

Foxhills Infant School
Text Mapping



Our Rationale:

At Foxhills every member of staff is determined to teach every child to read, write and communicate their thoughts, feelings and values coherently. In order to ensure cultural capital teachers map the texts that children will be exposed to each half term. This is to ensure that no matter what stage in their word reading development, children are able to develop cultural understanding and a wider range of vocabulary, ensuring that no child is disenfranchised in their acquisition of the English curriculum we offer. In addition to the texts that have been mapped, the children will each choose a book from the library to add to the class book corner each half term, so that the book corner reflects the current interests of the children in the class. Teachers will also update the book corner with texts to reflect current needs or situations in the lives of children in the class, so that all children are represented in books found in their classrooms.

Our Research:

Research into text complexity, taken from Doug Lemov's Reading Reconsidered has helped our teachers understand the benefits of different types of literature that every child should be exposed to in order to develop confidence in successfully navigating reading. In addition to immersing our children in rich literature and a wide range of reading experiences, we are passionate about developing children's vocabulary. Our research into Beck and McKeown's Tiered Vocabulary highlighted the importance of explicitly teaching tier two vocabulary. Our vocabulary lists are not exhaustive as tier three (subject-specific) vocabulary is taught across the curriculum, however, the words listed below are those taught through our English concepts and the lead texts chosen to support the reading, writing and spoken language learning journeys each half term.

Year R Text Mapping:

Autumn 1 EYFS		
Reading Concept	Writing Concept	Spoken Language Concept
Word Reading	Creativity	Confidence
Texts		Vocabulary
<ul style="list-style-type: none"> • Mr Men and Little Miss Books – RSHE learning • The colour Monster – Anna Llenas • Ruby's Worry – Tom Percival • First Day Jitters • Scarecrow's Wedding • The Little Red Hen • The Enormous Turnip 	<ul style="list-style-type: none"> • greedy • curious • clumsy • shy • grumpy • clever • lazy 	

Autumn 2 EYFS		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Pleasure	Communication	Communication
Texts		Vocabulary
<u>Texts chosen to facilitate understanding rhyme:</u> <ul style="list-style-type: none"> • Oi Frog! • Room on the Broom • Fox's Socks • The Wonky Donkey <u>Texts chosen to link to topic:</u> <ul style="list-style-type: none"> • Percy the Park Keeper (archaic) • Hibernation Station • Goodnight Forest • The Winter Hedgehog • Owl Babies • The Owl who was afraid of the dark • The Jolly Postman – stimulus for letter writing • Where the Wild Things Are (symbolic) 		<ul style="list-style-type: none"> • blinking • staring • supper • wild • roared • terrible • gnashed • tamed • tumbled • lonely • rolled • vines

Spring 1 EYFS		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Meaning	Success	Collaboration
Texts		Vocabulary
<u>Texts chosen to link to topic and enable children to learn to sequence and retell:</u> <ul style="list-style-type: none"> • Superworm • Supertato • Kipper's Toy Box • There's a Superhero in my book • Elmer • There is the Bear • Where's my teddy? • Old Bear – history knowledge acquisition 		<ul style="list-style-type: none"> • bumpy • slimy • wriggly • bendy • squishy • wriggly • floppy • rough • slender • thin

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Spring 2 EYFS		
Reading Concept	Writing Concept	Spoken Language Concept
Word Reading	Communication	Confidence
Texts		Vocabulary
<p>Texts chosen to facilitate science learning:</p> <ul style="list-style-type: none"> • Hungry Caterpillar • The Tiny Seed • Each, peach, pear, plum • Egg Drop – maths link • Easter Stories • Easter stories • Life Cycles • Handa’s Surprise 		<ul style="list-style-type: none"> • surprise • sweet • soft • round • juicy • ripe • creamy • tangy

Summer 1 EYFS		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Pleasure	Success	Communication
Texts		Vocabulary
<p>Texts chosen for pleasure, rhyme and performance:</p> <ul style="list-style-type: none"> • We’re going on a bear hunt • Rumble in the jungle – poem • The snail and the whale • Rainbow Fish – RSHE link <p>Texts chosen to link to science learning:</p> <ul style="list-style-type: none"> • The Squirrels who Squabbled • The Lion inside • Dragon Stew 		<ul style="list-style-type: none"> • beautiful • stumble • trip • tip-toe • squelch • swishy • swash

Summer 2 EYFS		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Meaning	Creativity	Collaboration
Texts		Vocabulary
<p>Texts chosen to support reading for meaning, sequencing and predicting: The children will read a range of traditional tales and twisted tales. They will focus on repetition and joining in with predictable words and phrases.</p>		<ul style="list-style-type: none"> • once upon a time • long ago • far away • ugly • handsome • strange • honest • happily ever after

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Year One Text Mapping:

Autumn 1 Year One				
Reading Concept	Writing Concept	Spoken Language Concept		
Word Reading	Communication	Confidence		
Texts				
<p>The primary texts used to facilitate learning within the reading learning journey this half term are closely matched to each pupil's phonic knowledge and word reading development. Therefore these texts will be different for each individual child.</p> <p><u>Archaic Literature:</u> Appropriate extracts from the following archaic texts will be read to children to develop their archaic vocabulary. These will also be used as stimuli for writing, as children learn to communicate their ideas through writing coherent sentences.</p> <ul style="list-style-type: none"> • The Tale of Peter Rabbit – Beatrix Potter • The Tale of Squirrel Nutkin – Beatrix Potter • The Tailor of Gloucester – Beatrix Potter • The Tale of Benjamin Bunny – Beatrix Potter • The Tale of Two Bad Mice – Beatrix Potter • The Tale of Mrs. Tiggy Winkle– Beatrix Potter • The Tale of Mr. Jeremy Fisher – Beatrix Potter • The Tale of Tom Kitten – Beatrix Potter • The Tale of Jemima Puddle-Duck – Beatrix Potter • The Tale of the Flopsy Bunnies – Beatrix Potter <p><u>Texts chosen to facilitate Confidence in Spoken Language.</u> Many of these texts are also linked texts to support children's learning in RSHE and to help children settle into their new class and new routines.</p> <ul style="list-style-type: none"> • Only One You – Linda Kranz • First Day Jitters – Julie Danneberg • Sidney Goes to School – Sharon Renetta • Muddypaws Goes to School – Peter Bently • Thank You For Being My Friend – Peter Bently • Bunny Loves to Learn – Peter Bently • George's Dragon Goes To School – Claire Freedman • Little Hedgehog's Big Day – Daniel and Heidi Howarth • The Very Helpful Hedgehog – Rosie Wellesley • The Wide Awake Hedgehog – Rosie Wellesley • The Very Hungry Hedgehog – Rosie Wellesley • While We Can't Hug – Eoin McLaughlin • The Happy Hedgehog Band – Martin Waddell • Ferdinand Fox and the Hedgehog – Karen Inglis 	<p><u>Supporting Archaic Texts:</u> Additional archaic texts have been chosen for adults to read aloud to children and for children to explore in the book corner. These texts have been chosen to further enhance archaic vocabulary development. The Percy the Park Keeper Texts, have been revisited from EYFS. The purpose of revisiting these texts at this stage in the year is to help children settle into their new class and new routines</p> <ul style="list-style-type: none"> • Percy the Park Keeper – One Warm Fox – Nick Butterworth • Percy the Park Keeper – The Lost Acorns – Nick Butterworth • Percy the Park Keeper – The Hedgehog's Balloon • Winnie-the-Pooh and Some Bees - A.A. Milne • Pooh Goes Visiting - A.A. Milne • Piglet Meets a Heffalump - A.A. Milne • Eeyore Has A Birthday - A.A. Milne • Kanga and Baby Roo Come to the Forest - A.A. Milne • An Expedition to the North Pole - A.A. Milne • Piglet is Entirely Surrounded by Water - A.A. Milne • Christopher Robin Gives a Party - A.A. Milne • Eeyore Loses a Tail - A.A. Milne • A House is Built at Pooh Corner - A.A. Milne • Tigger Comes to the Forest - A.A. Milne • A Search is Organised - A.A. Milne • Tigger's Don't Climb Trees - A.A. Milne • Rabbit Has a Busy Day - A.A. Milne • Pooh Invents a New Game - A.A. Milne • Tigger is Unbounced - A.A. Milne • Piglet Does a Very Grand Thing - A.A. Milne • Eeyore Finds the Wolery - A.A. Milne • An Enchanted Place - A.A. Milne • Pooh's Poems - A.A. Milne • Disney's Christopher Robin – A book of the film 			
Vocabulary				
<p><u>Archaic Language:</u></p> <ul style="list-style-type: none"> • mischief • gather • whom • rather • mother • father 	<p><u>Verbs (taught to aid understanding of coherence in sentence writing):</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • wriggled • flopped • wandered • wondered • fluffed • stopped • stared </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • twitched • rushed • puzzled • blinked • bounced • gazed • trembled </td> </tr> </table>		<ul style="list-style-type: none"> • wriggled • flopped • wandered • wondered • fluffed • stopped • stared 	<ul style="list-style-type: none"> • twitched • rushed • puzzled • blinked • bounced • gazed • trembled
<ul style="list-style-type: none"> • wriggled • flopped • wandered • wondered • fluffed • stopped • stared 	<ul style="list-style-type: none"> • twitched • rushed • puzzled • blinked • bounced • gazed • trembled 			

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Autumn 2 Year One		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Pleasure	Communication	Communication
Texts		
<p><u>Texts Chosen to Facilitate Reading for Pleasure Learning Journey:</u> The following texts will be used to teach children how to listen to, appreciate, sequence and retell.</p> <p><u>Narrative Texts with a Non-Linear Time Sequence:</u></p> <ul style="list-style-type: none"> • When the Rains Come – Tom Pow • Lila and the Secret of Rain – David Conway • The Summer my Father Was Ten – Pat Brisson <p><u>Narratively Complex:</u></p> <ul style="list-style-type: none"> • A Rainbow of My Own – Don Freeman <p><u>Symbolic Texts:</u></p> <ul style="list-style-type: none"> • Clouette - Tom Lichtenheld • The Wind – Christina Rossetti (poem) <p><u>Appreciating Poetry:</u></p> <ul style="list-style-type: none"> • Bed in Summer – Robert Louis Stevenson • Out and About Poems – Shirley Hughes • Snowball – Shel Silverstein <p><u>Texts Chosen as Stimuli for Sequencing Sentences to Communicate Meaning when Writing:</u></p> <ul style="list-style-type: none"> • Snowman – Raymond Briggs • The Polar Bear Who Saved Christmas – Fiona Boon • Home for Christmas – Tish Rabe • Christmas Tales – Enid Blyton • Penguin’s Progress – Jill Tomlinson • Mog’s Christmas – Judith Kerr • Henry’s Holiday – Gillian Shields • Is it Christmas Yet? – Jane Chapman 	<p><u>Supporting Fiction (to aid acquisition of Geography and Science knowledge):</u></p> <ul style="list-style-type: none"> • The Wind Blew – Pat Hutchings • Rosie’s Hat – Julia Donaldson • Kipper’s Book of Weather – Mike Inkpen • Elmer’s Weather – David McGee • Paddington at the Rainbow’s End – Michael Bond • Jack and the Beanstalk – Mary Hoffman • The Curious Garden – Peter Brown <p><u>Supporting Non-Fiction (to aid acquisition of Geography and Science knowledge):</u></p> <ul style="list-style-type: none"> • What’s the Season? – Ruth Owen • Seasons – Monica Hughes • Seasons – Kingfisher Reader • The Seasons – Ian Smith • Season to Season – Nature’s Patterns • Signs of Spring – Paul Humphrey • Signs of Summer – Paul Humphrey • Signs of Autumn – Paul Humphrey • Signs of Winter – Paul Humphrey • Weather and the Seasons – DK • Investigate Weather and Seasons – Sue Barraclough • What is the Sky? – Monica Hughes • Weather – Catriona Clarke • Weather Watchers – Wind – Cassie Mayer • Weather Watchers – Cloud – Cassie Mayer • Splish, Splash, Splosh! A Book About Water – Mick Manning 	
Vocabulary		
<p><u>Adjectives (to improve composition of sentences):</u></p> <ul style="list-style-type: none"> • dark • stormy • grey • misty • thick • foggy 	<ul style="list-style-type: none"> • bright • clear • perfect • mild • scorching • searing • blistering 	<ul style="list-style-type: none"> • humid • damp • drizzly • awash • chilly • breezy • parched

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Text Mapping

Spring 1 Year One		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Meaning	Creativity	Collaboration
Texts		
<p><u>Texts Chosen to Facilitate Reading for Meaning Learning Journey:</u> The following texts will be used to teach children how to read for meaning by asking and answering questions. These texts have also been chosen because they have opportunities for children requiring further challenge to infer meaning within the narrative.</p> <ul style="list-style-type: none"> • The Darkest Dark - written by astronaut Chris Hadfield. • The First Hippo on the Moon – David Walliams • Milo and the Moon Kangaroo – Dan Taylor • Voyage Into Space – William Edmonds • Daddy on the Moon – Cressida Cowell • Spaceman Piggy Wiggy – Christyan and Diane Fox • Man on the Moon – Simon Bartram <p><u>Narratively Complex:</u></p> <ul style="list-style-type: none"> • Toys in Space – Mini Grey • Wanda’s Space Party – Sue Hendra <p><u>Familiar Text to Revisit from EYFS:</u></p> <ul style="list-style-type: none"> • Whatever Next – Jill Murphy <p><u>Texts Chosen to Facilitate History Knowledge Acquisition:</u></p> <ul style="list-style-type: none"> • One Giant Leap – The Story of Neil Armstrong – Don Brown • The Usborne Book of the Moon – Laura Cowan • Super Solar System – Kingfisher • Race Against Time – Paul May • The Solar System – Emily Bone • The Moon – Charlotte Guillain • The Moon – Martha E.H. Rustad • We Work in Space – Angela Aylmore • Appropriate Extracts from Hasselblad and the Moon Landing – Deborah Ireland • First Explorers – Moon Landing – Campbell • Busy People – Astronaut – Lucy M. George • Facts and Records Book of Space – Stuart Atkinson 		<p><u>Supporting Literature (to be read aloud and available in the book corner):</u> These texts have been chosen for pupil engagement, tier three vocabulary development, creating opportunities to make links and as stimuli for creative story writing.</p> <ul style="list-style-type: none"> • The Night the Stars Went Out – Suz Hughes • The Loon on the Moon – Chae Strathie • When Angus Met Alvin – Sue Pickford • My Daddy – Curtis Jobling • Why Do Stars Come Out At Night? – Annalena McAfee • Space Pirates – Scoular Anderson • Zoom, Rocket, Zoom! – Margaret Mayo • The Dinosaur that Pooped a Planet – Tom Fletcher • Knock, Knock, Alien – Caryl Hart • Teatime in Space – Caroline Castle • We Have Lift-Off – Sean Taylor • What is the Moon? – Caroline Dunnant • Martian Rock – Carol Diggory Shields • Q Pootle 5 in Space! – Nick Butterworth • My Alien and Me – Smriti Prasad-Halls • If You Decide to go to the Moon – Faith McNulty • When the Moon Comes Out – Joanne Kossoff • Mole’s Star – Britta Teckentrup • When the Moon Smiled – Petr Horacek • Something Different – Jill Lewis • Aliens Love Underpants – Claire Freedman • Aliens Love Dinopants – Claire Freedman • Aliens in Underpants Save the World – Claire Freedman • Here Come the Aliens – Colin McNaughton • The Dangerous Planet – Nick Abadzis • Big Dog and Little Dog Visit the Moon – Selina Young • Ronnie’s Treasure Hunt – Pippa Goodhart • Twiga and the Moon – Frances Usher • Mr Moon and the Blackcurrent Raincloud – Kate Veale • Mr Moon and the Ugly Alien – Kate Veale • Mr Moon Visits Earth – Kate Veale • Mr Moon Opens the Secret Door – Kate Veale • Laura’s Star – Klaus Baumgart • Laura’s Star and the Sleepover – Klaus Baumgart • I’m Telling You They’re Aliens! – Jeremy Strong • My Baby Brother From Outer Space – Pamela Butchart • Space Walkies – Robert Dunn • Zoe and Beans – Pants on the Moon – Chloe and Mike Inkpen
Vocabulary		
<p><u>Tier Two Vocabulary:</u></p> <ul style="list-style-type: none"> • declared • alert • daring • complicated • peculiar • concerned 	<ul style="list-style-type: none"> • perhaps • fetch • unveiled • hurtling • astonishment • motionless • spectacle 	<ul style="list-style-type: none"> • fearless • gripped • cramped • powerful • obstacles • magnificent • significant

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Spring 2 Year One		
Reading Concept	Writing Concept	Spoken Language Concept
Word Reading	Creativity	Confidence
Texts		
<p>The primary texts used to facilitate learning within the reading learning journey this half term are closely matched to each pupil’s phonic knowledge and word reading development. Therefore these texts will be different for each individual child.</p> <p><u>Resistant Text:</u></p> <ul style="list-style-type: none"> Flotsam – David Wiesner <p><u>Text Chosen for Making Links:</u></p> <ul style="list-style-type: none"> Dougal’s Deep Sea Diary – Simon Bartram <p><u>Familiar Text to Revisit from EYFS:</u></p> <ul style="list-style-type: none"> Commotion in the Ocean – Giles Andreae <p><u>Stimulus for Writing:</u></p> <ul style="list-style-type: none"> The Uncorker of Ocean Bottles – Michelle Cuevas <p><u>Texts Chosen to Facilitate History Knowledge Acquisition:</u></p> <ul style="list-style-type: none"> Shark Lady – Jess Keating Manfish – Jennifer Berne The Fantastic Undersea Life of Jacques Cousteau – Don Yaccarino <p><u>Texts Chosen to Facilitate Science Knowledge Acquisition:</u></p> <ul style="list-style-type: none"> Not For Me, Please! I Choose to Act Green – Maria Godsey The Day They Cleaned the Ocean – Jacqueline Hall A Planet Full of Plastic – Neal Layton Duffy’s Lucky Escape – Ellie Jackson and Liz Oldmeadow, Somebody Swallowed Stanley – Sarah Roberts Biscuit’s Earth Day Celebration – Alyssa Satin Capucilli Saving Tally – Serena Lane Ferrari Fish – Brendan Kearney Harry Saves the Ocean – Hollye Sangster Mother Earth is Weeping – Claire Donald What A Waste – Jess French Let’s Investigate Plastic Pollution – Ruth Owen Sharks – Catriona Clarke Snappy Sharks – Ruth Owen Dolphins – Patricia Kendell Ocean Explorer – Angela Royston Wow! Oceans – A Book of Extraordinary Facts I Love Whales and Dolphins – Steve Parker 	<p><u>Narratives for Pupil Engagement:</u></p> <ul style="list-style-type: none"> The Sandman and the Turtles – Michael Morpurgo Gilbert the Great - Jane Clarke and Charles Fuge Gilbert in Deep - Jane Clarke and Charles Fuge Coral Reefs – Jason Chin Follow the Moon Home – Philippe Cousteau The Shark in the Dark – Peter Bentley The Rainbow Fish – Marcus Pfister Rainbow Fish Finds His Way – Marcus Pfister The Smallest Fish in School – Matthew Scott Merton the Mudskipper – Sally Hoppood Bright Stanley – Matt Buckingham Mrs Armitage and the Big Wave – Quentin Blake Clumsy Crab – Ruth Galloway Big Blue Whale – Nicola Davies One Tiny Turtle – Nicola Davies Danny McGee Drinks the Sea – Andy Stanton Barry the Fish with Fingers – Sue Hendra Sharing a Shell – Julia Donaldson Secret Seahorse – Stella Blackstone Seal Surfer – Michael Foreman <p><u>Early Chapter Books for Word Reading Development (Learning Journey Focus – Accuracy and Fluency):</u></p> <ul style="list-style-type: none"> How the Whale Got its Throat – Shoo Rayner Robin Hood All At Sea – Jan Mark The Otter Who Wanted To Know – Jill Tomlinson Jani’s Sea Spell – Gwyneth Rees Mermaid Magic – Gwyneth Rees Stories of Mermaids – Usborne The Circus Under the Sea - Usborne The Lighthouse Keeper’s Lunch – Ronda and David Armitage The Lighthouse Keeper’s New Friend - Ronda and David Armitage Shannon the Ocean Fairy – Daisy Meadows The Secret Mermaid – Enchanted Shell – Sue Mongredien Little Mermaid – Nick Page Lucy and the Sea Monster – Karen Dolby <p><u>Poetry:</u></p> <ul style="list-style-type: none"> The Friendly Octopus and Other Poems About Animals – Brian Moses Mermaid Poems – Clare Bevan 	
Vocabulary		
<p><u>Tier Two Vocabulary:</u></p> <ul style="list-style-type: none"> commotion flotsam watchful glint utmost task 	<ul style="list-style-type: none"> stroll receive peculiar curious suspected claim unable 	<ul style="list-style-type: none"> draped grand guests vessel brim eagerly disgust

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Summer 1 Year One		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Pleasure	Success	Communication
Texts		
<p><u>Resistant Poem:</u></p> <ul style="list-style-type: none"> The Sound Collector - Robert Mcgough <p><u>Symbolic Poem:</u></p> <ul style="list-style-type: none"> The Ning, Nang, Nong – Spike Milligan <p><u>Resistant Text:</u></p> <ul style="list-style-type: none"> Lost and Found – Oliver Jeffers (revisited from year R) <p><u>Texts Chosen to Facilitate Making Links:</u></p> <ul style="list-style-type: none"> The Day the Crayons Quit – Drew Daywalt and Oliver Jeffers The Day the Crayons Came Home – Drew Daywalt and Oliver Jeffers <p><u>Text Chosen to Support Writing Learning Journey:</u></p> <ul style="list-style-type: none"> Recipe for a Story – Ella Burfoot <p><u>Linked Texts Chosen to Facilitate History Knowledge Acquisition:</u></p> <ul style="list-style-type: none"> Ernest Shackleton – Antarctic Explorer – Evelyn and Julian Dowdeswell & Angela Seddon Endurance - Shackleton’s Incredible Antarctic Expedition – Anita Ganeri Epic Explorers – Kingfisher Explorers – Fascinating Facts – Collins Kids The First Man to Reach the South Pole – Ben Hubbard Captain Scott – Journey to the South Pole – Adrian Bradbury Scott of the Antarctic – Evelyn Dowdeswell 	<p><u>Supporting Literature (to be read aloud and available in the book corner):</u> These texts have been chosen for pupil engagement, tier three vocabulary development, creating opportunities to make links and to support learning in other curriculum areas.</p> <ul style="list-style-type: none"> Ice is Nice! All About the North and South Poles – Bonnie Worth All About the North and South Poles – Christina Mia Gardeski Polar Bears – Laura Marsh Polar Bears Are Awesome – Jaclyn Jaycox Penguins Are Awesome - Jaclyn Jaycox A Penguin’s Life – Nancy Dickmann Penguins – Annabelle Lynch Polar Lands – Amazing Habitats – Leon Gray The Poles – Izzi Howell Antarctica – Christine Juarez Poles Apart – Jeanna Willis & Jarvis Be Brave Little Penguin – Giles Andreae Don’t Be Afraid Little Pip – Wilson and Chapman Penguins – Liz Pichon The Not-So-Perfect Penguin – Steve Smallman Blue Penguin – Walker Books Penguins Can’t Fly – Andersen Press Parker Penguin – Barry Tranter & Emma Tranter Polar Bear’s Story – Harriet Blackford One Day on our Blue Planet – in the Antarctic – Ella Bailey Introducing Antarctica – Anita Ganeri 	
Vocabulary		
<p><u>Tier Two Vocabulary and Synonyms:</u></p> <ul style="list-style-type: none"> disappointment discovered delighted searched stack honest 	<ul style="list-style-type: none"> congratulate successful career settle stubby occasional embarrassed 	<ul style="list-style-type: none"> formerly previously magnificent neglected individually pointless

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Summer 2 Year One		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Meaning	Success	Collaboration
Texts		
<p><u>Text with a non-linear time sequence:</u></p> <ul style="list-style-type: none"> Mungo and the Picture Book Pirates – Timothy Knapman <p><u>Texts to facilitate understanding of inference:</u></p> <ul style="list-style-type: none"> Pirates in the Supermarket - Timothy Knapman Pirate Pete and his Parrot – Richard Watson Pirates Ahoy! – Patti Jennings Plunge into the Pirate Pool – Caryl Hart The Night Pirates – Peter Harris Class Three All At Sea – Julia Jarman The Beastly Pirates – John Kelly <p><u>Texts chosen to facilitate making links:</u></p> <ul style="list-style-type: none"> Pirates Next Door – Jonny Duddle A Pirate’s Guide to Landlubbing – Jonny Duddle The Jolley-Rogers and the Ghostly Galleon – Jonny Duddle The Jolley-Rogers and the Cave of Doom – Jonny Duddle The Indoor Pirates – Jeremy Strong Pirate School: Just a bit of Wind – Jeremy Strong Pirate School: The Birthday Bash – Jeremy Strong Pirate School: Where’s that Dog? – Jeremy Strong Pirate School: The Bun Gun – Jeremy Strong Pirate School: Very Fishy Battle – Jeremy Strong Sam Silver Undercover Pirate: Skeleton Island – Jan Burchett Sam Silver Undercover Pirate: Dragon Fire – Jan Burchett Sam Silver Undercover Pirate: The Double-Cross – Jan Burchett <p><u>Texts chosen as stimuli for writing:</u></p> <ul style="list-style-type: none"> Henry’s Pirate Surprise – Justin C H Birch Captain Flinn and the Pirate Dinosaurs – Giles Andreae Captain Flinn and the Pirate Dinosaurs – Missing Treasure – Giles Andreae Captain Flinn and the Pirate Dinosaurs – The Magic Cutlass – Giles Andreae Pizza for Pirates – Adam & Charlotte Guillain Pirate House Swap – Abie Longstaff and Mark Chambers 	<p><u>Texts chosen to support history knowledge acquisition:</u></p> <ul style="list-style-type: none"> Pirates! Get into Pirate Gear – Lian O’Donnell Pirates! Hop on the Pirate History Boat – Lian O’Donnell History Crafts: Pirates – Askews and Holts Port Side Pirates! – Oscar Seaworthy <p><u>Early Reader additional texts available in the book corner:</u></p> <ul style="list-style-type: none"> Duncan and the Pirates – Peter Utton The Lost Treasure – Jan Stradling Parrot Park – Mary Murphy Pirate Stories Chapter Book (various authors) Pirate Adventures – Russell Punter Stories of Pirates – Russel Punter Pirate Pat – Mairi Mackinnon Yo-Ho-Ho – Marjorie Newman The Man Whose Mother was a Pirate – Margaret Mahy Robinson Crusoe – Daniel Defoe Treasure Island – Robert Louis Stevenson Treasure Hunt – Titanic Woods Captain Pepper’s Pets – Sally Grindley Pirates Love Underpants – Claire Freedman 	
Vocabulary		
<p><u>Tier Two Vocabulary:</u></p> <ul style="list-style-type: none"> appeared disappeared perched peered tumbled exclaimed 	<ul style="list-style-type: none"> whispered wheezed scuffed threatened moaned chuckled announced 	<ul style="list-style-type: none"> sobbed stammered fortunately unfortunately reluctantly desperately bravely

Foxhills Infant School
Text Mapping

Year Two Text Mapping:

Autumn 1 Year Two			
Reading Concept	Writing Concept	Spoken Language Concept	
Word Reading	Communication	Confidence	
Texts			
<p>The primary texts used to facilitate learning within the reading learning journey this half term are closely matched to each pupil's phonic knowledge and word reading development. Therefore these texts will be different for each individual child.</p> <p><u>Lead Text and Stimulus for Writing Learning Journey (Archaic Literature)</u></p> <ul style="list-style-type: none"> • A Bear Called Paddington – Michael Bond <p><u>Linked Texts (Archaic Literature)</u></p> <ul style="list-style-type: none"> • Paddington at the Palace – Michael Bond • Paddington at the Zoo – Michael Bond • Paddington in the Garden – Michael Bond • Paddington and the Marmalade Maze – Michael Bond • Paddington the Artist – Michael Bond • Paddington at the Tower – Michael Bond • Paddington and the Grand Tour – Michael Bond • Paddington at the Circus – Michael Bond • Paddington King of the Castle – Michael Bond • Paddington Goes to Hospital – Michael Bond • Paddington Turns Detective – Michael Bond • A Spot of Fishing (Paddington Abroad) – Michael Bond • An Unexpected Party (Paddington Marches On) – Michael Bond <p><u>Texts chosen to provide examples of letter writing:</u></p> <ul style="list-style-type: none"> • The Day the Crayons Quit – Oliver Jeffers (revisiting from Year One) • The Day the Crayons Came Home – Oliver Jeffers (revisiting from Year One) • The Jolly Postman – Janet and Allan Ahlberg • Billy Button Telegram Boy – Sally Nicholls <p>Acquisition of History Crucial Knowledge: Emma Jane NF books</p> <p>Acquisition of Art Crucial Knowledge: Quentin Blake</p>	<p><u>Supporting Archaic Texts for Book Corner:</u> Additional archaic texts have been chosen for children to explore in the book corner. These texts have been chosen to further enhance archaic vocabulary development. These texts are also familiar to the children, because they read them in the Autumn Term of Year One. The purpose of revisiting these texts at this stage in the year is to help children settle into their new class and new routines and to help with their reading fluency (see Autumn 1 mapping), as children are required to re-read texts in order to build up confidence and fluency with word reading.</p> <ul style="list-style-type: none"> • Winnie-the-Pooh and Some Bees - A.A. Milne • Pooh Goes Visiting - A.A. Milne • Piglet Meets a Heffalump - A.A. Milne • Eeyore Has A Birthday - A.A. Milne • Kanga and Baby Roo Come to the Forest - A.A. Milne • An Expedition to the North Pole - A.A. Milne • Piglet is Entirely Surrounded by Water - A.A. Milne • Christopher Robin Gives a Party - A.A. Milne • Eeyore Loses a Tail - A.A. Milne • A House is Built at Pooh Corner - A.A. Milne • Tigger Comes to the Forest - A.A. Milne • A Search is Organised - A.A. Milne • Tigger's Don't Climb Trees - A.A. Milne • Rabbit Has a Busy Day - A.A. Milne • Pooh Invents a New Game - A.A. Milne • Tigger is Unbounced - A.A. Milne • Piglet Does a Very Grand Thing - A.A. Milne • Eeyore Finds the Wolery - A.A. Milne • An Enchanted Place - A.A. Milne • Pooh's Poems - A.A. Milne 		
Vocabulary			
<p><u>Vocabulary required to understand lead text:</u></p> <ul style="list-style-type: none"> • railway • station • platform • leather • raise • interior • several • daughter 	<ul style="list-style-type: none"> • voyage • stowaway • traces <p><u>Archaic vocabulary:</u></p> <ul style="list-style-type: none"> • daresay • well I never • I do believe 	<p><u>Verbs (synonyms for 'said'):</u></p> <ul style="list-style-type: none"> • repeated • exclaimed • cried • replied • growled • announced • murmured • whispered 	<p><u>Adverbs:</u></p> <ul style="list-style-type: none"> • politely • admiringly • earnestly • expectantly • nervously • hastily • bitterly • thoughtfully

Foxhills Infant School
Text Mapping

Autumn 2 Year Two		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Pleasure	Communication	Communication
Texts		
<p><u>Texts Chosen to Facilitate Reading for Pleasure Learning Journey and Communication Writing Learning Journey:</u></p> <ul style="list-style-type: none"> Lead Text for Reading and Writing: Vlad and the Florence Nightingale Adventure – Kate Cunningham <p><u>Narrative Text with a Non-Linear Time Sequence:</u></p> <ul style="list-style-type: none"> Three Brave Women – C.L.G Martin (links can be made to Vlad and the Florence Nightingale Adventure and to When the Rains Come – om Pow – Year One) <p><u>Linked text to read aloud:</u></p> <ul style="list-style-type: none"> Matilda – Roald Dahl - This text has been chosen to facilitate discussion and enable children to learn to express views about a narrative beyond the level they can independently read. This text has also been chosen as links can be made through themes and conventions. <p><u>Symbolic Texts (appreciating and understanding classic and contemporary poetry):</u></p> <ul style="list-style-type: none"> Christmas I Do Not Mind You Winter Wind Twas the Night Before Christmas (archaic) 26th December – Kenn Nesbitt 		
<p><u>Supporting Literature:</u> To support the acquisition of crucial history knowledge, the children will read texts about inspirational females.</p> <ul style="list-style-type: none"> Fantastically Great Women Who Changed the World – Kate Pankhurst Fantastically Great Women Who Made History – Kate Pankhurst Additional non-fiction texts about Florence Nightingale and Mary Seacole <p><u>To support writing outcomes:</u> The children will also read posters, leaflets and other poems.</p>		
Vocabulary		
<p><u>Tier Two Vocabulary and Vocabulary required to understand the Lead Text:</u></p> <p><u>Nouns</u></p> <ul style="list-style-type: none"> chaos hovel filth retaliation 	<p><u>Verbs</u></p> <ul style="list-style-type: none"> wafted descended peered bustled meddling ambling 	<p><u>Adjectives</u></p> <ul style="list-style-type: none"> rotten outrageous putrid <p><u>Adverbs:</u></p> <ul style="list-style-type: none"> vividly briefly silently

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Text Mapping

Spring 1 Year Two		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Meaning	Creativity	Collaboration
Texts		
<p><u>Lead Text for Reading and Writing Learning Journeys:</u></p> <ul style="list-style-type: none"> Samson’s Titanic Journey – Lauren Graham <p><u>Texts chosen to teach inference and prediction at a level children can independently read:</u></p> <ul style="list-style-type: none"> Tonight on the Titanic – Magic Treehouse - Mary Pope Osbourne Kaspar Prince of Cats – Michael Morpurgo (Greater Depth) <p><u>Text chosen to facilitate making links:</u></p> <ul style="list-style-type: none"> The Bear and the Piano – David Litchfield <p><u>Texts chosen to facilitate history knowledge acquisition:</u></p> <ul style="list-style-type: none"> If you were a kid aboard the Titanic – Josh Gregory I was there... - Margi McAllister The Unsinkable Titanic – Andrew Donkin Do you know? Titanic – Alan MacDonald The Titanic - Anna Claybourne You wouldn’t want to sail on the Titanic! – David Stewart Sea City Museum – The lives, the time Titanic – Martin Jenkins/ Brian Sanders Eyewitness Titanic The story of the Titanic for children – Joe Fullman The discovery of the Titanic – D Robert and D Ballard Story of the Tianiic – Steve Noon 		<p><u>Texts chosen to facilitate geography knowledge acquisition and to facilitate making links:</u></p> <ul style="list-style-type: none"> The Queen’s Hat – Steve Anthony The Queen’s Handbag – Steve Anthony <p>The book corner will also contain a range of books to reflect the children’s interests, that are written in the first person, or in the form of a diary, to support children’s understanding of the purpose and form, in preparation for their writing learning journey.</p>
Vocabulary		
<p><u>Tier Two Vocabulary and Vocabulary required to understand the Lead Text:</u></p> <p><u>Nouns</u></p> <ul style="list-style-type: none"> halt aroma luxury grandeur 	<p><u>Verbs:</u></p> <ul style="list-style-type: none"> scattered clambered launched glided board promenading scampered scampering 	<p><u>Adjectives</u></p> <ul style="list-style-type: none"> spectacular sumptuous majestic eerie <p><u>Adverbs:</u></p> <ul style="list-style-type: none"> stealthily splendidly effortlessly securely fiercely

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Text Mapping

Spring 2 Year Two		
Reading Concept	Writing Concept	Spoken Language Concept
Word Reading	Creativity	Confidence
Texts		Vocabulary
<p><u>Lead Text;</u></p> <ul style="list-style-type: none"> Vlad and the Great Fire of London – Kate and Sam Cunningham <p><u>Text chosen to facilitate making links:</u></p> <ul style="list-style-type: none"> Toby and the Great fire of London – Margaret Nash and Jane Cope 	<p><u>Texts chosen to facilitate history knowledge acquisition:</u></p> <ul style="list-style-type: none"> The Great Fire of London – Liz Gogerly Ways into history- the great fire of London – Sally Hewitt Why do we remember? The Great fire of London – Izzi Howell The story of the Great fire of London – Anita Ganeri Who was Samuel Pepys? – Paul Harrisonn History corner – The great fire of London - Jenny Powell The Great fire of London – Leonie Bennettt Start up connections – The Great Fire of London –Stewart Ross The baker’s boy and the great fire of London – Tom and Tony Bradman 	
Vocabulary		
<p><u>Tier Two Vocabulary and Vocabulary required to understand the Lead Text:</u></p> <p><u>Nouns</u></p> <ul style="list-style-type: none"> cobbles explosion inferno possessions belongings 	<p><u>Verbs:</u></p> <ul style="list-style-type: none"> feasted flickered blazing clung collapsing scorched quivering staggered muttering gobbled muttering 	<p><u>Adjectives</u></p> <ul style="list-style-type: none"> tastiest wonderful dozy thatched <p><u>Adverbs:</u></p> <ul style="list-style-type: none"> gently brightly tightly quickly loudly slowly

Foxhills Infant School
Text Mapping

Summer 1 Year Two		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Pleasure	Success	Communication
Texts		
<p><u>Lead Text:</u></p> <ul style="list-style-type: none"> Tidy – Emily Gravett <p><u>Linked texts (chosen to facilitate making links):</u></p> <ul style="list-style-type: none"> Wolves Emily Gravett (resistant text) Picturebook Meerkat Mail – Emily Gravett Voices in the Park – Anthony Browne (narratively complex) Into the Forest – Anthony Browne 		<p>The book corner will also contain a range of texts chosen by the children to enable them to apply their knowledge and skills to make links between texts they are currently reading and those they have read previously. There will also be a range of traditional and twisted tales, which will be read aloud to the children.</p>
Vocabulary		
<p><u>Lead Text Verbs for writing and revisiting spelling words with suffixes:</u></p> <ul style="list-style-type: none"> tidied cleaned snipped groomed brushed bathed untangled 	<ul style="list-style-type: none"> picked rubbed polished scoured scrubbed hunted decided arrived tossed 	<ul style="list-style-type: none"> turned rumbled churned succeeded ordered <p><u>Adverbs:</u></p> <ul style="list-style-type: none"> perfectly

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Text Mapping

Summer 2 Year Two		
Reading Concept	Writing Concept	Spoken Language Concept
Reading for Meaning	Success	Collaboration
Texts		
<p><u>Lead text:</u></p> <ul style="list-style-type: none"> • Alice in Wonderland – Lewis Carroll <p><u>Linked supporting texts:</u></p> <ul style="list-style-type: none"> • The Tunnel – Anthony Browne • Journey – Aaron Becker (resistant text) <p><u>Poetry:</u></p> <ul style="list-style-type: none"> • What is Pink? Christina Rossetti • The Walrus and the Carpenter – Lewis Carroll • First Day Poem 		<p>The book corner will also contain a range of texts chosen by the children to enable them to apply their knowledge and skills to make links between texts they are currently reading and those they have read previously. There will also be a range of different poems, which will be read aloud to the children.</p>
Vocabulary		
<p><u>Tier Two Vocabulary from Poetry:</u></p> <ul style="list-style-type: none"> • brink • barley • ripe • mellow • twilight • admire 	<ul style="list-style-type: none"> • billows • sulkily • quantities • grand • shed (verb) • dismal 	<ul style="list-style-type: none"> • briny • pleasant • bitter • eager • frothy • conveniently