

# Thematic Text Maps



Our text-driven, thematic spiral curriculum enables learners to develop text-to-self, text-to-world, and text-to-text links. Engaging texts have been selected which connect with the theme for each half-term. These themes provide an anchor for learners as they return to them each year, further supporting their development of text-to-text links. Over the course of just six years at the school, students will read 36 texts in their English lessons, alongside their wider reading. Mixed-age classes mean that the text maps have been designed with a Year A and a Year B to facilitate students saying in the same class for multiple years. Alongside the text maps, curriculum documentation has been produced to signpost the substantive and disciplinary knowledge that is taught to each student, based on their starting points. Starting points and progress are assessed using the 12 Steps Assessment Framework. Once students have mastered Step 12, they are able to achieve in line with IGCSE/GCSE expectations, as appropriate.

# Text Map: A



Healthy lives

## Upper KS2

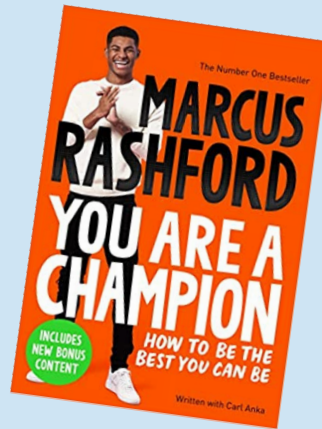


Students will read *Walter Tull's Scrapbook* and *Respect* by Michaela Morgan.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

**Writing task:**  
Write a leaflet with the title 'So you want to be a footballer?'

## Lower KS3

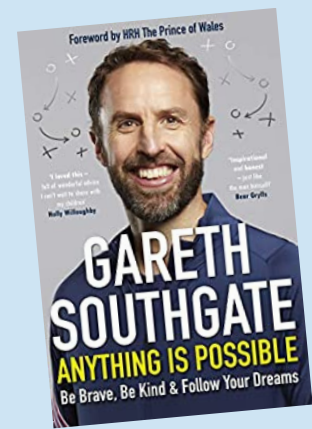


Students will read *You Are A Champion: How to Be the Best You Can Be* by Marcus Rashford, as part of a unit of study about advice, self-help, and goal-setting.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

**Writing task:**  
Write an informal letter to a friend or peer, advising them on how to be the best they can be

## Upper KS3/FS



Students will read *Anything is Possible: Inspirational lessons from the England manager* by Gareth Southgate, as part of a unit of study about resilience and inspiring others.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

**Writing task:**  
Write a formal letter to an inspirational person, explaining how they inspire you and expressing thanks

# Text Map: B



Healthy lives

## Upper KS2



Students will read *A Bad Day for Jayden* by Tony Bradman.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
'People would be happier if they were open about how they felt.' Write a speech arguing for or against this view.'

## Lower KS3

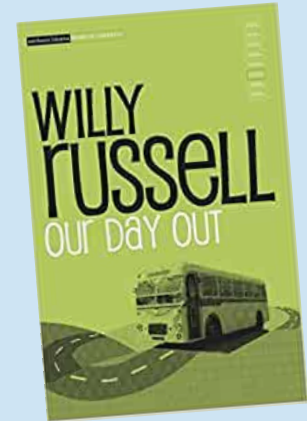


Students will read *Dare To Be You: Defy Self-Doubt, Fearlessly Follow Your Own Path And Be Confidently You!* by Matthew Syed, as part of a unit of study about advice, self-help, and goal-setting.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write an inspirational speech to perform to your classmates, encouraging them to try something new.

## Upper KS3/FS



Students will read *Our Day Out* by Willy Russell, as part of a unit of study about education, opportunity and social class.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
'Life in today's world is just so busy that we do not have time to value the things that really matter.'  
You have been asked to deliver a speech to your peers in which you give your views on this statement.

# Text Map: A



Angels and  
demons

## Upper KS2

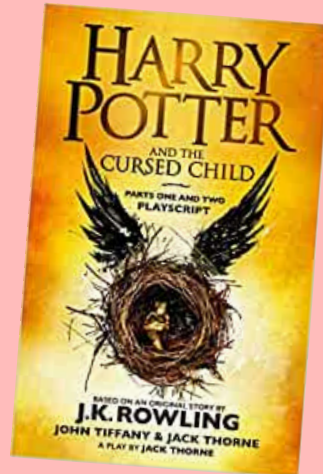


Students will read *Young Werewolf* by Cornelia Funke.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write an article about werewolves.

## Lower KS3

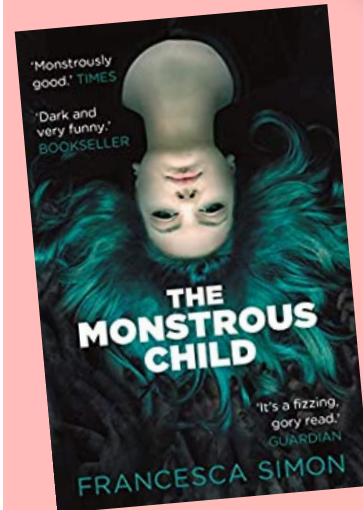


Students will read *Harry Potter and the Cursed Child*, a play by Jack Thorne.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a short story about an experience from Delphi's childhood

## Upper KS3/FS



Students will read *The Monstrous Child* by Francesca Simon.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

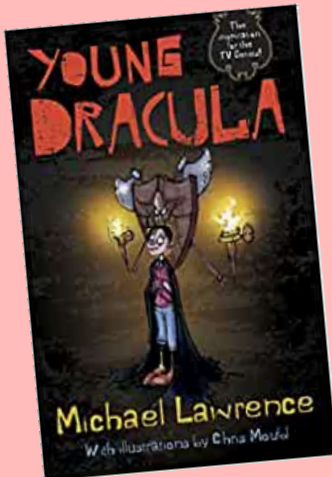
Writing task:  
Write a series of poems inspired by the class text.

# Text Map: B



Angels and  
demons

## Upper KS2

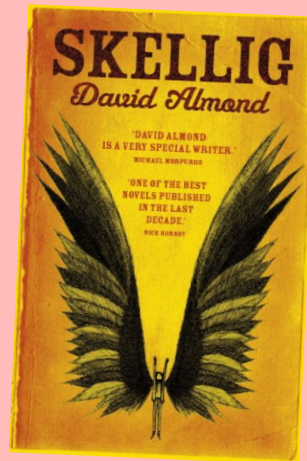


Students will read  
*Young Dracula* by  
Michael Lawrence.

Teachers will also  
select other, relevant  
texts (fiction and non-  
fiction) to illuminate  
study of the key text.  
Students will develop  
their reading, writing,  
and speaking and  
listening skills through  
the whole unit.

Writing task:  
Write a leaflet about  
vampires.

## Lower KS3

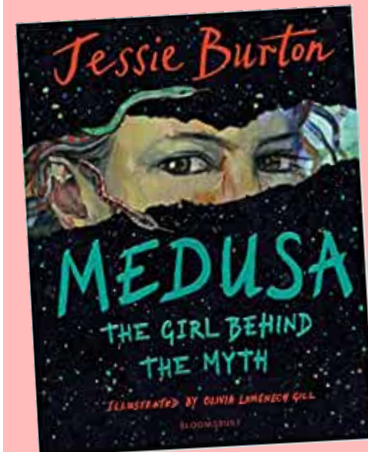


Students will read  
*Skellig* by David  
Almond.

Teachers will also  
select other, relevant  
texts (fiction and non-  
fiction) to illuminate  
study of the key text.  
Students will develop  
their reading, writing,  
and speaking and  
listening skills through  
the whole unit.

Writing task:  
Write a leaflet giving  
young people advice  
on moving house.

## Upper KS3/FS



Students will read  
*Medusa: The Girl  
Behind the Myth* by  
Jessie Burton.

Teachers will also  
select other, relevant  
texts (fiction and non-  
fiction) to illuminate  
study of the key text.  
Students will develop  
their reading, writing,  
and speaking and  
listening skills through  
the whole unit.

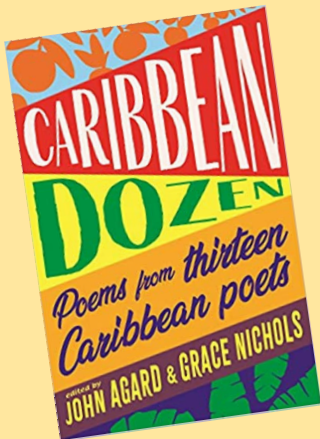
Writing task:  
Write a short story  
based on a  
mythological character.

# Text Map: A



Individuals and  
their societies

## Upper KS2

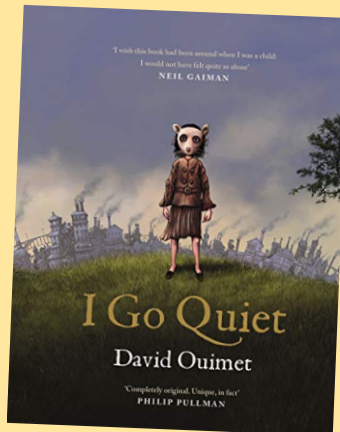


Students will  
*Caribbean Dozen:  
Poems from Thirteen  
Caribbean Poets*  
(edited by John Agard  
and Grace Nicholls)

Teachers will also  
select other, relevant  
texts (fiction and non-  
fiction) to illuminate  
study of the key text.  
Students will develop  
their reading, writing,  
and speaking and  
listening skills through  
the whole unit.

Writing task:  
Write a poem about a  
place you know well.

## Lower KS3



Students will read *I Go  
Quiet* by David Quimet.

Teachers will also  
select other, relevant  
texts (fiction and non-  
fiction) to illuminate  
study of the key text.  
Students will develop  
their reading, writing,  
and speaking and  
listening skills through  
the whole unit.

Writing task:  
Write a leaflet for  
young people, offering  
them advice on mental  
health.

## Upper KS3/FS



Students will read *Tin*  
by Pádraig Kenny.

Teachers will also  
select other, relevant  
texts (fiction and non-  
fiction) to illuminate  
study of the key text.  
Students will develop  
their reading, writing,  
and speaking and  
listening skills through  
the whole unit.

Writing task:  
Write a persuasive  
article about artificial  
intelligence – should it  
be banned or not?

# Text Map: B



Individuals and  
their societies

## Upper KS2

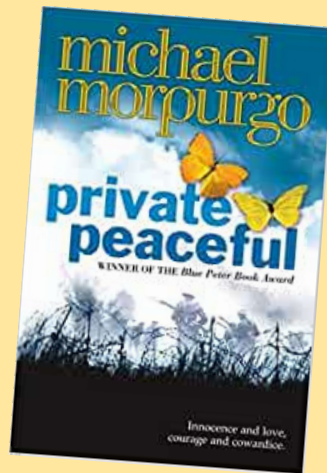


Students will read *The Island* by Armin Greder.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a poem inspired by 'The Island'.

## Lower KS3

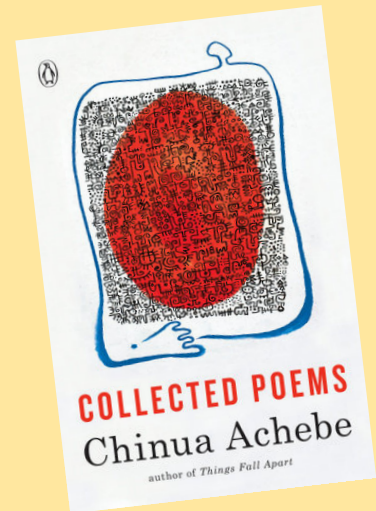


Students will read *Private Peaceful* by Michael Morpurgo.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write an informal letter to a friend or family member, imagining you are a soldier in the trenches.

## Upper KS3/FS



Students will read a selection of poems from other cultures

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

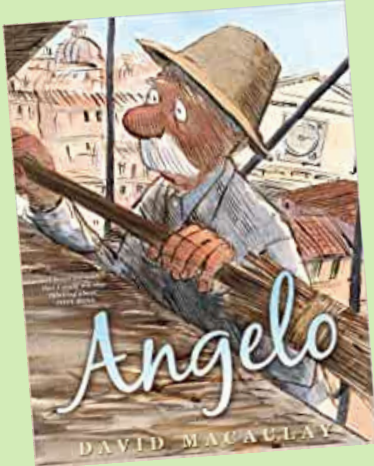
Writing task:  
Write a poem introducing key aspects of your own culture.

# Text Map: A



The power of nature

## Upper KS2



Students will read *Angelo* by David Macaulay.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
'Animals are a human's best friend. Every school should have a school pet.' Write a speech to argue for or against this idea.

## Lower KS3



Students will read *Bright Star* by Jenny Oldfield.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a persuasive speech about protecting animals in the wild.

## Upper KS3/FS



Students will read *The Rise of Wolves* by Kerr Thompson.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Imagine you are Innis and you have been invited to a council meeting about the proposed wind turbines on the island of Nin. Write a speech opposing the wind turbine development.



# Text Map: B



The power of nature

## Upper KS2

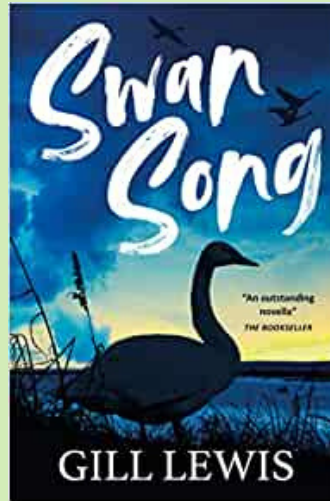


Students will read *Bella's Den* by Berlie Doherty.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write an informal letter to Bella, explaining how much you miss her and how you are looking after her den.

## Lower KS3



Students will read *Swan Song* by Gill Lewis.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Imagine you are Dylan and you have been invited to give a speech at a council meeting about the development on Swan Field. Write what you would say.

## Upper KS3/FS



Students will read *Five Hundred Miles* by Kevin Brooks.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
'Zoos protect endangered species from all around the world.' 'No wild animal should lose its freedom and be kept in captivity.'  
Write an article for a magazine in which you express your views on zoos.

# Text Map: A



Myths, legends  
and folktales

## Upper KS2

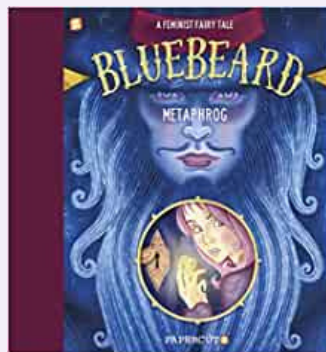


Students will read *Grimm Tales for Young and Old* by Philip Pullman.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a fairy tale  
(narrative writing).

## Lower KS3



Students will read *Bluebeard* by Metaphrog.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a series of  
poems inspired by  
fairy tales.

## Upper KS3/FS



Students will read *Hera: The Goddess and her Glory* by George O'Connor and extracts from the Greek myths in *Mythology* by Edith Hamilton.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

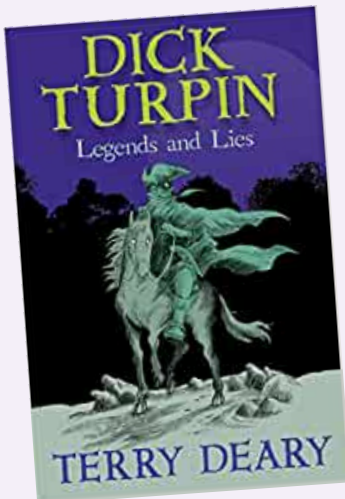
Writing task:  
Write your own short  
story in the style of a  
Greek myth.

# Text Map: B



Myths, legends  
and folktales

## Upper KS2

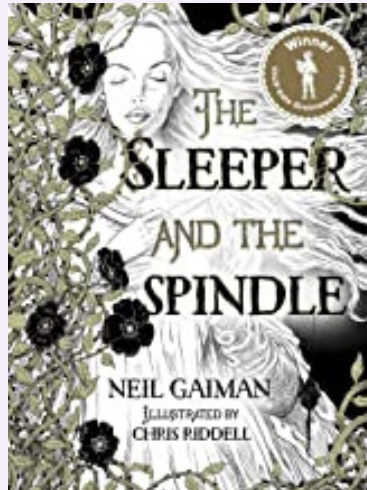


Students will read *Dick Turpin* by Terry Deary.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a legend  
(narrative writing).

## Lower KS3

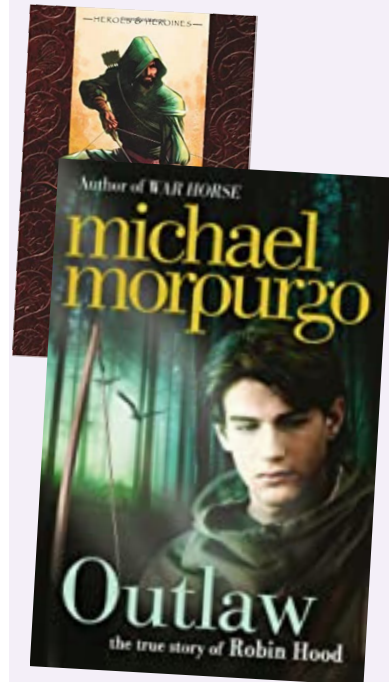


Students will read *The Sleeper and the Spindle* by Neil Gaiman.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a short story  
inspired by *The Sleeper and the Spindle*.

## Upper KS3/FS



Students will read *Outlaw: The Legend of Robin Hood* by Tony Lee or *Outlaw: The True Story of Robin Hood* by Michael Morpurgo.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

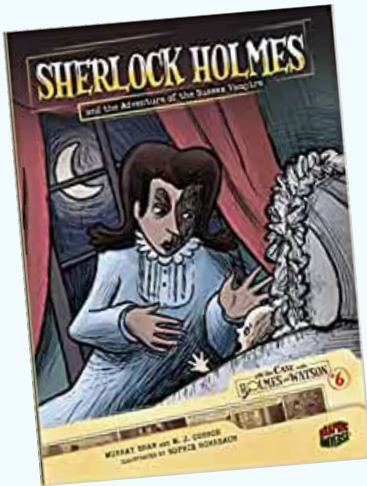
Writing task:  
Write a leaflet for  
Nottingham's tourist  
information board.

# Text Map: A



Mysteries  
and  
adventures

## Upper KS2

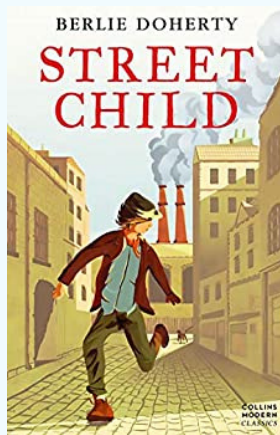


Students will read *Sherlock Holmes and the Adventure of the Sussex Vampire* by Murray Shaw.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a formal letter to Sherlock Holmes, asking him to investigate a mystery.

## Lower KS3

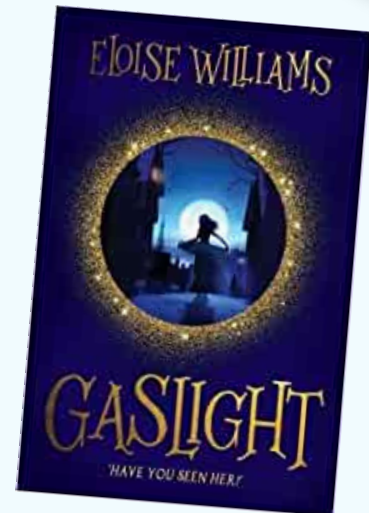


Students will read *Street Child* by Berlie Doherty.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write an article about poverty in the Victorian era.

## Upper KS3/FS



Students will read *Gaslight* by Eloise Williams.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a leaflet advertising Victorian leisure activities.

# Text Map: B



Mysteries  
and  
adventures

## Upper KS2

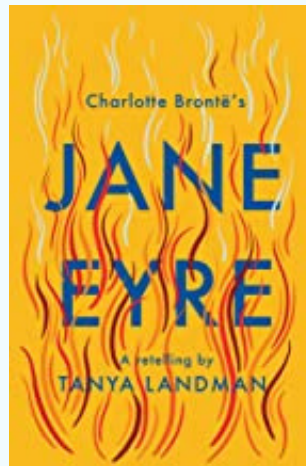


Students will read *The Mermaid in the Millpond* by Lucy Strange.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write an article (explanation text) about child labour in the Victorian era.

## Lower KS3

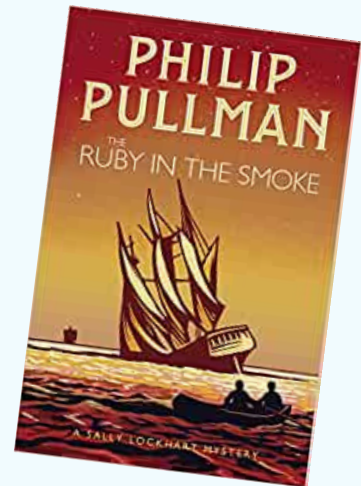


Students will read *Jane Eyres: A Retelling* by Tanya Landman.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a series of poems exploring Jane's feelings in the novel.

## Upper KS3/FS



Students will read *The Ruby in the Smoke* by Philip Pullman.

Teachers will also select other, relevant texts (fiction and non-fiction) to illuminate study of the key text. Students will develop their reading, writing, and speaking and listening skills through the whole unit.

Writing task:  
Write a letter to a private detective asking them to investigate the disappearance of Adelaide