



Browney Academy Text Map



We want every child at Browney to see himself or herself as a reader and view reading as something that should be valued and treasured now and for the rest of their lives.



Browney Academy Text Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Let's Explore!	Marvellous Machines	Long Ago!	Ready, Steady, Grow	Animal Safari	On the Beach
	<p><i>We're Going on a Bear Hunt</i> by Michael Rosen</p>  <p>Supplementary texts</p> <ul style="list-style-type: none"> - Where's Spot? - A bit Lost - Harold and the Purple Crayon - In Every House on every street. - My Cat likes to hide in boxes. - Mr Grump's outing. - Monkey Puzzle - Owl Babies 	<p><i>Room on the broom</i> by Julia Donaldson</p>  <p>Supplementary texts</p> <ul style="list-style-type: none"> - You can't let an Elephant drive a digger. - Car, car, truck jeep. - No-Bot the Robot's New Bottom - No-Bot the Robot with No Bottom - Winnie's New Computer - Chicken Clicking - Peppa Pig's Family Computer 	<p><i>The Gingerbread Man</i></p>  <p>Supplementary texts</p> <ul style="list-style-type: none"> - When I was a child. - My Grandma and me. - Rosie's Hat - Coming to England - My two grandads 	<p><i>Jack and the beanstalk</i></p>  <p>Supplementary texts</p> <ul style="list-style-type: none"> - Non-fiction books on chicks - Handa's Hen - Jack and the Beanstalk - Jaspers Beanstalk - The very hungry caterpillar - The runaway Pancake - Superworm 	<p><i>We're going on a Lion Hunt</i> - David Axtell</p>  <p>Supplementary texts</p> <ul style="list-style-type: none"> - Handa's Surprise - Rumble in the Jungle - We're Going on a Lion Hunt - Meerkat Mail - Things You Might See on an African Safari - Starry Safari 	<p><i>Sharing a shell</i>- Julia Donaldson</p>  <p>Supplementary texts</p> <ul style="list-style-type: none"> - Bright Stanley - Douglas' Deep Sea Diary - Clumsy Crab - Sharing a Shell - My Friend Whale - Commotion in the Ocean - Harris the Hero - Wave by Suzy Lee - One is a Snail, ten is a Crab - Tiddler - Sharing a Shell - A home for a Pirate Pirates/Seaside

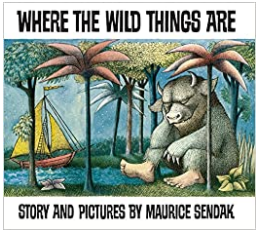


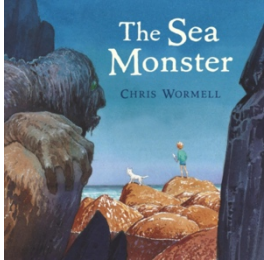


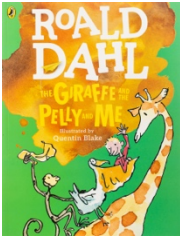
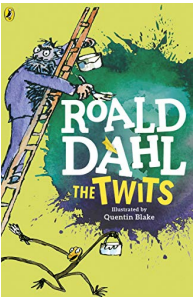
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<p>EYFS</p> <p>Nursery Rhymes</p>	<p>Baa Baa black sheep</p> <p>Twinkle, Twinkle Little Star</p> <p>I love to be me</p> <p>Humpty Dumpty</p> <p>Five Little Ducks</p> <p>Five Little Monkeys</p> <p>Old MacDonald had a farm</p> <p>Row, Row, Row your Boat</p>	<p>Incy Wincy Spider</p> <p>Hickory Dickory Dock</p> <p>London Bridge Is Falling Down</p> <p>Three Blind Mice</p> <p>Jack and Jill</p> <p>Ring A Ring O' Roses</p> <p>Wheels on the Bus</p> <p>Round and round the garden</p>
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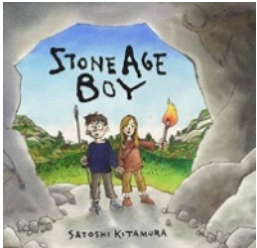
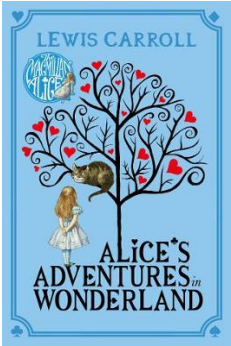
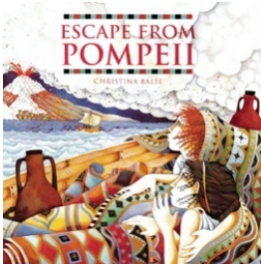
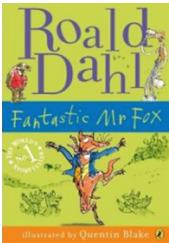


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Childhood		Bright Lights, Big City		School Days	
	Retell a simple story with predictable phrases e.g. repetition of key phrases – “huff and puff and blow your house down”, “We’re going on a bear hunt....”. Focus on creation of sentence.	Tell a basic 3-part story about a central character e.g. The Gruffalo.	Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.	Retell a familiar story in 3 parts. Include accurate sentence punctuation.	Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.	Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation.
	 		 	 		

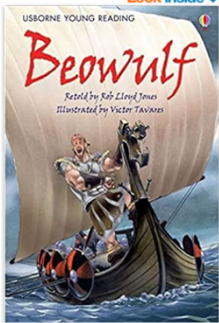
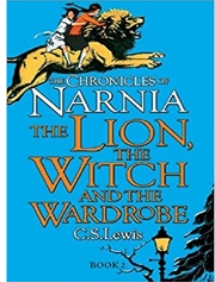

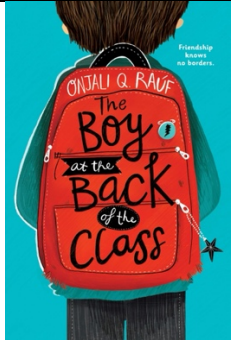
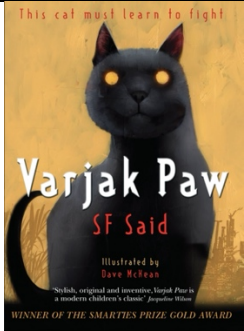
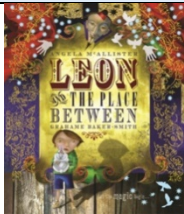
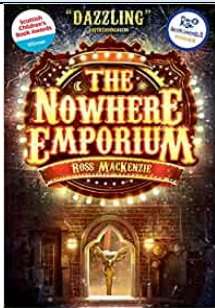


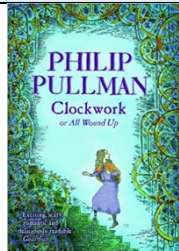
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Year 2	Movers and Shakers		Coastline		Magnificent Monarchs	
	Retell a three- part story that has a key central character.	Retell a traditional tale –with repeated events using the rule of three.	Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.	Plan and tell a story in four parts with clear use of subordination and co-ordination.	To plan and write your own four-part story showing the use of a range of sentence types and language to add detail.	To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.
					 	 

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Year 3	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
	To write a story in four parts, in the first person, with a definite ending	To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.	To write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.	Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.	Write a story where dialogue is the drive to move the story on.
						

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Year 4	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	Plan a complete story focused on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	To write in role as a character.	Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.
						
Year 5	Dynamic Dynasties		Sow, Grow and Farm		Groundbreaking Greeks	
	Write a five part story using language to evoke mood and atmosphere and develop characterisation.	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.	Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.	Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
						

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Year 6	Maafa		Frozen Kingdoms		Britain at War	
	Change a play into a narrative. Review the story focusing on dialogue being used to develop characterisation and move action forward.	Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour	Plan and write a story with two narrators to tell the story from different perspectives.	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.
						