

Curriculum Map 2023-2024



Key Stage		Year Group		Subject: Reading	Programme of Study		
All		All			Entry Level 1-3 functional Skill Level 1-2 GCSE English Language		
Autumn A		Autumn B		Spring A	Spring B	Summer A	Summer B
Topic(s)		Topic(s)		Topic(s)	Topic(s)	Topic(s)	Topic(s)
<p>Class text: Black and British: A Short Essential History</p> <p>Fiction: A story like the wind, Gill Lewis (Theme: tolerance, war, displacement)</p> <p>Non-fiction: recount- journalistic writing (magazine and newspaper)</p>		<p>Class text: ANTIDOTE Malorie Blackman,</p> <p>Fiction: Book Focus A monster calls. Written by: Patrick Ness Jim Kay (theme: fear, death, anxiety, bullying)</p> <p>Fiction: A story like the wind, Gill Lewis (Theme: tolerance, war, displacement)</p> <p>Non-Fiction Biography Windrush Child by Benjamin Zephaniah. (Theme: life as part of the Windrush generation)</p>		<p>Class text: The boy at the back of the class,</p> <p>Fiction: The Greenling (Levy Pinfold)</p> <p>Blackberry blue Jamila Gavin (modern fables)</p> <p>Non-fiction: information text.</p>	<p>Class text: The amazing Maurice and his educated rodents Terry Pratchett</p> <p>Fiction: Charles Darwin's origin of species. Darwin's dragons</p> <p>Non-fiction: procedural texts / non-chronological report – explanation text</p>	<p>Class text: Goodnight MR Tom Michelle, Magorian</p> <p>Fiction: Rose Blanche by Ian McEwan and Roberto Innocenti</p> <p>Letters from the lighthouse by Emma Carroll</p> <p>Non-fiction: correspondence: letters, emails blogs</p>	<p>Class text: Wonder R. J. Palacio</p> <p>Fiction: guilty Holes – Louis Sachar</p> <p>Non-fiction: information texts/ instructional texts</p>
Composite		Composite		Composite	Composite	Composite	Composite
<ul style="list-style-type: none"> Read correctly words in context (entry level1-3 Level 1) Identify, understand and extract the main points and ideas in and from texts. Infer from images meanings not explicit in the accompanying text Identify different purposes of straightforward text. to identify evidence in the text . To retrieve information from fiction and non-fiction texts 		<ul style="list-style-type: none"> Read correctly words in context (entry level1-3 Level 1) Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) Identify, understand and extract the main points and ideas in and from texts. To infer characters thoughts and feelings To summarise events To form opinions and justify using evidence from the text. 		<ul style="list-style-type: none"> Read correctly words in context (entry level1-3 Level 1) Understand organisational markers in short, straightforward texts. Use effective strategies to find the meaning of words and check their spelling (e.g., a simple dictionary, spell-checker) To retrieve information To infer information To summarise events 	<ul style="list-style-type: none"> Read correctly words in context (entry level1-3 Level 1) Read and understand sentences with more than one clause. Read and understand sentences with more than one clause. To retrieve information To infer information To summarise events 	<ul style="list-style-type: none"> Read correctly words in context (entry level1-3 Level 1) Identify different purposes of straightforward texts. To compare and contrast characters. To use evidence to justify opinions. To retrieve information. 	<ul style="list-style-type: none"> Read correctly words in context (entry level1-3 Level 1) Identify different purposes of straightforward texts. Identify the meaning of vocabulary in context. To retrieve information To infer information To summarise events

Assessment Tasks

Throughout the year, students will be assessed using a variety of assessment tools. These will include:
 Accelerated Reader
 Phonics assessment and Rapid Reader Benchmark
 End of term: Entry Level / Functional Skills
 Phonic assessment wave 3
 Entry level / Functional Skills

Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development
<ul style="list-style-type: none"> ➤ Black History Month Read books by famous Black authors and read books involving Black history and famous black people. ➤ Hate Crime Awareness Week <p>Show Racism the Red Card Standing up for what is right Anti-racism – Standing up for others</p>	<ul style="list-style-type: none"> ➤ UK parliament Week Identify the Minister for children, well-being and families (David Johnston) and his role in parliament. ➤ International Human Rights Day. Identify the rights of a child and how it affects students' lives. ➤ Knowing your rights and your voice matters. Link to minister's roles in protecting children's rights and how students' voices are heard in school and out of school. 	<ul style="list-style-type: none"> ➤ Veganuary Why do people choose to be vegan or vegetarian? Sustainability and the affect of growing ➤ Obesity Awareness Week <p>Children's Mental Health Week</p>	<ul style="list-style-type: none"> ➤ National Careers Week ➤ Global Money Week ➤ Debt Awareness week 	<p>Eid</p> <ul style="list-style-type: none"> ➤ VE Day What is V.E Day and why is it important to our community? Link to themes in Letters from the lighthouse. ➤ International Day against Homophobia, Transphobia and Biphobia ➤ Everybody's welcome – Tolerance. <p>Our relationship with other cultures Our actions have consequences</p>	<p>Our relationship with ourselves Our relationship with others Pride Month Our relationship with local history</p>
Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing
<ul style="list-style-type: none"> ➤ Extended answer techniques (Point-Evidence- Explain, ➤ Developing reading fluency: accuracy, automaticity and prosody skills. ➤ Identifying morphology – how prefixes and suffixes are used to alter the meaning of words. ➤ Setting description – writing to create atmosphere in the style of Gill Lewis. 	<ul style="list-style-type: none"> ➤ Extended answer techniques using PEE and quotations to support and justify ideas. ➤ Character descriptions. ➤ Use of show me, do not tell me to support inference skill. 	<ul style="list-style-type: none"> ➤ Writing and argument for or against ➤ Understanding bias. 	<ul style="list-style-type: none"> ➤ Recount retelling a story in chronological order. ➤ Applying summarising skills to write in the style of an author. 	<ul style="list-style-type: none"> ➤ Writing letters with different levels of formality. ➤ Recognising levels of formality linked to audience and purpose. 	<ul style="list-style-type: none"> ➤ Journalistic writing: scripting reports and writing newspaper articles.
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
<p>Discussions based: Present ideas views and opinions. Respond appropriately to Listen and respond to questions from peers.</p>	<p>Discussions based: Present ideas views and opinions. Use of drama to identify thoughts and feelings. Reading with emphasis. Identify opinions that are different to our own and justify responses.</p>	<p>Create presentations using a range of methods including: discussion based texts, verbal discussions, group and presentations utilising ICT or visually representing ideas. Present views and opinions – discuss and formulate questions. Use of drama – to support intonation when reading.</p>	<p>Present views and opinions – discuss and formulate questions and respond to the questions of others.</p>	<p>Create presentations. Present ideas in different formats. Use of posters / power points to support views</p>	<p>Create presentations. Present ideas in different formats. Use of posters / pp to support views</p>
Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning
<p>Use of line graphs to track emotions and feelings.</p>	<p>Statistic used in non-fiction texts. Identify timelines – track change from 1939-71 use timeline.</p>	<p>Statistics using and understanding the value of statistics in information texts. Using infographics</p>	<p>Time – identify how language of time is used in different contexts – use of reading time and seasonal change.</p>	<p>Chronological awareness – identify the era books are set in and compare to present day life.</p>	<p>Chronological awareness – identify the era books are set in and compare to present day life</p>

