



TalkforWriting



# Holy Trinity

Church of England Primary Academy

English Curriculum Map

Academic Year 2025-26



# Holy Trinity

Church of England Primary Academy

## English at Holy Trinity CE Primary Academy

We take great pride in our rich and ambitious curriculum, with texts that: reflect the community that we serve, challenge stereotypes, affirm identity and provide excellent models of literacy.

Talk for Writing is an engaging teaching framework developed by Pie Corbett and supported by Julia Strong. It is particularly powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing an innovated version prior to formulating their own independent writing.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes across the curriculum, resulting in children masterfully planning and publishing independent pieces of work. A key feature is that children internalise the language structures needed to write through 'talking the text'.

The approach moves from dependence towards independence, with the teacher using shared and guided (modelled) writing to develop the ability in children to write creatively, powerfully and purposefully.

The entirety of our English (writing) curriculum is delivered through the framework of Talk for Writing from EYFS up to Year 6. This includes the delivery of poetry, fiction and non-fiction.



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## Fiction

At the heart of our English curriculum is a provision of high-quality fictional texts, which provide an excellent model of literary integrity, exceptional vocabulary and reflect the context of children that we teach. Our provision of fictional texts allows children to experience varying plot structures, including but not limited to; tales where the main character embarks on a journey, stories where there is a beast for the protagonist to overcome or texts where the main characters lose an important object that must be found.

Within these plot structures, children will be taught the 'tools' rather than rules, of how to:

- *Create carefully crafted openings and endings;*
- *Bring their characters alive through detailed characterisation;*
- *Develop vivid settings and suspense that contribute to the writing as a whole;*
- *Craft dialogue that moves the story forward and reveals the depth of character;*
- *Use action and description across a range of writing, including poetry and non-fiction.*
- *The depth and challenge in our fictional texts allows:*
- *Teachers to model reading challenging texts with expert prosody;*
- *Opportunity for children to further develop vocabulary and fluency;*
- *The study of the relationship between author and audience and the impact on the reader;*
- *Exposure to a wide and diverse range of authors, illustrators, genres and forms;*
- *Children to see themselves reflected in what they read and write about and to have the opportunity to investigate other lives, worlds and perspectives;*
- *Exposure to books that are worth revisiting, re-reading and provide the opportunity to respond in a variety of creative ways.*



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## Poetry

In a continual pursuit of building a rich English curriculum, we are intent on ensuring our poetry provision is one which possesses creative content, opens doors to new knowledge and is inherently challenging. This depth and challenge in our poetry texts allows:

- *Teachers to model reading challenging texts with expert prosody;*
- *Additional opportunity to develop reading and comprehension;*
- *Opportunity for children to develop fluency;*
- *The study of the relationship between poet and audience and the impact on the reader;*
- *Exposure to a greater breadth and depth of vocabulary.*

At Holy Trinity, we pride ourselves on providing a poetry curriculum, where the majority of poems stem from Bob Cox: Opening Doors anthology. At its heart, it has equity and excellence, social justice and inclusion as well as exposing children to great works of literary heritage. Some of our units include:

Year 6 studying the emotive and touching 'Sympathy' by Paul Laurence Dunbar, as well as Year 3 studying the classic narrative poem 'The Pied Piper of Hamelin' by Robert Browning. This degree of rigour and challenge is reflective of the entirety of our English curriculum and it allows children to see the world of literature in a different light.



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## Non-Fiction

Our English curriculum includes a high-quality provision of non-fiction texts, which are reflective of the daily texts encountered in our digital information age. Our non-fiction provision allows children to access knowledge from different disciplines, challenges stereotypes, reflect the current lived experiences of our children and is inherently challenging. This depth and challenge in our non-fiction texts allows:

- *Teachers to model reading challenging texts with expert prosody;*
- *Greater knowledge acquisition;*
- *Opportunity for children to further develop fluency;*
- *The study of the relationship between author and audience and the impact on the reader;*
- *Teaching of vocabulary, non-fiction voice and presentational features;*
- *Teaching of the specific reading knowledge, skills and strategies that non-fiction texts require;*
- *Understanding of how non-fiction texts can be used as a meaningful stimulus for children's own real world and independent writing;*
- *Children to draw on reader knowledge to make careful choices around voice, language and presentation in their own information writing.*



# Holy Trinity

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Curriculum Map

Year: Reception

## Autumn Term

### Fiction

(4-5 weeks)



#### Little Red Hen

Focus: Description

Plot Structure: Journey Tale

### Poetry

(2-3 weeks)

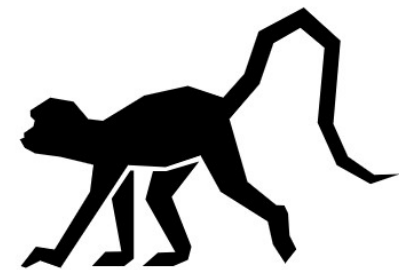


#### Brown Bear, Brown Bear...

Focus: Description

### Non-Fiction

(4-5 weeks)



#### What Do You Do With A Tail Like This?

Genre: Information



# Holy Trinity

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Curriculum Map

Year: Reception

## Spring Term

**Fiction**

(4-5 weeks)



**We're Going on A Bear Hunt**

Focus: Description

Plot Structure: Journey Tale

**Poetry**

(4-5 weeks)



**The Very Hungry Caterpillar**

Focus: Description

**Fiction**

(4-5 weeks)



**Leaves by Stephen Hogtun**

Focus: Description

Plot Structure: Journey Tale



# Holy Trinity

Church of England Primary Academy

Curriculum Map

Year: Reception

## Summer Term

### Fiction

(4-5 weeks)



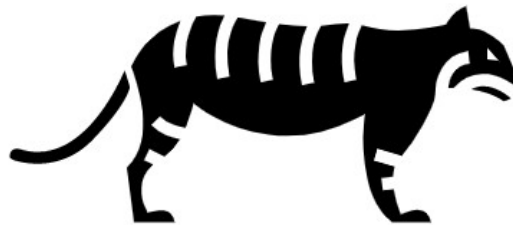
#### Jasper's Beanstalk

Focus: Description

Plot Structure: Journey Tale

### Poetry

(4 weeks)



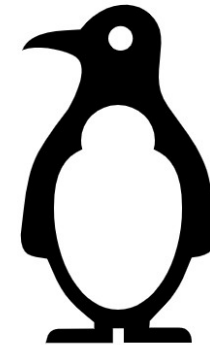
#### The Tiger Who Came To Tea

Focus: Openings and Endings/Description

Plot Structure: Meeting Tale

### Fiction

(4-5 weeks)



#### Lost & Found by Oliver Jeffers

Focus: Characterisation/Description



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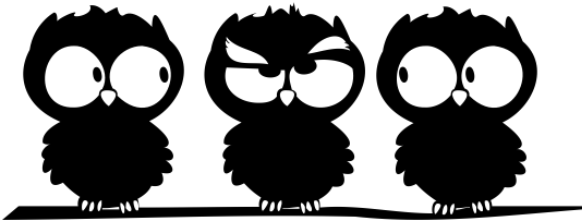
Curriculum Map

Year: One

## Autumn Term

### Fiction

(4-5 weeks)



#### Owl Babies

Focus: Description

Plot Structure: Losing Tale

### Fiction

(4-5 weeks)



#### The Owl by Alfred Tennyson

Focus: Description

Concept: Vocabulary

### Non-Fiction

(4-5 weeks)



#### Home by Carson Ellis

Genre: Information

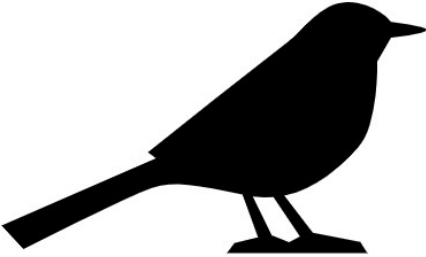
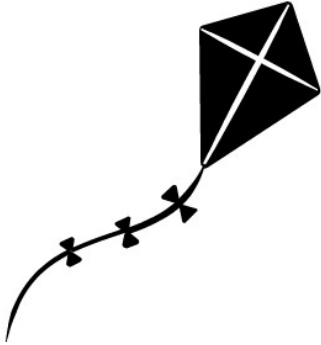



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Curriculum Map

Year: One

Spring Term		
Poetry (4-5 weeks)	Fiction (4-5 weeks)	Non-Fiction (4-5 weeks)
 <b>A Bird Came Down The Walk</b> by <b>Emily Dickinson</b> Focus: Description Concept: Vocabulary	 <b>Stuck by Oliver Jeffers</b> Focus: Description/Characterisation Plot Structure: Losing Tale	 <b>Fanatical About Frogs</b> Genre: Information



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Curriculum Map

Year: One

## Summer Term

### Poetry

(4-5 weeks)



#### **The Seedling**

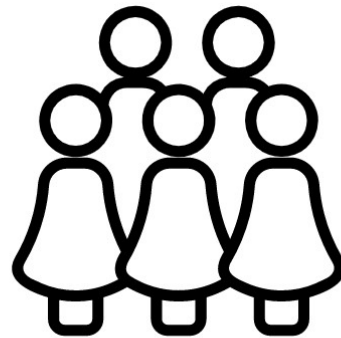
by **Paul Laurence Dunbar**

Focus: Description

Concept: Personification

### Non-Fiction

(4-5 weeks)

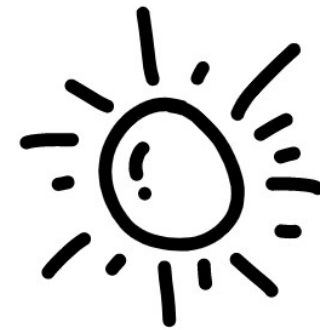


#### **Fantastically Great Women Who Changed The World**

Genre: Information

### Fiction

(4-5 weeks)



#### **How The Sun Got To Coco's House**

Focus: Description/Settings

Plot Structure: Journey Tale



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Curriculum Map

Year: Two

## Autumn Term

### Fiction

(4-5 weeks)



**Instructions by Neil Gaiman**

**Instructional Text**

Focus: Description

### Non-Fiction

(4-5 weeks)



**The Big Book of the UK  
by Imogen Russell Williams**

Focus: Description

### Poetry

(3-4 weeks)



**The Call by Charlotte Mew**

**(Opening Doors)**

Focus: Description

Concept: Building Tension/ Suspense



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Curriculum Map

Year: Two

## Spring Term

### Fiction

(4-5 weeks)



#### **The Barnabus Project by The Fan Brothers**

Focus: Description

Plot Structure: Wishing Tale

### Non—Fiction

(4-5 weeks)



#### **The Bee Book (Conservation for Kids)**

Genre: Information



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Curriculum Map

Year: Two

## Summer Term

### Fiction

(4-5 weeks)



**My Name is Not Refugee**  
by **Kate Milner**

Focus: Characterisation

Plot Structure: Finding Tale

### Poetry

(3-4 weeks)



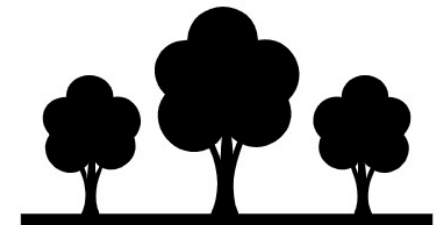
**Once Upon A Rhythm**  
by **James Carter**

Focus: Description

Concept: Symbolism

### Non-Fiction

(4-5 weeks)



**The Magic and Mystery of Trees**  
by **Jen Green**

Genre: Information



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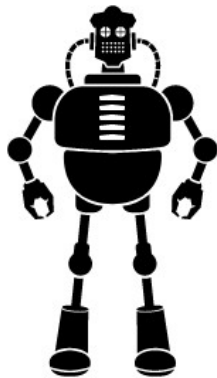
Curriculum Map

Year: Three

## Autumn Term

### Fiction

(4-5 weeks)



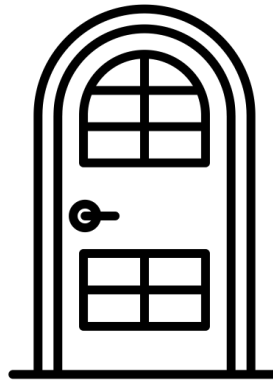
#### **The Iron Man**

Focus: Suspense/ Description

Plot Structure: Meeting Tale

### Poetry

(3-4 weeks)



#### **The Door by Miroslav Holub**

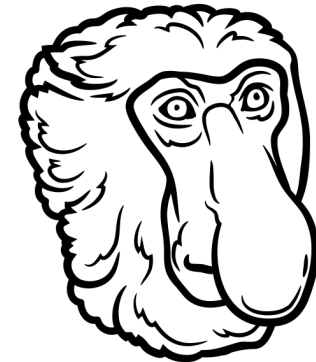
**(Opening Doors)**

Focus: Description

Concept: Symbolism

### Non-Fiction

(4-5 weeks)



#### **The Illustrated Encyclopaedia of**

**'Ugly' Animals by Sami Bayly**

Genre: Information



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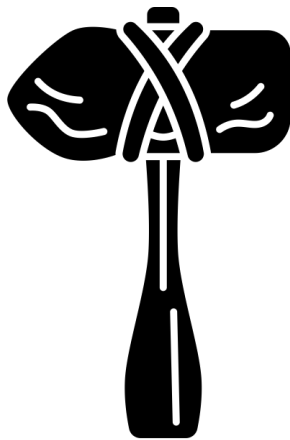
Curriculum Map

Year: Three

## Spring Term

### Fiction

(4-5 weeks)



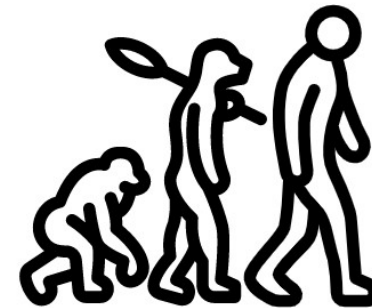
**The Wild Way Home by Sophie Kirtley**

Focus: Characterisation

Plot Structure: Portal Story/ Fantasy Tale

### Non-Fiction

(4-5 weeks)



**When We Became Humans:**

**Our incredible evolutionary journey**

Genre: Information



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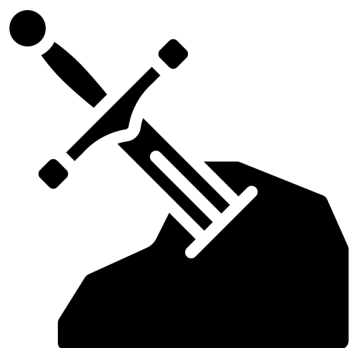
Curriculum Map

Year: Three

## Summer Term

### Fiction

(4-5 weeks)



**Arthur, High King of Britain**

Focus: Action

Plot Structure: Journey/ Fantasy Tale

### Poetry

(3-4 weeks)



**The Pied Piper of Hamelin**

by Robert Browning

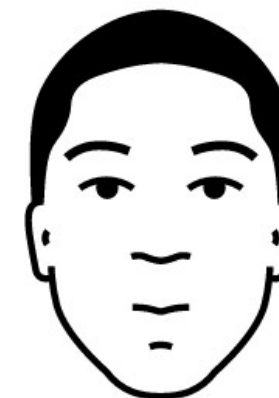
(Opening Doors)

Focus: Description

Concept: Structure

### Non-Fiction

(4-5 weeks)



**Young, Gifted and Black** by Jamia

Wilson

Genre: Information



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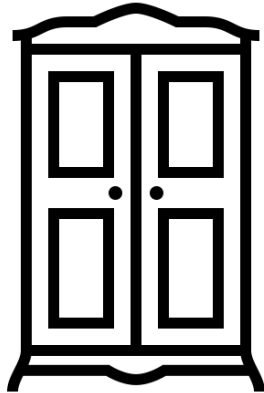
Curriculum Map

Year: Four

## Autumn Term

### Fiction

(4-5 weeks)



**The Lion, The Witch and The  
Wardrobe by C.S. Lewis**

Focus: Characterisation

Plot Structure: Journey Tale

### Poetry

(3-4 weeks)



**Great City by Harold Monro  
(Opening Doors)**

Focus: Description

Concept: Building Atmosphere

### Non-Fiction

(4-5 weeks)



**Greta Thunberg:**

**No One is Too Small to Make a  
Difference**

Genre: Speeches



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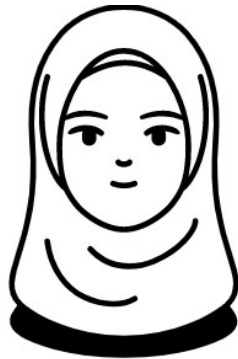
Curriculum Map

Year: Four

## Spring Term

### Fiction

(4-5 weeks)



**Malala**

Focus: Characterisation/Description

Plot Structure: Tale of Fear

### Non-Fiction

(4-5 weeks)



**Black and British  
by David Olosuga**

Genre: Information



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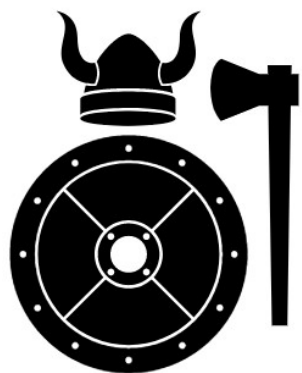
Curriculum Map

Year: Four

## Summer Term

### Fiction

(4-5 weeks)



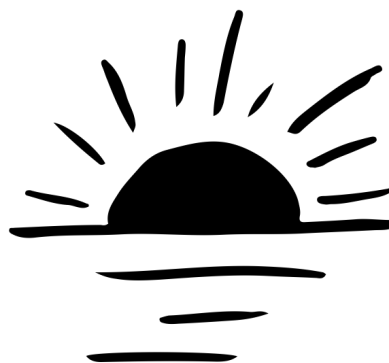
#### **Beowulf**

Focus: Dialogue

Plot Structure: Overcoming the monster

### Poetry

(2-3 weeks)



#### **The Wind and The Sea by Paul Laurence Dunbar**

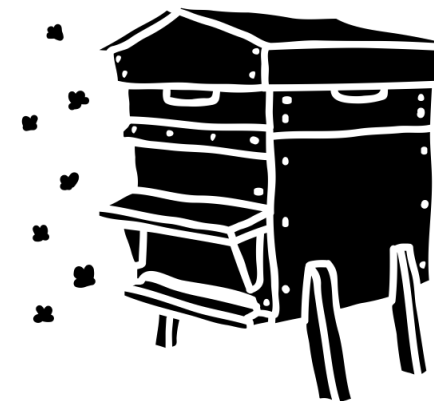
**(Opening Doors)**

Focus: Description

*Concept: Personification*

### Non-Fiction

(4-5 weeks)



#### **The Bee Book: Beekeeping**

Focus: Description



# Holy Trinity

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Curriculum Map

Year: Five

## Autumn Term

### Fiction

(4-5 weeks)



#### **Boy at the back of the class**

Focus: Characterisation

Plot Structure: Character Change Story

### Poetry

(3-4 weeks)



#### **An Old Cat's Dying Soliloquy**

by **Anna Seward**

Focus: Description

*Concept: Vocabulary*

### Non-Fiction

(4-5 weeks)



#### **A World Full of Journeys and Migrations**

Genre: Information



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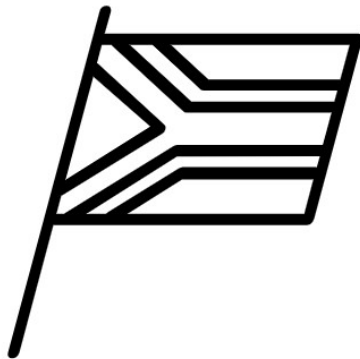
Curriculum Map

Year: Five

## Spring Term

### Fiction

(4-5 weeks)



#### **Journey to Jo'Burg**

Focus: Suspense

Plot Structure: Journey Tale

### Non-Fiction

(4-5 weeks)



#### **Mythologica by Dr. Stephen P. Kershaw**

Genre: Information



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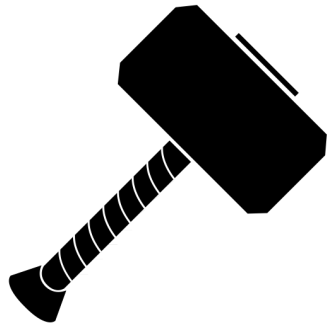
Curriculum Map

Year: Five

## Summer Term

### Fiction

(4-5 weeks)



**Norse Myths: Tales of Odin, Thor and Loki**

Focus: Settings/ Description

Plot Structure: Overcoming the Monster/ Fantasy Tale

### Poetry

(3-4 weeks)



**A Garden at Night by James Reeves  
(Opening Doors)**

Focus: Description

Concept: Personification

### Non-Fiction

(4-5 weeks)



**Queens by Victoria Crossman**

Genre: Information



# Holy Trinity

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Curriculum Map

Year: Six

## Autumn Term

### Fiction

(4-5 weeks)



**No Ballet Shoes in Syria**

Focus: Dialogue

Plot Structure: Wishing Tale

### Poetry

(3-4 weeks)



**Sympathy by Paul Laurence Dunbar**

(Opening Doors)

Focus: Description

Concept: Contrast

### Non-Fiction

(4-5 weeks)



**The Black History Book by David Olusoga**

Genre: Information

*Writing to inform*



# Holy Trinity

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Curriculum Map

Year: Six

## Spring Term

### Non-Fiction

(4-5 weeks)



**Africa, Amazing Africa**

Genre: Information

### Fiction

(4-5 weeks)



**Tyger by S F Said**

Focus: Characterisation

Plot Structure: Finding Tale

*Writing to entertain*



# Holy Trinity

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Curriculum Map

Year: Six

## Summer Term

### Poetry

(2-3 weeks)



**On The Move: Poems about Migration by Michael Rosen**

Focus: Description

### Fiction

(4-5 weeks)



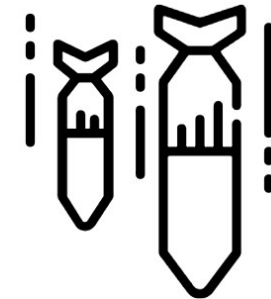
**Macbeth (A Shakespeare Story)**

Focus: Characterisation

Plot Structure: Tragedy

### Fiction

(4-5 weeks)



**Oranges in No Man's Land**

Focus: Suspense/ Dialogue

Plot Structure: Journey Tale