



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

EYFS	Autumn 1 Let's Explore!	Autumn 2 Marvellous Machines	Spring 1 Long Ago!	Spring 2 Ready, Steady, Grow	Summer 1 Animal Safari	Summer 2 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>Jack and the beanstalk</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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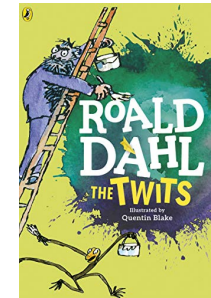
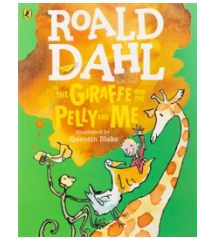
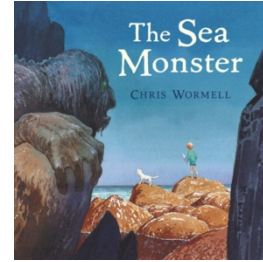
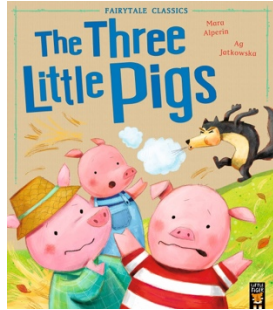
<p>EYFS Nursery Rhymes</p>	<p>Baa Baa black sheep Twinkle, Twinkle Little Star I love to be me Humpty Dumpty Five Little Ducks Five Little Monkeys Old MacDonald had a farm Row, Row, Row your Boat</p>	<p>Incy Wincy Spider Hickory Dickory Dock London Bridge Is Falling Down Three Blind Mice Jack and Jill Ring A Ring O' Roses Wheels on the Bus Round and round the garden</p>
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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	
	<p>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....”.</p> <p>Focus on creation of sentence.</p>	<p>Tell a basic 3-part story about a central character e.g. The Gruffalo.</p>	<p>Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.</p>	<p>Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p>	<p>Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p>	<p>Write a story which includes strong characterisation e.g.. good or bad character. Include accurate sentence punctuation.</p>
	 		 	  		

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





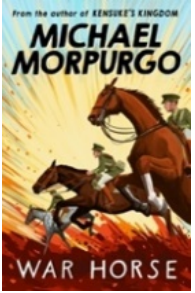
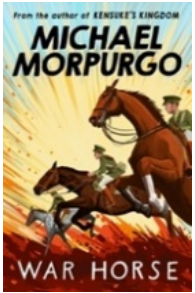

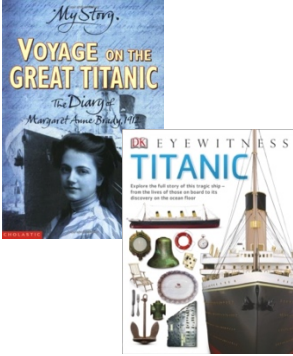

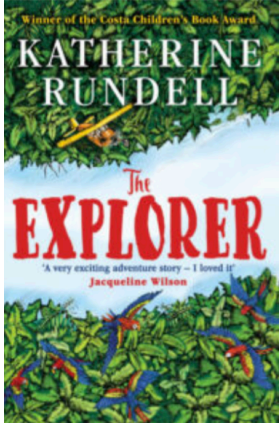

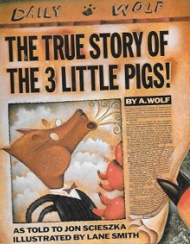
Brownie Academy Text Map

Year 3	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
	To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	To write a story in four parts, in the first person, with a definite ending	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.	Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.	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.	Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.	To write in role as a 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.	Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.	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 story with a clear narrative voice. Use dialogue to build character and move the action forward.	Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.
						

Brownie Academy Text Map

						
Year 6	Britain at War		Frozen Kingdoms		Maafa	
<p>Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p>	<p>Change a play into a narrative. Review the story focusing on dialogue being used to develop characterisation and move action forward.</p>	<p>Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour</p>	<p>Plan and write a story with two narrators to tell the story from different perspectives.</p>	<p>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.</p>	<p>Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p>	
			 	<p>?</p> 	 	

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