

**Cross-Curricular Quality Text Map Class 1 Cycle B**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Once Upon a Time'	'Toys 'R' Us'	'Frozen Worlds'	'Let's Explore'	'Fantastic Beasts'	'All at Sea'
Quality Text					
 <p>The Colour Monster Anna Lenas</p>	 <p>Louis Tom Lichenheld</p>	 <p>Hello Winter</p>	 <p>Lost and Found</p>	 <p>I Want a Pet! Lauren Child</p>	 <p>The Lighthouse Keeper's Lunch 45</p>
 <p>The Gingerbread Man</p>	 <p>Paddington Michael Bond</p>	 <p>Meet the Weather</p>	 <p>Ernest Shackleton</p>	 <p>Thank you for looking after our pets</p>	 <p>Seaside Holidays Then and Now</p>
 <p>The Gingerbread Girl</p>	 <p>The Teddy Bear's Picnic</p>	 <p>Here Comes Jack Frost</p>	 <p>Explorers!</p>	 <p>Dear Zoo Rod Campbell</p>	 <p>Above and Below Sea and Shore</p>
 <p>The Three Little Pigs</p>	 <p>Terrific Toys In the Past</p>	 <p>The Emperor's Egg</p>	 <p>The Train Ride June Crebbin illustrated by Stephen Lamb</p>	 <p>Animal Groups James Bruchac</p>	 <p>Fidgety Fish</p>
 <p>The Three Little Wolves and the Big Bad Pig</p>	 <p>Dear Santa Rod Campbell</p>	 <p>Penguins</p>	 <p>Oi Frog!</p>		

## Literary Context

<u>Colour Monster</u>	<u>Louis</u>	<u>Hello Winter</u>	<u>Lost and Found</u>		
<p>Engage during story times and show an understanding of what has been read, e.g. answering 'why' questions. Demonstrate an understanding of new vocabulary from books and texts. Relate texts to own experiences Introduce and discuss key vocabulary, linking meanings of new words to those already known- Emotions Vocab Identify and discuss the main events in stories. Make basic inferences about what is being said and done.</p> <p><b><u>Gingerbread Man/ Girl</u></b> Understand key concepts about print Openings and closing of Traditional Tales. Good vs bad theme. Retell narrative in own words to show understanding. Oral sentence rehearsal Identify and discuss main character Anticipate key event Join in with repeated refrains. Compare and express own view points.</p> <p><b><u>The Three Little Pigs/ Wolves</u></b> Understand key concepts about print Openings and closing of Traditional Tales. Good vs bad theme. Retell narrative in own words to show understanding. Oral sentence rehearsal Identify and discuss main character Anticipate key event Join in with repeated refrains. Compare and express own view points.</p>	<p>Front cover study- Predictions Identify and discuss main character. Relate to own experiences- do you have a teddy? Anticipate key event- Will Louis leave? Discuss specific phrases, I'm off like a dirty shirt, making like a tree and leaving etc.</p> <p><b><u>Paddington</u></b> Make inferences about what is being said and done. Ask and answer questions about a story Link Text to own experiences</p> <p><b><u>Teddy Bear's Picnic</u></b> Recite a simple poem Identify rhyming words Compare poem with non-fiction/narrative texts Perform songs, rhymes and poems with others</p> <p><b><u>Terrific Toys</u></b> Introduction to non-fiction. Compare to Paddington/ Louis What is the same/different e.g. true facts/narrative. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Vocabulary historic</p> <p><b><u>Dear Santa</u></b> Discuss title and how it relates to events in story. Demonstrate understanding of texts by answering questions who/what/why etc. Familiar pattern and phrases Prediction based upon illustrations Relate to own experiences</p>	<p>Activate prior-knowledge- what do we know about the seasons Relate text to own experiences Identify, discuss and sequence main events in text. Demonstrate understanding of texts. Use new vocabulary- seasonal, weather</p> <p><b><u>Meet the Weather</u></b> Adjectives to describe weather- string, fierce, murky etc. Weather word sounds- whoooooe crick crack bang Word representation e.g. bounce- capital letters, why has the author written the word like this? Engage in conversation about poems and rhymes.</p> <p><b><u>Here Comes Jack Frost</u></b> Pre-conceptions- what do we think of Jack Frost? Do we think differently once story has been read? Discuss illustrations- why do you think they are black and white, not colourful? Anticipate key events- what will happen when the boy says Spring? Give opinions and support with reasons- where has Jack Frost gone?</p> <p><b><u>The Emperor's Egg/ Penguins</u></b> Discuss title and how it relates to the text- inference, what does this mean? Introduce and discuss scientific vocabulary- emperor, Antarctica, flippers, regurgitate etc. Recall specific information in non-fiction texts.</p>	<p>Use front cover and title to discuss/ predict how it might relate to text. Explain clearly their understanding of what is read through direct questioning. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p><b><u>Ernest Shackleton/ Explorers</u></b> Engage with and talk about non-fiction books. Recall specific information in non-fiction texts. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Historical and geographical specific vocabulary. Prior knowledge- what do we already know about this area? Recall specific information in non-fiction texts.</p> <p><b><u>The Train Ride</u></b> Orally retell and sequence story with familiar pattern and language. Vocabulary- Colour and animals. Introduction of question marks for year 1 pupils.</p>		

**Writing Outcome and Writing Purpose**

<p><u>The Gingerbread Man</u> Narrative: Sequence List of characters met Speech Bubbles Alternative Ending</p>	<p><u>Louis</u> Narrative: Character Description. Write in role, likes and dislikes- sentence structure. cl/fs</p>	<p><u>Here Comes Jack Frost</u> Narrative: Setting description- Look out the window- What can you see?  <u>Hello Winter</u> Poetry- Winter Acrostic Poem</p>	<p><u>Lost and Found</u> Narrative: Character Description for Mr Penguin- Found poster.  Narrative: Using language pattern write a train journey adventure- Year 1 use question marks.</p>	<p><u>I Want a Pet</u> Narrative-Persuasive letter to Parents- I want a pet  <u>Dear Zoo</u> Add to the story- What do the Zoo send you? Introduction of exclamation marks Year 1  <u>Oi Frog</u> Rhyming sentences</p>	<p><u>The Lighthouse Keeper's Lunch</u> Narrative: What will you put in the basket to trick the seagulls?  <u>Fidgety Fish</u> Alliterative sentences</p>
<p><u>Colour Monster</u> Non- Fiction: Labels and short captions (feelings and emotions)  <u>The Gingerbread Man</u> Sequence List of characters met</p>	<p><u>Terrific Toys</u> Non-Fiction: Recount Trip to Beamish  <u>Paddington</u> Non-Fiction: Post Card to Aunt Lucy  <u>Dear Santa</u> Non-Fiction: Letter to Santa</p>	<p><u>Meet the Weather</u> Non-Fiction weather diary  <u>Penguins</u> Non-Fiction: Penguin Fact-file information text.</p>	<p><u>Lost and Found</u> Non- Fiction List writing- what do we need to take to Antarctica?  <u>Ernest Shackleton/ Exploreres</u> Non-Fiction: Biography Comparative writing.</p>	<p><u>Dear Zoo</u> Recount from trip to the zoo  <u>Thank you for looking after our pet.</u> Non-Fiction: Instructions for looking after a pet. Imperative bossy verbs.</p>	<p><u>Above and Below</u> Non-fiction: Aquarium recount  <u>Seaside Holidays: Then and Now</u> Non-Fiction: Non Chron report- comparative.</p>

**Writing Terminology for pupils:**

Year R: Initial/middle/final sound, letter, letter formation, finger space, word, caption, sentence, full stop, hold a sentence, Fred Fingers  
Year 1: letter, capital letter, word, sentence, Fred fingers, plural, singular, full stop, question mark, exclamation mark, punctuation, hold a sentence, re-read, finger space.