

Year 1		
Autumn Term	Spring Term	Summer Term
Guided Reading Woodland Environment: Scaredy Squirrel by Melanie Watt The Littlest Owl.	Guided Reading Space: Goodnight Spaceman The Way Back Home Transport Through Time: The Hundred Decker Bus	Guided Reading Dinosaurs: Harry and his Bucketful of Dinosaurs
Reading Rationale <p>Scaredy Squirrel was chosen as part of our Woodland Environment Topic. The main character in the story is Scaredy Squirrel who is afraid of the unknown and this relates well to how the children may feel entering Year 1. The moral of the story is to don't be afraid to try something new. The illustrations are simple and colourful, which appeal to this year group. It is a simple text, which lends itself well to "joining in" and "acting out" what Scaredy does in his day. The story links to Science, which explore woodland animals and their habitat.</p>	Reading Rationale <p>Goodnight Spaceman was chosen as part of our Space Themed Topic. We also chose this book, as it tied into our lessons about famous astronauts- Tim Peak wrote a letter to inspire children at the front of the book. The text included rich language and repetitive phrases. This chosen text will engage the children and develop their fascination with space and exploration.</p> <p>The Hundred Decker Bus was chosen as part of our Transport Through Time topic.</p> <p>It is a fun packed book about a very unusual bus and very funny details for the children to spot. The book included rich vocabulary, and the text is more challenging.</p>	Reading Rationale <p>Harry and his Bucketful of Dinosaurs was chosen, as it is a very engaging book and links well to our dinosaur topic. It names all the dinosaurs and allows the children to be creative when inventing their own story. This is a lovely story to develop imagination and creativity in their writing. This is a great story to develop their sentence work through the use of adjectives and punctuation. The story is a great way to teach sequence of events and a small introduction into fantasy.</p>
Class Reader <p>The Gruffalo by Julia Donaldson.</p> <p>Owl Babies by Martin Waddell</p> <p>Night-Time Animals Non-Fiction</p>	Class Reader <p>Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</p> <p>Transport Non-Fiction Texts.</p>	Class Reader <p>Harry and the Bucketful of Dinosaur series.</p> <p>Non-Fiction Text.</p>
Reading Interventions <p>Sounds-Write</p> <p>LEXIA</p> <p>1:1 reading</p> <p>Home support</p> <p>TA weekly reading.</p> <p>Small Group Reading Comprehension</p>	Reading Interventions <p>Sounds-Write</p> <p>LEXIA</p> <p>1:1 reading</p> <p>Home support</p> <p>TA weekly reading.</p> <p>Small Group Reading Comprehension</p>	Reading Interventions <p>Sounds-Write</p> <p>LEXIA</p> <p>1:1 reading</p> <p>Home support</p> <p>TA weekly reading.</p> <p>Small Group Reading Comprehension</p>

Home Reading		Home Reading		Home Reading	
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Fiction-Poetry Poetry Appreciation</p> <ul style="list-style-type: none"> • List poems <p>-10 Things in a Giants Pocket -Children to write a simple 'Six things found in a space man's pocket'. -Rocket Poems -I'm a Little Rocket -I'm building a rocket. -Children to write a simple space poem.</p> <p>Poetry Recital</p> <ul style="list-style-type: none"> • Rhyming Poems <p>Now we are Six Children read this and other poems as a class. Children write their own poem about the different school years and what they imagine they will do in each of them. Children perform their poems in front of the class.</p>	<p>Fiction-Animal Stories</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Scaredy Squirrel and The Littlest Owl text <p>Teaching and Collaboration stage</p> <ul style="list-style-type: none"> - Character description - Setting description <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a simple story (character, setting). 	<p>Non-fiction- Instructions</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Examples of different types of instructions: <p>How to tie your shoelaces. How to brush your teeth.</p> <p>Teaching and Collaboration stage</p> <ul style="list-style-type: none"> - Fronted Adverbials (first, next, then, after that, finally). - Imperative 'bossy' verbs (put, stir, spread, eat, add). - Write a list of 'What you need' for how to plant a sunflower seed. - Write simple instructions for 'How to make a glass of orange squash' using fronted adverbials and 'bossy' verbs. <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a simple set of instructions for 'How to make a _____ sandwich', including 'What you need' and 'What you do' sections. 	<p>Fiction-Fantasy Stories</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Goodnight, Spaceman and The Way Back Home <p>Teaching and Collaboration stage</p> <ul style="list-style-type: none"> - Character description - Setting description - Use of adjectives <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a simple space story (character, setting, simple plot) - Transport Through Time <p>Investigation Stage</p> <ul style="list-style-type: none"> - The Hundred Decker Bus - Exploring the purpose and genre of a fiction text. <p>Teaching and Collaboration stage</p> <ul style="list-style-type: none"> - Character description - Setting description - Use of adjectives - Use of 'and' in a sentence. <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a transport story about 'The _____ decker bus adventure' with a simple beginning, middle and end. 	<p>Non-fiction- Recount</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Examples of different types of recounts. - Samuel Pepys diary recount and a recount of a trip. <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Fronted Adverbials (first, next, then, after that, finally). - Read story of Goldilocks and the Three Bears. - Children to recount the story with scaffolded support. <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a simple recount of our visit to the Darlington Steam Railway Museum. 	<p>Non-Fiction- Non-chronological report</p> <p>Dinosaurs</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Dinosaur non-fiction texts. Focus on key features: contents page, index, sub-headings, page numbers, diagrams and labels. Explore the purpose, genre and target audience. <p>Teaching and Collaboration</p> <ul style="list-style-type: none"> - Question sentences - Subject headings: parts of a plant, what a plant needs, trees. <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a simple non-chronological report about dinosaurs: appearance, fossils, extinction, diet, Mary Anning, did you know/ interesting fact? (chn to choose 2-3 sub-headings).



Year 2		
Autumn Term	Spring Term	Summer Term
Guided Reading Captain Cook AAARGH Spider	Guided Reading The Bog Baby by Jeanne Willis Nelson Mandela Africa Spider Weaver	Guided Reading Little Evie and the Wild Wood Inventions
Reading Rationale <p>The Captain Cook non-fiction story was chosen to reinforce learning on our Autumn topic 'explorers'. AAARGH Spider was used at the beginning of the year to encourage children to develop a love of reading. It is a humorous book which many children can relate too with wonderful illustrations. As children enjoy reading this book they often engage well in the comprehension sessions and develop confidence in their comprehension skills.</p>	Reading Rationale <p>The Bog Baby was chosen as part of our explorers topic as the main characters in the story explore Bluebell Wood. This was also chosen as the characters told a lie and did something dangerous so not only are there teaching opportunities here with regards to honesty and safety, but the children can also make comparisons to other known stories. The overall moral of the story is to do the right thing no matter how hard it may be. The Africa non-fiction text was chosen as it allows the children to make comparisons with their own lives. Nelson Mandela was chosen to raise awareness of the Black Lives Matter movement. The spider weaver is a traditional African tale about Anansi the spider. It is a great way to immerse the children in African culture through reading.</p>	Reading Rationale <p>Little Evie in the Wild Wood is used due to its rich vocabulary. It follows the story mountain framework which Y2 have been implementing to support children's independent fiction writing. Furthermore, it shows how ideas, which already exist, can be built upon and changed, encouraging the children to use their imagination. Inventions is a fantastic non-fiction text that allows children to learn about a range of inventions that links with the summer term topic, 'technology through time'.</p>
Reading for Pleasure/Class Reader The Lion and the Mouse The Tortoise and the Hare The Dog and his Reflection Pumpkin Soup	Class Reader The Crayons Holiday Supertato The Bog baby	Class Reader The Secret Garden The Wind in the Willows
Reading Interventions Daily AR Daily Phonics LEXIA 1:1 reading Home support Reading Comprehension Small Group Comprehension Interventions Lexia Interventions MyOn Digital Library	Reading Interventions Daily AR Daily Phonics LEXIA 1:1 reading Home support Reading Comprehension Small Group Comprehension Interventions Lexia Interventions MyOn Digital Library	Reading Interventions Daily AR Daily Phonics LEXIA 1:1 reading Home support Reading Comprehension Small Group Comprehension Interventions Lexia Interventions MyOn Digital Library

Home Reading		Home Reading		Home Reading	
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Fiction-Poetry Poetry Appreciation Animal poems -My Farm Animals - Linda Harris Children read this and other poems as a class. -Children write their own poem in a different setting e.g. the zoo, under the sea. Using descriptive writing and rhyming couplets. -Children perform their poems in front of the class.</p> <p>Poetry Recital Riddles and Tongue Twisters -On the Ning Nang Nong by Spike Milligan -Children read this and other riddles as a class. -Children to write their own riddle/tongue twisters. -Children perform their poems in front of the class.</p>	<p>Fiction-Myths, Fables, and Legends Investigation Stage -The Mouse and the Lion -The Tortoise and the Hare - Pumpkin Soup - The dog and his reflection - The Ant and the Grasshopper. Teaching and Collaboration Stage - Fronted adverbials - Expanded Noun Phrases - Co-ordinating conjunctions - List sentences - Feature finding - Story mountain</p> <p>Show Me Stage To write a fable story with a moral.</p>	<p>Non-fiction- Recount Investigation Stage -Diary Entry -Letter -Newspaper Article Teaching and Collaboration Stage -Past Tense -First Person -Emotive Language -Chronological order Show Me Stage To write a recount of their trip to the Captain Cook's Museum.</p>	<p>Fiction-Character and Setting Descriptions Investigation Stage - Silly Alien - Super Snail - Buffalink Teaching and Collaboration Stage - Descriptive writing - Expanded noun phrases - Extended list sentences - Rhetorical questions. - Fronted adverbials - Exclamation sentences - Character features - Setting features</p> <p>Show Me Stage To write a character description based upon a fictional genre. To write a setting description of a fictional genre.</p>	<p>Non-fiction- Instructions Investigation Stage - How to look after a rabbit, - How to make a snowman. - How to look after a hamster - How to make tissue poppies - How to make pumpkin soup.</p> <p>Teaching and Collaboration Stage Grammar - sequential fronted adverbials, imperative verbs, subordinating conjunctions, question sentences. Writing - introduction, what you need, top tip, We do stage - instructions on how to take a moving picture card</p> <p>Show Me Stage To write a set of instructions about how to design a fruit box.</p>	<p>Non-fiction- Persuasion Investigation Stage - Persuasive advert - Persuasive letter - Come to my coronation. - Don't Kill Black Rock - Into the Forest</p> <p>Teaching and Collaboration Stage - Facts and opinions - Direct addressing the reader. - Subordinating clauses - Exaggerated language - Deal and bargains. - Rule of three</p> <p>Show Me Stage - Children to chose from writing a advert of selling a product or to come visit to a place.</p>



Year 3		
Autumn Term	Spring Term	Summer Term
Guided Reading The Firework Maker's Daughter <i>by Philip Pullman</i> (Fantasy)	Guided Reading The Iron Man <i>by Ted Hughes</i> (Science Fiction)	Guided Reading Charlie and the Chocolate Factory <i>by Roald Dahl</i> (Humorous)
Reading Rationale <p>The Firework Maker's Daughter was chosen as it is a longer novella than those read in KS1. It has influences from fairy tales and is set in Indonesia and Mount Merapi. It tells the story of a young girl's determination to succeed in her dreams of becoming a Firework Maker like her father. This is a story which follows the main characters as they progress along their journeys, each learning from the experiences they have. It is a story based around courage, friendship and determination to succeed. These are key themes addressed within the Year 3 PSHRE curriculum and can prompt other interesting topics for discussion such as the father thinking he should have let his daughter marry rather than experiment in his workshop creating imaginatively named fireworks.</p>	Reading Rationale <p>Iron Man by Ted Hughes has been selected for guided reading lessons due to the link it has with the local history topic of Eston and its importance in the iron industry. The children will respond well to the destroyer becoming the hero, an underlying theme that is accessible to the children. They can see that even if a mistake is made, you can still be a hero. A film adaptation also allows children to draw comparisons between film and book. It encourages children to think imaginatively and provides a scaffold for a growing vocabulary. Links can be made to SMSC and PSRHE whereby wrong and right from both the main character and other characters can be discussed as well as the destruction of the environment.</p>	Reading Rationale <p>Building on the introduction of longer texts, the Charlie and the Chocolate Factory story is longer again and introduces the children to a story structured through longer chapters. It exposes the children to rich language describing a range of characters and settings that encourage creativity, imagination and are at times, fun and silly. As well as this, the characters each have flaws which will enable discussions around kindness and respect throughout the story as each of the character's personalities are described in detail. However, the moral is around kindness and how a family living in extreme poverty has their lives changed through the journey Charlie and his grandfather take through the Chocolate Factory.</p>
Class Reader <i>The Alien in the Jam Factory</i> <i>Owen and the Soldier</i> <i>George's Marvellous Medicine</i>	Class Reader <i>Diary of a Big Bad Wolf</i> <i>The Nothing to See Here Hotel</i> <i>The Boy Who Grew Dragons</i>	Class Reader <i>You're a Bad Man, Mr Gum</i> <i>The Wild Robot</i> <i>How to Train Your Dragon</i>
Reading Interventions <i>Sounds-Write Phonics</i> <i>Daily AR</i> <i>Lexia 45 mins per week</i> <i>TA 1:1 reading</i>	Reading Interventions <i>Sounds-Write Phonics</i> <i>Daily AR</i> <i>Lexia 45 mins per week</i> <i>TA 1:1 reading</i>	Reading Interventions <i>Sounds-Write Phonics</i> <i>Daily AR</i> <i>Lexia 45 mins per week</i> <i>TA 1:1 reading</i>
Home Reading <p>AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.</p>	Home Reading <p>AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.</p>	Home Reading <p>AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.</p>

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Fiction-Poetry Poetry Appreciation</p> <ul style="list-style-type: none"> -List Poems -Shape poems -Calligrams Revisit rhyming and rhyming couplets Exposure to different types of list, shape poems and calligrams Children to choose one of the styles to write their own poems. <p>Poetry Recital</p> <ul style="list-style-type: none"> -Poems from another culture -Caribbean Poetry -Dumplings -Listen -Pineapples Benjamin Zephaniah -perform the different poems -complete shared/guided poems using the correct style <p>Drama Performance</p> <p>The Christmas Show</p>	<p>Non-fiction Instructions. Investigation Stage</p> <ul style="list-style-type: none"> -How to wash a Woolly Mammoth (picture book) How to Make a Wizard's Spell/Potion <p>Teaching and Collaboration</p> <ul style="list-style-type: none"> Independent Writing - Description of a Sabre Tooth Tiger Introduction to instructions List of items needed Sequenced steps Top Tip <p>Show Me Stage</p> <p>Children to choose 'How to'</p>	<p>Fiction- Myths, Fables and Legends Investigation Stage</p> <ul style="list-style-type: none"> -Pandora's Box (myth) and Robin Hood (legend) <p>Teaching and Collaboration</p> <ul style="list-style-type: none"> -Description of God -Description of mythical creature Independent writing - Young boy throws a lightning bolt. What happens next? Teach 5 main stages of a story <p>Show Me Stage</p> <p>Children to choose to either write a legend or myth.</p>	<p>Non-fiction -Non-chronological Report Investigation Stage</p> <ul style="list-style-type: none"> -Elephant Report -Shark Report <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> -Introduction -Three different paragraphs about the topic (each with its relevant subheading) -Fast facts <p>Independent Writing - Elephant Safari</p> <p>Show Me Stage</p> <ul style="list-style-type: none"> -To write a non-chronological report about Rocks or the Romans 	<p>Fiction - Humorous Story Investigation Stage</p> <ul style="list-style-type: none"> -George's Marvellous Medicine -Dr Xargle's book of Earthlets Video retells of Do not open this book, Chocolate Cake, The Disgusting Sandwich, The Day the Crayons Quit <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> -A character before and after a medicine - character descriptions -Description of a medicine and its side effects -describing a medicine <p>Independent Writing - The Day the _____ Quit.</p> <p>Show Me Stage</p> <p>Children to choose from the following ideas - potion/medicine/spell/drink</p>	<p>Non-fiction - Persuasion Investigation Stage</p> <ul style="list-style-type: none"> -Visit the Rainforest, <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> -Collection of persuasive phrases using images of different holiday destinations -Develop ideas of pros and cons using reason and evidence (paragraph for/paragraph against) <p>Independent writing - Report about Eston (linked to history theme)</p> <p>Show Me Stage</p> <ul style="list-style-type: none"> -Children to persuade people to move to Eston for mining work (history link) or holiday on the moon)

Year 4		
Autumn Term	Spring Term	Summer Term
Guided Reading Russell Troy, Monster Boy by Bruce Coville (Fantasy)	Guided Reading Kensuke's Kingdom Michael Morpurgo (Adventure)	Guided Reading Street Child by Berlie Doherty (Historical)
Reading Rationale <p>Monster Boy has been selected as our guided reading novel this term due to its fantastical nature. This text exposes the children to themes of adventure and fantasy all while modelling the standard narrative structure. This novel has also been selected for the autumn term as the main character (Russell Troy) faces challenges such as adversity, moral puzzles and struggles with relationships. Within the autumn term, the children will be required to create their own narrative, and the daily exposure to this text type will ensure that consistently remains in place. It looks at the causes and consequences of bullying and offers children different perspectives on how people feel when being bullied and why some children may choose to bully others.</p>	Reading Rationale <p>'Kensuke's Kingdom' by Michael Morpurgo was selected for guided reading due to the issues raised in the novel which may reflect the issues experienced by children in school. When Michael's dad loses his job, the family decide to take time out to go on a world cruise with terrible consequences for Michael. The novel helps children to consider survival skills and the importance of family and friends. Kensuke's Kingdom is an adventure story about an eleven-year-old boy and his dog who get ship-wrecked on a remote island. The boy Michael suddenly he falls overboard in the middle of the night. Awakening on a beach, he has few survival skills and little hope. Mysteriously, food and water appear near his cave. This text has been chosen at this point in the year as teachers will encourage the children to develop their high-level vocabulary and explore how Morpurgo uses language to create vivid imagery in the reader's mind.</p>	Reading Rationale <p>Street Child is a story with heart, sparkling against the grimy backdrop of Victorian London. The novel follows the difficult and challenging journey of a Victorian child. This ties together with the Y4 topic Victorians where the children explore the lives of Victorian children from child labour to Victorian workhouses. Filled with emotion and questionable attitudes towards children, this novel offers the children the opportunity to discuss empathy and linking PSHE concepts. The book is based on the true story of an orphan whose plight inspired Doctor Barnardo to try to help street children and led to the founding of his children's homes. Exploring the novel enables children to discuss challenging themes including cruelty, injustice, resilience and humanity. It also enables children to develop an understanding of issues such as poverty and child labour.</p>
Class Reader <p>To be a Cat by Matt Haig.</p>	Class Reader <p>Escape Room by Christopher Edge.</p>	Class Reader <p>Harry Potter and the Philosopher's Stone by J.K Rowling</p>
Reading Interventions <p>Sounds-Write Phonics Daily AR Lexia 45 mins per week TA 1:1 reading</p>	Reading Interventions <p>Sounds-Write Phonics Daily AR Lexia 45 mins per week TA 1:1 reading</p>	Reading Interventions <p>Sounds-Write Phonics Daily AR Lexia 45 mins per week TA 1:1 reading</p>
Home Reading <p>AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.</p>	Home Reading <p>AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.</p>	Home Reading <p>AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.</p>

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Fiction-Poetry</p> <p>Poetry Appreciation</p> <ul style="list-style-type: none"> -Kennings -Haiku -Cinquain - Exposure to different poems and their features/patterns. - Guided and shared creation of poems. - Performance of favourite poems <p>Poetry Recital</p> <ul style="list-style-type: none"> -Performance poems -The Colour Collector by Roger McGough <p>Drama Performance</p> <p>The Christmas Show</p>	<p>Fiction-Fantasy Stories</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Alice in Wonderland, Harry Potter, The Sea Beast, Encanto, Journey, Gorilla and Charlie and the Chocolate Factory. <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Character description - Entering a magical world/magical item -Setting description <p>Show Me Stage</p> <ul style="list-style-type: none"> -To write a story with a fantasy element. 	<p>Non-fiction -Explanation</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - The Water Cycle, How to make ice-cream, Cyclones and how bees make honey. <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Facts and opinions - Finding relevant research - Writing subheading and paragraphs - Writing instructions <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write an explanation text on mountains or podcasts. 	<p>Fiction - Historical Stories</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Albert the Sweep, Egyptian Explorers and The Christmas Truce. <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Developing simple observations into powerful description. - Establishing an introduction. - Character dialogue (speech) - Writing a problem. - Character description. <p>Show Me Stage</p> <p>Children to create an historical narrative based on a period of time studied. E.g. Stone Age, Anglo-Saxons etc.</p>	<p>Non-fiction - Recount</p> <p>Newspaper Report</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Aliens attack Bankfields. - WW2 wartime papers - National papers <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Hot seating a witness. - Facts and opinions. - Generating a headline. - 5 W's - Using quotations and captions <p>Show Me Stage</p> <ul style="list-style-type: none"> -Children are provided with three stories covered on Newsround. The children must create a newspaper article based around one of these video resources. 	<p>Non-fiction-Discussion</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> Should dogs be on leads in parks? <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Emotive language. - Facts and statistics. - Class debate - 'Should it be Christmas every day?' - Shared balanced argument, 'Should children be allowed mobile phones?' <p>Show Me Stage</p> <ul style="list-style-type: none"> -Children will create a balanced argument based around either, 'Being allowed snacks at breaktime or school land being sold for development.'

Year 5					
Autumn Term		Spring Term		Summer Term	
Guided Reading A Place Called Perfect by Helena Duggan (Fantasy)		Guided Reading Holes by Louis Sachar (Adventure)		Guided Reading Climate Crisis for beginners by Prentice and Reynolds (Non-fiction)	
Reading Rationale A Place Called Perfect has been selected for guided reading because it is an enchanting mystery novel with a female heroine. We live in an area of the country where the aspirations and self-esteem of females is particularly low. The book lends itself nicely to relevant discussion about change and forming new friendships. The novel provides great inspiration for writing fantasy stories and vivid setting descriptions.		Reading Rationale Holes by Louis Sachar has been selected for its rich thematic content, engaging narrative structure and its ability to foster critical thinking and empathy. The novel explores themes of justice, friendship, fate and resilience, making it an excellent text for cross-curricular links with PSHRE, history and creative writing. Louis Sachar's use of interwoven narratives and symbolism provides a strong foundation for literary analysis. Its structure encourages pupils to think critically about how stories are told and how past events shape present realities.		Reading Rationale Climate crisis for beginners has been selected for guided reading to introduce the year five children to non-fiction texts. It is a text that will introduce the children to global warming and how the world around us is changing. This text is very relevant to the current climate we are living in and is aimed to inspire young people to help with the issues we are facing. It will provide facts and inform the children of what the future could hold if things do not change. In addition, the text offers suggestions of how we can help and what we can do to improve the crisis. These children are the generation who will have the most impact on what our future holds.	
Class Reader The Witches by Roald Dahl		Class Reader The Witches by Roald Dahl		Class Reader The Witches by Roald Dahl	
Reading Interventions Sounds-Write Phonics Daily AR Lexia Lexia Power Up TA 1:1 reading Reading Plus MyOn Digital Library		Reading Interventions Sounds-Write Phonics Daily AR Lexia Lexia Power Up TA 1:1 reading Reading Plus MyOn Digital Library		Reading Interventions Sounds-Write Phonics Daily AR Lexia Lexia Power Up TA 1:1 reading Reading Plus MyOn Digital Library	
Home Reading AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.		Home Reading AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.		Home Reading AR book taken home on a Monday and handed in on a Friday. A free choice book from the library on a Friday.	
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Fiction-Poetry Appreciation Narrative Poems -The Highwayman - Character map of Bess and the Highwayman	Fiction- Scary Stories Investigation Stage -The Giant's Necklace - The Enchanted Cave - Alma video clip Teaching and Collaboration Stage	Non-fiction-Persuasion Investigation Stage - Hawk Ridge Farm - Flamingo Land Teaching and Collaboration Stage	Fiction- Fantasy Stories Investigation Stage - The Memory Spoon - The Scarab Teaching and Collaboration stage - Character description	Non-fiction-Recount Newspaper Report Investigation Stage - Mona Lisa Destroyed -Alma Missing Teaching and collaboration stage - Character description	Non-fiction- Non-Chronological Report Investigation stage - Catastrophes - Amazing Animals Teaching and Collaboration Stage

<ul style="list-style-type: none"> - Write own narrative poem based around the plague doctor. <p>Poetry Recital Sonnets</p> <ul style="list-style-type: none"> -Silver by Walter De La Mare -The River by Valarie Bloom <p>Drama Performance</p> <p>The Christmas Show</p>	<ul style="list-style-type: none"> - Sense of mystery is created through use of language. - Use Alma video as a basis for writing sections of a mystery story - Cherry's Diary Entry <p>Show Me Stage</p> <ul style="list-style-type: none"> - It's a mystery -story opening or ending. 	<ul style="list-style-type: none"> - Teach persuasive devices for advertisements including word play, slogan, alliteration, rhetorical questions - Write the introduction to a theme park advertisement - Role play a TV advertisement <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a persuasive advertisement for an attraction or place of their choice 	<ul style="list-style-type: none"> - Setting description -Time-slip technique - happens accidentally usually causes a dilemma or problem <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a story including a time-slip technique. 	<ul style="list-style-type: none"> - Teach introduction, fact and opinion, reported speech - Letter to Mrs Gatenby from the Manager of the Louvre - Write first two paragraphs of Hundreds of dead as the Great Plague strikes. <p>Show Me Stage</p> <ul style="list-style-type: none"> - To write a newspaper report from a choice of examples 	<ul style="list-style-type: none"> - Letter to National History museum - Introduction - Three topic paragraphs with relevant subheadings - Fast facts <p>Show Me Stage</p> <ul style="list-style-type: none"> -Children to write their own non-chronological report that includes 3 different catastrophes of their choice.
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Year 6		
Autumn Term	Spring Term	Summer Term
Guided Reading War Horse by Michael Morpurgo (Historical) The Sinking of the Titanic (Non-fiction)	Guided Reading Frankenstein by Mary Shelley (Science-Fiction)	Guided Reading Trash by Andy Mulligan (Adventure Story)
Reading Rationale <p>War Horse has been selected for guided reading because in history our theme is the World at War. Michael Morpurgo is an award-winning children's author who has written many popular modern classics. His writing style and use of language continues to be inspirational for our writers. The themes of friendship, courage and resilience which run through the novel are highly relevant to the modern-day classroom.</p>	Reading Rationale <p>Frankenstein by Mary Shelly has been selected for guided reading to introduce the year six children to classic fiction. This science-fiction and gothic horror novel, which was written in 1818 by a young girl of 18 include themes that are still highly relevant today. It looks at the way in which people treat others based on their appearance and how the way in which people are treated can have a positive or negative impact. It poses questions which continue to be highly relevant in today's world about the advancement of science and technology, and the moral implications that advancements can have. The classic novel is also a fantastic stimulus for writing fiction and non-fiction pieces.</p>	Reading Rationale <p>Trash by Andy Mulligan has been selected for guided reading as it is a story set in a different culture and is a story told through multiple narrators. It is an action-packed story filled will tension and suspense. It links specifically with the global issues of plastic pollution and world poverty which feature strongly in our PSHE lessons. It highlights the impoverished lives of three boys who live on a rubbish dump in Manila in the Philippines. The critical issues of child-poverty and environmental damage are used to inspire persuasive writing in English lessons.</p>
Class Reader James and the Giant Peach	Class Reader James and the Giant Peach	Class Reader James and the Giant Peach
Reading Interventions Sounds-Write Phonics Daily AR Lexia Lexia Power Up TA 1:1 reading Reading Plus MyOn Digital Library	Reading Interventions Sounds-Write Phonics Daily AR Lexia Lexia Power Up TA 1:1 reading Reading Plus MyOn Digital Library	Reading Interventions Sounds-Write Phonics Daily AR Lexia Lexia Power Up TA 1:1 reading Reading Plus MyOn Digital Library

Home Reading		Home Reading		Home Reading	
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Fiction- Poetry Appreciation</p> <p>Classic Poems</p> <ul style="list-style-type: none"> - The Sea by James Reeves and Where's Lulu? by Charles Causley. - Write own sea poem inspired by the classic poem by James Reeves <p>Poetry Recital</p> <p>Performance Poems</p> <ul style="list-style-type: none"> -If by Rudyard Kipling -Gran Can You Rap? by Jack Ousby <p>Drama Performance</p> <p>The Christmas Show</p>	<p>Fiction- Real-life Stories</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> -The Piano video clip -The Piano model text -Evacuation to the countryside <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> -Flashback techniques- answer a question, relevant and clear start and end. -The Lion, the Witch and the Wardrobe video clip -Character description -Setting description -Dialogue to advance action and portray character <p>Show Me Stage</p> <ul style="list-style-type: none"> -To write a story including the flashback technique. -Narrative recount of a scene from War Horse 	<p>Non-fiction-Discussion</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> -Was it fair to force people to join the armed forces? -Do circuses still need animal acts? <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> -Teach introductions, main paragraphs organised around a main theme and conclusions using a variety of discussion titles. <p>Show Me Stage</p> <ul style="list-style-type: none"> -To write a discussion article from a choice of four examples or one of their own. 	<p>Fiction-Mystery Stories</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Filcher's Alley -The Caravan -Cogston House <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Write an informal diary entry in the role of one of the characters in the model texts. -Direct address to the reader. -Formal letter from a point of view of a character in Frankenstein facing a dilemma. -Narrative recount of a scene from Frankenstein with dialogue to advance the action and portray character. <p>Show Me Stage</p> <ul style="list-style-type: none"> - What happened to Francis Brandywine? -Francis Brandywine video clip -Children to write 'The True Story of Francis Brandywine' -Dialogue to covey character and advance action. -To write a newspaper report, reporting news story of a missing girl called Francis. 	<p>Non-fiction -Persuasion</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> - Deforestation -Gorillas on the Brink of Extinction -Global Warming <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> - Analysis of a formal persuasive letter written by the Big Bad Wolf. -Persuasive leaflets -Teach children how to write effective introductions and conclusions for persuasive articles by identify and applying persuasive devices. - Teach children how to structure a main paragraph by using a topic sentence to inform the reader and to develop arguments effectively through a range of persuasive devices. <p>Show Me Stage</p> <ul style="list-style-type: none"> -To write a biography about a person of their choice. -To write an autobiographical account. 	<p>Non-fiction-Recount</p> <p>Biography and Autobiography</p> <p>Investigation Stage</p> <ul style="list-style-type: none"> --Usain Bolt biography -Roald Dahl biography <p>Teaching and Collaboration Stage</p> <ul style="list-style-type: none"> -Use of subheadings to logically organise biographical information. - Teach children how to structure a main paragraph by using a topic sentence to inform the reader and to develop arguments effectively through a range of persuasive devices. <p>Show Me Stage</p> <ul style="list-style-type: none"> -To write a biography about a person of their choice. -To write an autobiographical account.