



Whipton Barton Federation Reading Long-Term Curriculum Map

At Whipton Barton Federation, we love reading and value the many benefits that it provides. We believe it is key for academic success and it plays a big part across our Curriculum on a daily basis. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and life-long learners.

*"The more that you read, the more things you will know.
The more that you learn, the more places you'll go!"*

– Dr. Seuss

Reading happens every day and all year groups have daily Drop Everything and Read (DEAR) sessions. This might involve the children reading independently to promote their reading for pleasure or being read to by the class teacher; it is a time for everyone to literally drop everything and enjoy reading, nothing else! We have carefully selected a rich range of DEAR books for the teachers to read to the classes – this selection incorporates five types of texts that children should have access to in order to successfully navigate reading with confidence. For example, texts with: archaic language, non-linear time sequences, complex narratives, figurative and symbolic elements and resistant meaning.

Every classroom has its own 'Class Library' containing a selection of books that are updated regularly; the books may link directly to the units of learning or the books may have been chosen by the children and adults linking to specific genres. All children, from Nursery to Year 6, have regular opportunities to visit our libraries; sessions can include input from adults about different authors, discussing and listening to stories or children can take out a book to take home and share with their family. We work closely with our local Schools' Library Service to keep our book stock current, and to ensure that we have something for everyone. Children are encouraged to make suggestions to staff of any books that they'd like to see in our selection!

Children are able to use our Library for collaborative learning and developing independent research skills. Our Library Assistant supports children and staff in using the Library effectively and along with our pupil Library Monitors, helps to keep it organised, updated and accessible to all.





In EYFS, through daily storytelling and Literacy sessions, the children become immersed in stories that are at the heart of the learning and used as stimulus to develop language, vocabulary and foundational skills. Our Reception and Year 1 classes progress through Phonics books – these are Phase and Set specific, in keeping with our Phonics programme, Little Wandle - Letters and Sounds Revised, which match the children's attainment in Phonics. Adults will regularly listen to children read to assess their fluency and understanding, and then match this to the appropriate book level.

Children in Years 2 to 6 follow Accelerated Reader (AR) - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

We love Accelerated Reader for the following reasons:

- 🌀 The programme gives children significantly greater choice in levelled books that offer appropriate challenge.
- 🌀 It provides immediate and regular feedback to children.
- 🌀 Accelerated Reader allows teachers to make in depth and accurate assessments of children's reading and comprehension.
- 🌀 Crucially, it motivates children to read independently and more frequently.
- 🌀 A love of reading is developed and fostered!

In Early Reading, we recommend that children read their book three times at home; these sessions are designed to focus on three key reading skills:

- 🌀 decoding
- 🌀 prosody – reading with meaning, stress and intonation
- 🌀 comprehension – understanding the text









We ask families to record their child's reading progress in their child's reading record book.

Years 2 to 6 have Whole Class Reading lessons which focus on a different book each term; these are high-quality texts chosen by our Reading Lead and Curriculum Lead, supported by Literacy Shed+ resources. Adults and children read the book together and the discussions and learning are focused around skills such as fact retrieval, inference, understanding an author's choice of punctuation and vocabulary or summarising what they have read so far.

"Reading is to the mind what exercise is to the body."

- Joseph Addison



Pre-School						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading						
Talk Through Stories	<p><i>Dear Zoo</i> by Rod Campbell</p> <p><i>Goldilocks and the Three Bears</i> by Mara Alperin</p> <p><i>The Three Little Pigs</i> by Mara Alperin</p> <p><i>The Three Billy Goats Gruff</i> by Mara Alperin</p> <p><i>Monkey Puzzle</i> by Julia Donaldson</p> 	<p><i>Room on the Broom</i> by Julia Donaldson</p> <p><i>Sparks in the Sky</i> by Twinkl</p> <p><i>Day Monkey Night Monkey</i> by Julia Donaldson</p> <p><i>Stickman</i> by Julia Donaldson</p> <p><i>Norman the Slug Who Saved Christmas</i> by Sue Hendra and Paul Linnet</p> 	<p><i>The Gruffalo</i></p> <p><i>Busy People – Vet</i> by Lucy George</p> <p><i>Frank the Farmer</i></p> <p><i>Busy People – Teacher</i></p> <p><i>Lanterns and Firecrackers</i></p> <p><i>A Chinese New Year Story</i></p> 	<p><i>Mr Wolf's Pancakes</i> by Jan Fearnley</p> <p><i>From Tadpole to Frog</i></p> <p><i>The Gingerbread Man</i> by Mara Alperin</p> <p><i>A Squash and A Squeeze</i> by Julia Donaldson</p> <p><i>We're Going on an Egg Hunt</i> by Martha Mumford and Laura Hughes</p> 	<p><i>The Smartest Giant in Town</i> by Julia Donaldson</p> <p><i>Jack and the Beanstalk</i> by Mara Alperin</p> <p><i>Six Dinner Sid</i> by Inga Moore</p> <p><i>Handa's Surprise</i> by Eileen Browne</p> <p><i>Billy's Bucket</i> by Kes Gray</p> 	<p><i>We're Going on a Bear Hunt</i> by Michael Rosen</p> <p><i>The Smeds and the Smoos</i> by Julia Donaldson</p> <p><i>Come to School Too, Blue Kangaroo</i> by Emma Chichester Clark</p> <p><i>Oliver's Milkshake</i> by Vivian French</p> <p><i>The Proudest Blue</i> by Ibtehaj Muhammad</p> 
	Reading at Home	Children are able to bring books in from home to share with the class, as well as taking picture books from our Library to share at home.				



**Reading for
Pleasure**

Drop Everything and Read (DEAR)

Daily DEAR slots for the adult to read to the class, which the children vote on each day.

Daily storytelling sessions are timetabled.




Adults read a range of genres covering poetry, fiction and non-fiction.

Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.












Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Emergency! 	Superheroes 	Twisted Tales 	Poles Apart 	Into the Park We Go! 	Happy, Healthy Me! 
Reading						
Talk Through Stories	<p>Emergency by Margaret Mayo</p> <p>Firefighter</p> <p>Doctor</p> <p>Police Officer</p> <p>Super Daisy by Kes Gray</p> <p>Super Duck by Jez Alborough</p> 	<p>Lighting a Lamp A Diwali Story</p> <p>Sparks in the Sky</p> <p>Zippo The Super Hippo by Kes Gray</p> <p>Supertato by Sue Hendra</p> <p>Supertato Evil Pea Rules by Sue Hendra</p> <p>Pudsey's Great Fundraiser</p> 	<p>The Three Little Pigs</p> <p>Pigs Might Fly by Jonathan Emmett</p> <p>Goldilocks and the Three Bears</p> <p>A Chair for Baby Bear by Kaye Umansky</p> <p>The Enormous Turnip</p> <p>The Giant Carrot</p> 	<p>All Aboard the Bobo Road by Christopher Corr</p> <p>A Dot in the Snow by Corinne Averiss</p> <p>One Day on Our Blue Planet in the Savannah by Ella Bailey</p> <p>One Day on our Blue Planet in the Ocean by Ella Bailey</p> <p>Poles Apart by Jeanne Willis</p> <p>Hope and Life: An Easter Story</p> 	<p>After The Storm by Nick Butterworth</p> <p>The Secret Path by Nick Butterworth</p> <p>One Springy Day by Nick Butterworth</p> <p>The Bumpy Ride by Nick Butterworth</p> <p>The Treasure Hunt by Nick Butterworth</p> <p>Sweet Dates to Eat: A Ramadan and Eid Story</p> 	<p>Oliver's Vegetables by Vivian French</p> <p>Eat Your Greens Goldilocks by Steve Smallman</p> <p>The Healthy Wolf by David Bedford</p> <p>Fussy Freda by Julia Jarman</p> <p>Daisy Eat Your Peas by Kes Gray</p> <p>The Frog Olympics by Brian Moses</p> 



Guided Reading	
Guided Reading Groups – Little Wandle	<p>Our Reception children take part in small guided reading groups. Within these guided groups, the key reading skills are taught and developed: decoding, fluency, prosody and comprehension. Through these sessions, the children progress through the Little Wandle reading books – these are phase and set specific, in keeping with the Phonics programme. Adults will regularly listen to children read to assess their fluency and understanding, and then match this to the appropriate book level.</p>
Independent Reading and Reading at Home	<p>Children are expected to read at least three times a week at home. We recommend that parents read each book three times following the session structure:</p> <ul style="list-style-type: none"> decoding prosody – reading with meaning, stress and intonation comprehension – understanding the text <p>Adults at home record each time their child reads in their Reading Record Book.</p> <p>Reading Diaries are checked twice weekly by adults.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for the adult to read to the class, which the children vote on each day.</p> <p>Daily storytelling sessions are timetabled.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>
Reading Assessment	<p>Reading Early Learning Goal:</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>



Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Dinosaurs</p> 	<p>Location, Location, Location</p> 	<p>Ancient Egypt</p> 	<p>To Exeter and Beyond!</p> 	<p>Significant Sport Stars</p> 	<p>Wonderful Weather</p> 
Guided Reading						
Guided Reading Groups – Little Wandle	<p>Our Year 1 children take part in small guided reading groups. Within these guided groups, the key reading skills are taught and developed: decoding, fluency, prosody and comprehension. Through these sessions, the children progress through the Little Wandle reading books – these are phase and set specific, in keeping with the Phonics programme. Adults will regularly listen to children read to assess their fluency and understanding, and then match this to the appropriate book level.</p>					
Independent Reading and Reading at Home	<p>Children are expected to read at least three times a week at home. We recommend that parents read each book three times following the session structure:</p> <ul style="list-style-type: none">  decoding  prosody – reading with meaning, stress and intonation  comprehension – understanding the text <p>Adults at home record each time their child reads in their Reading Record Book.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>					
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p>					









	Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					
	Class Read Texts – Shackleton					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	Lost and Found – Oliver Jeffers	Owl Babies – Martin Waddell	The Heart and the Bottle – Oliver Jeffers	Midnight Magic – Michelle Harrison	Tiny the Secret Adventurer – Aisha Bushby
	Voices in the Park – Anthony Brown	The Owl Who was Afraid of the Dark – Jill Tomlinson	The Large Family Collection – Jill Murphy	Counting on Katherine – Helaine Becker	The Invisible – Tom Percival	
	Class Read Texts – Anning					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Lost and Found – Oliver Jeffers	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	The Heart and the Bottle – Oliver Jeffers	Owl Babies – Martin Waddell	Tiny the Secret Adventurer – Aisha Bushby	Midnight Magic – Michelle Harrison
	The Owl Who was Afraid of the Dark – Jill Tomlinson	Voices in the Park – Anthony Brown	Counting on Katherine – Helaine Becker	The Large Family Collection – Jill Murphy		The Invisible – Tom Percival
	Reading Assessment	1. Apply phonic knowledge and skills as the route to decode words. (Word Reading)				
2. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading)						
3. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading)						
4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading)						
5. Read many common exception words from (English appendix 1). (Word Reading)						
6. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading)						
7. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading)						
8. Read other words of more than one syllable that contain taught GPCs. (Word Reading)						
9. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)						






10. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)
 11. Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)
 12. 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 he/she can read independently. (Comprehension)
 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)
 14. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)
 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)
 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
 17. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)
 18. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)
 19. Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension)
 20. Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)
 21. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)
 22. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)
 23. Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)
 24. Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)
 25. Explain clearly his/her understanding of what is read to him/her. (Comprehension)
- Answer questions in discussion with the teacher and make simple inferences. (Comprehension)



Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Vile Victorians 	What a Wonderful World 	The Great Fire of London 	Rainforests 	World War II VE Day 	Our Food, Our World 
	Guided Reading					
Literacy Shed Texts	Izzy Gizmo by Pip Jones	Hansel and Gretel by Bethan Woollvin	The Wardrobe Monster by Bryony Thomson	The Monster Crisp-Guzzler by Malorie Blackman	On Sudden Hill by Linda Sarah	Cereal Superfan by Julia Donaldson
Links to Wider Curriculum	A lively story about perseverance and overcoming your frustrations to inspire children at the start of Year 2 - a year of challenge and higher expectations.	Hansel and Gretel are a brother and sister abandoned in a forest, where they fall into the hands of a witch. The witch intends to fatten the children before eventually eating them, but Gretel outwits the witch.	What's that knocking sound coming from the wardrobe? Dora and her toys summon up the courage to open the wardrobe door... What falls out provides a humorous and reassuring story for all children who imagine monsters in the darkness.	A hilarious, heart-warming, early chapter book about a very strange teacher indeed! Written by acclaimed black children's author, Malorie Blackman.	Birt and Etho are best friends. Sometimes they're kings, soldiers or astronauts and sometimes they're pirates sailing the seas. Then one cold Monday, a new boy called Shu arrives. Can two friends become three?	A wonderful, fun, accessible story from Julia Donaldson. This book will stimulate lots of talk about favourite foods and where in the world they come from to link in with their Geography learning this term.
Literacy Shed Texts	Izzy Gizmo and the Invention Convention by Pip Jones	Rapunzel by Bethan Woollvin			Rooster Wore Skinny Jeans by Jessie Miller	



			Toby and the Great Fire of London by Margaret Nash			
<p>Links to Wider Curriculum</p>	<p>The sequel to the first book above to allow children to make comparisons and learn about stories from the same author.</p>	<p>Deep in the forest, stands a tall, dark tower. In that tall, dark tower a young girl lives called Rapunzel. She has been trapped there by a wicked witch, who visits her every day. She begins plotting and planning her escape. But will the witch find out what Rapunzel is up to before it's too late or can brave Rapunzel defeat her captor?</p>	<p>An action-packed historical adventure that seamlessly blends fact and fiction. Children will enjoy the pace and excitement, whilst learning lots of interesting facts about the Great Fire of London, which is their History topic this term.</p>		<p>A delightful story about overcoming the need to please others and the importance of being yourself.</p>	
<p>Independent Reading and Reading at Home</p>	<p>Children are expected to read at least three times a week at home. We recommend that parents read each book three times following the session structure:</p> <ul style="list-style-type: none">  decoding  prosody – reading with meaning, stress and intonation  comprehension – understanding the text <p>Adults at home record each time their child reads in their Reading Record Book. Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>					
<p>Reading for Pleasure</p>	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>					



Class Read Texts – Andersen

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Magic Faraway Tree - The Enchanted Wood	The Wolf's Story: What Really Happened to Little Red Riding Hood – Toby Forward	Our Earth is a Poem Collection	The Sandman and the Turtles – Michael Morpurgo	The Land of Roar – Jenny McLachlan	The Worries: Sohal Finds a Friend – Jion Sheibani
The Stinky Cheese Man and Other Fairly Stupid Tales – Jon Scieszka	The Girl at the Front of the Class – Onjali Rauf	Fantastic Mr Fox – Roald Dahl	My Skin, Your Skin – Laura Henry Allain		Mirror – Jeannie Baker

Class Read Texts – Parks

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Wolf's Story: What Really Happened to Little Red Riding Hood – Toby Forward	The Magic Faraway Tree - The Enchanted Wood	The Sandman and the Turtles – Michael Morpurgo	Our Earth is a Poem Collection	The Worries: Sohal Finds a Friend – Jion Sheibani	The Land of Roar – Jenny McLachlan
The Girl at the Front of the Class – Onjali Rauf	The Stinky Cheese Man and Other Fairly Stupid Tales – Jon Scieszka	My Skin, Your Skin – Laura Henry Allain	Fantastic Mr Fox – Roald Dahl		







Reading Assessment

1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading)
2. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading)
3. Recognise alternative sounds for graphemes. (Word Reading)
4. Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading)
5. Read words containing common suffixes. (Word Reading)
6. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading)



7. Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading)
8. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)
9. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)
10. 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 he/she can read independently. (Comprehension)
11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension)
12. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension)
13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)
14. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension)
15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)
16. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension)
17. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension)



Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Prehistoric Britain</p> 	<p>Mountains, Volcanoes and Earthquakes</p> 	<p>The Shang Dynasty</p> 	<p>Villages, Towns and Cities</p> 	<p>Ancient Greece</p> 	<p>Weather and the Water Cycle</p> 
Guided Reading						
Literacy Shed Texts	Stone Age Boy by Satoshi Kitamura	One Christmas Wish by Katherine Rundell	Varjak Paw by SF Said	The Iron Man by Ted Hughes	Giant by Kate Scott	Future Hero: Race to Fire Mountain by Remi Blackwood
Links to Wider Curriculum	A story about a boy who travels back in time to the Stone Age, packed full of interesting facts.	A festive story about treasuring the people and values that really matter at Christmas.	A story about a cat who needs to save his family using a secret martial art to link in with the children's history learning and excite some of the reluctant readers in this year group.	Taken from the Times Educational Supplement list of 100 Books to Read Before You Leave Primary School. A compelling and exciting story with many excellent opportunities for vocabulary development.	It's hard to measure up in a family with high expectations. But it's even harder when those people sometimes use you as an arm rest. And call you 'Peanut'. Anzo is 11 years old and very, very short. Mum, Dad and his two uncles are <i>extremely</i> tall but they're also high achievers. Everyone has a role - but where does Anzo fit in?	Destiny is Calling... When Jarell discovers that the fantasy world, he is obsessed with doodling is actually real, he is launched into an incredible adventure. Ulfrika, the land of his ancestors, is in trouble and he is the hero they need.



Literacy Shed Texts	Amazing Grace by Mary Hoffman	The Proudest Blue by Ibtihaj Muhammad				
Links to Wider Curriculum	An awesome story about being yourself and not letting barriers get in your way. You can be anything you want to be, even if people tell you, you can't. A ground-breaking book about race, gender and self-esteem.	Olympic medallist, Ibtihaj Mujammad explores the unbreakable bond between siblings and being proud of who you are. Follows on from the them of the previous term's picture book and links in to the children's SMSC learning this term on Valuing Difference.				
Independent Reading and Reading at Home	Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their Reading Record Book. Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.					
Reading for Pleasure	Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					









Class Read Texts – Angelou						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Charlotte's Web – E.B White	The Butterfly Lion – Michael Morpurgo	Woof – Allan Ahlberg	The Case of the Lost Boy – Dori Butler	Bright Stars of Black History – J. T. Williams	The Boy who grew Dragons – Andy Shepherd	
The Mysteries of Harris Burdick – Chris Van Allsburg	The Legend of Captain Crow's Teeth – Eoin Culfer	Revolting Rhymes – Roald Dahl	The Orchard Book of First Greek Myths – Saviour Pirotta	Beetle Boy – M. G. Leonard	The World According to Humphrey – Betty Bimey	
Class Read Texts – Earhart						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
The Butterfly Lion – Michael Morpurgo	Charlotte's Web – E.B White	The Case of the Lost Boy – Dori Butler	Woof – Allan Ahlberg	The Boy who grew Dragons – Andy Shepherd	Bright Stars of Black History – J. T. Williams	
The Legend of Captain Crow's Teeth – Eoin Culfer	The Mysteries of Harris Burdick – Chris Van Allsburg	The Orchard Book of First Greek Myths – Saviour Pirotta	Revolting Rhymes – Roald Dahl	The World According to Humphrey – Betty Bimey	Beetle Boy – M. G. Leonard	
Reading Assessment	1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)					
	2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)					
	3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.					
	4. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways					
	5. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally					
	6. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books					



7. Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
8. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination
9. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words
10. Understand what he/she reads independently by asking questions to improve his/her understanding of a text
11. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
12. Understand what he/she reads independently by predicting what might happen from details stated
13. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these
14. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
15. Retrieve and record information from non-fiction
18. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say



Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Roman Britain 	Migration 	Anglo-Saxons and Scots 	Rivers 	Vikings 	Natural Resources 
Guided Reading						
Literacy Shed Texts	Who Let the Gods Out by Maz Evans	The Legend of Spud Murphy by Eoin Colfer	Planet Omar: Accidental Trouble Magnet by Zanib Mian	How to Train Your Dragon by Cressida Cowell	The Firework-Maker's Daughter by Philip Pullman	
Links to Wider Curriculum	An epic and hilarious adventure story to start the year, packed to the brim with amazing characters. It also links back to their Ancient Greece topic in Year 3.	A story about two boys who unwillingly have to spend time in the library with the nasty librarian and her potato gun! The boys discover a love of books and that Mrs Murphy isn't so bad after all. Boys in this year group particularly, will find this book funny and engaging.	The combination of Zanib Mian's hilarious text and Nasaya Mafaridik's fantastic cartoon-style illustrations make the Planet Omar series perfect for fans of Tom Gates and Wimpy Kid. This book also links in well with the children's RE learning about Muslim as Omar and his family are Muslim.	This is a hilarious, face paced story with wonderful illustrations and exciting scenes – perfect for children in studying the Vikings.	A very different kind of story this term and more advanced in preparation for children moving on.	
Literacy Shed Texts			My Name is Not Refugee by Kate Milner			



Links to Wider Curriculum			This is a powerful and moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make. Links in well with their Geography topic, Migration.		
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads in their Reading Record Book.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>				
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>				









Class Read Texts – Rashford						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
The Explorer – Katherine Rundell	Farm Boy – Michael Morpurgo	The Witches – Roald Dahl	The Star Outside My Window - Onjali Rauf	The Five Realms: The Legend of Podkin One-Ear – Kieran Larwood	Love that Dog – Sharon Creech	
This Bee is not Afraid of Me – Fran Long and Isabel Galleymore	Max and the Millions – Ross Montgomery	The Molehouse Cat – Antonia Barber	The Midnight Fox – Betsy Byars	Operation Gadgetman! – Malorie Blackman	Cloud Busting – Malorie Blackman	
Class Read Texts – Pankhurst						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Farm Boy – Michael Morpurgo	The Explorer – Katherine Rundell	The Star Outside My Window - Onjali Rauf	The Witches – Roald Dahl	Love that Dog – Sharon Creech	The Five Realms: The Legend of Podkin One-Ear – Kieran Larwood	
Max and the Millions – Ross Montgomery	This Bee is not Afraid of Me – Fran Long and Isabel Galleymore	The Midnight Fox – Betsy Byars	The Molehouse Cat – Antonia Barber	Cloud Busting – Malorie Blackman	Operation Gadgetman! – Malorie Blackman	
Reading Assessment	1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)					
	2. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)					
	3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					
	4. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes					



5. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
 6. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
 7. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
 8. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
 9. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
 10. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
 11. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
 12. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
 13. Understand what he/she reads independently by predicting what might happen from details stated and implied
 14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
 15. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
 16. Retrieve and record information from non-fiction over a wide range of subjects
- Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say



Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Benin Kingdom 	Informal Settlements 	Medieval Monarchs 	Earth's Biomes 	Local History Study – Exeter 	Energy and Sustainability 
Guided Reading						
Literacy Shed Texts	Harry Potter and the Philosopher's Stone by J.K. Rowling		Kensuke's Kingdom by Michael Morpurgo	Holes by Louis Sachar	Beowulf by Michael Morpurgo	A Series of Unfortunate Events by Lemony Snicket
Links to Wider Curriculum	Many of the Year 5's Guided Reading books are texts that the children will study in English in Year 6					
	A classic that all children should read/hear and a more advanced book to start Year 5.	With themes of survival and setting up a home without anything to link to the topic.	The inventive and captivating comedic mystery by Louis Sachar will have the class on the edge of their seats.	This will be an exciting reminder of their Anglo-Saxon topic in Year 4 and the children will go on to read the original in Year 6.	A bestseller in the top five bestsellers of the last decade, its hilarious humour is proven to be popular amongst young children. With rich and challenging	









					vocabulary and language.		
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads in their Reading Record Book.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>						
Reading for Pleasure	Drop Everything and Read (DEAR)						
	<p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>						
	Class Read Texts – Hawking						
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		The Lion Above the Door – Onjali Rauf	Cosmic – Frank Cottrell-Boyce	Oh Maya Gods by Maz Evans	Skellig – David Almond	The Magician's Nephew – C. S. Lewis	Impossible Creatures – Katherine Rundell
	<p>Additional Texts: 1,000 Year Old Boy – Ross Welford All the Things That Could Go Wrong – Stewart foster A Kid in My Class – Rachel Rooney</p>						
Class Read Texts – Jordan							



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Cosmic – Frank Cottrell-Boyce	The Lion Above the Door – Onjali Rauf	Skellig – David Almond	Oh Maya Gods by Maz Evans	Impossible Creatures – Katherine Rundell	The Magician's Nephew – C. S. Lewis
	<p>Additional Texts:</p> <p>1,000 Year Old Boy – Ross Welford</p> <p>All the Things That Could Go Wrong – Stewart foster</p> <p>A Kid in My Class – Rachel Rooney</p>					
Reading Assessment	<ol style="list-style-type: none"> 1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Maintain positive attitudes to reading and understanding of what he/she reads by 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 4. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices 5. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing 6. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book 7. Maintain positive attitudes to reading and understanding of what he/she reads by 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 8. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context 9. Understand what he/she reads by asking questions to improve his/her understanding of complex texts 10. Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 11. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied 12. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 13. Distinguish between statements of fact and opinion 14. Retrieve, record and present information from non-fiction <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p>					



Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Industrial Revolution 	Local Field Work 	Civil Rights 	Population 	Twentieth Century Conflict 	Globalisation 
Guided Reading						
Literacy Shed Texts	There's a Boy in the Girls' Bathroom by Louis Sachar	Street Child by Berlie Doherty	Journey to Jo-Burg by Beverley Naidoo	The Boy in the Striped Pyjamas by Jon Boyne	Oranges in No Man's Land by Elizabeth Laird	Wonder by R.J. Palacio
Links to Wider Curriculum	A heart-warming story of a young boy's search for friendship and acceptance to start the children's last year of Primary School.	The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes. This exciting and gritty novel will engage children and link back to their learning about the Victorians from last term.	Gives the reader a glimpse into the life of a young black girl in South Africa under Apartheid, which the children will learn about during their topic.	A thought-provoking story about friendship and the horrors of the Second World War, preparing the children for their next topic.	A story set in a different 20 th Century War than last term's, about how life continues in the midst of war and how children are the innocent victims caught up in it	A story to complete the children's time in Primary School, exploring how we behave towards others. A must-read for every Primary school child!



<p>Independent Reading and Reading at Home</p>	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads in their Reading Record Book.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>					
<p>Reading for Pleasure</p>	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>					
	<p>Class Read Texts – Attenborough</p>					
	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>	<p>Term 5</p>	<p>Term 6</p>
	<p>The Boy at the Back of the Class – Onjali Rauf</p>	<p>A Monster Calls – Patrick Ness</p>	<p>Granny – Anthony Horowitz</p>	<p>Goodnight Mr. Tom - Michelle Magorian</p>	<p>Safiyyah's War – Hiba Noor Khan</p>	<p>War Horse – Michael Morpurgo</p>
<p>Additional Texts:</p> <p>Below Zero – Dan Smith</p> <p>Favourite Poems: 101 Children's Classics</p> <p>Floodland – Marcus Sedgwick</p>						



Class Read Texts - Turing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	A Monster Calls – Patrick Ness	The Boy at the Back of the Class – Onjali Rauf	Goodnight Mr. Tom - Michelle Magorian	Granny – Anthony Horowitz	War Horse – Michael Morpurgo	Safiyyah's War – Hiba Noor Khan
	<p>Additional Texts:</p> <p>Below Zero – Dan Smith</p> <p>Favourite Poems: 101 Children's Classics</p> <p>Floodland – Marcus Sedgwick</p>					
Reading Assessment	<ol style="list-style-type: none"> 1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing 5. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books 6. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart 7. Read age-appropriate books, including whole novels, with confidence and fluency 8. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration 9. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning 10. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 11. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning 12. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>Provide reasoned justifications for his/her views</p>					