

Reading at Exwick Heights Primary School

Reading is at the heart of everything we do at Exwick Heights Primary School. We value not only the huge role that reading plays across our curriculum on a daily basis in raising standards of achievement, but also the social and emotional gains it brings to every reader. As a school with the highest aspirations for all of our children, we recognise that we need to foster a positive reading environment from the earliest opportunities. Thus, we promote a reading culture that inspires children to find passion in reading, makes them keen to read and helps them to develop into ardent, avid readers and life-long learners.

*"Once you learn to read, you will be forever free."
– Frederick Douglass*

Our library is a place of wonder and discovery. Weekly sessions include input from adults about different authors, discussing and listening to stories or children can scan out a book to take home and share with their family. Staff support children in using the Library effectively and along with our Reading Ambassadors, help to keep it organised, updated and accessible to all.

Children in Y2-3 continue to use our Little Wandle scheme, moving forward to reading fluency practice. Their fluency will be assessed against national words-per-minute reading norms and then children will be grouped based on these assessments to ensure they are reading books which match their current fluency skill. These books are written by popular, celebrated authors, who have written these texts specifically for the programme. They are especially enjoyable to read, helping to make this first experience of extended reading as positive as it can be. Each group will complete three sessions of fluency practice per week, with adults supporting development of vocabulary, prosody and comprehension. These sessions will also introduce children to different ways of practising and honing their reading skill, using techniques such as echo, choral and emotive reading. This will ensure that children are best prepared for the jump in reading content in UKS2.

Children from Y4-6 engage in whole-class reading lessons, where the week's extracts fall under a theme that complements learning in different curriculum areas. Our children love the ambitious and broad topics covered in these sessions, which help to give them a wider awareness and understanding of their termly topics, as well as the wider world.

Children who are not yet accessing whole-class teaching progress through banded books – these are Phase and Set specific (in keeping with Little Wandle Letters and Sounds) books from Collins Big Cat, which match the children's attainment in Phonics. Some children in Year 2-6 may be part of our daily 'Rapid Catch Up' intervention, to ensure they secure their phonetic knowledge as soon as possible. We expect families to regularly read with their children at home and make comments in their child's reading record.

We make sure that all children from Y2-6 are accessing books that are appropriate to their current fluency and comprehension attainment. To ensure this, we use Accelerated Reader, an online platform where children complete STAR tests to determine their Zone of Proximal Development (ZPD). When children know their ZPD, they can borrow any book from within their level from the library. Once they've finished their books, they can complete comprehension quizzes on books they have read from the library or at home, earning points towards reading prizes in our assembly - our children often aim to be a word millionaire!

We work closely with our local Schools' Library Service to keep our book stock current and to ensure that we have something for everyone, particularly gaining quality fiction and non-fiction texts that provide further context for our current learning. Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic.

All year groups have Shared Reading time every day, where the class teacher will read a specifically-chosen, high-quality text that is challenging in language, plot or theme, to help children be immersed in a world that they may not yet be able to enter by themselves. All staff agree that this time together as a class is sacred and protected - it is often commented as both staff and children's favourite time of day! There are also opportunities for children to read simply for pleasure during the week with our Drop Everything and Read sessions, where all work ceases and the joy of reading begins! Learning is never limited to the classroom at Exwick Heights, and outdoor reading is a particular highlight during the sunnier months of our summer term - children will often request to read in our outdoor classroom or bird hide for a peaceful, calming experience.

Children are encouraged to recommend books to each other and to make suggestions to staff of any books that they'd like to see in the school Library. Our reading ambassadors do a fantastic job creating book reviews for every school newsletter.

Children record regularly in their reading journals; if there are three comments about their reading, as well as one adult signature, per week, a ticket into our termly Read to Succeed draw will be given, where the children could win a brand-new book selected from the Recommended Reads list used by teaching staff. In addition, our extra-curricular reading offer continues to grow, including book clubs run in the Early Years and KS2, as well as opportunities for children to meet and work with awesome authors during World Book Day.

In every area of our Reading curriculum, we have the highest expectations and aspirations for our children. We know that Exwick Heights children are kind, curious and determined, and our Reading offer only helps to solidify and further this.

Reading has, and always will, be the highest priority at Exwick Heights Primary School!

Overview

At Exwick Heights Primary, we endeavour to create a love for reading. We want every child to leave the school with the skills of an excellent reader who:

- Has the ability to discuss their reading with confidence and clarity, recognising their own authorial voice;
- Thinks about the impact reading has on their life and how the best authors communicate different ideas and emotions.
- Has a sophisticated bank of vocabulary and an excellent knowledge of authorly techniques to extend details or description within their written and verbal descriptions of reading texts
- Can structure and organise their thoughts to identify their understanding of a variety of texts
- Displays excellent decoding and fluency that ensure their reading communicates the appropriate meaning and tone of a variety of texts
- Re-reads, edits and improves their expression so every text they read is to the best of their ability and better than the last.

Throughout their time at Exwick Heights Primary, children develop their reading skills by exploring a whole range of different genres. We expect the highest standards of reading discussion and analysis every time a child reads in any subject, not just in English lessons, and place great importance on self-checking, re-reading and providing answers in full sentences when discussing a text.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

By the end of Early Years, pupils will be able to:

Communication and Interaction:

Maintain attention, concentrates and sits quietly during appropriate English activities; responds to instructions involving a two-part sequence; understands humour (e.g. nonsense rhymes); extends vocabulary, especially by grouping and naming; exploring the meaning and sounds of new words; two-channelled attention, listening for a short span; able to follow a story without pictures and prompts; uses language to imagine and recreate roles and experiences in play situations; listens and responds to ideas expressed by others in conversation or discussion; links statements and sticks to a main theme or intention.

YFYS - Reading:

Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words; They demonstrate understanding when talking with others about what they have read.

Reading By the end of KS1 (top) and KS2 (bottom), pupils can...

Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure	Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Y2 Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct [E TI Ex] Read accurately, automatically and without hesitation	AR level 1.9+ Book bands: gold+ Reading age 7.0+	Read independently, demonstrating increasing stamina. [E TI Ex GD] Show developing preferences through book choice. [E TI Ex GD]	Infer - Make inferences from texts that they read themselves, on the basis of - what's being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher). [E TI Ex GD] Predict what might happen on the basis of what has been read so far. [E TI Ex GD]	Identify simple literary language in stories and poetry. [E TI Ex GD] Discuss favourite words and phrases and their impact on the meaning.	Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary [E TI Ex GD] With support, justify
Decoding	By year end	Reading for Pleasure	Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Y5/6 Read age-appropriate books with confidence and fluency, including whole novels [E TI Ex GD] Use a range of reading strategies to work out any unfamiliar word. [E TI Ex GD] Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. [E TI Ex GD]	Year 5 AR 4.9+ RA 10+ Year 6 AR 5.9+ RA 11+	Read a broader range of texts including those from literary heritage and more challenging texts. [E TI Ex GD] Recommend books they have read to their peers, giving reasons for their choices. [E TI Ex GD] Demonstrate continuing engagement with reading: • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance. [E TI Ex GD]	Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences. [E TI Ex GD] Predict - Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres [E TI Ex GD] Clarify - Give the meaning of words in context. [E TI Ex GD] Explore and explain the meaning of words in context. [E TI Ex GD] Distinguish between fact and opinion. [E TI Ex GD] Clarify concepts and ideas at sentence, paragraph and whole text level. [E TI Ex GD] Question - Ask and answer questions to improve understanding of themes and authorial intent. [E TI Ex GD] Summarise - Identify and summarise main ideas from across a text. [E TI Ex GD] Identify key details that support main ideas using quotation for illustration [E TI Ex GD] Retrieve, record and present key information from non-fiction. [E TI Ex GD]	Discuss how the structural and presentational choices impact on meaning, theme and purpose. [E TI Ex GD] Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language. [E TI Ex GD]	Identify the themes and conventions of a range of texts. [E TI Ex GD] Discuss/comment on themes and conventions in different genres and forms. [E TI Ex GD] Make comparisons and contrasts within and across texts. [E TI Ex GD] Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text. [E TI Ex GD] Provide reasoned justifications for opinions about a book. [E TI Ex GD]

In order to achieve a true understanding of English, topics are sequenced based on the following rationale:

- At EHPS, we believe that a quality Reading curriculum should develop children’s love of reading, writing and discussion, allowing children to access texts from across the curriculum.
- Our aim is to inspire an appreciation of our rich and varied literary heritage and promote a habit of reading widely and often.
- We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning.
- Our topics are sequenced to build on prior knowledge and skills and to build on and deepen previous learning.
- Our pupils benefit from a text-rich, intelligently-sequenced collection of planning and resources.
- Our teachers use clear assessment – English and Whole-class Reading books alongside formative and summative assessment (NFER/Little Wandle/Accelerated Reader) to monitor/assess understanding and progress throughout the year.
- At EHPS, we follow and use Little Wandle Letters and Sounds Revised program of phonics study to underpin the teaching of reading from Nursery through to Year 6. It is a fully comprehensive systematic and synthetic phonics program which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Pupils at all phases are assessed to ensure that phonic knowledge is secure. Keep Up intervention is used for any pupils requiring phonic intervention.
- In practice, students from Nursery to Year 6 are exposed to comprehensively planned, daily English lessons (covering speaking, listening, reading and writing). Teachers ensure full coverage of the NC whilst building on pupils’ understanding and skills as they move through the school.

The Reading curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:

- Students from disadvantaged backgrounds do not always have the same level of social/cultural competence, capital and experiences as non-disadvantaged peers. At EHPS, we aim to improve the cultural capital of these pupils through: high quality selection of texts; daily exposure to high quality texts through reading; ensuring all pupils have access to these texts in and out of school; celebrations such as World Book Day and author visits; always holding the highest aspirations for our disadvantaged pupils; hearing disadvantaged pupils read daily in lessons; aiming for every child to leave EHPS as a fluent and avid reader and writer to enable them to access further education successfully.
- The Reading curriculum encourages exposure to different cultures and ways of life through a variety of texts in both reading and writing.
- It encourages pupils to express their views through speaking, listening, discussion and written responses.
- We ensure that all children, irrespective of Special Educational Needs/Disabilities, have access to their current year group’s learning. Consideration has been given to the extra support that may be needed to make this happen. This can include aspects such as pre-teaching, use of Wigit Maps to support dual-coded vocabulary and use of IT software such as Clicker to support written responses.

- Little Wandle Keep Up program and Little Wandle Rapid Catch Up is utilised to support children requiring phonic intervention. Some pupils who are working significantly below the expected standard in reading may be part of our SEND Rapid Catch Up interventions, which has been adapted to add in additional opportunities to practise and secure Phase 2 and 3 phonemes, to ensure that these children have the best chance to progress consistently.

We fully believe Reading can contribute to the personal development of students at Exwick Heights:

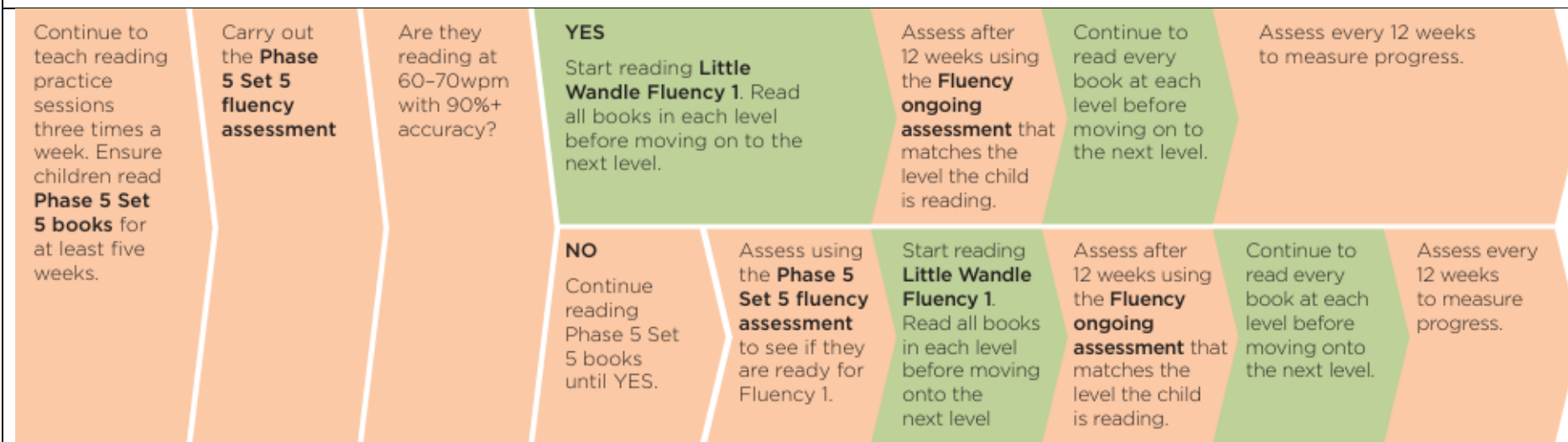
- Reading has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; and it is therefore central to pupil's personal development to learning to speak, read and write fluently and confidently.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. At Exwick Heights, we encourage reading to be part of every child's daily routine at school and at home. This knowledge gained is recalled and applied through activities such as Accelerated Reader quizzing.

Our reading curriculum

Year 2: Autumn term

Follow Little Wandle Letters and Sounds reading practice sessions until Phase 5 phonics programme is finished. See flowchart below



Year 2: Spring and Summer terms

Year 3: All year

If children have completed Phase 5, set 5 reading practice, begin LW reading fluency sessions, beginning at Fluency 1. By the end of Y2, most children will be at Fluency 5. By the end of Y3, most children will be at Fluency 10.

Fluency 1 texts	'Poetry is not for me' by Joshua Siegal	'Talk to the Tail' by Jeanne Wills	'Blaise and the Flint' by Abie Longstaff	'Cycling in Summer' by Joseph Coelho
Fluency 2 texts	'It Could Be Worse' by Anne Fine	'Whodunnit?' by Paula Zorite	'The Friendship Handbook' by Poppy O'Neill	'Ash's Garden' by Joesph Coelho
Fluency 3 texts	'Born in a Fire' by Liz Miles	'Hakari and the Great Secret' by Tony Bradman	'Phantom Castle' by Charlotte Middleton	'Bed Races and Cheese Chases' by Teresa Heapy
Fluency 4 texts	'Diary of a Big Bad (Good) Dingo' by Inbali Iserles	'Sun Gods, Serpents and Slippers' by Jamila Gavin	'The Brilliant Barber Bus' by Richard O'Neill	'Extreme Survival' by Abbie Rushton

Fluency 5 texts	'A Secret History of Words' by Emily Hooton	'Magnificent Minnie Hero' by Claire Baker	'Red Planet Rescue' by Lindsay Galvin	'Insect Maths' by Rachel Davis
Fluency 6 texts	'Yasuke' by Chris Bradford	'The Wolf who cried boy' by Bali Rai	Lily Parr Scores' by Chiara Fedele	'Secrets Unearthed' by Rob Alcraft
Fluency 7 texts	'Moonbows and Alligator Rain' by Isabel Thomas	'The Fairy of Gossamer River' by Zohra Nabi	'The Lost Bark' by Poppy O'Neill	'Spectacular Space' by Inbali Iseries
Fluency 8 texts	'The Mona Lisa Mystery' by Timothy Knapman	'Women Who Ruled the Seas' by Chris Bradford	'The Big Five' by Shiko Nguru	'The Royal Spy' by Ayesha Braganza
Fluency 9 texts	'Animal Takeover' by Ben Hubbard	'The Wedding Shoes' by Sufiya Ahmed	'Pie Fortune and the Evil Wizard' by Gareth P Jones	'Clues from Poos' by Isabel Thomas
Fluency 10 texts	'Astrid's Adventures' by Hawys Morgan	'Three Winter Tales' by Aisha Bushby	'Stories of the Sea' by Jonny Walker	'Game Changers' by Mio Debnam

Year 3: Summer term 1

For children who have completed the Little Wandle Fluency programme, they may begin lessons in the style of our whole-class reading curriculum. For the first time, children will work in larger groups with greater independence, studying the same text (often linked to other curriculum areas).

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Earth Day (Famous figures)	David Attenborough Greta Thunberg	Geography - natural world	Twinkl resources
Week 2	Forces	'Sir Isaac Newton and the Apple Story' 'Magnes the Shepherd and the Discovery of Magnets'	Science - Forces topic	
Week 3	Mountains	'Everest' by Sangma Francis	Geography - Mountains and volcanoes topic (review of previous learning)	High lexile level - challenging read
Week 4	Ancient Greece	'The Role of Women in Ancient Greece' 'Thesus and the Minotaur'	History - Ancient Greeks topic	
Week 5	Monsters	'The Nothing to See Here Hotel' by Steven Lenton 'Amelia Fang and the Unicorn Lords' by Laura Ellen Anderson	English - narrative writing	Core Y3 texts - Reading for pleasure

Week 6	STAR testing
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Year 3: Summer term 2				
	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Poetry	'Walking with My Iguana' by Brian Moses 'Be Glad Your Nose Is on Your Face' by Jack Prelutsky	English - poetry	Resistant texts
Week 2	Weather	'How Are Rainbows Formed?' 'Cloudy with A Chance of Meatballs' by Judi Barrett	Geography - weather and climate topic	Picture book curriculum
Week 3	NFER TESTING			
Week 4	Light and Shadow	'The Dark' by Lemony Snicket 'Smoot: A Rebellious Shadow' by Michelle Cuevas	Science - light and shadow topic	
Week 5	STAR testing			
Week 6	Graphic Novels	'Dog Man' by Dav Pilkey 'Hilda and the Mountain King' by Luke Pearson	Art week	Reading for pleasure - Y3 selected texts

Year 4: Autumn 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Awesome Authors: Jennifer Killick	'Alex Sparrow and the Really Big Stink' 'Mo, Lottie and the Junkers'	Reading for pleasure - knowledge of authors	
Week 2	Romans	'Ancient Rome' (BBC text) 'Romulus and Remus' by Rudyard Kipling	History - Romans	
Week 3	Sports people	'Muhammad Ali' (Ducksters article) Simone Biles: Gold Medal Gymnast and Advocate for Healthy Living'	National Fitness Day 20 th Sep Black History - inspirational figures	GetEpic resources (Simone Biles)
Week 4	Rabbits	'The Legend of Podkin One-Ear' by Kieran Larwood 'The Velveteen Rabbit' by Margery Williams		Complexity of the narrator
Week 5	Poetry	'Life Doesn't Frighten Me At All' by Maya Angelou 'Oh the Places You'll Go' by Dr Seuss	Angelou - class name (Y3) PSHCE - mindset	Resistant texts

Year 4: Autumn 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Ballads (Disney Songs)	'Reflection' from Mulan 'Let it Go' from Frozen	Music - ballads	
Week 2	Armistice Day	'Why do people wear poppies?' (BBC article) 'Tail-end Charlie' by Mick Manning	History British Values	Picture Book (Tail-End Charlie)
Week 3	Electricity	'The History of Electricity' 'Thomas Edison' biography	Science - electricity	Twinkl resource
Week 4	Rivers	'A River' by Marc Martin 'Just Around the Bend' from Pocahontas	Geography - Rivers Music - ballads	Picture book (A River)
Week 5	NFER testing			
Week 6	STAR testing			

Year 4: Spring 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Witches and Wizards	'The Witches' by Roald Dahl 'Harry Potter and the Philosopher's Stone' by JK Rowling	Reading for pleasure	
Week 2	Y4 Classics	'The Demon Headmaster' by Gillian Cross 'The Animals of Farthing Wood' by Colin Dann	English - vocabulary	
Week 3	National Storytelling Week	Naddi the Sea Monster		Manic Street Teachers resource
Week 4	Chinese New Year (10 th Feb)	'Chinese New Year' 'The Story of the Chinese Zodiac'	Y3- Shang Dynasty Link to Autumn 1 class book (Firework Maker's Daughter)	Twinkl resource
Week 5	STAR testing			

Year 4: Spring 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Mental Health (Mental Health Day)	'Life with ADHD'	British Values PSHCE - celebrating difference	GetEpic resource
Week 2	International Women's Day	'Emmeline Pankhurst' 'Rosa Parks'	History - links to Y6 learning (Civil Rights, Suffragettes)	Twinkl resource
Week 3	Spies and Crime	'Agent Asha: Mission Bites' by Sophie Deen 'Framed' by Frank Cottrell Boyce	Careers Week	
Week 4	Vikings	National Geographic Kids - Everything Vikings		GetEpic resource
Week 5	NFER testing/STAR testing			

Year 4: Summer 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Songs	'Who's Laughing Now?' by Jessie J 'Read All About It' by Emeli Sande	PSHCE - dreams and goals British Values - individual liberty	Resistant texts
Week 2	Habitats	Unusual Adaptations to Habitats Dolphins in the River Mersey	Science - living things topic	
Week 3	Y4 Novels	'Little Badman and the Invasion of the Killer Aunties' by Humza Arshad 'Fizzlebert Stump' by AF Harrold	English - quality authors Links with Y5 writing (Little Badman as stimulus)	
Week 4	Money	'What is Money?' by Katie Marsico 'It's a No-Money-Day' by Kate Milner	Maths - Money topic in WR sequence	Picture book curriculum
Week 5	Anglo-Saxons	'Explore Anglo Saxons' by Jane Bingham	History topic	
Week 6	STAR testing			

Year 4: Summer 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Natural Resources	'Explore Natural Resources'	Geography - Natural Resources in Chile unit	GetEpic resource
Week 2	Poetry	'If' by Rudyard Kipling 'Mister Mistoffelees' by TS Elliot		Resistant texts
Week 3	NFER TESTING			
Week 4	Y4 Classics	'Pippi Longstocking' by Astrid Lindgren 'The Battle of Bubble and Squeak' by Phillipa Pearce	English - archaic fiction	Archaic texts
Week 5	STAR testing			
Week 6	Graphic Novels	'Alcatraz and the Turnip Child' by Isaac Lenkiewicz 'Super Side Kicks: No Adults Allowed' by Gavin Aung Than	British Values - tolerance and respect	

Year 5: Autumn 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Poetry: Disney Songs	'Out There' from 'The Hunchback of Notre Dame' 'Surface Pressure' from 'Encanto'	British Values - tolerance and respect, individual liberty	Complexity of the plot/symbolism
Week 2	Suspenseful fiction	'Cogheart' by Peter Bunzl 'The Boy in the Tower' by Polly Ho-Yen	English - supporting writing unit	Literacy Shed+ question banks used Complexity of plot
Week 3	Mental health in fiction	'The Goldfish Boy' by Lisa Thompson 'The Mystery of the Colour Thief' by Ewa Jozefkowicz	PSHCE - World Mental Health Day 10-a-day Links to current class novel ('The Light Jar')	Books from Y5 recommended reading lists Complexity of the narrator
Week 4	Black History Month	'Brilliant Black British History' by Atinuke 'The Black Curriculum' - Newsround article	PSHCE British Values Little-known History	Links in with SMSC assembly - Black History Month Oct 2023.
Week 5		'Race to the Frozen North' by Catherine Johnson 'Walter Tull's Scrapbook' by Michaela Morgan		
Week 6	STAR testing			

Year 5: Autumn 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Picture books in Y5	'The Wolves in the Walls' by Neil Gaiman	PSHCE	Resistant text
Week 2	Anti-bullying Week	'Wonder' by RJ Palacio 'There's a Boy in the Girls' Bathroom' by Louis Sachar	PSHCE British Values - mutual respect	Louis Sachar - author of class reader in Y6 Wonder text used in some PSHCE lessons across the school Complexity of the narrator

Week 3	Nigeria	'Explore Nigeria' by Rosie Nanz	Geography - slums PSHCE - life around the world	GetEpic resource
Week 4	Great Openings	'The Clockwork Crow' by Catherine Fisher 'Amari and the Night Brothers' by BB Alston	Black History Month English - suspense features	Diverse, female leads Recommended UKS2 books Complexity of the plot
Week 5	NFER TESTING			
Week 6	STAR testing			

Year 5: Spring 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Classic poetry	'The Walrus and the Carpenter' 'We Refugees' by Benjamin Zephaniah	English - poetry unit PSHCE - refugees	Resistant texts
Week 2	Children's classics	'The Wind in the Willows' by Kenneth Grahame 'The Secret Garden' by Frances Hodgson Burnett	SATS - archaic language use	Archaic texts
Week 3	Kings of England	Henry II Henry V	History - Medieval Monarchs British Values - rule of law	Literacy Shed+ resources
Week 4	National Storytelling Week	Fairy Tales - The Blinded Giant	English - oracy	Manic Street Teachers resources used No work in books
Week 5	STAR testing			

Year 5: Spring 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Poetry and lyrics: Sia	'Alive' 'Elastic Heart'	English - Titanium	Resistant texts
Week 2	Historical fiction	'Black Powder' by Allie Sherrick 'The Silver Sword' by Ian Serrailler	History (Y5) - progression from Tudors to Stuarts	

			History (Y6) - WW2	
Week 3	Space	'Ada Lovelace' 'Mae Jemison'	Science - Earth and Space	Timed to Y5 Space Dome visit
Week 4	Rainforest novels	'Running Wild' by Michael Morpurgo 'The Explorer' by Katherine Rundell	Geography - Biomes English - setting descriptions	Y5 recommended texts
Week 5	NFER testing/STAR testing			

Year 5: Summer 1				
	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Beetles	'Beetle Boy' by M.G. Leonard Beetle Facts	Science - life cycles	
Week 2	Fact-finding	'Ripley's Mighty Machines' by Ian Graham	English - non-chronological reports	Literacy Shed+ resources
Week 3	Challenging novels	'The Gauntlet' 'Floodland'		High Lexile level
Week 4	Life-cycles	'Cicada' by Shaun Tan Butterfly Life Cycle	Science	Cicada - resistant text
Week 5	Devon-set texts	'The Dragonfly Pool' by Eva Ibbotson 'War Horse' by Michael Morpurgo	History - local history	
Week 6	STAR testing			
Year 5: Summer 2				
	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Pride Month	Jake Daniels - Newsround Lil Nas X biography	PSHCE - LGBTQ+	
Week 2	Juneteenth	Slave Trade The Emancipation Proclamation	Black History	
Week 3	NFER testing			
Week 4	Unmissable Poetry	'Jabberwocky' by Lewis Carroll	English - oracy	Resistant text

				LBQ resource
Week 5	STAR testing			
Week 5	Powerful Graphic Novels	'When Stars are Scattered' by Victoria Jamieson 'Illegal' by Eoin Colfer	PSHCE - refugees	Literacy Shed+ resources

Year 6: Autumn 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Industrial Revolution	Thomas Edison Mary Walton	Science - Electricity topic History - IR	
Week 2	Inspirational Women	Michelle Obama Amna Al-Haddad and Mary Kom	English - Herstory unit	Both texts from 'Goodnight Stories for Rebel Girls' - Michelle Obama - class name
Week 3	SATS (2018) TESTING			
Week 4	Black History Month	'Freedom' by Catherine Johnson 'Windrush Child' by Benjamin Zephaniah	Black History Month (British Values)	
Week 5	Electricity	James Chadwick biography 'How Do Burglar Alarms Work?'	Science topic	
Week 6	STAR testing			

Year 6: Autumn 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Poetry	'The Moment' by Margaret Atwood 'Tyger' by William Blake	English - poetry	Resistant texts
Week 2	Population and Trade	Russian Population and Population Sparsity Crowding and Dense Populations (Monaco)	Geography topic	
Week 3	Awesome Authors: Katherine Rundell	' Rooftoppers ' 'The Good Thieves'	English - celebrating authors	

Week 4	Classic Fiction	'The Graveyard Book' by Neil Gaiman 'Northern Lights' by Philip Pullman		
Week 5/6	NFER/SATS (2018) TESTING			

Year 6: Spring 1

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Notable People	Malala Yousafzai Claudette Colvin	PSHCE	
Week 2	Twentieth Century Conflict	'Letters from the Lighthouse' by Emma Carroll 'Goodnight Mister Tom' by Michelle Magorian	History - World Wars	Local setting
Week 3	SATS (2022) TESTING			
Week 4	Critiquing the Media (discussion-focused texts)	'Representations of Diego Maradona and Mia Hamm' 'Media Representations of Kate Middleton and Meghan Markle'	PSHCE Online safety British Values Racism and discrimination	GetEpic resource
Week 5	Residential/STAR testing			

Year 6: Spring 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Y6 Novels	'Mortal Engines' by Phillip Reeve 'The Star-Spun Web' by Sinead O'Hart	Reading for Pleasure	
Week 2	Autism Awareness	'Can You See Me?' by Libby Scott 'The London Eye Mystery' by Siobhan Dowd	PSHCE British Values - tolerance and respect	Can You See Me - written by ASD author
Week 3	Archaic fiction	'Swallows and Amazons' by Arthur Ransome 'Oliver Twist' by Charles Dickens		Archaic texts

Week 4	SATS (2023) TESTING			
Week 5	Evolution	Charles Darwin biography	Science topic	

Year 6: Summer 1				
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	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	SATS revision			
Week 2				
Week 3	SATS WEEK 2024			
Week 4	Songs from Musicals	'Defying Gravity' from Wicked 'Waving Through a Window' from Dear Evan Hansen	Y6 production	
Week 5	STAR testing			

Year 6: Summer 2				
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	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Shakespeare	'Stories from Shakespeare' by Geraldine McCaughrean	Preparing for Y7 English	
Week 2	Transition	'Everything All At Once' by Stephen Camden 'Go Big: The Secondary School Survival Guide' by Matthew Burton	PSHCE - moving on	
Week 3	STAR testing			

Reading Spine - Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>240 pages AR: 4.3</p>	 <p>288 pages AR: 4.3</p>	 <p>208 pages AR: 4.9</p>	 <p>174 pages AR: 5.7</p>	 <p>288 pages AR: 5.1</p>	 <p>96 pages AR: 4.3</p>
	Complexity of the narrator		Archaic text	Complexity of the plot	Non-linear narrative
Comedy	Adventure	STEM		Mystery	Dyslexia friendly
Great read-aloud	International - France (children begin French in Y3)	Female lead, diversity		British Values - tolerance and respect	WW1/2 (linking to future learning)
British Values - individual liberty, tolerance and respect, rule of law	Female lead			Futuristic	Grief/loss - linking to Y4 PSHCE

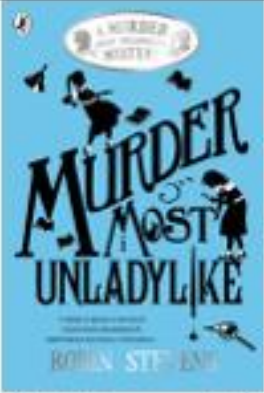





Reading Spine - Y4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
144 pages AR: 5.3	144 pages AR: 4.7	272 pages AR: 4.3	304 pages AR: 4.6	208 pages AR: 4.4	320 pages AR: 5.4
Non-linear narrative	Archaic text	Complexity of the plot	Complexity of the narrator	Complexity of the narrator	Complexity of the plot
Shang Dynasty (previous learning in History from Y3)	British Values - tolerance and respect	Global setting - India	PSHCE- LGBTQ+	PSHCE - loss and grief	PSHCE - refugees (linking into Y5 learning)
Female lead	Link to English writing	Female lead	PSHCE - adoption		British Values - tolerance, respect, rule of law
			British Values - tolerance and respect; individual liberty		

Reading Spine - Y5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
304 pages AR: 4.4	240 pages AR: 6.1	176 pages AR: 3.3	272 pages AR: 4.9	336 pages	160 pages AR: 4.1
Non-linear narrative	Archaic text	Resistant text	Complexity of the narrator	Complexity of the plot	Complexity of the narrator
PSHCE - domestic abuse, safeguarding, mental health	Links to Geography/History (rivers, Victorian era)	PSHCE - bullying	Local author PSHCE - grief, mental health	Female lead Exploring different cultures	History - WW2 (leading into Y6 learning)
		British Values - individual liberty	Female lead	British Values - rule of law, mutual respect, individual liberty Link to History - Spanish Armada Geography - new locations	British Values - tolerance of different faiths
		Narrative poetry		Global Setting	

Reading Spine - Y6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>352 pages AR: 5.8</p>	 <p>208 pages AR: 5.2</p>	 <p>240 pages AR: 4.6</p>	 <p>256 pages AR: 6.0</p>	 <p>308 pages AR: 4.3</p>	 <p>360 pages AR: 4.9</p>
Complexity of the plot	Non-linear sequence	Non-linear sequence	Archaic-style text	Complexity of the narrator	Complexity of the narrator
Female lead	History - World Wars	British Values - Rule of Law	English - spooky stories	Female lead	PSHCE - stammer
Puzzle-solving	Local setting	English - writing		PSHCE - Autism, ADHD	Transition - moving on to secondary school
Archaic setting	English - writing			Online safety, Artificial Intelligence	

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