

Boost Comprehension

National Curriculum Map

Years 3-6

Text types and National Curriculum
statements



Year 3 Autumn National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)					Children will be...
			Retrieving and recording information	Identifying how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	
Text 1	The Girl and the Cat	Adventure/Fantasy Story	✓	✓	✓			- listening to and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] By providing structured opportunities for discussion, the teacher will enable children to: - check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context - ask questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text 2	The Tour of Britain	Persuasive Advert	✓	✓	✓			
Text 3	Back Garden Adventure	Adventure Story	✓	✓		✓		
Text 4	The Hare and the Tortoise	Fable	✓		✓	✓		
Text 5	Weather's Whimsy	Poetry	✓			✓		
Text 6	Mary Seacole	Biography	✓		✓	✓		
Text 7	The Fisherman and His Wife	German Folklore	✓	✓			✓	
Text 8	The Amazing Life Cycle of Chickens	Explanation Text	✓			✓		
Text 9	Emma*	Classic Story	✓	✓	✓	✓	✓	
Text 10	Donkey's Journey Home**	Children's Fiction	✓	✓	✓	✓		

*Mixed practice

**Applying

Year 3 Spring National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)					Children will be...
			Retrieving and recording information	Identifying how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	
Text 1	Lily's Sky-High Adventure	Adventure Story	✓		✓	✓		- listening to and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] By providing structured opportunities for discussion, the teacher will enable children to: - check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context - ask questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text 2	Rocks	Non-Chronological Report	✓			✓		
Text 3	The Rascally Pixie	Fantasy Story	✓	✓	✓			
Text 4	Finding My Wings	Poem	✓		✓			
Text 5	The Box	Mystery Story		✓	✓		✓	
Text 6	The Ugly Duckling	Fairy Tale	✓	✓	✓			
Text 7	Suffragist Leader Arrested	Newspaper	✓		✓	✓		
Text 8	The Seven Sisters	Myths and Legends	✓	✓	✓			
Text 9	The Cracked Pot*	Indian Folklore	✓	✓	✓	✓	✓	
Text 10	Skiing Debut**	Diary	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

Year 3 Summer National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)					Children will be...
			Retrieving and recording information	Identifying how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	
Text 1	The Magic Porridge Pot	German Folklore	✓		✓	✓		- listening to and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] By providing structured opportunities for discussion, the teacher will enable children to: - check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context - ask questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text 2	The Moon	Poetry	✓	✓	✓			
Text 3	The Power of Planting Trees	Magazine Article / Instruction	✓	✓		✓		
Text 4	Journey to Alysian	Fantasy Story	✓		✓		✓	
Text 5	Mowgli's Jungle Guardians	Playscript	✓	✓	✓			
Text 6	Stonehenge	Non-Chronological Report	✓			✓		
Text 7	Anansi and the Moss-Covered Rock	African Folklore	✓		✓			
Text 8	Black Beauty	Classic Story	✓	✓	✓			
Text 9	Tenzing Norgay: The Brave Mountain Climber*	Biographical Story	✓	✓	✓	✓		
Text 10	Jane Goodall**	Biography	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

Year 4 Autumn National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)					Children will be...
			Retrieving and recording information	Identifying how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	
Text 1	The Rainbow Serpent	Aboriginal Australian Folklore	✓	✓	✓			Children will be... - listening to and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] By providing structured opportunities for discussion, the teacher will enable children to: - check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context - ask questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text 2	The Story of Romulus and Remus	Roman Myth	✓		✓		✓	
Text 3	How to Care for Your Pet Rabbit	Information Text	✓	✓		✓		
Text 4	The Land of Counterpane	Poetry	✓	✓	✓			
Text 5	Little Red-Cap	Fairy Tale	✓		✓	✓		
Text 6	World Mental Health Day	Leaflet	✓	✓		✓		
Text 7	The Lion and the Mouse	Fable	✓		✓			
Text 8	The Railway Children	Classic Story	✓	✓	✓			
Text 9	Computer Science Education Week*	Non-Chronological Report	✓	✓	✓	✓		
Text 10	Alan Turing - Codebreaker and Pioneer of Modern Computing**	Biography	✓	✓	✓	✓		

*Mixed practice

**Applying

Year 4 Spring National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)					Children will be...
			Retrieving and recording information	Identifying how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	
Text 1	The Real Princess	Classic Story	✓		✓	✓		- listening to and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry]
Text 2	Sutton Hoo: A Treasure Trove of Anglo-Saxon Wonders	Non-Chronological Report	✓	✓		✓		
Text 3	Suburban Serenity and Urban Rhythm	Poetry	✓	✓				
Text 4	Witnessing the Queen's Coronation	Diary	✓		✓	✓		
Text 5	Momotaro, the Peach Boy	Japanese Folklore	✓		✓		✓	
Text 6	Nikola Tesla: The Master of Electricity	Biographical Story	✓		✓	✓		By providing structured opportunities for discussion, the teacher will enable children to: - check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context - ask questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text 7	Where Have You Been, Pangolin?	Newspaper	✓	✓		✓		
Text 8	The Secret Garden	Classic Story	✓	✓	✓			
Text 9	Zodiac Quest*	Adventure Story	✓	✓	✓	✓	✓	
Text 10	The Kelpie and the Ten Children**	Scottish Folklore	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

Year 4 Summer National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)					Children will be...
			Retrieving and recording information	Identifying how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	
Text 1	Yeh-Shen: A Cinderella Story from China	Chinese Folklore	✓		✓	✓		Children will be... - listening to and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] By providing structured opportunities for discussion, the teacher will enable children to: - check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context - ask questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text 2	The Emperor's New Clothes	Playscript			✓	✓		
Text 3	Harriet Tubman: A Journey to Freedom	Biography	✓	✓	✓			
Text 4	Peter Pan	Classic Story	✓	✓	✓			
Text 5	Wings of Hope	Fantasy Story	✓	✓	✓			
Text 6	Understanding Food Chains	Information Text	✓		✓	✓		
Text 7	The Pobble Who Has No Toes	Poetry	✓	✓		✓		
Text 8	Oliver Twist	Classic Story	✓		✓		✓	
Text 9	Scoops Through the Centuries – The History of Ice Cream*	Information Text	✓	✓	✓	✓		
Text 10	The Legend of the Lambton Worm**	English Folklore	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

Year 5 Autumn National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)						Children will be:
			Retrieve, record and present information	Exploring the meaning of words in context and how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	Making comparisons within texts	
Text 1	The Lost Antiquarian	Mystery Story	✓	✓		✓			Children will be: - reading and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - identifying how language, structure and presentation contribute to meaning - providing reasoned justifications for their views By providing structured opportunities for discussion, the teacher will enable children to: - learn a wider range of poetry by heart - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Text 2	Life in the Wild	Magazine Article	✓	✓		✓			
Text 3	The Treachery of Will Scarlet	Playscript	✓	✓	✓				
Text 4	The Hobgoblin's Hat	Finnish Folklore	✓		✓			✓	
Text 5	The Jumblies	Poetry	✓	✓	✓				
Text 6	Parkrun	Information Text	✓	✓		✓			
Text 7	The Bell of Atri	Italian Folklore	✓		✓		✓		
Text 8	A Winter's Journey	Adventure Story	✓		✓			✓	
Text 9	Crisis on Kepler-452b*	Science Fiction	✓	✓	✓	✓	✓	✓	
Text 10	The Twelve Months**	Slovakian Folklore	✓	✓	✓	✓	✓	✓	

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**Applying

Year 5 Spring National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)						Children will be:
			Retrieve, record and present information	Exploring the meaning of words in context and how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	Making comparisons within texts	
Text 1	Urashima Taro	Japanese Folklore	✓		✓			✓	Children will be: - reading and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - identifying how language, structure and presentation contribute to meaning - providing reasoned justifications for their views By providing structured opportunities for discussion, the teacher will enable children to: - learn a wider range of poetry by heart - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Text 2	The Selfish Giant	Classic Story	✓		✓		✓		
Text 3	Wings of Wonder	Poetry	✓	✓				✓	
Text 4	Artificial Intelligence	Balanced Argument	✓	✓		✓			
Text 5	Keep on Running	Interview	✓	✓	✓				
Text 6	Kelburn Castle	Persuasive Leaflet	✓	✓		✓			
Text 7	Alice in Wonderland	Classic Story	✓		✓	✓			
Text 8	Glamour and Genius: The Hedy Lamarr Story	Biography	✓	✓	✓				
Text 9	The First and Final Voyage*	Information Text	✓	✓	✓	✓		✓	
Text 10	The Rise of the Electric Vehicle**	Information Text	✓	✓	✓	✓		✓	

*Mixed practice

**Applying

Year 5 Summer National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)						Children will be:
			Retrieve, record and present information	Exploring the meaning of words in context and how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	Making comparisons within texts	
Text 1	Survival Stories	Information Text	✓	✓				✓	Children will be: - reading and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - identifying how language, structure and presentation contribute to meaning - providing reasoned justifications for their views By providing structured opportunities for discussion, the teacher will enable children to: - learn a wider range of poetry by heart - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Text 2	The Invisible Forces	Explanation Text	✓	✓		✓			
Text 3	Changing Landscapes: An Evacuee's Diary	Diary			✓		✓	✓	
Text 4	The Spider and the Fly	Poetry	✓	✓	✓				
Text 5	Beagle 2	Information Text	✓	✓		✓			
Text 6	The Wizard of Oz	Classic Story	✓	✓		✓			
Text 7	A Home for the Future	Explanation Text	✓	✓		✓			
Text 8	The Hound of the Baskervilles	Classic Story	✓	✓	✓				
Text 9	The Butterfly Effect*	Fantasy Story	✓	✓	✓	✓	✓	✓	
Text 10	The Story of the Amulet**	Classic Story	✓	✓	✓	✓		✓	

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**Applying

Year 6 Autumn National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)						Children will be:
			Retrieve, record and present information	Exploring the meaning of words in context and how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	Making comparisons within texts	
Text 1	Echoes of Solitude	Suspense Story	✓	✓		✓			- reading and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - identifying how language, structure and presentation contribute to meaning - providing reasoned justifications for their views By providing structured opportunities for discussion, the teacher will enable children to: - learn a wider range of poetry by heart - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Text 2	The Two Kings	Traditional Buddhist Tale	✓	✓	✓				
Text 3	The Heights of Abraham	Persuasive Leaflet	✓		✓	✓			
Text 4	The Rendlesham Forest UFO Mystery	Interview	✓	✓	✓				
Text 5	Macbeth	Playscript	✓		✓		✓		
Text 6	World War I Poetry	Poetry	✓	✓				✓	
Text 7	Treasure Island	Classic Story	✓	✓	✓				
Text 8	The Paralympic Games	Information Text	✓	✓		✓			
Text 9	Forsyth Manor*	Gothic Fiction	✓	✓	✓	✓	✓	✓	
Text 10	The Deliverers of Their Country**	Fantasy Story	✓	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

Year 6 Spring National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)						Children will be:
			Retrieve, record and present information	Exploring the meaning of words in context and how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	Making comparisons within texts	
Text 1	The Cow Tail Switch	West African Folklore	✓	✓	✓				Children will be: - reading and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - identifying how language, structure and presentation contribute to meaning - providing reasoned justifications for their views By providing structured opportunities for discussion, the teacher will enable children to: - learn a wider range of poetry by heart - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Text 2	Great Expectations	Classic Story	✓	✓			✓		
Text 3	Renewable Energy	Balanced Argument	✓	✓		✓			
Text 4	White Fang (Part One)	Classic Story	✓	✓	✓				
Text 5	White Fang (Part Two)	Classic Story	✓		✓			✓	
Text 6	Malala Yousafzai	Biography	✓	✓	✓				
Text 7	DNA and Inheritance	Explanation Text	✓	✓		✓			
Text 8	The Walrus and the Carpenter	Poetry	✓	✓				✓	
Text 9	Reaching for the Stars*	Information Text/ Biography	✓	✓	✓	✓	✓	✓	
Text 10	The Greatest: Muhammad Ali**	Information Text/ Biography	✓	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

Year 6 Summer National Curriculum Map

	Text	Text Type	National Curriculum Statements (shortened)						Children will be:
			Retrieve, record and present information	Exploring the meaning of words in context and how language contributes to meaning	Drawing inferences and justifying inference with evidence	Identifying main ideas and summarising these	Predicting what might happen from details stated and implied	Making comparisons within texts	
Text 1	Mighty Mikko	Finnish Folklore	✓	✓		✓			Children will be: - reading and discussing a wide range of fiction, poetry, plays and non-fiction - reading texts that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - identifying how language, structure and presentation contribute to meaning - providing reasoned justifications for their views By providing structured opportunities for discussion, the teacher will enable children to: - learn a wider range of poetry by heart - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Text 2	The Circulatory System	Explanation Text	✓	✓		✓			
Text 3	The Selkie Bride	Scottish Folklore	✓		✓			✓	
Text 4	The Adventure of the Speckled Band	Classic Story	✓	✓	✓				
Text 5	P.T. Barnum: The Greatest Showman?	Balanced Argument	✓	✓		✓			
Text 6	COP 27	Newspaper	✓	✓		✓			
Text 7	Ocean Poetry	Poetry		✓	✓			✓	
Text 8	The Salmon of Knowledge	Irish Folklore		✓		✓	✓		
Text 9	Robert Falcon Scott*	Diary	✓	✓	✓	✓		✓	
Text 10	The Phoenix and the Carpet**	Classic Story	✓	✓	✓	✓	✓	✓	

*Mixed practice

**Applying

*Mixed practice
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