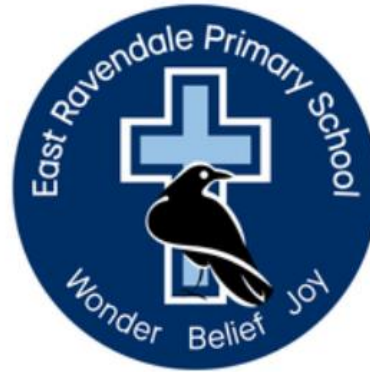




EYFS TEXT MAPPING CYCLE A

EAST RAVENDALE C OF E PRIMARY SCHOOL

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God's children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

Our vision is underpinned by our core values of wonder, belief and joy.

"I can do all things through God who strengthens me." Philippians 4:13



English at East Ravensdale

At East Ravensdale C of E Primary School, our teaching of English is central to realising our vision of inspiring independent, inquisitive and self-motivated learners who know they are safe, valued and wonderfully unique as God's children. Through the development of confident, fluent readers and expressive, articulate writers, we provide meaningful opportunities for every child to discover and use their voice.

Guided by our Christian ethos and the words ***"I can do all things through God who strengthens me" (Philippians 4:13)***, we nurture **Belief** in each child's abilities, empowering them to approach reading and writing with confidence and resilience. Through engaging, high-quality texts and rich learning experiences, we spark **Wonder**, encouraging curiosity about language, the world, and the perspectives of others. By creating a supportive and inspiring environment, we cultivate **Joy** in communication, enabling children to develop a lifelong love of reading and writing.

By prioritising English across the curriculum, we equip our pupils with the skills, understanding and confidence to flourish—both now and in the future—as thoughtful, creative and reflective individuals.

Wonder

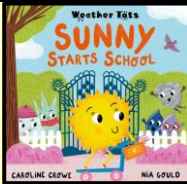
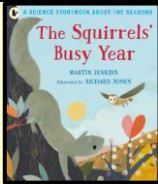
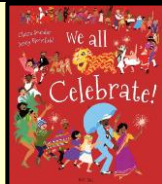
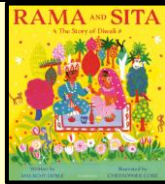
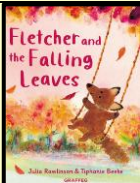
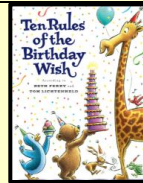
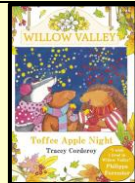
We foster a sense of **Wonder** in English by carefully selecting and mapping high-quality, engaging texts that inspire curiosity, imagination and a deeper understanding of the world God has created. Through exploring rich and meaningful literature, children encounter diverse ideas, experiences and language that spark awe and reflection. These texts then become the foundation of our writing journey, enabling pupils to respond creatively and thoughtfully, using their own voices to express what they have discovered. In doing so, we nurture an appreciation of God's gifts in language and storytelling, encouraging children to see reading and writing as joyful acts of exploration and expression.

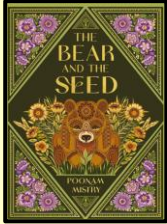
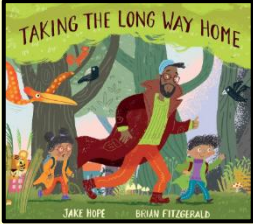
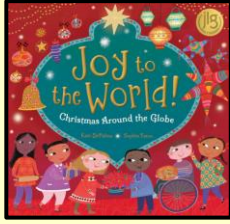
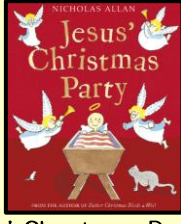
Belief

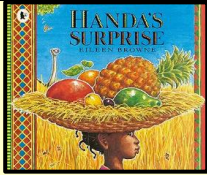
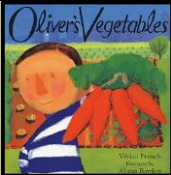
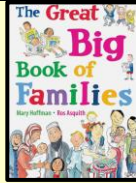
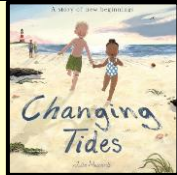
We develop a strong sense of **Belief** in both themselves and in God through our teaching of reading and writing by ensuring children see themselves reflected in the texts they encounter, recognising that their voices, experiences and identities matter. Through engaging with diverse, high-quality literature, pupils build confidence as readers and deepen their understanding of the world and their place within it. As they grow into skilled and expressive communicators, children learn to trust in their abilities, inspired by the message ***"I can do all things through God who strengthens me" (Philippians 4:13)***. By nurturing success and celebrating progress, we empower every child to believe in themselves as capable, valued learners who can communicate with clarity, purpose and confidence.

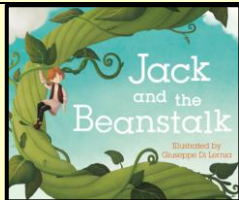
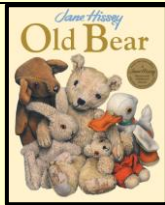
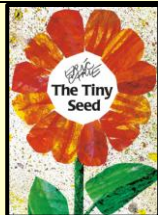
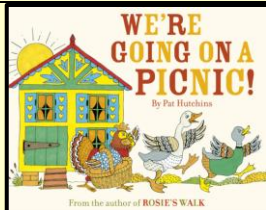
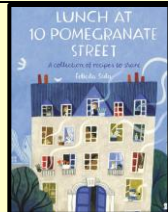
Joy

We nurture a deep sense of **Joy** in reading and writing by immersing children in rich, engaging stories from a wide range of cultures and experiences, helping them to discover the beauty and excitement of the written world. Through exploring texts from all around the world, pupils develop curiosity, empathy and a genuine love of storytelling. We create meaningful opportunities for children to respond creatively, enabling them to express their own ideas and emotions through writing. In doing so, we foster a lasting enjoyment of reading and writing, encouraging every child to see themselves as a joyful, confident participant in the world of language.

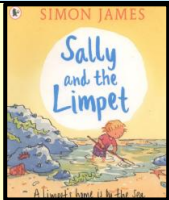
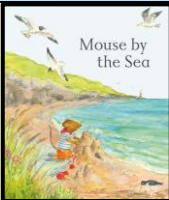
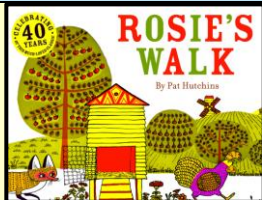
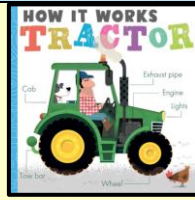
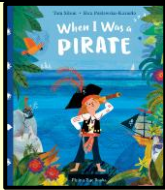
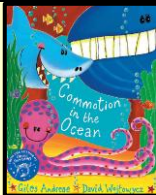
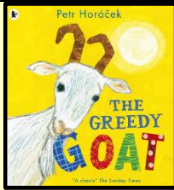
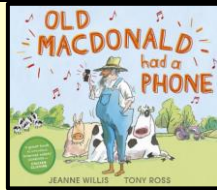
	Autumn term 1		Autumn term 2	
	Learning focus: Our school and the seasons		Learning focus: Celebrations	
Texts to explore within our environment	 Weather Tots: Sunny Starts School by Caroline Crowe Why this, why now? This text introduces the seasonal patterns as young characters starting their own educational journey. It introduces weather and links to pupils starting school for the first time, joining the learning journey to real life experience.	 The Squirrels' Busy Year by Martin Jenkins Why this, why now? Linking to the learning focus of pupils understanding that some animals begin their preparation for winter in autumn, this text introduces how squirrels prepare for winter and will give pupils a deeper understanding of this concept.	 We All Celebrate by Chitra Soundar Why this, why now? To launch the new learning focus of celebrations, this book explores a range of celebrations, from religious to personal. It will further pupil understanding of what a celebration is and why we celebrate.	 Rama and Sita - the Story of Diwali by Malachy Doyle Why this, why now? To continue the exploration of celebrations, pupils will explore the Hindu festival of Diwali. As this also happens at this time of year, it is a wonderful opportunity to pupils to see how celebrations are enjoyed in different faiths.
	 Oak, the Littlest Leaf Girl by Lucy Fleming Why this, why now? Linking to the learning focus of pupils understanding that some trees change and shed their leaves, this text introduces this concept through a character to further explore. It links to further learning around challenge and changes.	 Fletcher and the Falling Leaves by Julia Rawlinson Why this, why now? Furthering understanding from our previous text, 'Oak, the Littlest Leaf Girl,' this book develops understanding of how trees change through seasons. This text also links to the learning focus of understanding that temperatures change as autumn moves to winter.	 Ten Rules of the Birthday Wish by Beth Ferry Why this, why now? This text explores the tradition of celebrating birthdays. It will further pupil understanding of different special birthday traditions, such as making wishes, blowing out candles and give pupils the opportunity to reflect on their own birthday traditions.	 Willow Valley: Toffee Apple Night by Tracey Corderoy Why this, why now? This text explores the idea of bonfire night and how we celebrate this special English event. It continues pupil learning about different celebrations and about celebrations that are important in the UK.

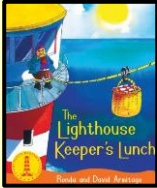
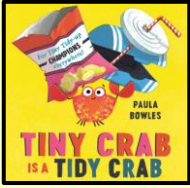
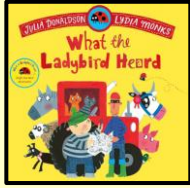
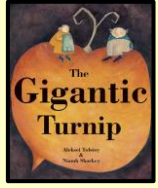
	 The Bear and the Seed by Poonam Mistry Why this, why now? Supporting the learning focus on hibernation, this text follows Bear's determination to protect a tiny seed during the cold winter season. Through the story, pupils develop a deeper understanding of why many animals hibernate and how this adaptation helps them survive the challenges of winter.	 Taking the Long Way Home by Jake Hope Why this, why now? Linked to the learning focus on the five senses, this text introduces pupils to how their senses help them explore and understand the world around them. It builds on their learning about the seasons, helping to deepen their understanding through real-life experiences.	 Joy to the World: Christmas Around the Globe by Kate DePalma Why this, why now? This beautifully illustrated book introduces the Christmas story to pupils. It goes on to explore different ways that Christmas is celebrated around the world, furthering pupil knowledge about celebrations and different traditions.	 Jesus' Christmas Party by Nicholas Allan Why this, why now? Building on pupil understanding of the Christmas story from the last book we read, this text explores the events of the Christmas story from the point of view of the innkeeper. It will deepen pupil understanding of the special events of the nativity and further knowledge of Christmas as a celebration.
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	Spring term 1 Learning focus: Field to fork		Spring term 2 Learning focus: Changes and families	
Texts to explore within our environment	 Handa's Surprise by Eileen Browne Why this, why now? To launch learning around trade and field to fork, Handa's Surprise will develop pupil understanding of similarities and differences between England and other places. Pupils will further their understanding of different fruits and the climates needed to grow these.	 Oliver's Vegetables by Vivian French Why this, why now? This text continues to support pupil learning around the concept of field to fork. It allows pupils to develop an understanding of how different vegetables are grown and harvested, before making their way to our plates.	 The Great Big Book of Families by Mary Hoffman Why this, why now? This text will help pupils understand that families can be different and change over time. It links to our learning by exploring a variety of family structures, encouraging pupils to recognise, celebrate and talk about the similarities and	 Changing Tides by Julia Moscardo Why this, why now? Changing Tides supports our learning about families and change by exploring how families adapt to new situations and life events. The story encourages pupils to reflect on changes within their own families, helping

			differences in their own families and communities.	them build understanding, resilience and empathy.
 The Little Red Hen by Ronne Randall Why this, why now? Through the story, pupils discover how food is grown, harvested and transformed into the foods we eat every day. The journey of the wheat from planting to baking helps pupils develop an understanding of where food comes from and the important role farmers and growers play in providing food for our communities.	 Jack and the Beanstalk by DK Why this, why now? Jack and the Beanstalk is a traditional tale that supports our Field to Fork learning by exploring how seeds grow into plants. Through Jack's magical beanstalk, pupils develop curiosity about planting, growth and where food comes from, while building early understanding of the journey from seed to harvest.	 Clean Up! By Nathan Byron and Dapo Adeola Why this, why now? This text links to our learning about change by showing how trusted family members and the wider community can work together to make a positive difference. It encourages pupils to recognise the important role families and communities play in caring for and improving the world around them.	 Old Bear by Jane Hissey Why this, why now? Old Bear links to our learning about change by helping pupils understand the difference between past and present. As Old Bear remembers special times gone by, pupils can reflect on events from their own lives and families that have happened in the past.	
 The Tiny Seed by Eric Carle Why this, why now? The Tiny Seed supports our Field to Fork learning by helping pupils understand the life cycle of a plant and what seeds need to grow. Through following a seed's journey, pupils develop their understanding of growth, seasons and how food begins its journey from seed to harvest. It also	 We're Going on a Picnic by Pat Hutchins Why this, why now? This text helps to consolidate pupil understanding by helping pupils explore different foods and where they come from. The story encourages discussions about healthy eating, food choices and the journey food takes before it reaches our plates, making	 Lunch at 10 Pomegranate Street by Felicitas Sala Why this, why now? Lunch at 10 Pomegranate Street links to our learning about families and communities by celebrating the people who help and support us. It encourages children to recognise that community members are important in our lives and that we all belong to a	 Elmer by David McKee and The Rainbow Fish by Marcus Pfister Why this, why now? Elmer and The Rainbow Fish support our learning about families and change by encouraging children to compare characters, their feelings and how they grow throughout the stories. Children explore how kindness, belonging and accepting differences help us	

	builds on pupil understanding of the natural world around them.	learning meaningful and relatable.	wider network of care and friendship.	build positive relationships within our families and communities.
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	Summer term 1 Learning focus: The Seaside		Summer term 2 Learning focus: Farms	
Texts to explore within our environment	 Sally and the Limpet by Simon James Why this, why now? This text will support our seaside learning by helping pupils explore life at the coast through a relatable story. It encourages curiosity about seaside habitats, sea creatures and the natural environment, helping children make meaningful connections to their learning about the seaside.	 Mouse by the Sea by Alice Melvin Why this, why now? Mouse by the Sea supports our seaside learning by exploring the sights and activities found at the coast. Through Mouse's adventure, pupils learn about what people do at the seaside, helping them build vocabulary, share experiences and make connections to their own learning.	 Rosie's Walk by Pat Hutchins Why this, why now? Rosie's Walk brings our farm topic to life through a familiar farm setting and animal characters. The story helps children explore key features of farms, learn about farm animals and their environment, and develop language, observation and storytelling skills through an engaging and memorable journey.	 How it works: Tractor by Amelia Hepworth Why this, why now? This text supports our farm topic by introducing children to the important role tractors play on farms. It helps them understand how machinery helps farmers care for animals and grow crops, developing their knowledge of farming, technology and the world around them.
	 When I Was a Pirate by Tom Silson Why this, why now? When I Was a Pirate links to our seaside learning by exploring adventures by the sea. The story helps pupils understand that the sea is a real place they can find on maps, introducing simple map skills and	 Commotion in the Ocean by Giles Andreae Why this, why now? This text will support our seaside learning by introducing pupils to a variety of sea creatures and their habitats. Through engaging rhymes and illustrations, children develop curiosity about marine	 The Greedy Goat by Petr Horacek Why this, why now? The Greedy Goat supports our farm topic by introducing children to a farm animal through a fun and engaging story. It encourages discussion about animal care, healthy choices and life on a	 Old MacDonald had a Phone by Jeanne Willis Why this, why now? Old MacDonald Had a Goat supports our farm topic by exploring farm animals through a familiar, repetitive story and song. Sharing traditional stories and rhymes encourages children to experience

	encouraging them to locate coastlines and seaside locations.	life and deepen their understanding of the seaside environment.	farm, while developing children's language, listening and understanding of the world.	enjoyment, imagination and meaningful interaction away from screens while building their understanding of life on the farm.
	 The Lighthouse Keeper's Lunch by Ronda and David Armitage Why this, why now? The Lighthouse Keeper's Lunch supports our seaside topic by introducing pupils to an important coastal landmark. The story helps children learn about lighthouses, the people who work by the sea, and how coastal environments are used, deepening their understanding of seaside life.	 Tiny Crab is a Tidy Crab by Paula Bowles Why this, why now? This text links to our seaside topic by exploring a beach habitat and the creatures that live there. The story encourages children to think about caring for coastal environments, helping them develop curiosity, responsibility and a deeper understanding of the seaside world around them.	 What the Ladybird Heard by Julia Donaldson Why this, why now? This popular text will support learning in our farm topic by introducing children to a range of farm animals and the setting in which they live. The engaging story develops listening, communication and prediction skills while helping children build knowledge and understanding of life on a farm.	 The Gigantic Turnip by Aleksei Tolstoy Why this, why now? The Gigantic Turnip supports our farm topic by helping children explore how vegetables are grown and harvested. The story encourages teamwork, perseverance and problem-solving while developing an understanding of where food comes from and the important work carried out on farms.