

### **East Midlands Academy Trust** Year 1 Text Map











Narrative	Focus of narrative learning chains.			
Poetry	Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!			
Information/non-fiction	Focus of non-fiction chains as well as being useful for when teaching the broader curriculum.			
Read aloud and read for pleasure				
All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.				

P	F	A	1
Purpose	Form	Audience	Impact
Narrate	How will the talk/writing be structured? e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices.	Who are we writing for? Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers.	How will the reader feel or what might they do? e.g. happy, confused, informed, curious; will they know something new or have changed their opinion?
Inform/describe			
Explain			
Persuade			
Discuss			

#### **Guidance:**

Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.

- The purpose, form and audience can be tweaked to fit the chosen text or outcome.
- Where the form is 'short story', this could include alternative story endings, innovated stories or stories that continue on from those the children have read.
- The subject of non-fiction texts can be changed to match any aspect of the broader curriculum.
- The impact statement should make sense when preceded by: 'my reader will...'



#### **East Midlands Academy Trust** Year 1 Text Map - Autumn 1













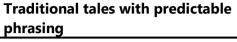
Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

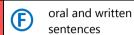
Focus of non-fiction chains as well as being useful for when teaching the broader curriculum.

Read aloud and Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.



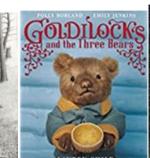


















**Seasonal poetry** 





class recital of a

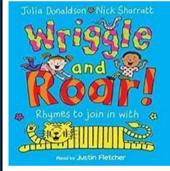


school and families



feel happy, uplifted

**Poetry** 







**Information texts (human body)** 



to describe/





class recital of a



school and families

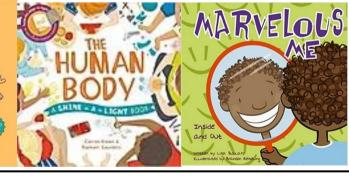


feel happy, uplifted

Information, **Non-Fiction** 



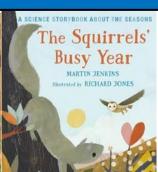


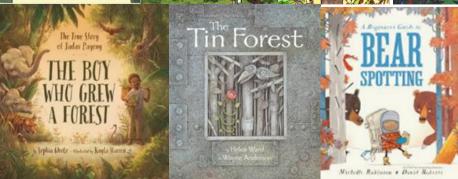














#### **East Midlands Academy Trust** Year 1 Text Map - Autumn 2













**Playtime** 

Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if

read for pleasure appropriate All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

**Traditional tales with predictable** phrasing



Read aloud and

to narrate

a sequence of sentences

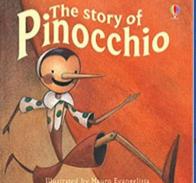


peers



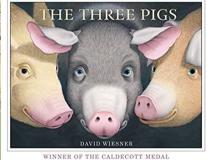
**Narrative** 











Playground rhymes and songs



to narrate /

describe



performance of poems learned by heart

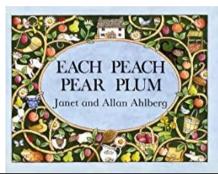


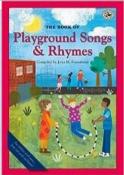
younger children



have fun

**Poetry** 





**Information texts (human body)** 



to inform/

explain



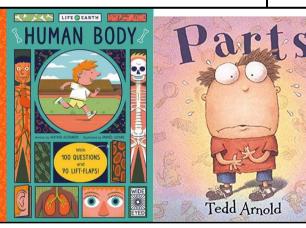
sentences on a

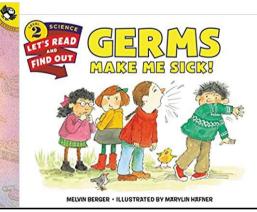


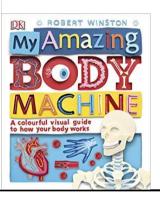
peers

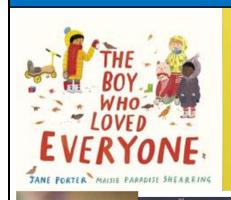
learn something new about toys

Information, **Non-Fiction** 

















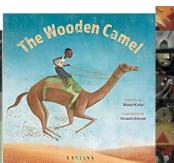


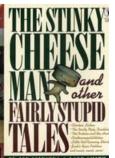














#### **East Midlands Academy Trust Year 1 Text Map – Spring 1**













Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

Read aloud and

Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

**Classic stories which reflect childhood** experiences



to narrate

illustrated sentences, retelling E the events of a story



school and families (display)



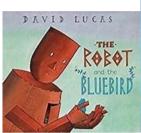
be entertained







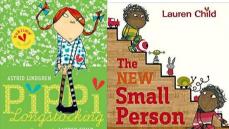












**Information texts (human body)** 



to narrate

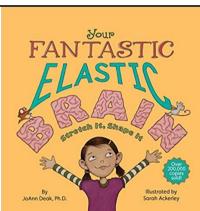


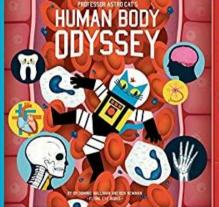


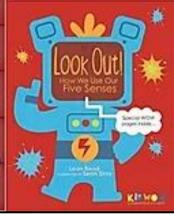
peers

understand someone's experiences

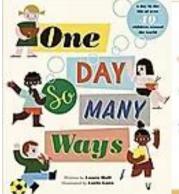
Information/ **Non-Fiction** 

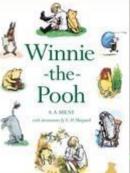


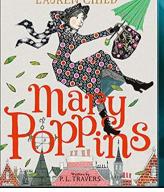




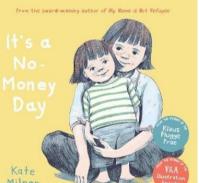














#### **East Midlands Academy Trust Year 1 Text Map – Spring 2**













Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to

read aloud from for any purpose!

Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if Read aloud and appropriate

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

**Traditional tales** 



to narrate



a retelling of a familiar traditional tale



peers



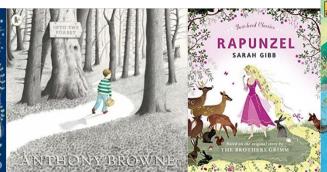
be entertained

**Narrative** 

**Poetry** 





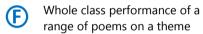




**Performance poetry** 



Arry Stretch Parker Kale Brunskill





school and families

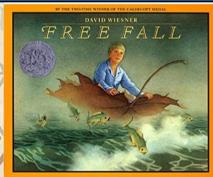


be entertained













#### **East Midlands Academy Trust** Year 1 Text Map - Summer 1











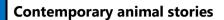


Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Read aloud and Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

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The Tiger Who



to narrate

a short story which innovates on one that's been read



peers



be entertained



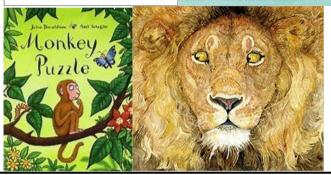
Came











**Animal poems** 



to describe



rhyming couplets about animals

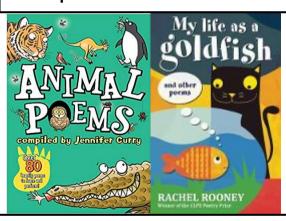


school and families (display)



smile and laugh

**Poetry** 



Instructions (how to care for an animal)



to explain



instruction manual

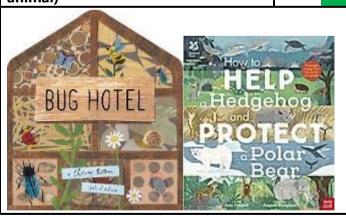


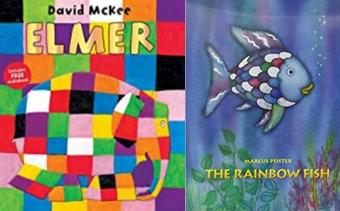
schools and families (display)

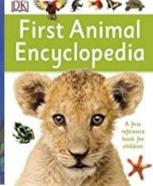


know how to look after an animal

Information,













# **East Midlands Academy Trust Year 1 Text Map – Summer 2**











know how to

recognise a royal



Narrative Focus of narrative learning chains.

Poetry

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

nformation/non-fiction Read aloud and read for pleasure Focus of non-fiction chains as well as being useful for when teaching the broader curriculum.

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