>	<p>Reports (NF) – <i>link to History</i> <b>Queen Victoria, Queen Victoria’s Bathing Machine</b></p> <p>Poetry – <i>link to diversity</i> <b>Benjamin</b> <b>Zephaniah</b></p> <p>Diversity Week – <i>link to diversity</i> <b>range of books inspired by children’s interests/needs.</b> E.g. – <b>Pirate mum’s, Hair Love, Sulwe, The Proudest Blue</b></p>	
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<p><b>Year 2</b></p> <p><b>Great fire of London</b></p> <p><b>Tudors</b></p> <p><b>Aztecs</b></p>	<p>Subordinating and coordinating conjunctions</p> <p>Consistent use of past / present tenses</p> <p>Capital letters, full stops, question marks, exclamation marks</p> <p>Commas for lists</p> <p>Revision of phase 5 &amp; alternative spellings</p> <p>Formation of nouns using -ness and -er</p> <p>Formation of adjectives using suffixes -ful, -less, -er, -est</p> <p>Formation of adverbs using -ly</p>	<p>Traditional Tales – Fairy Tales (F) <i>Link to gender equality</i> <b>Cinderella / Cinderboy</b></p> <p>Non-chronological reports (NCR) Recounts <i>Link to history</i> (NF) <b>Great Fire of London – G. Clements</b></p> <p>Poetry – list poems and calligrams (F) <b>Oi Cat, Oi Dog, Oi Frog, oi platypus</b></p> <p>Take 1 book (F) <b>Snow Queen</b></p>	<p>Subordinating and coordinating conjunctions</p> <p>Varying sentence openers</p> <p>Expanded noun phrases</p> <p>Labelled pictures and diagrams</p> <p>Adding the suffixes -er, -ing, -est (double, chop, change rule)</p> <p>Apostrophes for contraction</p>	<p>Stories with recurring literary Language (significant author) <b>Farmer Duck / Pig in the Pond</b></p> <p>Instructions (NF) <b>How to babysit a grandma , How to sneak a monster in to school/Let’s make some great fingerprint art</b></p> <p>Poetry <i>Links to all subjects</i> <b>Stars with Flaming Tails</b> <b>Valerie Bloom</b></p> <p>Take one author: <b>Roald Dahl</b></p> <p>Take 1 book (Whole School) <b>The Midnight Fair</b></p>	<p>Subordinating and coordinating conjunctions</p> <p>Character descriptions</p> <p>Adverbs to sequence events</p> <p>Introduction to dialogue</p> <p>Use of Standard English</p> <p>Apostrophes for possession</p> <p>Homophones and near homophones</p>	<p>Traditional Tales – Myths <i>Link to geography</i> <b>Tinga Tales / Just so Stories</b></p> <p>Report (NF) <i>Link to history</i> <b>Roald Dahl</b> <b>Henry 8th</b></p> <p>Poetry – Take One Poet (F) <b>Spike Milligan – On the Ning Nang Nong</b></p> <p>Take 1 book (NF) <i>Link to science</i> <b>A Planet Full of Plastic</b></p> <p>Explanations (NF) <i>Link to science and food chains</i> <b>Once upon a jungle/The story goes on</b></p>	<p>(Including key vocabulary from previous year groups)</p> <p>noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma</p> <p>Reads and spells CEW/ HFW</p>
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<p><b>Year 3</b></p> <p><b>Stone Age</b></p> <p><b>Romans</b></p> <p><b>Local history</b></p>	<p>Subordinating and coordinating conjunctions</p> <p>Setting descriptions</p> <p>Adverbs to sequence events</p> <p>Numbered lists and headings</p> <p>Accurate selection of correct graphemes</p> <p>Revision of double, chop, change rule</p> <p>Follow Essential Spelling scheme + Y3/4 word list</p>	<p>Traditional Tales – Fables (F)</p> <p><i>Link to geography</i></p> <p><i>Aesop’s Fables / The Koala Who Could/ The Lion Inside</i></p> <p>Play scripts (F)</p> <p><i>Roald Dahl/ Traditional Tales</i></p> <p>Instructions (NF)</p> <p><i>George’s Marvellous Medicine / Instructions – N.Gaiman/ How to Wash a Woolly Mammoth</i></p> <p>Recounts (NF)</p> <p><i>Link to black history</i></p> <p><i>Selection of ‘real’ News Reports/ Walter Tull Scrapbook</i></p> <p>Poetry – haikus, tankas and kennings (F)</p> <p><i>Kennings &amp; Haikus (various)</i></p> <p>Take 1 book (F)</p> <p><i>Aesop Fables</i></p>	<p>Subordinating and coordinating conjunctions</p> <p>Character descriptions</p> <p>Speech layout and inverted commas</p> <p>Paragraphs, headings and subheadings</p> <p>Figurative language</p> <p>Use of determiners ‘a’ and ‘an’</p> <p>Follow Essential Spelling scheme + Y3/4 word list</p>	<p>Alternative fairy tales (F)</p> <p><i>The Three Little Wolves &amp; the Big Bad Pig/ How the Library (not the Prince) Saved Rapunzel</i></p> <p>Explanations (NF)</p> <p><i>The Street Beneath My Feet / Big Book of Plants/ Various texts (non-fiction/ The Pebble in my Pocket</i></p> <p>Poetry – free verse and limericks (F)</p> <p><i>Various limericks</i></p> <p>Take 1 book (Whole School)</p> <p><i>The Midnight Fair</i></p>	<p>Subordinating and coordinating conjunctions</p> <p>Speech layout and inverted commas</p> <p>Formal and informal styles</p> <p>Commas to mark grammatical boundaries</p> <p>Use of Standard English</p> <p><i>Homophones and near homophones</i></p> <p>Begin to teach etymology e.g. word families</p> <p>Follow Essential Spelling scheme + Y3/4 word list</p>	<p>Adventure Stories (F)</p> <p><i>The Lion, the Witch &amp; the Wardrobe</i></p> <p>Persuasion (NF)</p> <p><i>The Day the Crayons Quit/ Various Persuasive Letters/ Omar, the Bees &amp; Me</i></p> <p>Poetry – Take 1 Poet</p> <p><i>Allan Ahlberg</i></p> <p>Take 1 book (NF)</p> <p><i>Link to science Summer - Look Up</i></p>	<p>(Including key vocabulary from previous year groups)</p> <p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>Year 3/4 word list</p>
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<p><b>Year 4</b></p> <p><b>Anglo Saxons</b></p> <p><b>Dragons</b></p> <p><b>Ancient Egypt</b></p>	<p>Subordinating and coordinating conjunctions</p> <p>Commas to mark grammatical boundaries</p> <p>Fronted adverbials</p> <p>Character descriptions</p> <p>Paragraphs, headings and subheadings</p> <p>Pronouns to aid cohesion</p> <p>Accurate selection of correct graphemes</p> <p>Use of determiners 'a' and 'an'</p> <p>Revision of keep chop change double</p> <p>Follow Essential Spelling scheme + Y3/4 word list</p>	<p>Myths / Quests (F) <b>The Dragon Slayer / How to train a dragon/ The land of Roar</b></p> <p>Reports (NF) <i>Links to history</i> <i>Anglo Saxon</i> <b>King Alfred</b> <b>England's greatest King</b></p> <p>Poetry – free verse and riddles (F) <i>Links to wellbeing</i> <b>Overheard on a Saltmarsh/ A small dragon</b></p> <p>Take 1 book (F) <b>The Dragon Machine</b></p>	<p>Commas to mark grammatical boundaries</p> <p>Setting descriptions</p> <p>Expanded noun phrases</p> <p>Use of Standard English</p> <p>Figurative language</p> <p><b>Homophones and near homophones</b></p> <p><b>Follow Essential Spelling scheme + Y3/4 word list</b></p>	<p>Writing and performing a play (F) <i>Links to history</i> <b>Beowulf</b></p> <p>Story settings (F) <i>Links to diversity</i> <b>Cloud Tea</b> <b>Monkeys /The Butterfly Lion</b></p> <p>Persuasion (NF) <i>Links to the environment</i> <b>Stella and the seagull</b></p> <p>Poetry – free verse and narrative poetry (F) <b>The Magic Box</b></p> <p>Take 1 book (Whole School) <b>The Midnight Fair</b></p>	<p>Commas to mark grammatical boundaries</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Speech layout and inverted commas</p> <p>Formal and informal styles</p> <p>Subject verb agreement</p> <p><b>Possessive apostrophes</b></p> <p><b>Follow Essential Spelling scheme + Y3/4 word list</b></p>	<p>Stories with a theme (F) <i>Links to history / geography</i> <b>Egyptian</b> <b>Cinderella / The Time Travelling Cat</b></p> <p>Discussion (NF) <i>Links to gender, equality and diversity</i> <b>Pink is for boys</b></p> <p>Explanation (NF) <b>Gorilla City / Until I Met Dudley</b></p> <p>Poetry – Take 1 Poet (F) <b>Valerie Bloom</b></p> <p>Take 1 book (NF) <i>Links to science – explanation / report</i> <b>Beetle boy</b></p>	<p>(Including key vocabulary from previous year groups) determiner, pronoun, possessive pronoun and adverbial</p> <p>Year 3/4 word list</p> <p><b>Increasing understanding of the etymology and morphology of words</b></p>
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<p><b>Year 5</b></p> <p><b>WW1</b></p> <p><b>Ancient Greece</b></p> <p><b>Crime and Punishment</b></p> <p><b>Mountains</b></p>	<p>Relative clauses</p> <p>Subject and verb agreement</p> <p>Varying use of adverbials</p> <p>Modal verbs</p> <p>Perfect form of verbs</p> <p>Revision from Y4</p> <p>Silent letters</p> <p>Follow Essential Spelling scheme + Y5/6 word list</p>	<p>Suspense and Mystery (F)</p> <p><b>Boy in the Tower/The Watertower</b></p> <p>Instructions (NF)</p> <p><i>DT link biscuits</i></p> <p><b>Beware of Boys / Mr Shaha's Recipes for Wonder</b></p> <p>Recount (NF)</p> <p><i>WW1 link</i></p> <p><b>Stone Girl, Bone Girl</b></p> <p>Poetry – free verse and cinquains (F)</p> <p><i>Geography link</i></p> <p><i>WW1 link</i></p> <p><b>Where the Poppies Now Grow</b></p> <p>Take 1 book (F)</p> <p><b>Tales From Outer Suburbia</b></p>	<p>Flashbacks – shifts in tenses</p> <p>Expanded noun phrases</p> <p>Brackets, dashes or commas for parenthesis</p> <p>Indicating degrees of possibility</p> <p>Figurative language</p> <p>Homophones and near homophones</p> <p>Follow Essential Spelling scheme+ Y5/6 word list</p>	<p>Myths and Legends (F)</p> <p><i>History link – Ancient Greeks</i></p> <p><b>Ancient Myths Collection / Myths and Legends – Anthony Horowitz</b></p> <p>Discussion (NF)</p> <p><i>RSHE link – citizenship</i></p> <p><b>We Are All Born Free / Malala's Magic Pencil</b></p> <p>Explanation (NF)</p> <p><i>Geography link – mountains</i></p> <p><b>Mountains of the world / How to be a World Explorer: Not for Parents</b></p> <p>Poetry – free verse and spoken word (F)</p> <p><b>The Dreadful Meance / Joseph Coelho</b></p> <p>Take 1 book (Whole School)</p> <p><b>The Midnight Fair</b></p>	<p>Relative clauses</p> <p>Expanded noun phrases</p> <p>Varying use of adverbials</p> <p>Brackets, dashes or commas for parenthesis</p> <p>Introduce semi colons</p> <p>Follow Essential Spelling scheme+ Y5/6 word list</p>	<p>Fiction from our literary heritage</p> <p><i>science – animals and their habitats</i></p> <p><b>Just So Stories / The Magician's Nephew</b></p> <p>Persuasion (NF)</p> <p><b>Greta and the Giants</b></p> <p>Reports (NF)</p> <p><i>History link – Victorian Crime and Punishment</i></p> <p><b>The Vile Victorians / Elizabeth Fry</b></p> <p>Poetry – Take 1 Poet (F)</p> <p><b>The Lost Spells</b></p> <p>Take 1 book (NF)</p> <p><b>The Promise – N.Davies</b></p>	<p>(Including key vocabulary from previous year groups)</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p> <p>Year 5/6 word list</p> <p>Increasing understanding of the etymology and morphology of words</p>
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<p><b>Year 6</b></p> <p><b>WW2</b></p> <p><b>The Mayans</b></p> <p><b>Earthquakes &amp; Volcanoes</b></p>	<p>Levels of formality</p> <p>Subjunctive and perfect forms of verbs</p> <p>Semi colon, colon and dash</p> <p>Figurative language</p> <p>Passive voice</p> <p>Revision from Y5</p> <p>Synonyms and antonyms</p> <p>Follow Essential Spelling scheme+ Y5/6 word list</p>	<p>Fiction genres (F) <i>Link to history</i> <b>Letters from the lighthouse/Room 13</b></p> <p>Persuasion (NF) <i>Link to history</i> <b>Propaganda posters/speeches that changed the world</b></p> <p>Reports (NF) <i>Link to history</i> <b>WW2 newspaper reports (The Blitz replica newspaper)</b></p> <p>Recount (NF) <i>Link to history</i> <b>Anne Frank's Diary/ My secret war diary</b></p> <p>Letter (NF) <i>Link to history</i> <b>My secret war diary</b></p> <p>Poetry – free verse (F) <b>The Tin Forest</b></p> <p>Take one book – TBD <i>linked to diversity.</i></p>	<p>Interweaving action, dialogue and description in narrative forms</p> <p>Flashbacks – shifts in tenses</p> <p>Linking ideas using a wider range of cohesive devices e.g. pronouns, adverbials, ellipsis.</p> <p>Hyphens and compound adjectives</p> <p>Follow Essential Spelling scheme+ Y5/6 word list</p>	<p>Narrative workshop (F) <b>See text recommendations by genre from HfL</b></p> <p>Formal letter (NF) <b>Harry Potter and the philosopher's stone</b></p> <p>Explanation (NF) <i>Link to geography</i> <b>Everything Volcanoes and Earthquakes</b></p> <p>Instructions (NF) <b>Harry Potter and the philosopher's stone</b></p> <p>Poetry – monologues (F) <b>Disney monologues/Speeches that changes the world</b></p> <p>Take 1 book (Whole School) <b>The Midnight Fair</b></p>	<p>Linking ideas using a wider range of cohesive devices e.g. pronouns, adverbials, ellipsis</p> <p>Levels of formality</p> <p>Key words revision</p> <p>Etymology lessons</p> <p>Follow Essential Spelling scheme+ Y5/6 word list</p>	<p><b>Focus on study skills</b></p> <p>Poetry – Take 1 Poet (F) <i>Link to wellbeing</i> <b>Cloud busting by Malorie Blackman</b></p> <p>Take 1 book (NF) <i>Link to citizenship</i> <b>Debating skills – Speeches that Changed the World by Quercus</b></p>	<p>(Including key vocabulary from previous year groups)</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p> <p>Year 5/6 word list</p> <p>Securing understanding of the etymology and morphology of words</p>
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## Knebworth School Text Map

*A working document to show progression in texts across the school linked to the teaching and learning of English units (not an exhaustive list)*

### OUR READING VISION:

*Children will develop a love of reading that will last a lifetime. They will access a range of reading materials through a variety of medias, both for pleasure and for purpose. School texts will be high quality, purposeful and inspiring to promote meaningful book talk.*

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### English Vision

All children will develop a love of reading that will last a lifetime. They will be empowered to develop their own unique writing style, through a mastery of the English language and an ability to engage with a variety of audiences.

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#### **EYFS – Nursery & Reception**

##### **FICTION:**

*Fiction books in EYFS will tend to have a focus on rhyme, rhythm, alliteration and language that extends beyond to what the children have been exposed to at home. Books will be picked to suit the needs of each individual cohort.*

Nursery Rhymes, Traditional Tales, Fairy Tales, Rhyming Stories (eg: Julia Donaldson), Stories with Repeated Language (so children can begin to learn off by heart and join in with), Number Stories are used frequently.

Popular authors: Julia Donaldson, Jill Murphy, Nick Sharratt, Kes Gray, Claire Freedman, Jan Fearnley, Janet and Allan Ahlberg, Eric Carle, Giles Andreae, Simon Bartram, Nick Butterworth, Benedict Blathwayt, Rob Biddulph and Oliver Jeffers.

Popular Titles: Pumpkin Soup, Journey, Pet the Cat-Rocking In My School Shoes, Mama Panya's Pancakes, An island in the Sun, The Owl Who Was Afraid of the Dark, Duck in a Truck/ Fix It Duck.

##### **NON-FICTION:**

*Non-fiction books in EYFS will pick up on the interests of the children in the class and will aim to develop curiosity and questioning skills.*

Number Stories, Mathematical Books (eg: Pattern Fish), Information Books based on Children's Interests, Animal Books, Nature Books





YEAR ONE	AUTUMN TERM	SPRING TERM	SUMMER TERM <i>High Aspirations</i>
	<p><b>FICTION:</b>  <u>Stories With Predictable Phrasing:</u>            Wolf Won't Bite - Emily Gravett            Click Clack Moo - Cows That Type, Doreen Cronin &amp; Betsy Lewin            Penguin - Potty Dunbar            Handa's Surprise - Eileen Browne            Fortunately, Unfortunately - Michael Foreman            The Gruffalo - Julia Donaldson</p> <p><u>Poetry - Rhyming Couplets</u>            Nursery Rhymes</p>	<p><b>FICTION:</b>  <u>Contemporary Fiction:</u>            (Stories Reflecting Children's Own Experiences)            Billy's Bucket - Kes Gray            Where's My Teddy? - Jez Alborough            Owl Babies - Martin Waddell            Knuffle Bunny - Mo Willems            Six Dinner Sid - Inga Moore            Handa's Surprise - Eileen Browne            The Snail and The Whale - Julia Donaldson            Paddington Bear Stories - Michael Bond</p> <p><u>Poetry - Rhyming Couplets</u>            Rhyming Books by - Julia Donaldson</p>	<p><b>FICTION:</b>  <u>Traditional Tales / Fairy Tales:</u>            The Gingerbread Boy - Ian Beck            Goldilocks and the Three Bears - Ian Beck            Little Red Riding Hood - Ian Beck            Jack and The Beanstalk            Cinderella            The Gingerbread Man            Sleeping Beauty</p> <p><u>Poetry - Poetry Appreciation</u>            To be selected by children - Michael Rosen Collection</p>
	<p><b>NON-FICTION:</b>  <u>Labels, Lists and Captions:</u>            The Tiger Who Came To Tea - Judith Kerr            Funnybones - Janet and Allan Ahlberg</p> <p><u>Recount:</u>            Augustus and his Smile - Catherine Rayner            On Friday something funny happened - John Prater            Rosie's Walk - Pat Hutchins            Once there were giants - Martin Waddell &amp; Penny Dale            Oliver's Vegetables - Vivian French            Naughty Bus! - Jan Oke            The Very Hungry Caterpillar - Eric Carle            Summer Holiday Writing (speaking and listening focus/writing based on own experiences.)</p>	<p><b>NON-FICTION:</b>  <u>Report:</u>            Polar Bear Report Writing (PowerPoints, films)            Polar Bears - Laura Marsh (National Geographic)            Zog - Julia Donaldson</p> <p><u>Instructions:</u>            Biscuit Bear - Mini Grey            Gruffalo Crumble and Other Recipes - Julia Donaldson and Axel Sheffler            How to Look After Your Hamster/Dog - Colin Hawkins            Honey Biscuits - Meredith Hooper            Sam's Sandwich - David Pelham            How to wash a woolly mammoth - Michelle Robinson            A Beginner's Guide to Bear Spotting - Michelle Robinson and David Roberts</p>	<p><b>NON-FICTION:</b>  <u>Report:</u>            First facts Bugs - Dorling Kindersley            Minibeasts: First Fabulous Facts - Ladybird            A First Book of Animals - Nicola Davies            A Little Guide to Wild Flowers - Charlotte Voake            Speckle the Spider - Emma Dodson (contains a number of text types)            Bug Detective - Maggie Lee            The Big Book of Bugs - Yuval Zommer</p> <p><u>Explanation:</u>            Yucky Worms - Vivian French            Ten Things I Can Do to Help My World - Melanie Walsh            National Geographic for children series e.g.            Little Kids Big Book of Why            Monsters: an owner's guide - Jonathan Emmett &amp; Mark Oliver            Aliens: an owner's guide - Jonathan Emmett and Mark Oliver</p>



**YEAR TWO**

<p><b>FICTION:</b> <u>Traditional Tales / Fairy Tales:</u> Mufaro's Beautiful Daughters - John Steptoe Jamil's Clever Cat: a folktale from Bengal - Fiona French The Willow Pattern Story - Alan Drummond The Elves and The Shoemaker (and other classic traditional tales)</p> <p><u>Poetry – List Poems</u> Oi Cat/Oi Dog/Oi Platypus – Kes Gray Selection of Rhyming stories (Dr. Suess, Julia Donaldson, Michael Rosen)</p> <p><u>Poetry – Calligrams</u> Christmas/Winter Themed Poetry</p>	<p><b>FICTION:</b> <u>Stories with Recurring Literary Language</u> That Rabbit Belongs to Emily Brown - Cressida Cowell Meerkat Mail - Emily Gravett Scaredy Squirrel - Melanie Watt On the Way Home - Jill Murphy Farmer Duck – Martin Waddell Other titles by Martin Waddell (Pig In The Pond, Can't You Sleep Little Bear, You and Me Little Bear)</p> <p><u>Poetry - Calligrams</u> Christmas/Winter Themed Poetry Falling Snow – Caitlyn Turner</p>	<p><b>FICTION:</b> <u>Traditional Tales / Myths / Creation Stories</u> Tinga Tinga Tales: why leopard has spots (and others in the series) Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner</p> <p>*Katie Morag stories are also looked at in this term and linked to topic work</p> <p><u>Poetry – Poetry Appreciation</u></p>
<p><b>NON-FICTION:</b> <u>Recount:</u> The Bear and the Piano - David Litchfield Last Stop on Market Street - Matt de la Pena and Christian Robinson On the Way Home - Jill Murphy Traction Man - Mini Grey Meerkat Mail - Emily Gravett The Great Fire of London - Gillian Clements Dogger - Shirley Hughes Footprints on the Moon - Mark Haddon</p> <p><u>Recount linked to Topic:</u> <u>The Great Fire of London</u> – selection of PowerPoints, videos, short films, drama workshop The Great Fire of London - Liz Gogerly Report Writing Skeleton Book - Sue Palmer</p>	<p><b>NON-FICTION:</b> <u>Report:</u> Let's Talk About series - Ronnie Randall and Britta Teckentrup What? Where? Why? Questions and Answers about Nature - Kingfisher/Macmillan Publishers DK Find out! Sharks - Sarah Fowler DK Eyewitness Shark - Miranda MacQuitty Think of an Eel - Karen Wallace and Mike Bostock National Geographic for children series e.g. Little Kids First Big Book of the Ocean Florence Nightingale - Lucy Lethbridge Florence Nightingale...and a new age of nursing (History Makers) – Sarah Ridley</p> <p><u>Report linked to Topic:</u> <u>The Great Fire of London</u> – selection of PowerPoints, videos, short films, drama workshop The Great Fire of London - Liz Gogerly Report Writing Skeleton Book - Sue Palmer</p> <p><u>Explanations:</u> Chocolate Making – selection of videos and PowerPoints –(linked to take one book/Roald Dahl)</p>	<p><b>NON-FICTION:</b> <u>Instructions:</u> How to Catch a Star - Oliver Jeffers Egg Drop (how to protect an egg) - Mini Grey How to babysit a grandad - Jean Reagan 15 things not to do with a puppy/granny - Margaret McAllister &amp; illustrated by Holly Sterling. The Ultimate Survival Guide to Monsters Under the Bed - Mitch Frost</p> <p><u>Instructions –</u> Linked to practical experiences (making paper aeroplanes, sandwiches, fans, fruit salad)</p> <p><u>Explanations:</u> Caterpillars to Butterflies - Bobbie Kalman My Little Book Of Lifecycles - Camilla Bédoyère Life Cycle of a Frog - Kirsty Holmes We Build Our Homes - Laura Knowles Usborne First Questions and Answers – What makes it rain? - Usborne Books A Seed in Need: A first look at the plant lifecycle - Sam Godwin</p>



**YEAR THREE**

**FICTION:**

Traditional Tales – Fables:

The Very Best of Aesop's Fables - Margaret Clarke  
War and Peas - Michael Foreman  
I'll Take you to Mrs Col - Nigel Gray  
The Dragon Machine - Helen Ward  
The Great Kapok Tree - Lynne Cherry

Writing and Performing a Play:

Poetry - Limericks

Limericks by Edward Lear

**NON-FICTION:**

Recount:

The True Story of the Three Little Pigs - Jon Scieszka  
Yours Truly Goldilocks - Alma Flor Ada  
Stone Girl, Bone Girl - Laurence Anhott  
Diary of a Wombat - Jackie French  
The Journey by Francesca Sanna  
Zeraffa Giraffa - Dianne Hofmeyr  
Dear Teacher - Amy Husband  
Dear Mrs. LaRue- Letters from Obedience School - Mark Teague  
The Green Ship - Quentin Blake  
The Man Who Walked Between the Towers - Mordecai Gerstein  
The Viking Invader (Newspaper Histories) - Paul Dowswell  
First News (children's newspaper)  
The Story of Tutankhamun - Patricia Cleveland-Peck  
Shackleton's Journey - William Grill  
Great Adventurers - Alastair Humphreys

Instructions/Directions:  
Instructions - Neil Gaiman  
Jim: a cautionary tale - Mini Grey  
George's Marvellous Medicine - Roald Dahl  
DK Children's Cookbook - Katharine Ibbs

**FICTION:**

Traditional Tales / Fairy Tales

(ALTERNATIVE):

The Stinky Cheese Man - Jon Scieszka  
The True Story of the Three Little Pigs - Jon Scieszka  
The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas  
Jim and the Beanstalk - Raymond Briggs  
The Lost Happy Endings - Carol Ann Duffy

Poetry – Haiku, tanka and kennings

**NON-FICTION:**

Explanations:

The Street Beneath My Feet - Charlotte Guillain and Yuval Zommer (Y3 Science / Rocks)  
Dotty Inventions and Some Real Ones Too - Roger McGough  
Pebble in my pocket - Meredith Hooper  
The Rock Factory: A Story About Rocks and Stones - Jacqui Bailey and Matthew Lilly  
See Inside How Things Work (An Usborne Flap Book) - Conrad Mason, illustrated by Colin King  
Until I met Dudley - Roger McGough (explanations of inventions)  
Wallace & Gromit: The Complete Cracking Contraptions Manual - Derek Smith  
Wallace & Gromit: Cracking Contraptions DVD

Report:  
The Usborne Official Pirate's Handbook: Everything a beginner pirate needs to know - Captain Indigo Stormface  
The Fact or Fiction Behind Pirates - Adam Sutherland

**FICTION:**

Adventure Stories:

The Snow Dragon - Vivien French  
Flat Stanley - Jeff Brown  
The Green Ship - Quentin Blake

Poetry – Poetry Appreciation

**NON-FICTION:**

Persuasion / Persuasive Letter Writing:

The Day the Crayons Quit by Drew Daywalt  
Home by Carson Ellis  
I Wanna New Room by Karen Kaufman Orloff & David Carlow  
Dear Teacher by Amy Husband  
Dear Greenpeace by Simon James



**YEAR FOUR**

<p><b>FICTION:</b> <u>Traditional Tales / Myths (QUESTS):</u> The Orchard Book of Greek Myths, Geraldine McCaughrean Greek Myths - Marcia Williams Blackberry Blue and other fairy tales - Jamila Gavin The Boy and the Cloth of Dreams - Jenny Koralek East O the Sun and West O the Moon - PJ Lynch The Dragon Slayer (Literacy, Shed)</p> <p><u>Poetry:</u> Overheard on a Saltmarsh - Harold Monro Riddles - chosen by children</p>	<p><b>FICTION:</b> <u>Writing and Performing a Play:</u> Beowulf - range of sources <u>Story Settings:</u> Cloud Tea Monkeys (set in another country) - Mal Peet The Butterfly Lion (historical setting) - Michael Morpurgo Children of Winter (historical setting) - Berlie Doherty The Ice Palace (imaginary worlds) - Robert Swindells Flotsam - David Wiesner</p> <p><u>Poetry - Narrative Poetry:</u></p>	<p><b>FICTION:</b> <u>Stories with Themes:</u> Bill's New Frock (gender stereotypes) - Anne Fine Cloud Busting (friendship/bullying) - Malorie Blackman Journey to Jo'burg (segregation) - Beverley Naidoo Frog Belly Rat Bone (protecting the environment) - Timothy Basil Pie Corbett's Portal Story</p> <p><u>Poetry - Poetry Appreciation:</u></p>
<p><b>NON-FICTION:</b> <u>Report:</u> A Rock Is Lively - Dianna Hutts Aston &amp; Sylvia Long Remarkable Animals - Tony Meeuwissen The Story of the Car - Giles Chapman (Illustrated by US Now) Atlas of Adventures - Rachel Williams Actual Size - Steve Jenkins Horrible Histories Series - Terry Deary What a Waste - Jess French Meet the Ancient Romans - James Davies Selection of non-fiction books and sources about King Alfred</p>	<p><b>NON-FICTION:</b> <u>Persuasion:</u> The Great Kapok Tree by Lynne Cherry For the right to learn Malala Yousafzai's Story by Rebecca Langston George The Tin Forest by Helen Ward The Tunnel by Anthony Browne The Spider and The Fly, by Tony DiTerlizzi Help a Hedgehog, Protect a Polar Bear by Jess French Hey, Little Ant - Hannah and Phillip Hoose The Day I Swapped My Dad For Two Goldfish - Neil Gaiman</p>	<p><b>NON-FICTION:</b> <u>Discussion:</u> Can we save the tiger? By Martin Jenkins The Great Paper Caper by Oliver Jeffers How to live forever by Colin Thompson We Are All Born Free - the universal declaration of human right in pictures. One Plastic Bag: Isatou Ceesay, and the Recycling Women of the Gambia by Miranda Paul The Soul Bird by Michael Snunit Malala's Magic Pencil by Malala Yousafzai Every Child a Song- A Celebration of Children's Rights by Nicola Davies</p> <p><u>Explanation:</u> How things work: National Geographic - Tamara J Resler Look inside how things work: Usborne - Rob Lloyd Jones The Drop in my Drink - Meredith Hooper DK How to be an engineer - Carol Vorderman About animals series - Owen Davey e.g. Fanatical about frogs, Crazy about cats Gorilla City - Charlie Small</p>



<p><b>YEAR FIVE</b></p>	<p><b>FICTION:</b> <u>Traditional Tales / Legends:</u> Sir Galwain and the Loathly Lady, Selina Hastings Don Quixote, Marcia Williams Arthur: The Seeing Stone, Kevin Crossley-Holland</p> <p><u>Poetry – Cinquain</u></p>	<p><b>FICTION:</b> <u>Suspense and Mystery:</u> Snow horse and other stories – Joan Aiken Snaggletooth’s mystery – Gene Kemp</p> <p><u>Poetry - Rap</u></p>	<p><b>FICTION:</b> <u>Fiction from our Literary Heritage:</u> Narnia Stories – CS Lewis Harry Potter series – JK Rowling</p> <p><u>Poetry – Poetry Appreciation</u></p>
	<p><b>NON-FICTION:</b> <u>Recount:</u> Rise Up: Ordinary Kids with Extraordinary Lives - Amanda Li Women in Science: 50 Fearless Pioneers Who Changed the World - Rachel Ignatofsky Bob- No Ordinary Cat - James Bowen Survivors - David Long Ice Trap - Meredith Hooper Boy - Roald Dahl A Galaxy of Her Own: Amazing Stories of Women in Space - Libby Jackson</p> <p><u>Explanation:</u> Horrible Geography series - Anita Ganeri The Rhythm of the Rain - Grahame Baker Smith Everything Volcanos and earthquakes - Kathy Furgang &amp; National Geographic Kids Horrible Science - Nick Arnold My amazing body machine - Robert Winston Moth - Isabel Thomas (Explanation of selection and adaptation)</p>	<p><b>NON-FICTION:</b> <u>Persuasion:</u> The Promise by Nicola Davies</p> <p><u>Instructions:</u> *How to train your dragon - Cressida Cowell How to cook children - Martin Howard Aviary Wonders Inc. Spring Catalog and Instruction Manual - Kate Samworth Mr Shaha's Recipes for Wonder: adventures in science round the kitchen table - Alom Shaha DK How to be an engineer by Carol Vorderman Build it!: 25 creative STEM projects for budding engineers - Caroline Alliston</p>	<p><b>NON-FICTION:</b> <u>Report:</u> The Week Junior Arthur Spiderwick’s Field Guide to the Fantastical World Around You - Tony DiTerlizzi and Holly Black The ‘Ology’ series e.g. Dragonology - Dugald Steer Usborne Introduction to the First World War Deadly 60 - Steve Backshall (Science – Animals predators and prey) The Big Earth Book (Lonely Planet Kids) - Mark Brake The Lost Words - Robert Macfarlane &amp; Jackie Morris All Aboard the Discovery Express - Emily Hawkins, Tom Adams and Tom Clothoshy-Cole The Silk Roads - Peter Frankopan The Egyptian Echo (Newspaper Histories) - Paul Dowswell</p> <p><u>Discussion:</u> The Week Junior My Name is Not Refugee by Kate Milner *Zoo by Anthony Browne *The Arrival by Shaun Tan *The Island by Armin Greder Bullies, Bigmouths and So-Called Friends by Jenny Alexander</p>

<p><b>YEAR SIX</b></p>	<p><b>FICTION:</b> <u>Fiction Genres:</u> HfL recommends books from the following genres - Fantasy, Science Fiction, Chilling Stories, Real Life, Adventure, War, Mysteries, Humour and Animals.</p> <p><u>Poetry – Vocab Building</u></p>	<p><b>FICTION:</b> <u>Narrative Workshop (techniques):</u> HfL recommends using texts that build upon genres from previous unit.</p> <p><u>Poetry - Monologues</u> Shakespeare</p>	<p><b>FICTION:</b> <u>Revision and Assessment:</u> N/A</p> <p><u>Poetry – Poetry Appreciation</u></p>
	<p><b>NON-FICTION:</b> <u>Explanation:</u> Arthur Spiderwick's Field Guide to the Fantastical World Around You - Tony DiTerlizzi and Holly Black The Element in the Room - Mike Barfield How to build rockets - Louise Derrington All about evolution - Robert Winston</p> <p><u>Recounts:</u> The Right Word: Roget and his Thesaurus - Jen Bryant Cloth Lullaby - Amy Novesky and Isabelle Arsenault Ada's Ideas - Fiona Robinson Hidden figures: The True Story of Four Black Women and the Space Race - Margot Lee Shetterly I Am Malala - Malala Youzafsai Line of Fire: Diary of an Unknown Soldier - Barroux Some Writer: the Story of E.B. White - Melissa Sweet Archie's War - Marcia Williams My Secret War Diary - Marcia Williams Where Once We Stood - Christopher Riley</p>	<p><b>NON-FICTION:</b> <u>Persuasion:</u> Floodland by Marcus Sedgwick Speeches That Changed The World by Quercus St Crispin's Day speech from Henry V</p> <p><u>Discussion:</u> Refugee Boy by Benjamin Zephaniah Who Are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions by Michael Rosen and Annemarie Young (Part of the And Other Big Questions series) *Varmints by Helen Ward Earth Heroes by Lily Dyu Strange but True by Kathryn Hulick</p>	<p><b>NON-FICTION:</b> <u>Debating Skills:</u></p>

	<p><b>Report:</b>  <i>The Week Junior</i>  <i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> - Tony DiTerlizzi and Holly Black  <i>The 'Ology' series e.g. Dragonology</i> - Dugald Steer  <i>Usborne Introduction to the First World War</i>  <i>Deadly 60</i> - Steve Backshall (Science – Animals predators and prey)  <i>The Big Earth Book (Lonely Planet Kids)</i> - Mark Brake  <i>The Lost Words</i> - Robert Macfarlane &amp; Jackie Morris  <i>All Aboard the Discovery Express</i> - Emily Hawkins, Tom Adams and Tom Cloughshy-Cole  <i>The Silk Roads</i> - Peter Frankopan  <i>The Egyptian Echo (Newspaper Histories)</i> - Paul Dowswell</p>		
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\*The texts in blue print are books recommended by HfL as 'Key Texts' for each unit of work and have been selected as they should offer a good model for writing at a suitable pitch for the age group. They can also be used as recommended reads and additional texts. The non-fiction HfL texts are grouped into KS1, LKS2 and UKS2 but have been divided into year groups for the purpose of this map – therefore please look at texts within each phase as these are interchangeable.

**Texts used within the HfL Units will be from a range of media and will incorporate visual literacy so it is expected children will be exposed to a variety of texts:**

**paperback 'traditional' books; film; PowerPoints; ebooks; video media from a range of sources (literacy shed/youtube/BBC); still image media (art / photos / pictures), plays, theatre, performance poetry, etc.**



This text map will continually evolve and may differ each year. All texts used should support teaching and learning, and should be carefully chosen to suit the needs of the individual class. Links will be made where possible to other areas of learning within the curriculum. The suggested texts within the map can be used at different points during the day, for example:

- a 'read aloud' whole class book;
- a book used as the core text for a specific unit of learning;
- a book used within guided reading;
- a text you may dip into for additional reading/writing material;
- a suggested reading list for pupils;
- a stimulus for a Take One Book module;
- a stimulus for a topic or other curriculum lesson.

**Take One Book (2 weeks per term)** – these texts will be very much dependent on the interests and skill sets of each individual class. Take One Book Units will aim to excite and foster a love a reading whilst also further developing children's reading skills, writing skills and spelling skills. Gaps will be identified and addressed through these units, and there will be clear progression and purpose/intention (as with other units). Take One Book may be based around fiction or non-fiction, or could be a combination of both.

### **KS1 Book Talk:**

Other ideas for books to improve language and comprehension skills, and raise discussion in KS1:

Don't let the pigeon drive the bus by M<sup>r</sup> Willems

Don't let the pigeon stay up late by M<sup>r</sup> Willems

I would actually like to keep it (Charlie and Lola) by Lauren Child

Click, Clack, Moo Cows that type by Doreen Cronin

Five Minutes' Peace by Jill Murphy

Harry the Happy Mouse: Teaching children to be kind to each other by N.G.K

Little Mouse's Big Book of Fears by Emily Gravett

Tidy by Emily Gravett





Look after your planet by Lauren Child

A Planet Full of Plastic by Neil Layton

Have you filled a bucket today? by Carol McCloud

Ruby's Worry (and other books in the Bright Young Feelings series) by Tom Percival

Greta and the Giants by Zoe Tucker

Monty the Manatee- A book about kindness and anti-bullying by Natalie Pritchard



*Deep Roots*