

Sample CLPE Power of Reading Curriculum Map: EYFS

Nursery (Sample A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Hello, Friend</i> Rebecca Cobb	<i>The Gigantic Turnip</i> Alekssei Tolstoy, Niamh Sharkey	<i>Lulu Gets a Cat</i> Anna McQuinn, Rosalind Beardshaw	<i>10 Things I Can Do to Help My World</i> Melanie Walsh – sequence pending	<i>Blow a Kiss, Catch a Kiss</i> Joseph Coelho, Nicola Killen	<i>Anna Hibiscus' Song</i> Atinuke, Lauren Tobia
Human Theme	Making friends and managing relationships	Playing and working co-operatively	Understanding the needs of others	Sustainability and care	Making sense of feelings & experiences	What makes us happy?
Literary Form	Picturebook	Traditional Tale	Picturebook	Referential Non-fiction	Poetry Collection	Picturebook with repetitive refrain
EYFS 2023 Cross-Curricular Links	<p>PSED: Become more outgoing with unfamiliar people in a safe context; show more confidence in new social situations; play with one or more other children, extending and elaborating play ideas; develop appropriate ways of being assertive; talk about feelings using words; begin to understand how others might be feeling.</p> <p>EAD: Portraiture - show different emotions in drawings and paintings; explore colour and colour-mixing.</p> <p>PD: Take part in some group activities, made up themselves or in teams.</p> <p>UW: Continue to develop positive attitudes about differences between people.</p>	<p>PSED: Develop sense of community and membership of a community; help find solutions and suggest other ideas.</p> <p>UW: plant seeds and care for growing plants; understand key features of the life cycle; explore and talk about different forces they feel; talk about observations.</p> <p>Maths: 1:1 correspondence in order; apply the cardinal principle; link numerals to amounts; symbols, marks and numerals; compare quantities, size, length & weight.</p> <p>EAD: Take part in pretend play using representative objects; explore colour & mixing in drawing and painting plants, fruits and vegetables.</p>	<p>PSED: Select and use resources with help to achieve a goal; develop sense of responsibility; increasingly follow rules without reminder & understand why important; talk with others to solve conflict; talk about feelings using words.</p> <p>UW: Pets – understand need to respect and care for natural environment and all living things; show interest in different occupations; talk about observations.</p> <p>Maths: Experiment with own symbols and marks as well as numerals; solve real world problems with numerals up to 5; begin to describe a sequence of events using words like 'first', 'then...'</p>	<p>PSED: Select and use activities and resources, with help when needed, to achieve a goal; develop a sense of community & membership; understand and follow rules without reminder; develop appropriate ways of being assertive.</p> <p>UW: Use all senses in hands-on exploration of natural materials; talk about observations; show interest in different occupations; understand the need to respect and care for the natural environment and all living things; talk about the differences between materials and the changes they notice.</p>	<p>PSED: Develop a sense of membership to a community; show more confidence in new social situations; talk about feelings; begin to understand how others might be feeling.</p> <p>UW: Begin to make sense of own life-story and family's history; continue to develop positive attitudes about differences between people.</p> <p>EAD: Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; play instruments with increasing control to express their feelings and ideas.</p>	<p>PSED: Talk about feelings; begin to understand how others might be feeling.</p> <p>UW: Begin to make sense of own life-story and family's history; continue to develop positive attitudes about differences between people; know there are different countries in the worlds and talk about differences experiences or seen in photos.</p> <p>EAD: Make imaginative and complex 'small worlds'; show different emotions in their drawings and paintings; listen with increasing attention to sounds; respond to what is heard, expressing thoughts and feelings; remember and sing entire songs; pitch match and sing in melodic shape.</p>
Reading and Phonics: Experience, Knowledge, Skills and Strategies	Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion Understand key print concepts – print has meaning in names as tags, notes and stories; directionality. Develop phonological awareness - syllabification in names; recognising names with same initial sound. Engage in extended conversations about stories, learning new vocabulary.	Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion Understand key print concepts – page sequencing; directionality. Develop phonological awareness – syllabification in animal names and refrains; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary.	Listen to longer stories with enjoyment and recall key events. Develop simple inference and offer opinion. Understand key print concepts – print has meaning; the names of different parts of a book; directionality. Develop phonological awareness – recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary.	Listen to books with enjoyment and increasing attention. Express and debate viewpoint. Understand key print concepts – print has meaning; the names of different parts of a book; print can have different purposes; directionality. Develop phonological awareness – count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about books, learning new vocabulary.	Listen to poetry with enjoyment. Develop simple inference, offer opinion Understand key print concepts – print has meaning; print can have different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about poems, learning new vocabulary.	Develop simple inference and offer opinion. Understand key print concepts – print has meaning; print can have different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Use wider vocabulary from a familiar story. Learn and use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: <i>built, put, children, went</i> Enunciate sounds: <i>r, j, th, ch, sh</i> Use longer sentences of four to six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Use talk to organise themselves and play.	Use wider vocabulary from traditional tale. Learn/use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: <i>mice, fell, grew</i> . Enunciate sounds: <i>r, j, th, ch, sh</i> Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves and play. Retell the story, some as exact repetition and some in own words.	Use wider vocabulary from a story and non-fiction texts – explanations, instructions. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: Enunciate sounds: <i>r, j, th, ch, sh</i> Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves. Engage in non-fiction texts.	Use wider vocabulary from non-fiction texts – explanations, instructions. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: <i>rubbish</i> Enunciate sounds: <i>r, j, th, ch, sh</i> Use longer sentences of four-six words. Express point of view and debate. Use talk to organise themselves. Engage in non-fiction texts.	Use wider vocabulary from poetry. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Enunciate sounds: <i>r, j, th, ch, sh</i> Use longer sentences of four-six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Use wider vocabulary from a story. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: <i>sang, told, children</i> . Enunciate sounds: <i>r, j, th, ch, sh</i> Use longer sentences of four to six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Develop social phrases. Learn rhymes, poems and songs.
Physical Development	Playing with balls, hoops, riding bikes, building dexterity and motor skills by building bricks into towers, blowing bubbles, making movements with pom-poms.	Pushing and pulling in the setting. Push tyres, pull carts etc. Move like the animals in the story, including with appropriate apparatus.	Stretching to reach a book or fill in a chart, bending and lifting toys, stroking, playing with other cat toys, pushing trolley or cart. Using tweezers, applying plasters, tying bandages, creating charts, drawing pictures	Large scale, loose part junk modelling. Sorting large and small recycling items. Pop-up book handling, lifting the flap and paper engineering.	Engage in dance and large gross motor movements, practising moving their bodies in expressive ways.	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking
Extended Writing Outcomes	Personal narratives about special friends Own story scenes in words and pictures	Plant growth log Picturebook retelling of familiar tale	Persuasive letter in role Instruction text for caring for a pet	Information texts to raise awareness/encourage good choices	Personal narrative Poetry in a range of forms	Labels and caption writing for Shrine Boxes A 'Happiness Song'

Sample CLPE Power of Reading Curriculum Map: EYFS

Reception (Sample A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Blue Penguin</i> Petr Horáček	<i>Astro Girl</i> Ken Wilson Max	<i>No Dinner</i> Jessica Souhami	<i>Yucky Worms</i> Vivian French, Jessica Ahlberg	<i>Caterpillar Cake</i> Matt Goodfellow, Krina Patel-Sage	<i>On Sudden Hill</i> Linda Sarah, Benji Davies
Human Theme	Kindness and acceptance	Interests and aspirations	Making choices	Respecting nature	Growth and change	Managing change
Literary Form	Picturebook	Picturebook	Traditional tale	Non-fiction	Poetry collection	Picturebook to develop stamina
EYFS 2023 Cross-Curricular Links	<p>PSED: See themselves as a valuable individual; build constructive and respectful relationships; express feelings and consider feelings of others; show resilience and perseverance in face of challenge; think about perspective of others.</p> <p>UW: Talk about people of immediate family or community; compare and contrast story characters; explore natural world around them; recognise the Antarctic as different to their own.</p> <p>EAD: create collaboratively, sharing resources, ideas and skills; sing in a group or on their own, increasingly matching pitch and following the melody; develop storylines in pretend play.</p> <p>Maths: count and subitise; link number symbol with cardinal number of penguins.</p>	<p>PSED: See themselves as a valuable individual; show resilience and perseverance in face of challenge.</p> <p>UW: name and describe familiar people; show interest in different occupations; compare and contrast figures from the past, e.g. Mae Jamison.</p> <p>EAD: Build on colour-mixing skills to create skin tone and develop ability to represent ideas; listen attentively, move to and talk about space-themed music, expressing feelings and responses; develop storylines in pretend play.</p> <p>Maths: count to and beyond ten and back; subitise stars; link number symbol with cardinal number; select, rotate and manipulate shapes in order to develop spatial reasoning skills; compare length, weight and capacity in cooking and packing.</p>	<p>PSED: Show resilience and perseverance in face of challenge; think about perspective of others; manage their own needs.</p> <p>UW: Compare and contrast characters from stories; recognise that people have different beliefs and celebrate special times in different ways; recognise some similarities and differences between life in this country and like in other countries; recognise a tropical forest as different to their own.</p> <p>EAD: Watch and talk about dance and performance art, expressing feelings and responses; create a puppet show collaboratively, sharing resources, ideas and skills; develop storylines in pretend play.</p> <p>Maths: compose and decompose shapes to recognise a shape can have other shapes within it; continue, copy and create repeating patterns in sound and storytelling.</p>	<p>PSED: Express feelings and consider feelings of others; identify and moderate own feelings socially and emotionally; think about perspective of others.</p> <p>UW: Explore the natural world around them; describe what is seen, heard and felt whilst outside, recording in a nature journal; understand the effect of changing seasons on the natural world.</p> <p>EAD: Explore, use and refine variety of artistic effects to express ideas and feelings; create collaboratively, sharing resources, ideas and skills.</p> <p>Maths: Count beyond ten; subitise; link number symbol with cardinal number of worms; length, width and capacity of garden wildlife and plants.</p>	<p>PSED: Identify as a valuable individual; build constructive and respectful relationships; express feelings and consider feelings of others; think about perspective of others; manage their own needs.</p> <p>UW: Talk about people of immediate family or community; name and describe familiar people; understand that some places are special to members of their community; explore the natural world around them.</p> <p>EAD: Watch and talk about dance and performance art, expressing feelings and responses; explore and engage in music making and dance, performing solo or in groups.</p> <p>Maths: Continue, copy and create repeating patterns.</p>	<p>PSED: Identify as a valuable individual; build constructive and respectful relationships; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally; consider perspective of others; manage own needs.</p> <p>UW: Explore how things work; talk about different forces they feel in box play; explore differences in materials and changes they notice; describe what is seen, heard and felt whilst outside.</p> <p>EAD: Create loose-part constructions and represent ideas collaboratively, sharing resources, ideas and skills; develop pretend box play storylines.</p> <p>Maths: compose and decompose shapes to recognise a shape can have other shapes within it; length, weight & capacity.</p>
Reading and Phonics: Experience, Knowledge, Skills and Strategies	<p>Listen to and talk about familiar stories</p> <p>Read illustration</p> <p>Ask questions to check understanding</p> <p>Develop inference and deduction</p> <p>Visualisation and prediction</p> <p>Retell a familiar story & describe events</p> <p>Explore and discriminate between sounds</p> <p>Basic Code and Consonant clusters</p> <p>Blend and segment decodable words</p> <p>Read simple phrases and sentences with decodable words/known exception words</p> <p>Build fluency through performance reading</p> <p>Read own writing</p>	<p>Listen to and talk about stories non-fiction</p> <p>Read illustration</p> <p>Ask questions to check understanding</p> <p>Develop inference and deduction</p> <p>Visualisation and prediction</p> <p>Explore and discriminate between sounds</p> <p>Rhythm and rhyme related to space songs</p> <p>Basic Code and Consonant clusters</p> <p>Blend and segment polysyllabic words</p> <p>Explore subject specific vocabulary</p> <p>Build fluency through familiarity with common exception words</p> <p>Read own writing</p>	<p>Listen to and talk about traditional tales</p> <p>Read illustration</p> <p>Develop inference and deduction</p> <p>Visualisation and prediction</p> <p>Retell a familiar story & describe events</p> <p>Explore and discriminate between sounds</p> <p>Basic Code and Consonant clusters</p> <p>Blend and segment decodable words</p> <p>Read simple phrases and sentences with decodable words/known exception words</p> <p>Build fluency through repetitive refrain</p> <p>Read own writing</p>	<p>Listen to and talk about non-fiction</p> <p>Linking text and illustration</p> <p>Words as tags</p> <p>Scan for information</p> <p>Ask questions check understanding</p> <p>Rhythm and rhyme - worm songs</p> <p>Onset and rime</p> <p>Basic Code and Consonant clusters</p> <p>Blend and segment polysyllabic words</p> <p>Explore subject specific vocabulary</p> <p>Build fluency through re-reading</p> <p>Read own writing</p>	<p>Listen to and talk about poetry</p> <p>Rhythm and rhyme</p> <p>Syllabification and body percussion</p> <p>Instrumental and voice sound discrimination</p> <p>Word and language play</p> <p>Onset and rime</p> <p>Basic Code and Consonant clusters</p> <p>Read simple phrases with decodable words/known exception words</p> <p>Match aural patterns like rhyming pairs to visual patterns by onset and rime</p> <p>Read pseudo words in context</p> <p>Build fluency - performance reading</p>	<p>Experience stories that build stamina</p> <p>Close reading of illustration</p> <p>Relate fictional and personal experiences</p> <p>Develop inference and deduction</p> <p>Visualisation and prediction</p> <p>Describe events in detail</p> <p>Rhythm and rhyme of refrains</p> <p>Look at language impact</p> <p>Basic Code and Consonant clusters</p> <p>Blend and segment polysyllabic words</p> <p>Read simple phrases and sentences with decodable words/known exception words</p> <p>Build fluency - performance reading</p>
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	<p>Narrative voice</p> <p>New vocabulary in different contexts</p> <p>Articulate ideas/thoughts into sentences</p> <p>Patterned, prosodic language</p> <p>Expanded noun phrases</p> <p>Dialogue in first person, present tense</p> <p>Debate and discussion</p> <p>Tentative voice - modal verbs</p> <p>Accurate irregular past tense and plurals</p> <p>Comparative language</p> <p>Punctuation for effect</p>	<p>Narrative voice</p> <p>Past tense consistency</p> <p>Subordinate and coordinating clauses (including fronted adverbials)</p> <p>Dialogue in first person</p> <p>Debate and discussion</p> <p>Instructional voice - commands</p> <p>Expanded noun phrases</p> <p>Figurative language</p> <p>Comparatives and superlatives</p> <p>Punctuation for effect</p>	<p>Traditional tale voice</p> <p>Articulate ideas/thoughts into sentences</p> <p>Repetitive refrains</p> <p>Sequencing and past tense consistency</p> <p>Conjunctions and fronted adverbial</p> <p>Dialogue in first person</p> <p>Comparative language</p> <p>Persuasive voice - modal verbs</p> <p>Expanded noun phrases</p> <p>Exclamations</p> <p>Punctuation for effect</p>	<p>Explanatory and narrative text</p> <p>Change of voice, tone and register</p> <p>Technical, subject specific vocabulary</p> <p>Articulate ideas into sentences</p> <p>Prepositional phrases</p> <p>Labels, lists and captions</p> <p>Debate and discussion</p> <p>Instructional voice - commands</p> <p>Persuasive voice - modal verbs</p> <p>Comparatives and superlatives</p> <p>Punctuation for effect</p>	<p>Expressive and figurative language</p> <p>Neo-language</p> <p>Language and word play</p> <p>Patterned, prosodic language</p> <p>Expanded noun phrases</p> <p>Phonemic knowledge</p> <p>Syllabification</p> <p>Assonance and alliteration</p> <p>Investigating spelling patterns, drawing on onset and rime</p> <p>Punctuation for effect</p>	<p>Narrative voice</p> <p>Past tense consistency</p> <p>Subordinate and coordinating clauses (including fronted adverbials)</p> <p>Dialogue</p> <p>Debate and discussion</p> <p>Persuasive voice - modal verbs</p> <p>Patterned, prosodic language</p> <p>Figurative language</p> <p>Comparatives and superlatives</p> <p>Punctuation for effect</p>
Physical Development	<p>Emulate penguin movements; sliding, waddling, and using flippers not hands</p> <p>Provide opportunities for the children to create snowflakes using paper and scissors.</p>	<p>Finger rhymes for space songs</p> <p>Emulate actions of characters and astronauts, including fine motor</p> <p>Use range of fasteners on clothing</p>	<p>Make large and small body shapes</p> <p>Emulate fast and slow animal movements</p> <p>Holding poses with balance. Body percussion and tapping a stick to a controlled rhythm</p>	<p>Moving like worms over, under and through the 'ground' as well as other animals observed closely.</p> <p>Finger songs and rhymes</p>	<p>Incorporate simple sequences of dance movements into performance readings</p>	<p>Large-scale box play, obstacle courses; kite flying; hill climbing</p> <p>Fastenings, sorting and picking materials from a group; collage and decorative techniques.</p>
Extended Writing Outcomes	Notes of friendship and advice Narrative picturebook	Personal and family stories Information texts related to space travel	Stories linked to children's heritage. Retelling a story scene in role	Range of information texts including instructions and fact-files	Poetry in a range of forms	Creative Writing through Box Play Writing in Role

Sample CLPE Power of Reading Curriculum Map: Key Stage One

Year 1 (Sample A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Rapunzel</i> Bethan Woollvin	<i>Look Up!</i> Nathan Bryon, Dapo Adeola	<i>The Pet Potato</i> Josh Lacey, Momoko Abe	<i>One Day on Our Blue Planet: In the Savannah</i> Ella Bailey	<i>Out and About</i> Shirley Hughes	<i>Claude in the City</i> Alex T Smith
Human Theme	Challenging stereotypes	Dreams and Change	Friendship & Responsibility	Animal conservation	Enjoyment and activity outdoors	Exploring the world
Literary Form	Traditional tale	Contemporary picturebook	Picturebook	Non-fiction	Poetry collection	Illustrated short stories
National Curriculum Cross-Curricular Links	<p>Design and Technology: Design and make a ladder for Rapunzel and evaluate other methods of escape including flying machines and/or pulley systems</p> <p>Science: Explore and investigate forest habitats and wildlife, including seasonal changes, types of trees, edible and inedible plants and food chains</p> <p>Computing: Record storytelling; film role-play; use digital photographs to make books or present ideas.</p> <p>PSHE: Show determination and bravery</p>	<p>History: Explore lives of significant individuals who contributed to national and international achievements inc. Mae Jemison.</p> <p>Science: Explore day length and night sky, as well as planets and the Solar System, the phases of the moon..</p> <p>Geography: Compare the book's local environment with own, looking at in human and physical features.</p> <p>PSHE: explore what is important; what difference can you make?</p>	<p>Science: Learn about animals, including humans, particularly when thinking about different kinds of pets. Investigate seasonal change. Life cycle of plants.</p> <p>PSHE: Making connections to own family life. Water safety and how to behave safely in the park.</p> <p>Art: study of Momoko Abe's artwork, exploring colour, pattern, texture, line, shape, form and space.</p>	<p>Science: Investigate different kinds of animals and habitats. Explore, name and describe the different plant life that can be found in each different habitat. Relate these to what can be found in the local environment.</p> <p>Geography: Investigate the physical features of the African Savannah. Explore maps and early map work.</p> <p>PSHE: Think about what can be done for animal conservation; why is this important?</p>	<p>Science: Experience and observe the natural and humanly-constructed world. Investigate seasonal change. Name plants and trees in the local environment.</p> <p>Geography: Name and map physical features of their locality and explore seashores, hills, woods, forests, parks and open spaces near to the school environment. Weather patterns.</p> <p>PSHE: use poetry to express yourself in different ways.</p>	<p>Art and Design: Explore art and artists that Claude may have seen at the Museum</p> <p>Design and Technology: Sock friend for Claude; trap for the robber</p> <p>Science: parts of the body on a doctor's diagram; basic needs of humans to stay healthy;</p> <p>Geography: physical features of a city, countryside or seaside; map of city.</p> <p>PSHE: Claude's 'little white lie'; medicines as part of H&S awareness.</p>
Reading and Phonics: Experience, Knowledge, Skills and Strategies	<p>Voice sounds</p> <p>Blend and segment decodable words</p> <p>Developing fluency using repetitive refrain</p> <p>Develop visual literacy</p> <p>Develop inference and deduction</p> <p>Ask, answer and evaluate questions</p> <p>Make personal connections</p> <p>Form intertextual links</p> <p>Develop breadth of reading</p>	<p>Environmental sound discrimination</p> <p>Basic code and consonant clusters</p> <p>Blend and segment decodable words</p> <p>Review complex code</p> <p>Develop inference and deduction</p> <p>Make personal connections and form intertextual links</p> <p>Develop personal, critical and evaluative response</p>	<p>Complex code and consonant clusters</p> <p>Develop fluency through performance</p> <p>Reading and responding to illustration</p> <p>Ask, answer and evaluate questions</p> <p>Looking at language</p> <p>Develop inference and deduction</p> <p>Form intertextual links</p> <p>Reading for information - summarise</p> <p>Develop breadth of reading</p>	<p>Environmental and instrumental sound discrimination</p> <p>Ask, answer and evaluate questions</p> <p>Clarify and define vocabulary</p> <p>Review complex Code</p> <p>Link reading and spelling</p> <p>Developing fluency</p> <p>Reading for information - scanning</p> <p>Close reading</p> <p>Develop breadth of reading</p>	<p>Support fluency with rhythm and rhyme</p> <p>Review complex code and consonant clusters</p> <p>Match aural patterns like rhyming pairs to visual patterns by inset and rime</p> <p>Ask, answer and evaluate questions</p> <p>Clarify and define vocabulary</p> <p>Link reading and spelling</p> <p>Develop fluency through performance</p> <p>Make personal connections and form intertextual links</p>	<p>Environmental sound discrimination</p> <p>Blend and segment polysyllabic words</p> <p>Develop visual literacy</p> <p>Make personal connections</p> <p>Develop inference and deduction</p> <p>Make predictions</p> <p>Build stamina</p> <p>Reading for information - summarise</p> <p>Form intertextual links</p> <p>Develop personal response</p> <p>Form intertextual links</p>
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	<p>Joining words and joining clauses with <i>and</i></p> <p>Range of sentence structures</p> <p>Range of punctuation for clarity (full stop, question mark, exclamation mark)</p> <p>Narrative voice</p> <p>Regular plural noun suffixes</p> <p>Range of suffixes and compound words</p> <p>Storytelling language: innovated traditional tale</p> <p>Past tense consistency</p> <p>Subordination and co-ordination</p> <p>Adverbials</p> <p>Authorial intent (verb choices)</p>	<p>Joining words and joining clauses with <i>and</i></p> <p>Range of punctuation for clarity (full stop, question mark, exclamation mark)</p> <p>Narrative voice</p> <p>Present tense including progressive form</p> <p>Adjectives and adverbial phrases</p> <p>Subordination and coordination (including fronted adverbials)</p> <p>Dialogue</p> <p>Range of sentence structures (Statements, questions)</p> <p>Range of suffixes (comparative and superlative -er, -est)</p>	<p>Joining words and joining clauses with <i>and</i></p> <p>Noun phrases</p> <p>Narrative voice</p> <p>Simple sentence structures</p> <p>Range of punctuation for effect (full stop, question mark, exclamation mark)</p> <p>Range of suffixes (-ed, -ly, -ing) and compound words</p> <p>Past tense consistency, present tense incl progressive form</p> <p>Contractions</p> <p>Subordination and coordination</p> <p>Fronted adverbials</p>	<p>Joining words and joining clauses with <i>and</i></p> <p>Range of punctuation for clarity and effect (full stop, question mark, exclamation mark)</p> <p>Explanation voice</p> <p>Present tense including progressive form</p> <p>Prepositional and noun phrases</p> <p>Proper nouns</p> <p>Subordination and co-ordination (including fronted adverbials)</p> <p>Range of sentence structures (Question and statement)</p> <p>Investigating spelling patterns</p> <p>Range of suffixes (-ed, -ly, -ing) and compound words.</p>	<p>Poetic language</p> <p>Expressive and figurative language</p> <p>Range of sentence structures (Statements, questions and exclamations)</p> <p>Range of suffixes and compound words</p> <p>Prepositional and noun phrases</p> <p>Language for effect – prosody and choice creating meaning</p> <p>Language and word play</p> <p>Expanded noun phrases</p> <p>Past, present perfect, progressive tense</p> <p>First and Third Person comparison</p> <p>Investigating spelling patterns</p>	<p>Joining words and joining clauses with <i>and</i></p> <p>Range of punctuation for clarity and effect (full stop, question mark, exclamation mark)</p> <p>Storytelling language</p> <p>Dialogue</p> <p>Third person narrative</p> <p>Present tense, inc. progressive form</p> <p>Expanded noun phrases</p> <p>Subordinate and coordinate clauses</p> <p>Statements, questions and exclamations</p> <p>Range of suffixes (-ed, -ly, -ing) and compound words</p>
Extended Writing Outcomes	<p>Writing in role – diary entries</p> <p>Explanatory Writing</p> <p>Alternative fairy tale</p>	<p>Personal Narratives</p> <p>Writing in role – journals</p> <p>Explanatory Writing for Persuasive flyer</p>	<p>Letters of advice</p> <p>Instructional writing</p> <p>Own simple narrative or narrative retelling</p>	<p>Narrative script writing</p> <p>Free verse poetry</p> <p>Information text</p>	<p>Poetry in a range of forms</p>	<p>Writing in role - postcards</p> <p>Referential writing – Guide book</p> <p>Complete Narrative</p>

Sample CLPE Power of Reading Curriculum Map: Key Stage One

Year 2 (Sample A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u><i>Traction Man is Here</i></u> by Mini Grey	<u><i>The Story Tree</i></u> Hugh Lupton	<u><i>The Dark</i></u> Lemony Snicket, Jon Klassen	<u><i>Winter Sleep</i></u> Sean Taylor & Alex Morss Cinyee Chiu	<u><i>Marshmallow Clouds: Poems</i></u> <u><i>Inspired by Nature</i></u> Ted Kooser, Connie Wanek, Richard Jones	<u><i>Anna Hibiscus</i></u> Atinuke, Lauren Tobia
Human Theme	Being imaginative	Risk taking, relationships & community	Self-belief and facing fears	Awe, wonder and joy in the natural world	Appreciating the natural world	Families and belonging
Literary Form	Picturebook with comic book illustration	Traditional Tale Anthology	Picturebook	Narrative Non-Fiction	Poetry	Illustrated novel
National Curriculum Cross-Curricular Links	Geography: Look at the immediate local environment; investigate the features and make maps of the environment. PSHE: Explore the idea of friendship, loyalty and helping others. Talk about and children’s own experiences and different feelings they have experienced. Science: Explore different materials, comparing and contrasting the different materials the characters are made from. Art and Design: Explore the work of Mini Grey; Use a range of materials creatively; use drawing and sculpture to develop and share ideas, experiences and imagination.	Art and Design: Use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Design and Technology: Create story backdrops and puppets, puppet theatre or storyboxes; design purposeful, functional, appealing products. Geography: Devise simple maps of the stories in this collection; identify and compare physical and human features of the countries and settings involved. PSHE: Explore morals and dilemmas related to own lives.	Art and Design: art inspired by light and dark; photography; monochrome techniques - charcoal, pencil, ink, chalk Design and Technology: Glow jars, lampshades and torches; Pinhole camera; Shadow puppets; reflective materials Science: Seasonal change, day and night; electrical circuits - light source; effect of light on animal health and plant growth. Geography: global seasonal patterns - differences in time and daylight hours. PSHE: Fears - empathy and reassurance; design calm bedtime routines; debate light versus dark	Art and Design: observational drawings; seasons as the focus. Design and Technology: make bird feeders, bird tables, bug hotels, worm bins, butterfly feeders. Music: explore music composed with the seasons as the focus. Science: animals and habitats; food chains and food webs; planting, displaying and learning to look after plants; care for birds and other small creatures. Geography: local area study. P.E.: explore movements highlighted in the text, e.g. to go round things, climb, pass through, be still, run, curl up into a ball PSHE: family; benefits of nature; being citizens of a wider world.	PSHE: Connect to experiences linked to family and everyday and the wider world. Music: Explore simple beats and rhythm with body percussion to accompany performances. Art: Explore work of Richard Jones as an illustrator study to look at drawing techniques for representing nature. Science: Look closely at the natural and humanly constructed world, the elements, weather and seasonal change. Geography: Explore human and physical geography. Name and map physical features of their locality.	Science: animals of Nigeria, their habitat and simple food chains; differences in climate between Nigeria, Canada and the UK. PSHE: explore the notion of family; consider differences between being alone and feeling lonely. Geography: investigate the climate, physical and human features of Nigeria; compare it to Canada and the school’s location in the UK. Design and Technology: make printing blocks for their fabric; create a simple menu inspired by the setting. Music: study music from Nigeria; explore a range of African instruments.
Reading: Experience, Knowledge, Skills and Strategies	Instrumental and voice sound discrimination Review basic code Develop visual literacy Develop inference and deduction Make personal connections Develop personal, critical and evaluative response Reading for information - summarising	Develop visual literacy Form intertextual links Make predictions Develop inference and deduction Character comparison Develop personal, critical and evaluative response Storymapping and narrative structure Develop fluency through performance	Environmental and instrumental sound discrimination Review complex code Link reading and spelling Looking at language Close reading Develop fluency through performance Relating to personal experiences Develop inference and deduction Develop personal, critical and evaluative response	Develop breadth of reading Ask, answer and evaluate questions Reading for information – scanning, summarising Make personal connections Develop inference and deduction Make predictions Develop visual literacy Develop personal, critical and evaluative response	Support fluency with rhythm Develop breadth of reading Make personal connections Looking at language Match aural patterns like rhyming pairs to visual patterns by onset and rime Developing inference and deduction Form intertextual links Make predictions Develop visual literacy Develop fluency through performance	Environmental sound discrimination Develop visual literacy Make predictions Make personal connections Looking at language Develop fluency through performance Build stamina and fluency through re-reading Develop inference and deduction Form intertextual links
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Present tense including progressive form Adjectives and adverbial phrases Dialogue Range of sentence structures (statement and exclamation) Practising segmenting and investigating spelling patterns Formation of nouns by compounding Use of suffixes in adjectives (-er, -est) Subordination and co-ordination Possessive apostrophes and contractions	Language of oral storytelling, including words, phrases and dialect Traditional Tale voice Figurative and descriptive language Noun phrases Past tense, including progressive form Range of suffixes (-ed, -ing, -er, -ly) Dialogue Rhetorical questioning, 2 nd person address Subordination and co-ordination (including fronted adverbials)	Narrative voice Past tense consistency Subordination and coordination (including fronted adverbials) Dialogue Range of sentence structures (statements, question and commands) Range of suffixes (comparatives and superlatives -er, -est) Formation of nouns using suffixes and by compounding.	Explanatory and narrative voices Expanded noun phrases Range of sentence structures (statements, questions) Referential Voice and Formality Range of punctuation for clarity and effect Formation of nouns using suffixes and by compounding Subordination and co-ordination Technical and scientific descriptive vocabulary	Poetic language Expressive and figurative language Range of sentence structures (statements, questions, exclamations) Language for effect – prosody and choice creating meaning Language and word play Expanded noun phrases and descriptive language Subordination and co-ordination Investigating spelling patterns	Storytelling language Range of sentence structures (statements, exclamations) Expanded noun phrases Subordination and co-ordination Present and past tense, including progressive Dialogue Investigating spelling patterns Formation of nouns using suffixes and by compounding
Extended Writing Outcomes	Writing in role – diary entries Caption writing Narrative - Comic book spread	Character and Setting descriptions Own stories in the style of the stories shared	Writing in role – note of advice Argument writing Story with an alternative viewpoint	Expressive writing in role Referential writing Picturebook narrative	Poetry in a range of forms	Writing in role – postcards Personal Explanatory texts Illustrated storybook

Sample CLPE Power of Reading Curriculum Map: Lower Key Stage 2

Year 3 (Sample A)	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<i>How the Stars Came to Be</i> Poonam Mistry	<i>The Great Kapok Tree</i> Lynne Cherry	<i>Milo Imagines The World</i> Matt de la Peña/Christian Robinson	<i>Werewolf Club Rules</i> Joseph Coelho / John O’Leary	<i>The Comet</i> Joe Todd-Stanton	<i>Charlotte’s Web</i> E.B. White / Garth Williams
Human Theme	Achieving a Goal / Working with others	Environmentalism	Considering Unconscious Bias	Belonging and Identity	Managing emotion	Coping with change
Literary Form	Traditional Tale	Classic Picturebook	Contemporary Picturebook	Poetry Collection	Contemporary Picturebook	Classic Novel
National Curriculum Cross-Curricular Links	<p>Science: Research moon phases, star constellations and navigation. Learn about light and dark, including sources, reflected light and shadows. Experiment with circuits to create a light source.</p> <p>Art & Design: Explore the influence of artwork from the Indian subcontinent.</p> <p>Design and Technology: Design and make tools for navigation; as well as models with moving parts that demonstrate lunar phases.</p> <p>Geography: Explore oceans, seas, continents and weather patterns.</p> <p>History: Investigate world chronology related to explorers and exploration.</p>	<p>Geography: A study of the Amazon River and Rainforest and regional/global context, including practicing of map skills and knowledge of world, as well as a wide variety of human and physical geographical features</p> <p>Science: Recognise how changes in environments can pose danger to living things, looking at food webs and food chains, learn how to use/create classification keys to identify living things, as well as the requirements of plants for life and growth.</p>	<p>Geography: compare New York with cities in children’s locality; investigate and research public transport systems around the world.</p> <p>Art: children explore the use of different materials and style of drawing to observe, sketch and imagine their own world</p> <p>P.E. (Dance): Children learn and sequence movements to choreograph own routine inspired by Street Dance groups</p> <p>PSHE: develop understanding unconscious bias and stereotypes.</p>	<p>Science: Investigate the life cycles of both plants and animals</p> <p>Geography: Opportunities to locating countries using world atlases and maps; comparative study of the UK and India, including urban and rural environments, human and physical features</p> <p>History: Exploring personal and family history and heritage</p> <p>PSHE: Exploring personal experiences; expressing emotions; developing empathy; Explore different relationships with family and friends, and themes of belonging</p>	<p>PSHE: Sharing how to express, recognise and manage emotions</p> <p>Science: identify and investigate plants and trees in the local environment; the text can also be linked to a wider theme of Earth and space.</p> <p>Art: Explore paint, colours, shapes and artistic styles that enable children to tell stories and manage feelings through art</p> <p>Geography: Range of opportunities to explore human and physical geography. Name and map physical features of their locality</p>	<p>Geography: explore land usage in rural settings, comparing and contrasting this with urban settings and/or familiar locality</p> <p>Art: using the shapes and architecture of spider webs as stimulus, explore shapes in nature and ways of capturing these through photography, drawing, painting and sculpture</p> <p>PSHE: the narrative and characters may be a stimulus for beginning work around friendship, bereavement, coping with change and challenging gender stereotypes</p>
Reading: Experience, Knowledge, Skills and Strategies	<p>Make personal connections</p> <p>Form intertextual links</p> <p>Respond to illustration</p> <p>Visualise</p> <p>Develop inference and deduction</p> <p>Make predictions</p> <p>Reading for information – skim, scan, note-take and summarise</p> <p>Ask, answer and evaluate questions</p> <p>Storymapping and narrative structure</p> <p>Investigate point of view</p> <p>Empathise</p> <p>Develop fluency through performance</p>	<p>Visualise</p> <p>Reading for information – skim, scan, note-take and summarise</p> <p>Ask, answer and evaluate questions</p> <p>Look at language</p> <p>Close reading</p> <p>Make personal connections</p> <p>Form intertextual links</p> <p>Respond to Illustration</p> <p>Make predictions</p> <p>Clarify and define vocabulary</p> <p>Develop fluency through performance</p>	<p>Respond to illustration</p> <p>Visualise</p> <p>Empathise</p> <p>Ask, answer and evaluate questions</p> <p>Clarify and define vocabulary</p> <p>Make predictions</p> <p>Close reading and text marking</p> <p>Looking at Language</p> <p>Develop inference and deduction</p> <p>Character comparisons</p> <p>Make personal connections</p> <p>Form intertextual links</p> <p>Storymapping and narrative structure</p>	<p>Review Complex Code – link spelling and reading</p> <p>Support fluency with rhythm and rhyme</p> <p>Respond to illustration</p> <p>Visualise</p> <p>Develop fluency through performance</p> <p>Make predictions</p> <p>Develop inference and deduction</p> <p>Form intertextual links</p> <p>Make personal connections</p> <p>Looking at language</p> <p>Consider authorial intent</p>	<p>Respond to Illustration</p> <p>Develop inference and deduction</p> <p>Develop personal, critical & evaluative response</p> <p>Make predictions</p> <p>Looking at language</p> <p>Consider authorial intent</p> <p>Empathise</p> <p>Make personal connections</p> <p>Develop visual literacy</p> <p>Develop fluency through performance</p> <p>Skim, scan, note-take and summarise</p>	<p>Respond to Illustration</p> <p>Develop inference and deduction</p> <p>Make predictions</p> <p>Summarise</p> <p>Ask, answer and evaluate questions</p> <p>Looking at language</p> <p>Form intertextual links</p> <p>Empathise</p> <p>Investigate point of view</p> <p>Reading for information – skim, scan, note-take and summarise</p> <p>Build stamina</p>
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	<p>Etymology and morphology</p> <p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)</p> <p>Fronted adverbials (with comma)</p> <p>Subjunctive forms</p> <p>Adverbs or modal verbs for degrees of possibility</p> <p>Active and passive voice</p> <p>Figurative language, including metaphor, simile, personification</p> <p>Emotive Language</p> <p>Direct speech punctuation</p>	<p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)</p> <p>Fronted adverbials (demarcated with comma)</p> <p>Figurative language, including metaphor, and simile</p> <p>Conjunctions, adverbs and prepositions to expressing time, place and cause</p> <p>Modal verbs for degrees of possibility</p> <p>Use of tense</p> <p>Direct speech punctuation</p>	<p>Figurative language including metaphor, simile, personification</p> <p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)</p> <p>Fronted adverbials (with comma)</p> <p>Conjunctions, adverbs and prepositions to expressing time, place and cause</p> <p>Subjunctive forms</p> <p>Adverbs or modal verbs for degrees of possibility</p> <p>Punctuation for effect and cohesion</p> <p>Revise complex code</p>	<p>Language and word play: homophones</p> <p>Onomatopoeia, alliteration, assonance</p> <p>Figurative language, including metaphor, simile, personification</p> <p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)</p> <p>Using language for intent and effect</p> <p>Visual patterns in rhyming words – onset and rime</p> <p>Rhyme – sound and visual patterns</p> <p>Syllabification for spelling</p> <p>Revise consonant clusters</p>	<p>Conjunctions, adverbs and prepositions to expressing time, place and cause</p> <p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)</p> <p>Fronted adverbials (demarcated with comma)</p> <p>Pronoun to aid cohesion and avoid repetition</p> <p>Paragraphs to group related material</p> <p>Punctuation for effect and cohesion</p> <p>Regular and irregular pluralisation</p>	<p>Third person narrative voice</p> <p>Conjunctions, adverbs and prepositions to expressing time, place and cause</p> <p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)</p> <p>Fronted adverbials (with comma)</p> <p>Figurative language, including similes</p> <p>Pronoun to aid cohesion and avoid repetition</p> <p>Commas to separate clauses</p> <p>Direct Speech punctuation</p> <p>Compound and complex sentences</p>
Extended Writing Outcome	<p>Information Writing</p> <p>Narrative - Original Pourquoi Story</p>	<p>Explanation Text</p> <p>Debate - Argument Writing</p>	<p>Poetry</p> <p>Personal Narrative</p> <p>Persuasive Writing</p>	<p>Poetry in a range of forms</p>	<p>Writing in Role: Diary</p> <p>Information Text</p> <p>Extended Narrative</p>	<p>Information Text: Fact File</p> <p>Explanatory Text: Life on the Farm</p> <p>Newspaper Report</p>

CLPE Power of Reading Curriculum Map: Lower Key Stage 2

Year 4 (Sample A)	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<i>The Rhythm of the Rain</i> Grahame Baker-Smith	<i>African Tales</i> Gcina Mhlophe, Rachel Griffin	<i>Danny Chung Does Not Do Maths</i> Maisie Chan	<i>Stars with Flaming Tails</i> Valerie Bloom, Ken Wilson-Max	<i>The Bluest of Blues</i> Fiona Robinson	<i>The Wild Robot</i> Peter Brown
Human Theme	Environmentalism	Recognising and responding to the needs of others. Exploring values	Belonging and Identity	Family and friends	Sustainability and Care	Compassion
Literary Form	Narrative non-fiction picturebook	Traditional Tales	Novel	Poetry Collection	Literary Non-fiction - Biography	Illustrated novel
National Curriculum Cross-Curricular Links	Geography: water cycle; freshwater and ocean biomes; continents and countries; physical and human features of countries and their own locality. Science: Life forms of salt- and freshwater habitats; water pollution; evaporation and condensation. History: development of settlements around rivers; Art: observational drawing, perspective and shading and texture. Design and Technology: devices powered by moving water; water propulsion.	Art: A Study of the different regions of Africa that inspired artwork for the book. Create your own class Basotho Blanket Music: Make your own string instrument, listen and respond to music drawn from different traditions, sing call and response songs from different countries within the African continent Geography: Select a country represented in the collection to research, culminating in the design of a travel brochure or holiday commercial.	PSHE: Share personal narratives, drawing on memories and wider associations alongside their study of the text. The themes of belonging, racism, prejudice and xenophobia that are explored throughout the text provide a valuable stimulus and opportunity for young readers to relate to, understand and discuss how to challenge these. Geography: Children undertake a study of China that encompasses its vast geographical variation – identifying human and physical characteristics, key topographical features.	PSHE: feelings and experiences linked to school, family and everyday experiences and the wider world Music: rhythm in poetry, create rhythms using instruments and experiment with writing and setting words to rhythms; explore syllabic beat and look at how this fits within the rhythms they have created and adjust lyrics accordingly where syllable beats are too many or too few. Geography: the environment; weather. Science: animals and their habitats, food chains and life cycles.	History: Women in Victorian Britain; female pioneers in art and science; history of photography Science: Royal scientific societies; beetles; close observation; flora and fauna; cyanotypes and light Art: observational drawing of shells, plants and natural objects; creating cyanotypes; photography; mixed media illustration and artwork; silhouettes PSHE: equality and access to education, achievement and recognition then and now, in the UK and globally	Computing: Develop understanding of programming for simple robots and the following of basic commands Science: Study of plants: drawing and identifying anatomy, observing life cycle. Research fauna: what animals need to survive, adaptation and suitability of habitat, food chains and food webs. Design and Technology: Design a new foot for Roz, exploring materials, investigating techniques, and evaluating Geography: Study cartography and explore bird's eye view photography to develop map-making.
Reading: Experience, Knowledge, Skills and Strategies	Link text and illustration Looking at language Making predictions Form intertextual links Make personal connections Respond to illustration Empathise Develop Inference and deduction Develop personal, critical and evaluative response Close reading Consider authorial intent	Respond to illustration Form intertextual links Consider storytelling language & tropes Make predictions Develop inference and deduction Character comparison Develop personal, critical and evaluative response Empathise Storymapping and narrative structure Develop fluency through performance	Looking at language Visualise Empathise Character comparison Skimming, scanning and close reading Develop fluency through performance Develop inference and deduction Identify themes & conventions Develop personal, critical and evaluative response Develop breadth of reading Form intertextual links	Complex Code – link spelling and reading Rhythm and Rhyme Respond to illustration Develop fluency through performance Make predictions Rereading and close reading Looking at language Clarify and define vocabulary Develop inference and deduction Form intertextual connections Develop personal, critical and evaluative response	Respond to illustration Ask, answer and evaluate questions Clarify and define vocabulary Skimming, scanning and close reading Exploring the register of formality Make predictions Develop personal, critical and evaluative response Develop inference and deduction Develop breadth of reading	Visualise Respond to illustration Skimming, scanning and close reading Looking at language Ask, answer and evaluate questions Clarify and define vocabulary Make predictions Summarising Develop fluency through performance Developing inference and deduction Build stamina
Vocabulary, Grammar, Punctuation and Spelling and Extended Language Competency	Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials Figurative language, including metaphor, simile, personification Conjunctions, adverbs and prepositions to expressing time, place and cause Adverbs or modal verbs for degrees of possibility Subjunctive forms Active and passive voice Determiners Hyphenated compound nouns Punctuation for effect: ellipsis	Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Conjunctions, adverbs and prepositions to expressing time, place and cause Fronted adverbials Determiners Figurative language, including metaphor, simile, personification Use of present tense and/or past tense Onomatopoeia Alliteration Direct speech and punctuation Rhetorical questioning in the 2 nd person Fronted adverbial	Past and present tense, including progressive Direct speech punctuation Compare standard English and spoken forms Emotive language Adverbs or modal verbs for degrees of possibility Levels of formality Brackets to indicate parenthesis Fronted adverbials (demarcated with commas) Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Punctuation for effect and clarity	Language and word play: homophones Visual patterns in words – onset and rime Onomatopoeia, alliteration Revising complex code and consonant clusters Syllabification for spelling Figurative language including simile and metaphor Conjunctions, adverbs and prepositions to expressing time, place and cause Direct speech punctuation Compare standard English with spoken forms Pronouns to aid cohesion and avoid repetition	Explore levels of formality Passive and active voice Paragraphs to group related ideas Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials Conjunctions, adverbs and prepositions to expressing time, place and cause Adverbs or modal verbs for degrees of possibility Determiners Pronoun to aid cohesion and avoid repetition Comparatives and superlatives (-er, -est)	Consistent past tense; progressive and perfect Brackets to indicate parenthesis Paragraphs to organise ideas Fronted adverbials Conjunctions, adverbs and prepositions to expressing time, place and cause Adverbs or modal verbs for degrees of possibility Subjunctive Forms Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Direct speech punctuation
Extended Writing Outcome	Personal Narrative Persuasive Speech Explanatory (informal and formal)	Information Booklet Narrative Newspaper	Personal Narrative Short Story Non-Fiction	Poetry in a range of forms	Various informational writing Biography	Survival Manual Robot Stories Environmental Impact Report

Sample CLPE Power of Reading Curriculum Map: Upper Key Stage 2

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 (Sample A)	<i>The Dam</i> David Almond, Levi Pinfold	<i>Floodland</i> Marcus Sedgwick	<i>The Adventures of Odysseus</i> Hugh Lupton & Daniel Morden, Christina Balit	<i>Curiosity: The Story of a Mars Rover</i> Markus Motum (sequence pending)	<i>Rhythm and Poetry</i> Karl Nova, Joseph Witchall	<i>Twitch</i> M G Leonard
Human Theme	Community & Belonging	Perseverance	Overcoming setbacks	Resilience & teamwork	Belonging & Identity	Empathy & kindness
Literary Form	Narrative non-fiction picturebook	Novel	Myth – an epic tale	Non-fiction	Poetry Collection	Contemporary novel (Mystery)
National Curriculum Cross-Curricular Links	<p>Geography: physical & human geography of Kielder; maps; importance of water; Kielder Water project.</p> <p>History: Kielder over time; evolution of tools; development of settlements; the Agricultural Revolution; Industrial Revolution.</p> <p>Design & Technology: designing & building a dam.</p> <p>Music: musical traditions of the North East.</p> <p>Science: water cycle, finite resource.</p>	<p>Art: investigation of the poetry, artwork life and ideas of William Blake.</p> <p>Geography: physical & human geography, comparing & contrasting the localities; global changes in weather & climate; rising sea levels.</p> <p>PSHE: bravery & risk taking; bereavement, friendship, bullying</p> <p>Science: plants (parts, life cycle & requirements for life); climate change, ecological movements, environmentalism.</p>	<p>History: tools, transportation, communication & governance in Ancient Greece; role of art in recording history.</p> <p>Art & Design: Ancient & contemporary Greek art, design, architecture.</p> <p>Geography: settlement, culture & society of ancient & contemporary Greece; Greek Mainland & Islands; coastal, rural & urban areas; natural resources.</p> <p>Design & Technology: technological developments & processes.</p> <p>Music: solo & ensemble performances.</p>	<p>History: timeline of space exploration; the space race; formation of the universe.</p> <p>Geography: US physical & human geography; maps; solar system.</p> <p>Science: materials involved in rover & rocket construction; forces incl. gravity; distance & speed.</p> <p>Art & Design: explanatory diagrams, Markus Motum’s artwork.</p> <p>PSHE: teamwork, resilience.</p>	<p>Geography: comparative study of Lagos & London; globes, maps & flight paths between the cities; buildings, housing and leisure activities.</p> <p>History: London – significant events & changes – Great Fire, plague, theatre & the arts, WWII, redevelopment, transport, Olympics</p> <p>PSHE: settling in a new place</p> <p>Art & Design: Graffiti culture & street art; poetry illustration; response to poetry.</p>	<p>Geography: local human & physical geography, bird habitats.</p> <p>Science: native birds: habitats, appearance, life cycles, behaviours; classification & similarities & differences between & across species.</p> <p>Mathematics: collection, organisation, analysis & publication of data.</p> <p>Art: observational drawing from life.</p> <p>Music: listen & respond to music inspired by birds.</p> <p>Design & Technology: nestboxes, feeding platforms.</p>
Reading: Experience, Knowledge, Skills & Strategies	Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Develop inference & deduction Responding to illustration & multimedia Identifying bias	Visualise Make predictions Evaluate and summarise Develop inference & deduction Form intertextual links Ask, answer and evaluate questions Develop personal, critical & evaluative response Close reading	Visualise Make predictions Evaluate and summarise Develop inference & deduction Consider distinctive tone and content of traditional tales Form intertextual links	Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Develop inference & deduction Responding to illustration & multimedia Looking at language Develop fluency through performance	Review complex code to support spelling Support fluency with rhythm & rhyme Responding to illustration Develop fluency through performance Make predictions Develop inference & deduction Form intertextual links Looking at language	Looking at language Visualise Empathise Ask, answer and evaluate questions Make predictions Develop fluency through performance Develop inference & deduction Character comparison Make personal connections Form intertextual links
Vocabulary, Grammar, Punctuation (& Spelling) & Extended Language Competency	Narrative voice Use of present tense and/or past tense Progressive form of verbs to mark actions in progress Direct Speech Devices to build cohesion within a paragraph Adverbials of time, place & number Figurative language, including metaphor, simile, personification Commas to clarify or avoid ambiguity Adverbs or modal verbs for degrees of possibility Debate, dilemma & persuasion Verb prefixes (e.g., dis-, de-, mis-, re-)	Relative clauses Progressive form of verbs to mark actions in progress Verbs & adverbs for clarity and emotional engagement Adverbials of time, place & number Commas to clarify or avoid ambiguity Impact of invented ‘future’ language, dialect & slang Figurative language, including metaphor, simile, personification Inverted commas to punctuate direct speech Devices to build cohesion Explore levels of formality	Traditional tale voice Commas to clarify or avoid ambiguity Progressive form of verbs to mark actions in progress Formation of verbs using suffixes (-ate, -ise, -ify) Brackets, dashes or commas to indicate parenthesis Explore levels of formality Adverbials of time, place & number Fronted adverbials & conjunctions in co-ordinating & relative clauses Devices to build cohesion within a paragraph Morphology – plurals Apostrophe for plural possession	First person narrative Non-fiction explanatory voice Verb prefixes (e.g., dis-, de-, mis-, re-) Relative clauses Pronoun to aid cohesion Commas & parenthesis to clarify Adverbials of time, place & number Adverbs or modal verbs for degrees of possibility Paragraphs to organise ideas Subheadings to aid presentation Brackets, dashes or commas to indicate parenthesis Explore levels of formality	Poetic language Language & word play Visual patterns in rhyming words – onset & rime Tense choices Syllabification for spelling Brackets, dashes or commas to indicate parenthesis Exploring language & meaning Figurative language, including metaphor, simile, personification Commas to clarify meaning and avoid ambiguity Compare standard English forms and spoken forms	Punctuated direct speech Compare standard English forms and spoken forms Formation of verbs using suffixes (-ate, -ise, -ify) Adverbs or modal verbs for degrees of possibility Figurative language, including metaphor, simile, personification Devices to build cohesion Expanded verb, adverbial & noun phrases Relative clauses Wider range of punctuation to support structure & clarity Passive and active voice
Extended Writing Outcome	Poetry Formal letters Self-initiated informational writing	Writing in role Narrative: sequel Persuasive speeches	Newspaper article Speech writing Narrative in graphic form	Documentary script Research reports	Poetry in a range of forms	Information Book: Bird Encyclopaedia Writing in role: diary Mystery Genre Short Story

Sample CLPE Power of Reading Curriculum Map: Upper Key Stage 2

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 (Sample A)	<i>Running on Empty</i> S E Durrant, Rob Biddulph	<i>Shackleton's Journey</i> William Grill	<i>The Journey</i> Francesca Sanna	<i>Being Me</i> Liz Brownlee & Matt Goodfellow & Laura Mucha, Victoria Jane Wheeler	<i>Tales from the Caribbean</i> Trish Cooke, Joe Lillington	<i>Pax</i> Sara Pennypacker, Jon Klassen
Human Theme	Dreams & Change	Endurance & leadership	Compassion & Happiness	Empathy	Exploring Values	Fear, Conflict & Forgiveness
Literary Form	Contemporary novel	Non-fiction	Picturebook	Poetry collection	Traditional Tales	Contemporary Novel
National Curriculum Cross-Curricular Links	<p>Science: heart & circulatory system; effects of exercise on the body, measuring pulse rates.</p> <p>Geography: geographical similarities & differences through human & physical geography of London's East End & a region of Canada or with locality.</p> <p>Music: links with Jackson Browne's 'Running on Empty'; lyrics as a means of expressing emotions.</p> <p>History: development & design of London's Olympic Park; wider history of the Olympics Games.</p> <p>Art & Design: design in sport: logos, materials & engineering.</p>	<p>Art & Design: repetitive patterns; photographic & artistic impressions; significant contemporary artists</p> <p>History: polar exploration</p> <p>Geography: Antarctica; mapping the journey; glaciers & climate change; globe & map work; orienteering.</p> <p>Science: adaptation to extreme conditions; food chains; friction; insulators; night & day; seasonal change.</p> <p>Design & Technology: insulation.</p> <p>PSHE: leadership; resolving conflict; individual liberty versus common cause.</p>	<p>Science: study of classification—specifically birds — & migration.</p> <p>Art & Design: artistic interpretation of the sea.</p> <p>Citizenship: human rights; asylum.</p> <p>PSHE: family, resilience</p> <p>Geography: fictional & real-world comparison; geographical description; mapping the potential journey.</p> <p>History: history & benefits of migration & immigration within the local community.</p> <p>Music: soundtracks.</p>	<p>PSHE: direct & personal experiences; feelings linked to school, family & everyday experiences & the wider world; family tension & break ups, personal anxieties; bereavement.</p> <p>Music: rhythm in poetry; using instruments; writing & setting words to rhythm.</p> <p>Geography & History: current & wider world events; identifying places where events take place, how to conduct additional research; finding credible information; bias.</p>	<p>Computing: create/edit filmed/animated retellings of favourite stories.</p> <p>Science: flora & fauna of the Caribbean; etiological stories & modern understanding of evolution.</p> <p>Music: musical styles which originated & developed in the Caribbean.</p> <p>Geography: use maps & atlases; key physical & human characteristics, countries, & cities in the Caribbean.</p> <p>History: issues around slavery in Britain & beyond & colonisation of Caribbean islands; mid-20th Century 'Windrush' migration.</p>	<p>PSHE: family relationships; transition to adulthood; human animal bond; war & peace</p> <p>Science: materials; forces & friction; human growth/adolescence; tame & wild animals; war's impact on flora/fauna.</p> <p>Design & Technology: waterproofing, insulation & comfort; carving wood</p> <p>Art & Design: mood & atmosphere in; sketchbook exploration.</p> <p>Geography: fictional & real world North American environments; orienteering.</p>
Reading: Experience, Knowledge, Skills & Strategies	Ask, answer and evaluate questions Close reading Make predictions Evaluate and summarise Develop inference & deduction Character comparison Form intertextual links Identifying bias	Link text and illustrations Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Visualise Character comparison Looking at language	Link text and illustrations Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Develop inference & deduction Visualising Exploring language & meaning	Support fluency with rhythm & rhyme Develop fluency through performance Deepen response by watching performance Visualise Make personal connections Develop personal, critical & evaluative response Looking at language	Develop personal, critical & evaluative response Form intertextual links Develop inference & deduction Make predictions Looking at language Evaluate and summarise Text marking Storymapping and narrative structure Develop fluency through performance	Link text and illustrations Visualise Make predictions Evaluate and summarise Text marking Develop inference & deduction Make personal connections Looking at language
Vocabulary, Grammar, Punctuation (& Spelling) & Extended Language Competency	Explore levels of formality Compare standard English forms and spoken forms Conjunctions & fronted adverbials Subjunctive forms Semi-colon, colon and dash to mark clauses Direct Speech with punctuation Devices to build cohesion within a paragraph Commas & parenthesis to clarify meaning Passive and active voice	Explore levels of formality Compare standard English forms and spoken forms Adverbs or modal verbs for degrees of possibility Subjunctive forms Adverbs or modal verbs for degrees of possibility Devices to build cohesion within a paragraph Commas to clarify or avoid ambiguity Bullet points to list information	Narrative voice Figurative language, including metaphor, simile, personification Explore levels of formality Compare standard English forms and spoken forms Figurative language, including metaphor, simile, personification Devices to build cohesion within a paragraph Pragmatic use of repeated pronouns for effect on reader Synonyms & antonyms	Poetic language Synonyms & antonyms Precise vocabulary choice Exploring language & meaning play Passive and active voice Figurative language, including metaphor, simile, personification Synonyms & antonyms Punctuation for effect, clarity & cohesion Semi-colon, colon and dash to mark clauses/in lists Explore levels of formality	Compare standard English forms and spoken forms, and features associated with the Caribbean islands Traditional Tale voice Figurative language, including metaphor, simile, personification Explore levels of formality Inverted commas to punctuate direct speech Synonyms & antonyms Devices to build cohesion within a paragraph Hyphens to avoid ambiguity	Conjunctions & fronted adverbials Synonyms & antonyms Subjunctive forms Devices to build cohesion within a paragraph Compare standard English forms and spoken forms Explore levels of formality Passive and active voice Commas & parenthesis to clarify meaning Semi-colon, colon and dash to mark clauses/in lists
Extended Writing Outcome	Manifesto for equality Stream of consciousness writing Continuation of narrative	Speeches Writing in role (log book) Newspaper report	Emotive letter Documentary script Character viewpoint narrative	Poetry in a range of forms	Playscript Oral Storytelling Narrative: Folk Tales	Persuasive text War poetry Dual Narrative