

Annie Lennard Primary school
Nursery – Year 1 Reading overview
Year 2-6 Whole class reading text overview

Intent

It is our intent that when our pupils leave their primary education they will:

- **Be excellent communicators**
- **Be able to read any text they encounter fluently and with prosody and comprehend it at an age-appropriate level.**
- **Enjoy reading, read for pleasure and to have set the foundations for a lifelong love of reading.**
- **Have acquired a wide vocabulary, an understanding of grammar and knowledge of the linguistic conventions through reading.**
- **Appreciate our literary heritage.**

At Annie Lennard Primary school, we use a text-based approach to our delivery of reading. It is our intent to fully immerse pupils in a class text as well as use isolated and unseen extracts so that such an in-depth study can:

- Provide the stimulus for the implementation of the National Curriculum for Reading and the Early Learning Goals for Literacy.
- Provide a seamless link between ‘readers as writers’ and ‘writers as readers’.
- Spark interest, curiosity and aspiration amongst pupils as readers and writers.
- Expose pupils who wouldn’t usually have access to a text beyond their reading band, to a text rich in vocabulary, characterisation and plot structure for example, in works of fiction; and to text rich in technical language, a variety of organisational structures and on diverse and thought-provoking themes for example, in non-fiction.
- Give pupils a chance to develop culturally, emotionally, intellectually, socially and spiritually through reading.
- To allow pupils to acquire new knowledge and to build on what they already know.

- Allow pupils to interact with a text over a sustained period of time.
- Allow pupils to apply their developing skills to unseen and isolated extracts, as they are asked to in the end of Key Stage statutory assessments.
- Promote reading for pleasure - a pure enjoyment of reading and a love of literature through widespread reading for enjoyment.
- Allow pupils to make links between texts studied.
- Expose pupils to 'The Classics', significant authors and new and up and coming writers and bold subject matter.
- Ensure a breadth of study between fiction, non-fiction and poetry.
- Broaden children's vocabulary.
- Develop children's linguistic knowledge, in particular of vocabulary and grammar.
- Ensure children can read fluently across any curriculum subject and set them up as life-long readers.

Early Years children are immersed in a focus text, using it as a basis to support cross-curricular learning. Children in Nursery are taught Foundations for phonics and children in Reception and Year 1 are taught Phonics using the Little Wandle validated scheme and have regular opportunities to apply their phonic knowledge to reading fully decodable books during Reading Practice (please see Phonics and Early Reading Policy).

The grid below sets out the focus texts studied across the year.

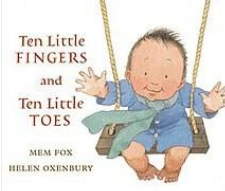
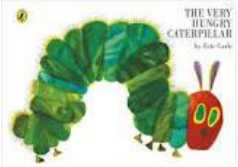
Class	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery Birth – 3 Pupils should be taught to: • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Enjoy sharing books with an adult.						

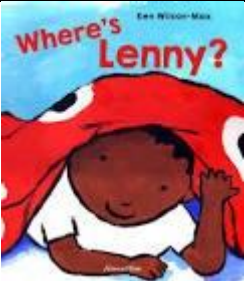
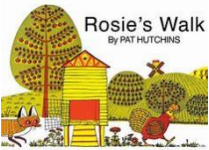
- Sing songs and say rhymes independently, for example, singing whilst playing
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas.
- Develop play around favourite stories using props
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logos.

Nursery age:

Pupils should be taught to:

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
 - Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
 - Engage in extended conversations about stories, learning new vocabulary

Reading	Ten Little Finger and Ten Little Toes by Mem Fox  Where's Lenny? By Ken Wilson-Max	Brown Bear, Brown Bear, What do you see? By Bill Martin Jr 	Mrs Wishy-Washy's Farm by Joy Cowley & Elizabeth Fuller 	The Hungry Caterpillar by Eric Carle  Topic – All Creatures Great and Small	The Gingerbread Man by Lesley Sims  Topic – Food Glorious Food	We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury 
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	 Reason for selection: Little Wandle Introduction Family References & Introduces number sequence Topic – Babies Reason for selection: Cultural References & Introduces number sequence	Topic – Senses & Celebrations Reason for selection: Repetitive pattern and links to our senses. World Nursery Rhyme Week also takes place this half term	The three Little Pigs by DK and Giuseppe Di Lerna  Topic – 'Here and There' Reason for selection: Links to our topic and focus question – where?	Reason for Selection: Science focus – life cycles. Introduces some non-fiction facts.	Reason for selection: Traditional Story linking to topic.	Topic – Let's go on a journey Rosie's walk by Pat Hutchins  Reason for selection: Repetitive pattern – talk for writing Links to our topic and prepositional language
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Reception

Reception age:

Pupils should be taught to:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

ELG Word Reading

Pupils should be taught to:

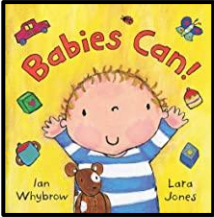
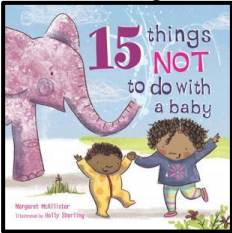
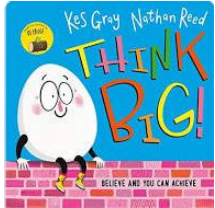
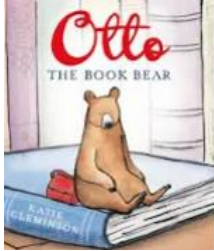
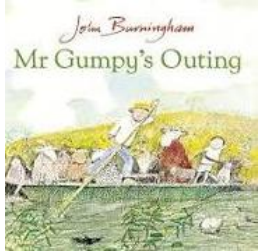
- Say a sound for each letter in the alphabet and at least 10 digraphs.

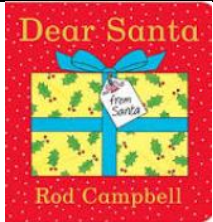
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Comprehension

Pupils should be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Babies can! By Ian Whybrow & Lara Jones  15 things not to do with a baby by Margaret McAllister & Holy Sterling  Topic – Babies	Think Big! by Kes Gray & Nathan Reed  Topic – Aspirations and Celebrations Reason for selection: Language used and illustrations. Familiar characters to the children.	Otto the book bear by Katie Cleminson  Topic – Here, There and Everywhere Reason for selection: Develops descriptive language we introduced last half term. Lovely illustrations to begin to support children thinking imaginatively.	Jack & the beanstalk by Anna Milbournre and Lorenza Alvarez  Topic – Creatures Great and Small Reason for selection: Science focus – fairytale story which has a link to growing plants.	Biscuit Bear by Mini Grey  Topic – Food Glorious Food Reason for selection: Alternative take on a traditional tale. Repetitive language. Develops imaginative writing.	Mr Grumpy's Outing by John Burningham  Topic – Let's Go On A Journey Reason for selection: Developing use of simple conjunctions, such as 'and' and 'but'

	Reason for selection: Transition – learning all about our new children. From when they were babies, to them at school now. Also learn about their families.	 Topic – Christmas Reason for selection: Repetitive, simple language. Introducing describing language. Children create a class book like this one.				
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Little Wandle Guided Reading books – decoding, prosody, comprehension.

Year 1

Word reading

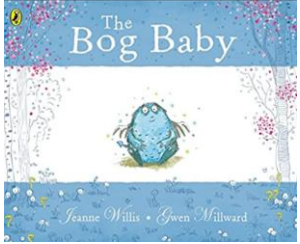
Pupils should be taught to:

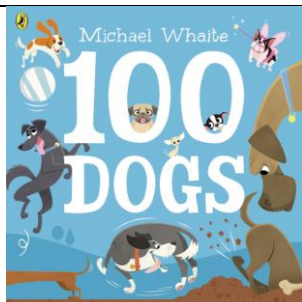
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils should be taught to:

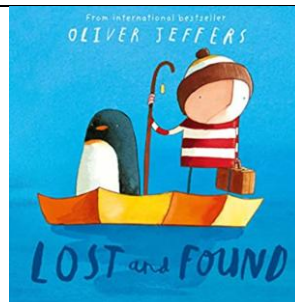
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

Reading	Aut 1 start with x4 weeks of the place value of grammar and punctuation basic skills work.	Aut 2	Spring	Sum 1	Sum 2
	100 Dogs by Michael Whaite	Lost and Found by Oliver Jeffers	Little Red Hen – Ladybird First favourite tales 	Bog baby by Jeanne Willis & Gwen Millward 	The lighthouse keeper's lunch by Ronda & David Armitage



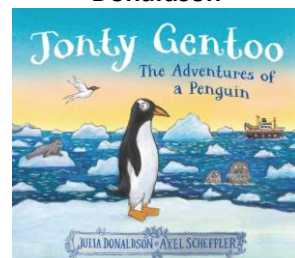
Reason for selection:
Reinforcement and progression of basic skills work – nouns, subject of sentence and verbs. Introduction of adjectives.

Link to writing objectives.



Reason for selection:
PSHE link – empathy, friendship.
Link to writing objectives.

Jonty Gentoo – The adventures of a penguin by Julia Donaldson



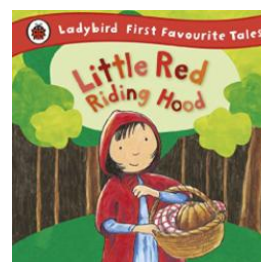
Reason for selection:
poetry link; patterned language and rhyme.
Science link – animals and their habitats.

Reason for selection:

Building up traditional tale repertoire; repetitive and patterned language.

Link to writing objectives.

Little Red Riding Hood - Ladybird first favourite tales (one version to be studied not alternatives)

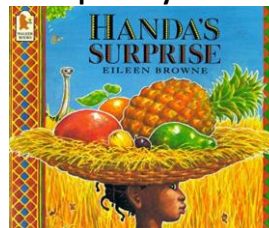


Reason for selection:

Building up traditional tale repertoire; repetitive and patterned language.

Link to writing objectives.

Handa's surprise by Eileen Browne



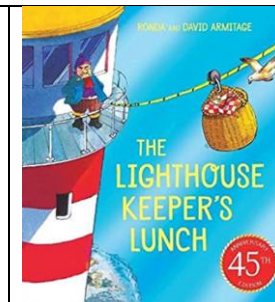
Reason for selection:
PSHE link – looking after something, loss.

Link to writing objectives.

Cats – Eleanor Farjeon

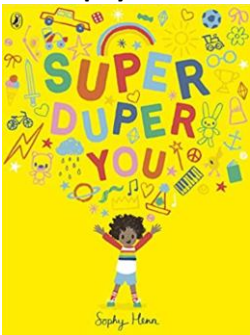
Cats
Cats sleep
Anywhere,
Any table,
Any chair,
Top of piano,
Window-ledge,
In the middle,
On the edge,
Open drawer,
Empty shoe,
Anybody's
Lap will do,
Fitted in a
Cardboard box,
In the cupboard
With your frocks –
Anywhere!
They don't care!
Cats sleep
Anywhere.

Eleanor Farjeon



Reason for selection:
Modern classic; adventure story; humorous story.

Link to writing objectives

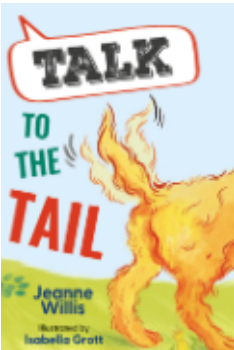
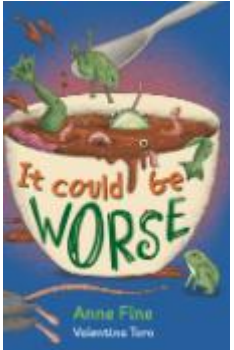
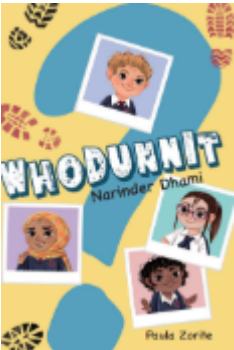
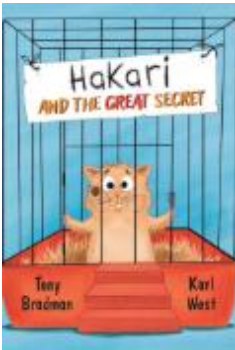
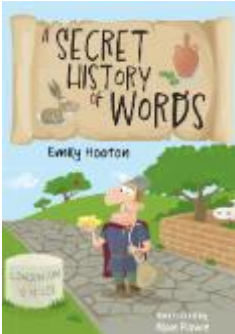
	Super Duper you by Sophy Henn  Reason for selection: Transition to new class/teacher – learning about each other; PSHE link – identity, respecting differences, being unique, getting on and collaboration. Link to writing objectives.	Link to writing objectives. Song of the train – David McCord <u>Song of the Train</u> Clickety-clack, Wheels on the track, This is the way They begin the attack: Click-ety-clack, Click-ety-clack, Click-ety, <i>clack-ety</i>, Click-ety Clack. Click-ety-clack, Over the track, Faster and faster The song of the track: Click-ety-clack, Click-ety-clack, Clickety, clackety, <i>Clackety</i> Clack. Riding in front, Riding in back, <i>Everyone</i> hears The song of the track: Clickety-clack, Clickety-clack, Clickety - <i>clickety</i>, Clackety Clack. David McCord	Reason for selection: stories from other cultures/traditions; modern classic; picture book; PSHE link – sharing and friendship. Link to writing objectives. The morning rush – John Foster <u>The Morning rush</u> Into the bathroom, Turn on the tap. Wash away the sleepiness – Splish! Splosh! Splash! Into the bedroom, Pull on your vest. Quickly! Quickly! Get yourself dressed. Down to the kitchen. No time to lose. Gobble up your breakfast. Put on your shoes. Back to the bathroom. Squeeze out the paste. Brush, brush, brush your teeth. No time to waste. Look in the mirror. Comb your hair. Hurry, scurry, hurry, scurry Down the stairs. Pick your school bag Up off the floor. Grab your coat And out through the door. John Foster		
Little Wandle Guided Reading books – decoding, prosody, comprehension.					

Pupils in Year 2 continue Reading Practice sessions until they have finished learning phonics and are fluent enough to move to the Little Wandle Reading Fluency programme. The expectation is that children will be secure in Fluency 5 at the end of the year. Year 2 also begin to

undertake whole class reading sessions, with a focus on developing early comprehension skills and instilling a lifelong love of reading. A variety of fiction, non-fiction and poetry texts are used in Reading Practice, Reading fluency and whole-class reading sessions.

National Curriculum for English: Year 2	Little Wandle Fluency
Reading – word reading	
Statutory requirements Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading.	Little Wandle Fluency supports the development of word reading skills by: • offering books that are 100% decodable (at Fluency 1 to 5) and supporting children to continue to use their phonics skills as they read, especially when tackling less familiar words • giving many opportunities for children to practise and extend their grasp of phonics, including introducing words with new grapheme-phoneme correspondences not taught in Year 1, to complete the alphabetic code • ensuring that the vocabulary in the books includes a range of different types of words, including words of varying lengths, and supporting children to use syllabification techniques to read longer words, and words with common suffixes and prefixes • reinforcing the reading of common exception words previously taught, and adding further common exception words to extend the range of these words that children can read • explicitly teaching prosody so that children learn to read aloud at an appropriate pace and with appropriate expression to show understanding and engage the listener • ensuring that children have a choice of appropriate books that are entirely decodable, and reinforcing the use of phonics skills to tackle less familiar words • focusing on extending children's fluency and reading confidence by offering stories and non-fiction books that have been specially written for the purpose, so that children gradually become able to read fluently at faster speeds throughout the programme.

National Curriculum for English: Year 2	Little Wandle Fluency
Reading – comprehension	
Statutory requirements Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Little Wandle Fluency supports the development of comprehension skills by: 1) fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by: • providing many opportunities for children to listen to and enjoy books and stories, in and beyond the reading lessons, including recommending book choices from the wider world of children's literature • encouraging children to think about and discuss many different aspects of the books they read, including identifying the sequence of events, understanding how information in a non-fiction book is linked and presented, and using inference to identify ideas and meanings beyond the literal level • offering books that chime with traditional stories and tales, developing and extending the ideas found in those stories • presenting a wide range of different types of non-fiction, and books with a variety of non-fiction features, including books which use language in a fresh and exciting way and contain some literary language at an appropriate level • always explaining new vocabulary and giving children chances to use it in age-appropriate ways 2) supporting children's understanding of books by: • providing books and teaching materials that are relevant to children's lives and interests, and always supporting children to understand any contexts that may not be familiar • encouraging children to think about the accuracy of their reading and self-correct where necessary: building in opportunities within every reading session to talk about the book and ask their own questions about it as well as answering questions, including making increasingly sophisticated inferences about characters or about information given, and making sensible predictions about what might come next • giving numerous opportunities to discuss books and talk about them in groups or with partners – including structured activities built into the lesson, and also more open opportunities reacting to the children's interests • checking that children have understood what they have read and filling in any gaps in understanding; sharing different ideas and responses and encouraging an open attitude to others' opinions.

Reading Fluency programme	Fluency 1 60 wpm	Fluency 2 70 wpm	Fluency 3 80 wpm	Fluency 4 85 wpm	Fluency 5 90 wpm
	 	 	 	 	 



Word reading

Pupils should be taught to:

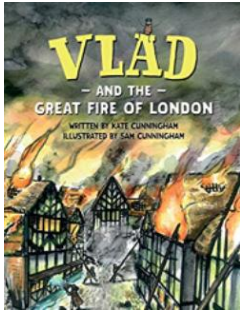
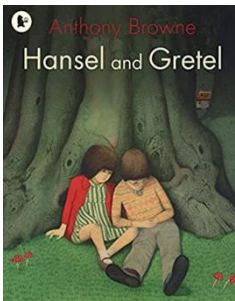
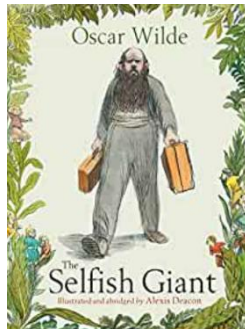
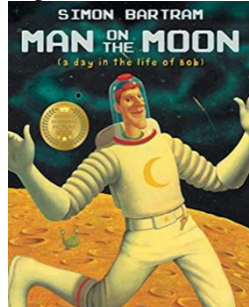
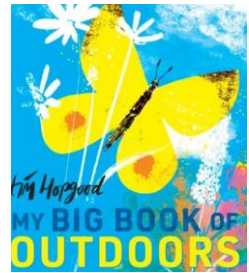
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

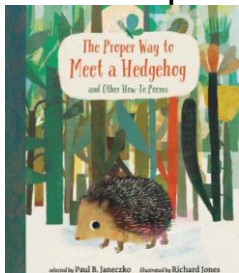
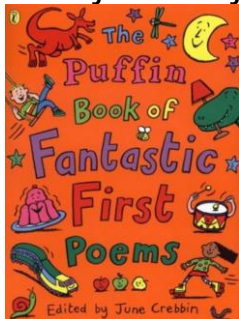
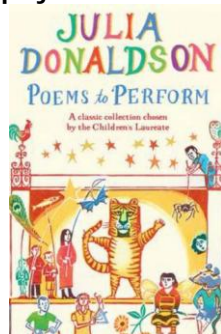
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Whole class reading	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Fiction/non-fiction	Grandad's island by Benji Davies  Literary form: fiction Reason for selection: Contemporary fiction. PSHE link – loss and grief Links to writing objectives. Yuval Zommer The big book of the blue 	Chris Van Allsburg The Polar Express  Literary form: fiction Reason for selection: Christmas classic. Links to writing objectives.	Vlad and the Great Fire of London – Kate Cunningham  Literary form: fiction & non-fiction Reason for selection: Link to The Great Fire of London	Anthony Browne Hansel and Gretel  Literary form: fiction Reason for selection: significant author. Traditional tale	The selfish giant by Oscar Wilde – illustrated version – Alexis Deacon  Literary form: fiction Reason for selection: Classic author. Fairytale. PSHE link – love, sharing and forgiveness.	Man on the moon by Simon Bartram  Literary form: fiction Reason for selection: high quality picture book. Humorous narrative. Tim Hopgood My big book of outdoors  Literary form: non fiction

	Literary form: non fiction Reason for selection: Contemporary non-fiction. Geography/Science link – animals, habitats.				Reason for selection: Science/Geography link - seasons
Poetry (1 week per half term)	The proper way to meet a hedgehog and other how to poems  Literary form: Contemporary and classic poetry – Kwame Alexander, Niki Grimes, Christina Rosetti, Robert Louis Stevenson Reason for selection: PSHE link – feelings. Art and design link. Classic and contemporary poets.	The Puffin book of Fantastic first poems  Literary form: Rhyme and song poetry. Reason for selection: modern, classic and traditional poetry.	Chosen by Julia Donaldson Poems to perform – a classic collection  Literary form: Rhythm and rhyme. Classic poetry. Reason for selection: Classic poetry. Reciting poems by heart and performance poetry.		

Pupils in Years 3-6 undertake whole class reading using a variety of fiction, non-fiction and poetry whole class texts. These are outlined below.

In addition to the class texts, children retrieve, apply and embed their skills when working with isolated and unseen extracts across a breadth of fiction, non-fiction and poetry. Please see the Reading policy for further detail.

Year 3 and 4

Word reading

Pupils should be taught to:

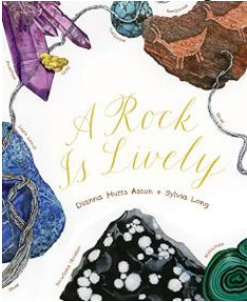
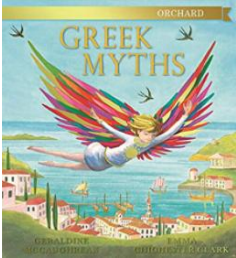
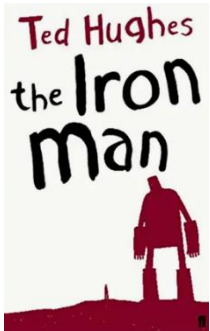
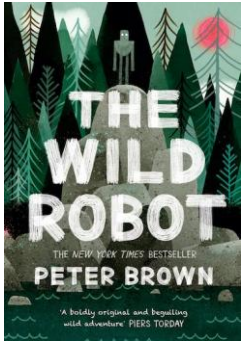
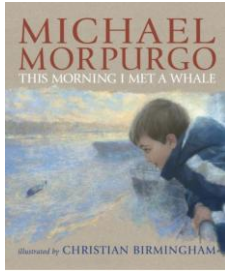
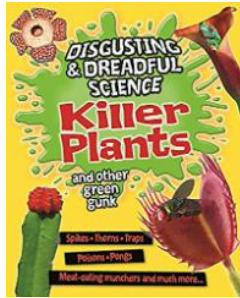
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

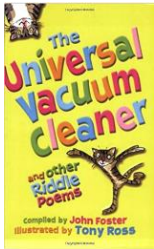
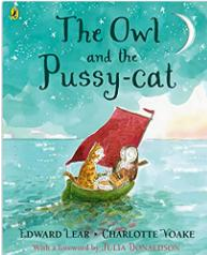
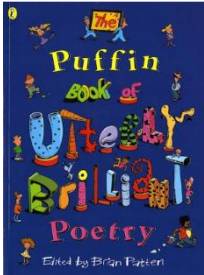
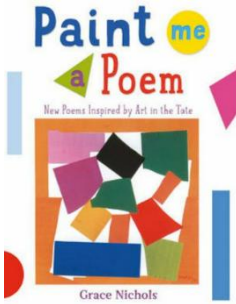
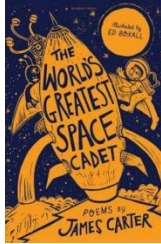
Comprehension

Pupils should be taught to:

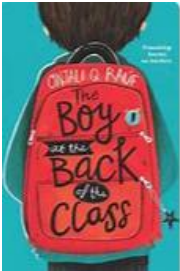
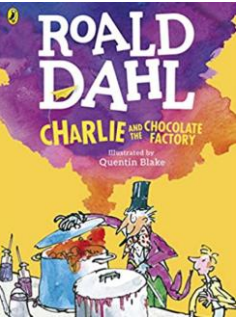
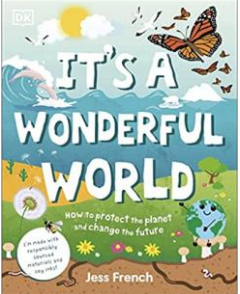
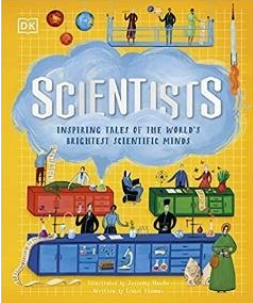
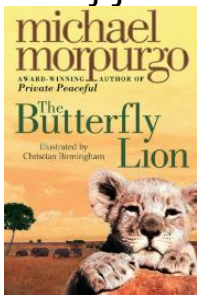
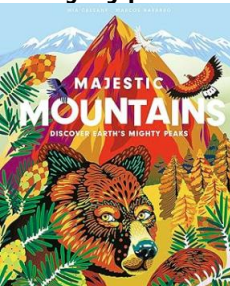
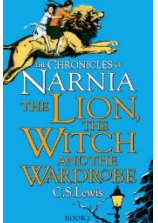
- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, 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]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Reading	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
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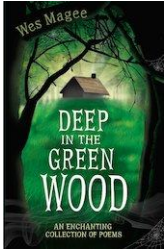
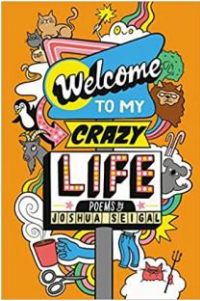
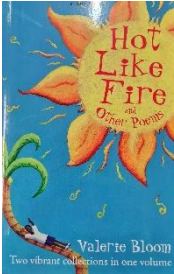
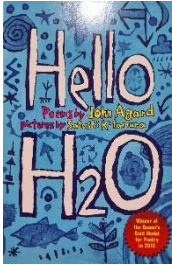
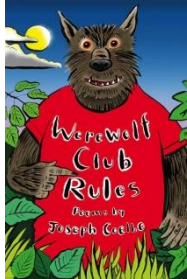
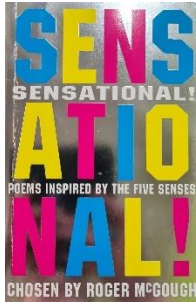
Fiction/non-fiction	Jess French The Book of Brilliant Bugs  Literary form: Non-fiction Reason for selection: Science link. Dianna Hutts Aston A rock is lively  Literary form: Non-fiction	Geraldine McCaughrean The Orchard book of Greek myths  Literary form: myths and legends Reason for selection: myths and legends. Swap this to Summer 1 next year and replace with The boy who grew dragons	Ted Hughes Iron Man  Literary form: fiction Reason for selection: Significant author. Classic. Links to writing text.	The Wild Robot  Literary form: fiction Reason for selection: Modern day Iron Man. Contemporary fiction.	This morning I met a whale by Michael Morpurgo  Literary form: fiction Reason for selection: Significant author. Links to writing text.	Anna Claybourne Killer plants and other Green Gunk  Literary form: Non-fiction Reason for selection: Science link. Links to writing text.
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	Reason for selection: Science link and link to Stone Age Boy writing stimulus text and Stone Age in History.					
Poetry (1 week per half term)	Compiled by John Foster The Universal Vacuum Cleaner ‘What’s There?’ Page 3 ‘Creature of fable’ Page 45  Literary form: riddle poems. Reason for selection: Riddle poems. Language rich.	Edward Lear The Owl and the Pussycat  Literary form: narrative poem. Reason for selection: Classic poem. Narrative poem.	The Puffin Book of Utterly Brilliant Poetry. ‘The Squirdle’ Page 15 ‘On the Ning, Nang, Nong’ Page 18  Literary form: Rhyme. Rythm. Nonsense/comic poems. Reason for selection: Humour and enjoyment – comic/nonsense poems. Significant	Valerie Bloom Stars with flaming tails  Literary form: wide variety of poetic forms from elfje to limericks. Performance poetry. Reason for selection: Significant performance poet – Valerie Bloom. Wide range of poetic forms.	New Poems Inspired by Art in the Tate By Grace Nichols Paint Me a Poem: ‘The Dance’ Page 67  Literary form: vivid imagery. Figurative language. Reason for selection: Significant poet. Links to elements of Art. Year 3 recommended read	James Carter The World’s greatest Space Cadet Sunrise – Sunwise, Page 66 The Light, Page 37  Literary form: Narrative poems Reason for selection: Science link – Light. Contemporary poet

			poets – Spike Milligan		by Pie Corbett poetry spine	
Plus X2 a week – isolated extracts/unseen texts, linked through a particular theme each week. This ensures we deliver a range of fiction, poetry, plays, non-fiction, reference and textbooks, fairy stories, myths and legends.						
Year 4						
Reading	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

Fiction/non-fiction	Onjali Q. Raúf The Boy at the Back of the Class  Literacy form: Fiction Novel Reason for selection: Contemporary fiction. Recommended read. Links to PSHE - diversity and inclusion. Relevant to cultural context of the school/pupils' environment.	Roald Dahl Charlie and the chocolate factory  Literacy form: Fiction Novel Reason for selection: Significant author. Humorous and engaging for pupils. Writing stimulus text too.	Jess French It's a Wonderful World  Literacy form: Non-fiction text Reason for selection: Science & Geography links – animals and their habitats, environmental issues. Isabel Thomas for DK books Scientists 	Michael Morpurgo Butterfly Lion  Literacy form: Fiction Novel Reason for selection: Significant author. Classic fiction. Language rich.	Mia Cassany Majestic mountains: discover Earth's mighty peaks  Literacy form: non-fiction Reason for selection: Geography link to Earth science – mountains and volcanoes	CS Lewis The Lion, The Witch and the Wardrobe  Literacy form: Fantasy Fiction novel Reason for selection: significant author. Classic fiction. Folklore and fairy tale links. slavery issues. Rich and varied vocabulary.
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			Literary form: Non-fiction, biographies Reason for selection: Links to STEM topics. Promotes gender equality.			
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Poetry (1 week per half term)	Wes Magee Deep in the Green Wood  Literary form: Short poems. Descriptive poems. Language rich. Reason for selection: Linked themes for shorter poems. Spooky poems building towards Halloween and winter time. Year 4 recommended read by Pie Corbett poetry spine.	Joshua Seigal Welcome to my Crazy Life  Literary form: Humorous poems. Rhythm and rhyme. Reason for selection: comic poetry for pupil interest and engagement. Contemporary poet. New release.	Valerie Bloom Hot like Fire and Other Poems  Literary form: Performance poetry. Reason for selection: renowned performance poet – poems to read aloud and perform. Year 4 recommended read by Pie Corbett poetry spine.	John Agard Hello H2O Poems  Literary form: Humorous poems. Narrative poetry. Rhyme. Reason for selection: Science and geography links. Contemporary poetry. Significant poet – Queens Gold Medal for Poetry winner in 2012 and Book Trust's Lifetime Achievement award in 2021. Year 4 recommended read by Pie Corbett poetry spine.	Joseph Coelho Werewolf club rules  Literary form: Humorous poems. Word play. Rhyme. Rhythm. Reason for selection: PSHE link - relationships and identity. Winner of the CLIPPA poetry award.	Chosen by Roger McGough SENSATIONAL! Poems inspired by the five senses  Literary form: Variety of poetry forms. Reason for selection: Significant poets. Award winning. Links to science topics. Year 4 recommended read by Pie Corbett poetry spine.
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Plus X3 a week – isolated extracts/unseen texts, linked through a particular theme each week. This ensures we deliver a range of fiction, poetry, plays, non-fiction, reference and textbooks, fairy stories, myths and legends.

Year 5 and 6

Word Reading

Pupils should be taught to:

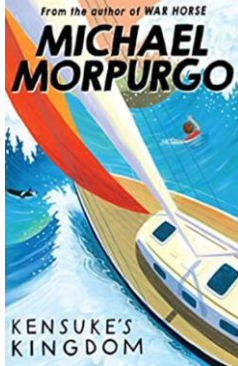
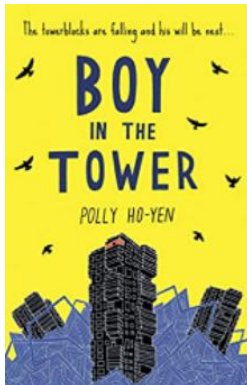
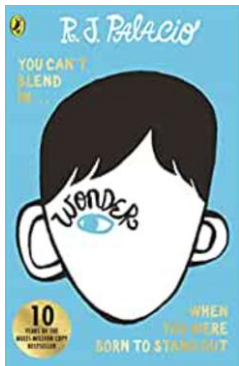
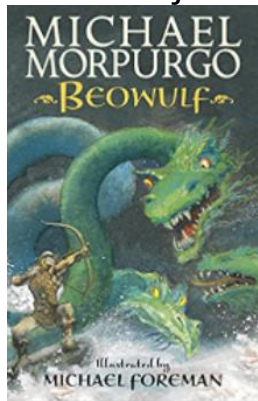
- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

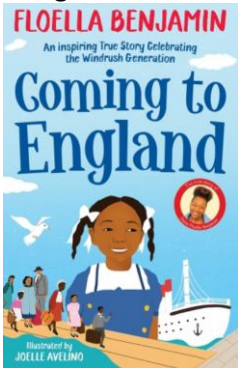
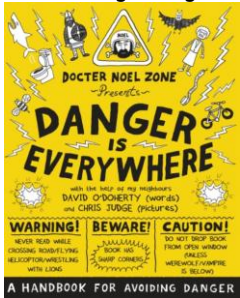
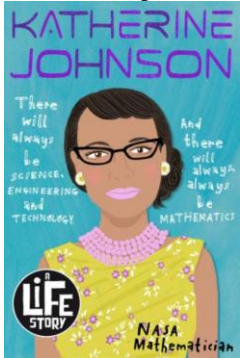
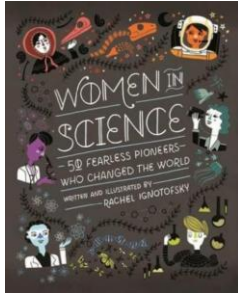
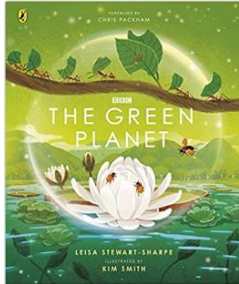
Comprehension

Pupils should be taught to:

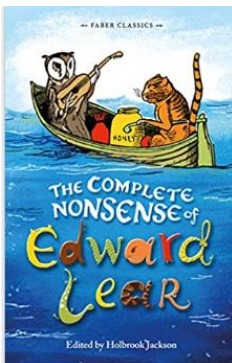
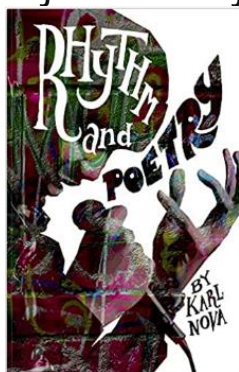
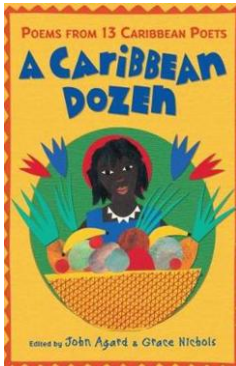
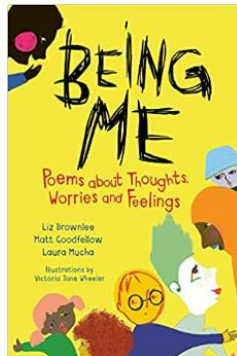
- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - 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
- understand what they read by:
 - 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
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea
 - identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- provide reasoned justifications for their views

Reading	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Fiction/non-fiction	Michael Morpurgo Kensuke's Kingdom 	Polly Hoe-Yen The boy in the tower 	R.J. Palacio Wonder 		Beowulf 	
	Literary form: Fiction. Adventure story. Reason for selection: Significant author.	Literary form: Contemporary fiction Reason for selection: PSHE link - human theme.	Literary form: contemporary fiction Reason for selection: PSHE link – human theme		Literary form: Fiction. Myths and legends. Reason for selection: Myths and legends. Significant author. History link - Vikings	

		Writing stimulus text too.				
	Floella Benjamin Coming to England: An inspiring true story celebrating the Windrush generation  Literary form: Non-Fiction Reason for selection: History link – black history month. PSHE link – family,		Noel Zone Danger is everywhere: a handbook for avoiding danger  Literary form: Non-Fiction. Handbook. Reason for selection: Links to Art & Design. Handbook. Contemporary author.	Katherine Johnson: A life story  Literary form: Non-fiction biography. Reason for selection: History link – Black history, women's history. PSHE link – gender equality, identity. Science link – Space and the solar system.	Rachel Ignatofsky Women in Science  Literary form: Non-Fiction Reason for selection: PSHE link – equality, high aspirations. Science link. School demographic – ethnic groups. Challenging stereotypes. Michael Morpurgo	Inspired by David Attenborough's series The Green Planet The Green planet: for young wildlife lovers.  Literary form: Non-Fiction Reason for selection: Geography/science link – Earth, environmental issues, humans and animals.

	feelings, equality, identity, diversity.					
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Poetry (1 week per half term)	Chosen by Nikita Gill Slam! You're gonna wanna hear this!  Literary form: slam poetry. Reason for selection: International spoken word/performance poet. Contemporary poetry. Up and coming poets. Performance poetry.	Edward Lear The Complete Nonsense of Edward Lear  Literary form: Nonsense poems. Reason for selection: Classic poetry. Significant poet.	Karl Nova Rhythm and Poetry  Literary form: Rap poetry. Performance poetry. Rhythm. Rhyme. Song. Reason for selection: Contemporary poetry. Rap poetry.	Edited by John Agard & Grace Nicholls A Caribbean dozen What the teacher said when asked: what er we 'avin for Geography Miss?  Literary form: Humorous poetry. Rhyme. Rhythm. Word play. Reason for selection: Poetry from other cultures and traditions.	Liz Brownlee Matt Goodfellow Laura Mucha Being Me: Poems About Thoughts, Worries and Feelings  Literary form: Range of poetic forms. Refrains. Assonance. Metaphors. Rhyme. Rhythm. Imagery Reason for selection: PSHE link – family, feelings, growing and changing. Contemporary poems.	
Year 6						
Reading	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

Fiction/non-fiction

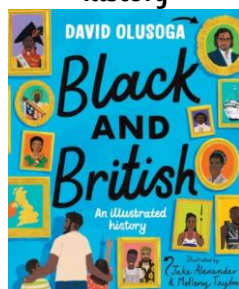
Phil Earle
When the sky falls



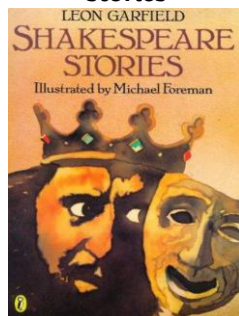
Literary form:
historical fiction

Reason for selection: History link
– WWII. Writing stimulus text too.

David Olusoga
**Black and British:
an illustrated history**



Leon Garfield
Shakespeare stories

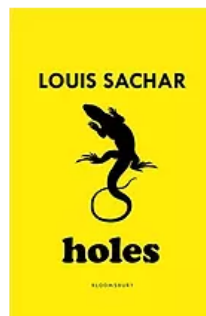


Literary form:
Plays presented in narrative form.

Reason for selection:
Introduction to the works of Shakespeare.

The missing: the true story of my family in World War II

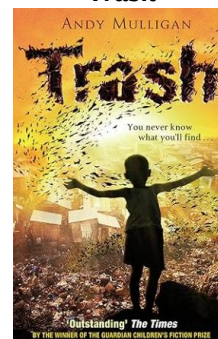
Louis Sachar
Holes



Literary form:
young adult fiction

Reason for selection: PSHE link
– human theme

Andy Mulligan
Trash



Literary form:
young adult fiction

Reason for selection: PSHE link
– poverty, self-reliance, resilience

David Almond
Skellig



Literary form: Fantasy novel.

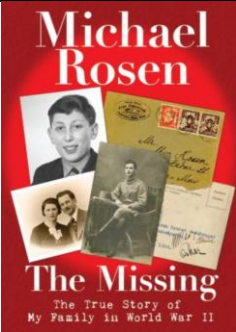
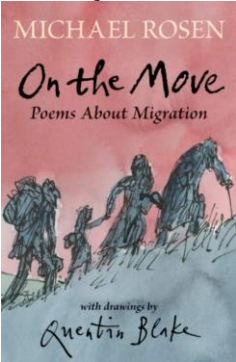
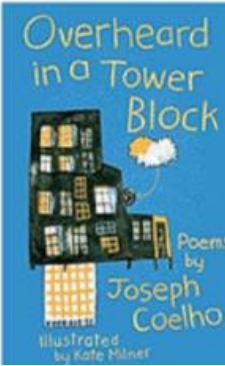
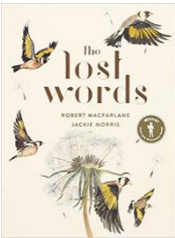
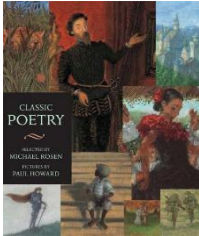
Reason for selection: Significant author.
Science links – evolution, animals and their habitats, life cycles.

Anna Claybourne
Amazing Evolution- the journey of life



Literary form: non-fiction

Reason for selection: Science link – introduction to evolution.

	Literary form: non fiction. Reference book. Reason for selection: forgotten/eclipsed history. Links to history and national celebrations – Black History Month. PSHE link – equality, identity and diversity.	 Literary form: non fiction Reason for selection: History link – WWII. Significant author.			
Poetry (1 week per half term)	Michael Rosen On the move: poems about migration  Literary form: Narrative poems.	Joseph Coelho Overhead in a tower block  Literary form: Variety of poetic forms linked to	Robert Macfarlane The Lost Words  Literary form: nature poetry. Acrostic. Rhyme and song. Reason for selection: restore vanishing poetry of nature. Science link – animals and habitats.	Compiled by Michael Rosen. Classic Poetry  Literary form: Classic poetry. Reason for selection: Classic poetry. Significant authors.	

	Assonance. Repetition. Refrains. Rhythm. Reason for selection: significant poet. PSHE links – identity, equality, human themes – refugee experiences. History link – the world wars.	fantasy, story, myth and magic. Rhyme and song. Reason for selection: PSHE link – empathy and kindness, family and feelings, growing and changing.			
Plus X3 a week – isolated extracts/unseen texts, linked through a particular theme each week. This ensures we deliver a range of fiction, poetry, plays, non-fiction, reference and textbooks, myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.					