

Reading at Decoy Community Primary School Reading Curriculum Plan



Decoy Community Primary School: Intent for Reading

- ✓ Decoy Community Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils including the weakest readers make sufficient progress to meet or exceed age-related expectations.
- ✓ Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction.
- ✓ Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- ✓ Decoy Community Primary School follow an approved phonics programme of study ; Read Write Inc. Children quickly learn to read using the Read, Write, Inc phonics programme. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through Read, Write, Inc phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know.
- ✓ Decoy Community Primary School has clear expectations of pupils' phonics progress half-termly, from Reception to Year 2 and is detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.
- ✓ Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.

Reading for Pleasure

Intent

- ✓ Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities.
- ✓ To build preferences in reading and choose to read a variety of texts.
- ✓ To recognise individual authors and styles of reading that individuals enjoy.
- ✓ To engage in book discussion in a range of contexts, alongside both adults and peers.
- ✓ To share and recommend a range of books.

Implementation

- ✓ Annual book fair to promote new books available as well as classic texts.
- ✓ Involvement in World Book Day reading activities to share a love of books.
- ✓ Sharing books and celebrating reading achievements in assembly.
- ✓ Teacher reading to whole class on a daily basis to share and promote a love of reading.
- ✓ PPG children provided with a selection of books to take home to read and share.
- ✓ Reading champions to develop opportunities for reading for pleasure.
- ✓ Library monitors taking an active role in our school library.
- ✓ Class visits to the local library.
- ✓ Author of the month display in school.
- ✓ Don't judge a book by its cover.
- ✓ Reading resources updated to provide children a wide-range of reading material.
- ✓ Parent guides to support reading at home.
- ✓ In addition, all contexts below contribute to developing reading for pleasure.

Reading Aloud to Children

| | Foundation | Key Stage 1 | | Lower Key Stage 2 | Upper Key Stage 2 |
|--|---|---|---|---|---|
| | Nursery and Reception | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Intent | <ul style="list-style-type: none"> ✓ Building a bank of nursery rhyme knowledge. ✓ Exposing children to texts beyond what they can read themselves. ✓ Developing an enjoyment of reading | <ul style="list-style-type: none"> ✓ Building a bank of classic story knowledge. ✓ Exposing children to texts beyond what they can read themselves. ✓ Developing an enjoyment of reading | <ul style="list-style-type: none"> ✓ Widening knowledge of texts and authors, including non-fiction and poetry. ✓ Sustaining stamina in listening and reading texts. ✓ Making connections within a book. | <ul style="list-style-type: none"> ✓ Introducing children to a wider range of authors and contexts e.g. historical and cultural. | <ul style="list-style-type: none"> ✓ Exposing children to challenging and archaic texts, e.g., language, themes. |
| Implementation | <ul style="list-style-type: none"> ✓ Daily exposure to quality books for a minimum of twenty minutes ✓ Development of a reading spine | | | | |
| Core Texts | <ul style="list-style-type: none"> ✓ A range of traditional nursery rhymes. | <ul style="list-style-type: none"> ✓ A range of traditional tales. | <ul style="list-style-type: none"> ✓ A variety of Aesop's fables. | <ul style="list-style-type: none"> ✓ Please see Appendix 2 | |
| Children across the school will be exposed to a range and variety of poetry | | | | | |

Independent Reading and Home / School Reading

| | Foundation | Key Stage 1 | | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------------------|--|-------------|--|--|--|
| | Nursery and Reception | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Intent | <ul style="list-style-type: none"> ✓ Independently reading phonetically decodable books matched to their phonetic knowledge and skills. | | <ul style="list-style-type: none"> ✓ Independently reading phonetically decodable books matched to their phonetic knowledge and skills. ✓ Read age-appropriate books. ✓ Increase stamina. | <ul style="list-style-type: none"> ✓ Choosing appropriate text. ✓ Reading for sustained periods of time. ✓ Increasing the length and complexity of texts being read. ✓ Read short novels independently with understanding (by the end of Year 4). | <ul style="list-style-type: none"> ✓ Reading age-appropriate books, including whole novels. ✓ Widening the range and challenge of books they read, including texts from a wider literary heritage. |
| Implementation | <ul style="list-style-type: none"> ✓ Decodable books selected based on links to RWI phonics programme (Book bag books). ✓ Books are changed on a regular basis (weekly) once the child has completed that stage of the RWI programme. ✓ If a child is off of the RWI programme, children select books based on their ZPD (identified through Accelerated Reader STAR test – half-termly). ✓ Opportunity to take home a book to share for pleasure in addition to the decodable text. | | | <ul style="list-style-type: none"> ✓ In Key Stage 2, children choose their books from the school library where age-appropriate books and Accelerated Reader levelled books (ZPD) are recommended. ✓ Teachers recommend books to children if they are uncertain what to read based on the child’s interests and reading phase. School librarian (TA0029) is also available in the library to help children with choosing ZPD-appropriate books. ✓ Children record their reading in their reading records. They are expected to read at home 4 times a week, leave comments about what they have read and these should be signed by an adult. | |

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| | | <ul style="list-style-type: none">✓ Once children have completed a book, they use Accelerated Reader to complete a comprehension-based quiz. Scores are monitored closely using AR reports to ensure that children are reading appropriate books and are making good progress.✓ In KS2 children are encouraged to read longer novels where they can develop their understanding over longer books.✓ Opportunity to take home a book to share for pleasure in addition to the AR book. |
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Guided Reading / Reading Instruction

| | Foundation | Key Stage 1 | | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------------------|---|--|---|--|---|
| | Nursery and Reception | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Intent | <ul style="list-style-type: none"> ✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the Early Learning Goals. | <ul style="list-style-type: none"> ✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum and Early Learning Goals. | <ul style="list-style-type: none"> ✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum. | <ul style="list-style-type: none"> ✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum. | <ul style="list-style-type: none"> ✓ To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum. |
| Implementation | <ul style="list-style-type: none"> ✓ Daily RWI sessions. ✓ Provision for lowest 20% includes 1:2 reads with an adult as part of a RWI phonics booster. ✓ Guided reading sessions once children are off of the RWI phonics programme. | | | <ul style="list-style-type: none"> ✓ In Key Stage 2, we follow a guided reading structure that involves grouping children by reading ability and follows a series of structured learning activities that children rotate through during the week. ✓ Activities include a pre-read that introduces the focus text, a guided-read with a teacher that follows up from the pre-read and a post-read that consolidates learning and introduces a task based on the focus text. ✓ Children also have an additional Accelerated Reader session and a reading menu session (a reading based activity focussed around their AR book). | |

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| Core Texts | ✓ RWI phonics – Please see Appendix 1 for full list of texts covered within the programme. | ✓ Please see appendix 2 for this information |
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Shared Reading – (as part of) Teaching Sequences

| | Foundation | Key Stage 1 | | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------------------|---|--|--------|-------------------|-------------------|
| | Nursery and Reception | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Intent | <ul style="list-style-type: none"> ✓ Children can read and understand simple sentences using phonic knowledge to decode regular words and read them aloud accurately. Children can read some common irregular words. | <ul style="list-style-type: none"> ✓ Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently. | | | |
| Implementation | | <ul style="list-style-type: none"> ✓ First week of each teaching sequence: Immersion: sharing the text; providing opportunities to respond to the text; provide opportunities to map and learn the text, exploring text structure and summarise text features (reading objectives as identified on sequence planning). | | | |
| Core Texts | | <ul style="list-style-type: none"> ✓ Please see Appendix 3 for this information | | | |

Core Reading Texts To Support Reading Across The Curriculum

| | Foundation | Key Stage 1 | | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------------------|---|--------------------|---|---|---|
| | Nursery and Reception | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Intent | <ul style="list-style-type: none"> ✓ Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects. | | <ul style="list-style-type: none"> ✓ Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum. | <ul style="list-style-type: none"> ✓ Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum. | <ul style="list-style-type: none"> ✓ The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information. |
| Implementation | <ul style="list-style-type: none"> ✓ Children will be exposed to a range of non-fiction information texts linked to different subjects of their learning. This will provide them with the additional facts and information linked to the National Curriculum. In addition, children may use computer research topics. Therefore continuing to develop their knowledge across the wider curriculum. | | | | |

Shared Reading – (as part of) Teaching Sequences

| | Foundation | Key Stage 1 | | Lower Key Stage 2 | Upper Key Stage 2 |
|---|--|--|---|--|--|
| | Nursery and Reception | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Assessment evidence in order to assess impact | <ul style="list-style-type: none"> ✓ Early Years Foundation Stage Profile. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. ✓ Phonic assessments | <ul style="list-style-type: none"> ✓ Phonics Screening check. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. ✓ Phonic assessments (RWI) half termly informing appropriate groupings. | <ul style="list-style-type: none"> ✓ SATs Phonics screening check. ✓ Guided reading group observation notes. ✓ Reading speed check. Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. | <ul style="list-style-type: none"> ✓ PIRA reading papers sat termly. ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home-reading records. ✓ Guided reading records. Verbal and written book reviews and recommendations. ✓ Written responses to reading activities. | <ul style="list-style-type: none"> ✓ SATs papers (6). ✓ PIRA reading papers sat termly (5). ✓ Observations of reading behaviour and talking to pupils. ✓ Independent and home reading records. ✓ Guided reading records Verbal and written book reviews and recommendations. ✓ Written responses to reading activities |
| Assessment expectations [What assessment criteria and when?] | <ul style="list-style-type: none"> ✓ We use the ELG's to determine what needs to be assessed. ✓ Assessments are ongoing throughout the year. | <ul style="list-style-type: none"> ✓ Phonics assessments (RWI) are undertaken half termly. ✓ The Phonics/Literacy lead uses these to group children for phonics | <ul style="list-style-type: none"> ✓ We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age- | <ul style="list-style-type: none"> ✓ We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. ✓ Children are assessed formally three-times per year (once per term) using reading assessment paper appropriate for their age. ✓ In Year 6, past SATS papers are used to give children exposure to questions presented in various formats. | |

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| | | programme (homogeneous groupings), and teachers use their on-going teacher assessment, to identify children who are not achieving age-related expectations. | related expectations. ✓ The KS1 Teacher Assessment framework is applied when making teacher judgements. | |
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Appendix 1

| My Speed Sounds books | |
|---------------------------------|--|
| My Set 1 Speed Sounds Book | For practising reading and writing Set 1 Speed Sounds |
| My Sets 2 & 3 Speed Sounds Book | For practising reading and writing Sets 2 & 3 Speed Sounds |

| Sound Blending books for the classroom | Children should know the Set 1 Speed Sounds and how to blend before reading these books | Sound Blending Book Bag Books |
|--|---|-------------------------------|
| Sound Blending 1 | Focus: blending consonant – vowel – consonant (CVC) words | Sound Blending 1 |
| Sound Blending 2 | Focus: blending CVC words | Sound Blending 2 |
| Sound Blending 3 | Focus: blending CVC words | Sound Blending 3 |
| Sound Blending 4 | Focus: blending CVC words | Sound Blending 4 |
| Sound Blending 5 | Focus: blending CVC words with double letters, e.g. <i>well</i> , <i>hiss</i> | Sound Blending 5 |
| Sound Blending 6 | Focus: blending CVC words with digraphs, e.g. <i>ship</i> , <i>lock</i> | Sound Blending 6 |
| Sound Blending 7 | Focus: blending CVC words with digraphs, e.g. <i>chin</i> , <i>bang</i> | Sound Blending 7 |
| Sound Blending 8 | Focus: blending CCVC words, e.g. <i>swim</i> | Sound Blending 8 |
| Sound Blending 9 | Focus: blending CVCC words, e.g. <i>milk</i> | Sound Blending 9 |
| Sound Blending 10 | Focus: blending CVCC words with digraphs, e.g. <i>chimp</i> and CCVC words with digraphs, e.g. <i>clock</i> , <i>smash</i> | Sound Blending 10 |

85 Core Storybooks

Red Ditty level

| Red Ditty Level books each title is also available in black and white to send home | Red Words focussed on in the Storybook | Speed Sounds Children should know the sounds listed before reading each book | Corresponding Book Bag Book titles | |
|--|--|---|------------------------------------|-----------------|
| 1 | Pin it on | put | All of Set 1 | Let's get wet |
| 2 | Got him | the I put | | Get him! |
| 3 | Cat in a pot | the no of | | The bug |
| 4 | Jam | I of my | | The big net |
| 5 | Pick it up | -- | | Fun run |
| 6 | Wuff, wuff | my I the of | | Nip, nip, nip |
| 7 | Let's sing | the I of | | The band |
| 8 | Let's swim | I put the of | | Lots of us |
| 9 | Cluck | my the I for | | A big black hen |
| 10 | In the mud | I the of my he | | Dig it up |

Green level

| Core Storybooks each title is also available in black and white to send home | Red Words focussed on in the Core Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles | |
|--|---|---|------------------------------------|-----------------|
| 1 | On the bus | the your | All of Set 1 Focus: a e i o u | The din on bus |
| 2 | My dog Ned | the said I of my | | Pat, the vet |
| 3 | Six fish | you I said of | | Bad cat |
| 4 | The spell | the you I said be of my | | A witch's lunch |

| | | | |
|----|------------------|--------------------------|-----------------------|
| 5 | Black Hat Bob | he said no my I | Red Hat Rob |
| 6 | Tug, tug | he said no I | Lots of fish |
| 7 | Chips | I said of no | Beth's chip shop |
| 8 | The web | said the my are I | Leggy |
| 9 | Pip's pizza | I said the he no you put | This is not my pizza! |
| 10 | Stitch the witch | I the said you of | A bed for kit |

| Purple level | | | |
|--|---|--|------------------------------------|
| Core Storybooks each title is also available in black and white to send home | Red Words focussed on in the Core Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles |
| 1 | Ken's cap | the of to no I my | The lost truck |
| 2 | A bad fox | the I me go | A big egg |
| 3 | Big Blob and Baby Blob | the of he baby | Dan's party |
| 4 | Tim and Tom | said my are the I | The best twin |
| 5 | Tag | I said you me | Fun on Planet Bip |
| 6 | Elvis | I you the my | The witch's kitchen |
| 7 | Flip Frog and the bug | I to said the | Black spots |
| 8 | Red Ken | he of the said paint I my | Shift it, Fred! |
| 9 | Billy the kid | said the I me you no | This is my mum |

| | | | |
|----|-------------|-------------------------|------------|
| 10 | In the bath | the said are your he | Ed and Rex |
|----|-------------|-------------------------|------------|

| Pink level | | | | |
|------------|---|--|---|--|
| | Core Storybooks each title is also available in black and white to send home | Red Words focussed on in the Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles |
| 1 | Scruffy Ted | all my like I've the | All of Set 1 Focus: a e i o u | Scruffy Ted gets lost |
| 2 | Tab the cat | want you call we be no her are the | | Pip the parrot |
| 3 | In the sun | my of the | | Rags |
| 4 | The dressing up box | all me you said the | | Sam's bag |
| 5 | Tab's kitten | he she to no call her I've the | | Yap, yap! |
| 6 | Sanjay stays in bed | of are said you all no he | All of Set 1, All of Set 2 Focus: ay | My holiday |
| 7 | The greedy green gremlin | to my washing the | All of Set 1, All of Set 2 Focus: ee | I can see you, Dad! |
| 8 | In the night | some no all of the | All of Set 1, All of Set 2 Focus: igh | Up all night |
| 9 | Snow | my you to me the | All of Set 1, All of Set 2 Focus: ow as in <i>snow</i> | Let's play in the snow |
| 10 | So cool! | be my no so all | All of Set 1, All of Set 2 Focus: oo as in <i>cool</i> | Boo's coolest day |

Orange level

| Core Storybooks each title is also available in black and white to send home | | Red Words focussed on in the Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles |
|--|-----------------------------|--|--|--|
| 1 | Playday | what they do said you to the | All of Set 1, All of Set 2 Focus: ay | We can play! |
| 2 | I think I want to be bee | what to me be want my | All of Set 1, All of Set 2 Focus: ee | A vet's week |
| 3 | A bad fright | go my what be the | All of Set 1, All of Set 2 Focus: igh | Fright night |
| 4 | Follow me! | said he me you to do what no the go | All of Set 1, All of Set 2 Focus: ow | Can you see me? |
| 5 | Too much! | old my are | All of Set 1, All of Set 2 Focus: oo as in <i>too</i> | A bad mood |
| 6 | A good cook? | said all he we my said so to the | All of Set 1, All of Set 2 Focus: oo as in <i>good</i> | Good old Grandad! |
| 7 | Come on, Margo! | was to are old so go you they the | All of Set 1, All of Set 2 Focus: ar | Dads and karts |
| 8 | My sort of horse | so of want all to do my the | All of Set 1, All of Set 2 Focus: or oor ore | Born on a farm |
| 9 | Haircuts | you want do of no the | All of Set 1, All of Set 2 Focus: air | Good hair, bad hair |
| 10 | My best shirt | my said so she we me her to | All of Set 1, All of Set 2 Focus: ir | Birthday party? No, thanks! |
| 11 | Look out! | want my do to the | All of Set 1, All of Set 2 Focus: ou | A house fit for a mouse |
| 12 | Hunt the tortoise | he be said no so go to all call the | All of Set 1, All of Set 2 Focus: oy oi | A pet tortoise |

Yellow level

| Core Storybooks each title is also available in black and white to send home | | Red Words focussed on in the Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles | |
|---|--------------------------|---|---|--|--------------------------------|
| | | | | Fiction | Non-fiction |
| 1 | The duckchick | some saw her to all was they watch of | All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u | Fox's tricks | Adopted animals |
| 2 | Off sick | watch(es) was to all said want you are of school her they | All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u | Miss Smith is ill | What happens to your sandwich? |
| 3 | Tom Thumb | small was to do said of what their | All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: a e i o u | Stuck in fog | Bugs |
| 4 | The gingerbread man | to was her said you of they their | All of Set 1, All of Set 2 (A longer read of mostly Set 1 to build up reading fluency) Focus: e ea | A hungry fox | Grab a snack |
| 5 | Robin Hood | your who tall you of to want they said | All of Set 1, All of Set 2 Focus: oo as in <i>look</i> | A big bag of cash | Bushcraft |
| 6 | Lost | they call all are your you her what do to brother of were | All of Set 1, All of Set 2 Focus: ay | No way! | Which way is it? |
| 7 | Do we have to keep it? | want all one to do you I'm I've baby | All of Set 1, All of Set 2 Focus: ee | Sam needs feeding | What can baby do? |
| 8 | Danny and the Bump-alump | there watch small what some of was to | All of Set 1, All of Set 2 Focus: igh | Just let me sleep | Fun at night |

| | | | | | |
|----|------------------------|--|---|---------------------|----------------------|
| | | you I've I'm all | | | |
| 9 | Grow your own radishes | their you your want some they are small of fall call any to | All of Set 1, All of Set 2 Focus: ow as in <i>grow</i> | The radish contest | Plants |
| 10 | The foolish witch | where some they was you said to were there are tall call wall of | All of Set 1, All of Set 2 Focus: oo oo | Tom's cooking class | What's in the woods? |

| Blue Level | | | | | |
|--|--|--|---|-----------------------|-------------------|
| Core Storybooks each title is also available in black and white to send home | Red Words focussed on in the Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles | | |
| | | | Fiction | Non-fiction | |
| 1 | Barker | does were all one said of to they | All of Set 1, All of Set 2 Focus: ar | Dog school | A card to Grandad |
| 2 | The poor goose | any other two one all her there said were I'm to | All of Set 1, All of Set 2 Focus: or oor ore | A horse on Dartmoor | Running contests |
| 3 | Hairy Fairy | could there all they any I'm I've to what do ball | All of Set 1, All of Set 2 Focus: air | A job for Hairy Fairy | It's so hairy! |
| 4 | King of the birds | would want their watch some there said all water were they are to was one wash you | All of Set 1, All of Set 2 Focus: ir | The thirsty crow | Birds |

| | | | | | |
|----|-------------------------|--|---|------------------------|--------------------------------------|
| 5 | Our house | anyone over who all one watch does they school you to were was said wasn't | All of Set 1, All of Set 2 Focus: ou | Greyhounds | Cool houses |
| 6 | The jar of oil | through once there son who your her was to you of one all | All of Sets 1, 2 & 3 Focus: oi oy | A second jar of oil | Our incredible planet |
| 7 | Jade's party | brother all where said one was you of | All of Sets 1, 2 & 3 Focus: ay a-e a | Party games | Food festivals |
| 8 | Jellybean | any what one was want does could said some of | All of Sets 1, 2 & 3 Focus: ee ea e y | Beastly pets | Small but deadly |
| 9 | A box full of light | all who there their could some of was they to said saw what | All of Sets 1, 2 & 3 Focus: igh i-e ie i | Dick Whittington | The Sun |
| 10 | The hole in the hill | whole want your any could their was small tall all of to you were people | All of Sets 1, 2 & 3 Focus: o-e | All alone | Making sounds with instruments |

Grey level

| | | | | |
|---|--|--|--|-------------|
| Core Storybooks each title is also available in black and white to send home | Red Words focussed on in the Storybook | Speed Sounds Children should know the Speed Sounds listed before reading each book | Corresponding Book Bag Book titles | |
| | | | Fiction | Non-fiction |

| | | | | | |
|---|--------------------------------------|---|--|---------------------|--------------------------------------|
| 1 | Rex to the rescue | should were there call want come could one through was you to said all of through | All of Sets 1, 2 & 3 Focus: oo u-e ue | A happy pug | Animals that help us |
| 2 | The lion's paw | many could one are were other through was call to there they said | All of Sets 1, 2 & 3 Focus: or oor ore aw | King Midas | The Romans |
| 3 | I dare you | two there who were you said your one could what was school to of all | All of Sets 1, 2 & 3 Focus: are air | Men on the moon | Nancy Roman's space telescope |
| 4 | Looking after a hamster | mother are you want to one your they come other of water | All of Sets 1, 2 & 3 Focus: ir ur er | Bert the explorer | A pet or a pest? |
| 5 | How silly! | above father son mother some here who there people water was to you all what come they were one | All of Sets 1, 2 & 3 Focus: ou ow as in <i>how</i> | Silly games | April Fool! |
| 6 | Wailing Winnie's car boot sale | buy bought do some to of said you | All of Sets 1, 2 & 3 Focus: ay a-e ai aigh a | Dad makes a mistake | Amazing caves |
| 7 | Toad | father one watch should there come said who anyone whole water was ball of what your could you were | All of Sets 1, 2 & 3 Focus: ow o-e oa o | Frog or toad? | Pond life |
| 8 | Andrew | great brother above where could was what here someone through another there school water of were to all one | All of Sets 1, 2 & 3 Focus: oo u-e ue ew | The lifeboat crew | The deep blue sea |

| | | | | | |
|----|---------------------------|---|--|-----------------------|--------------------|
| 9 | Dear vampire | walk said they were was what small are any here son who would there to you all | All of Sets 1, 2 & 3 Focus: ire ear | The train of fear | Mythical monsters |
| 10 | Vulture culture | one some their where they many are were come two of above | All of Sets 1, 2 & 3 Focus: ure ture | Carrion creatures | The Inca Trail |
| 11 | Celebration on planet Zox | caught worse call come was said their great who everyone should here watch all they of you were there another | All of Sets 1, 2 & 3 Focus: tion | Pay attention, please | Planets |
| 12 | A very dangerous dinosaur | talk thought there where all through one would two was they other | All of Sets 1, 2 & 3 Focus: ous cious tious | Dinosaur times | Dinosaur discovery |
| 13 | The invisible clothes | love wear some could buy bought thought everyone father any whole one you said was through there they were walk | All of Sets 1, 2 & 3 Focus: able ible ably ibly | Rumpelstiltskin | Clothes |

35 Non-fiction titles

Speed Sounds

Children should know the Speed Sounds listed before reading each book

Green level

| | | |
|---|------------------|--------------|
| 1 | Hands | All of Set 1 |
| 2 | We can all swim! | |
| 3 | Let's go! | |
| 4 | What am I? | |
| 5 | Camping | |

Purple level

| | | |
|---|----------------|--------------|
| 1 | Hens | All of Set 1 |
| 2 | Spiders | |
| 3 | A pet goldfish | |
| 4 | What is it? | |
| 5 | Puppets | |

Pink level

| | | |
|---|--------------------------------|---|
| 1 | Jay's clay pot | All of Set 1, All of Set 2 Focus: ay |
| 2 | Beep! Beep! Clocks and watches | All of Set 1, All of Set 2 Focus: ee |
| 3 | Bats | All of Set 1, All of Set 2 Focus: igh |
| 4 | Light and shadow | All of Set 1, All of Set 2 Focus: ow as in <i>shadow</i> |
| 5 | Baboons | All of Set 1, All of Set 2 Focus: oo as in <i>baboons</i> |

| Orange level | | |
|--------------|------------------|---------------------------------------|
| 1 | Jam tarts | All of Set 1, All of Set 2 Focus: ar |
| 2 | Horses | All of Set 1, All of Set 2 Focus: or |
| 3 | Up in the air | All of Set 1, All of Set 2 Focus: air |
| 4 | Blackbirds | All of Set 1, All of Set 2 Focus: ir |
| 5 | Jim's house 1874 | All of Set 1, All of Set 2 Focus: ou |

Non-fiction titles
 Speed Sounds
 Children should know the Speed Sounds listed before reading each book

| Yellow level | | |
|--------------|--|--|
|--------------|--|--|

| | | |
|---|----------------------|---------------------------------|
| 1 | In the park | All of Sets 1, 2 & 3 Focus: ar |
| 2 | A sweetcorn salad | All of Sets 1, 2 & 3 Focus: or |
| 3 | Fun at the fair | All of Sets 1, 2 & 3 Focus: air |
| 4 | A model bird | All of Sets 1, 2 & 3 Focus: ir |
| 5 | A mouse in the house | All of Sets 1, 2 & 3 Focus: ou |

| Blue level | | |
|------------|--|--|
|------------|--|--|

| | | |
|---|-------------------------|---|
| 1 | Save the whale | All of Sets 1, 2 & 3 Focus: a-e) |
| 2 | How to make peach treat | All of Sets 1, 2 & 3 Focus: ea as in <i>peach</i> |
| 3 | On your bike |) |

| | | |
|---|--------------------|---|
| | | All of Sets 1, 2 & 3 Focus i-e |
| 4 | A hole in my tooth | All of Sets 1, 2 & 3 Focus o-e |
| 5 | At the seaside | All of Sets 1, 2 & 3 Focus: a-e i-e o-e ea |

Grey level

| | | |
|---|----------------------------|------------------------------------|
| 1 | A job for Jordan | All of Sets 1, 2 & 3 Focus: or, aw |
| 2 | Flight to New York | All of Sets 1, 2 & 3 Focus: u-e ew |
| 3 | The ice and snow book | All of Sets 1, 2 & 3 Focus: i-e |
| 4 | The stone age | All of Sets 1, 2 & 3 Focus: o-e |
| 5 | A place in space: the Moon | All of Sets 1, 2 & 3 Focus: a-e |

15 Set A Storybooks

Speed Sounds

Children should know the Speed Sounds listed before reading each book

Green level

| | | |
|---|------------------|--------------|
| 1 | The get fit club | All of Set 1 |
| 2 | Jan's pancake | |
| 3 | Skateboard Sid | |
| 4 | Will's net | |
| 5 | Go and play | |

Purple level

| | | |
|---|----------------------------|--------------|
| 1 | Skateboard Sid and the hat | All of Set 1 |
| 2 | Stop! | |
| 3 | Popcorn | |
| 4 | The chest in sand | |
| 5 | Tom's tricks | |

Pink level

| | | |
|---|-----------------------|--|
| 1 | The troll in the pond | All of Set 1, All of Set 2 Focus: ay |
| 2 | A map in the attic | All of Set 1, All of Set 2 Focus: ee |
| 3 | The big match | All of Set 1, All of Set 2 Focus: igh |
| 4 | Tortoise and Hare | All of Set 1, All of Set 2 Focus: ow as in <i>slow</i> |
| 5 | Sol's balloon | All of Set 1, All of Set 2 Focus: oo as in <i>balloon</i> |

Appendix 2

Year 2 Guided Reading Overview Autumn 1

Class Book(s): This half term we're going to be reading a selection of picture books. We're going to be involving the children in choosing a book.

The Way Home For Wolf; The Magic Paintbrush; The Bear And The Piano; We All Went On Safari; Rain Before Rainbows; Questions and Answers About Our World

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|------------|--|--|--|---------------------------------------|
| 1 05/09 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Percy and the Pirates to p20 | Story with descriptive language and alliteration. | AF2/5 |
| 2 12/09 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Percy and the Pirates p21-47 | Story with descriptive language and alliteration. | AF2/5 |
| 3 19/09 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Hercules to p26 | Humorous retelling of Greek myth. | AF4 |
| 4 26/09 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Hercules p27-62 | Humorous retelling of Greek myth. | AF5 |
| 5 03/10 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Around the World in Eighty Days to p16 | Retelling of a classic story with lots of different landscapes. Links to Geography topic. | AF4 |

| | | | | |
|------------|--|--|---|-----|
| 6 10/10 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Around the World in Eighty Days p17-41 | Retelling of a classic story with lots of different landscapes. Links to Geography topic. | AF4 |
| 7 17/10 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Around the World in Eighty Days p42-63 | Retelling of a classic story with lots of different landscapes. Links to Geography topic. | AF3 |

Year 2 Guided Reading Overview Autumn 2

Class Book(s): Esio Trot - Roald Dahl;

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|------------|--|--|--|---------------------------------------|
| 1 31/10 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Owl Babies by Martin Waddell | Modern, classic, children's story with descriptive language. Theme – worries. | AF2 |
| 2 07/11 | <input type="checkbox"/> Fiction <input checked="" type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Remembrance Day | Linked to Remembrance day History Topic. Includes many features of Non-Fiction text. | AF4 |
| 3 14/11 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | Tyrannosaurus Drip by Julia Donaldson | Modern children's story. Descriptive language and rhyme and rhythm. Link to developing reader's voice. | AF2 |
| 4 21/11 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input checked="" type="checkbox"/> Poetry | 'The River' by Valerie Bloom from Poems around the world 3 | Links to previous terms Geography topic (continents) and English (poetry) Rhyming with descriptive language. | AF5 |

| | | | | |
|------------|--|--|---|-----|
| 5 28/11 | <input type="checkbox"/> Fiction <input checked="" type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | 'Science Dictionary' by David Glover | Links to Science 'Healthy Eating'. Alphabetical order/technical language. Skim/scan. | AF4 |
| 6 05/12 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input checked="" type="checkbox"/> Poetry | 'Everybody Rap,' by Su Andi from Poems Around the World 3. | Links to PSHE – celebrating difference. Performance poem. | AF4 |
| 7 12/12 | <input checked="" type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | How the Grinch stole Christmas – Dr Seuss | Classic children's Christmas tale. Descriptive language. Links to RE topic – 'Why does Christmas matter to Christians?' | AF3 |

**Year 3 Guided Reading Overview
Autumn 1**

Class Book(s): The Worst Class in the World- Joanna Nadin The Puffin Keeper- Michael Morpurgo

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|------|--|--|---|---|
| 1 | <input type="checkbox"/> Fiction | ww Preston Pig Story Books | Look at the characters within the story – in particular the wolf | AF1, AF2, AF3 |
| 2 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction | Snarglefoot Pie ww Preston Pig Story Books | Supports instruction-writing in English Playful vocabulary helps with decoding Looking at invented words within the text Look at the characters within the story – in particular the wolf Link to the character of the wolf in our instructional writing | AF1, AF2, AF3, AF4, AF5 |
| 3 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction | Snarglefoot Pie ww Preston Pig Story Books | Supports instruction-writing in English Playful vocabulary helps with decoding Looking at invented words within the text Look at the characters within the story – in particular the wolf Link to the character of the wolf in our instructional writing | AF1, AF2, AF3, AF4, AF5 |
| 4 | <input type="checkbox"/> Fiction <input type="checkbox"/> Poetry | The Book of Hopes ww 'The Hope-o-potamus' Poetry | Links to current themes – starting a new term, positivity, catching up, how to choose a book from the library | AF1, AF2, AF3, A5, A6 |
| 5 | <input type="checkbox"/> Fiction <input type="checkbox"/> Poetry | The Book of Hopes ww 'The Hope-o-potamus' Poetry | Links to current themes – starting a new term, positivity, catching up, how to choose a book from the library | AF1, AF2, AF3, A5, A6 |

| | | | | |
|---|---|--|---|------------------------------|
| 6 | <input type="checkbox"/> Fiction <input type="checkbox"/> Poetry | The Book of Hopes ww 'The Hope-o-potamus' Poetry | Links to current themes – starting a new term, positivity, catching up, how to choose a book from the library | AF1, AF2, AF3, A5, A6 |
| 7 | <input type="checkbox"/> Fiction | (Puffins) Project X: Shiver Me Timbers! Project X: Hamster Rampage Stone Age Boy | Increase familiarity with a wide range of books - theme of travelling to another place or time. Stone Age Boy – links to History topic | AF1, AF2, AF3, AF4, AF6, AF7 |

Year 3 Guided Reading Overview Autumn 2

Class Book(s): Stig of the Dump – Clive King

The Worries – Jion Sheibani

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|------|--------------------------------------|--|--|---------------------------------------|
| 1 | <input type="checkbox"/> Fiction | (Puffins) Project X: Shiver Me Timbers! Project X: Hamster Rampage Stone Age Boy | Increase familiarity with a wide range of books - theme of travelling to another place or time. Stone Age Boy – links to History topic | AF1, AF2, AF3, AF4, AF6, AF7 |
| 2 | <input type="checkbox"/> Fiction | (Puffins) Project X: Shiver Me Timbers! Project X: Hamster Rampage Stone Age Boy | Increase familiarity with a wide range of books - theme of travelling to another place or time. Stone Age Boy – links to History topic | AF1, AF2, AF3, AF4, AF6, AF7 |
| 3 | <input type="checkbox"/> Non-Fiction | Topic books from Library Collections – could include The Stone Age and Bronze Age by Jen Green Investigate Rocks and Soil Charlotte Guillian Rumbling Giants by Gill Eggleton | Links to Science Topic Rocks and History Stone Age – Iron Age Read books that are structured in different ways and read for a range of purposes | AF1, AF2, AF4, AF5, AF6, AF7 |

| | | | | |
|---|--------------------------------------|--|--|------------------------------|
| 4 | <input type="checkbox"/> Non-Fiction | Topic books from Library Collections – could include The Stone Age and Bronze Age by Jen Green Investigate Rocks and Soil Charlotte Guillian Rumbling Giants by Gill Eggleton | Will need to allow time for assessment week Links to Science Topic Rocks and History Stone Age – Iron Age Read books that are structured in different ways and read for a range of purposes | AF1, AF2, AF4, AF5, AF6, AF7 |
| 5 | <input type="checkbox"/> Poetry | The Frozen Man by Kit Wright The Magic Box Cat Amongst the Pigeons | Winter theme – moving towards Christmas and the end of the year. Recognise different forms of poetry – use of powerful imagery, good for looking at underlying meanings | A1, A2, A3, A4, A5, A6 |
| 6 | <input type="checkbox"/> Poetry | The Frozen Man by Kit Wright The Magic Box Cat Amongst the Pigeons | Winter theme – moving towards Christmas and the end of the year. Recognise different forms of poetry – use of powerful imagery, good for looking at underlying meanings | A1, A2, A3, A4, A5, A6 |

**Year 4 Guided Reading Overview
Autumn 1**

Class Book(s): Mark and the Cyclops by Saviour Pirotti

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|-------------|---|----------------------------|--|---|
| 2 | <input type="checkbox"/> Non-Fiction | Route 66 newspaper article | Geography | AF1 decoding the text |
| 3 | <input type="checkbox"/> Non-Fiction | Vincent Van Gogh | Art Classical artist | AF2 retrieve information |
| 4 | <input type="checkbox"/> Non-Fiction | Vincent Van Gogh | " | AF3 inference |
| 5 | <input type="checkbox"/> Fiction | Black Beauty | Classical literature | AF2 retrieve information |
| 6 | <input type="checkbox"/> Fiction | Black Beauty | Classical literature | AF3 inference |
| 7 | <input type="checkbox"/> Poetry | Try Everything | Motivational song lyrics about not giving up | AF1 & 3 |

Year 4 Guided Reading Overview
Autumn 2

Class Book(s): Listening to Greek Myths on BBC schools

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|-------------|--|--|--|---|
| 1 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction | Should Children be allowed to own pets? | Persuasive texts link to English sequence | Text structure |
| 2 | <input type="checkbox"/> Non-Fiction | How to be an Ancient Greek | Link to Greek history topic | AF1/vocabulary |
| 3 | <input type="checkbox"/> Non-Fiction | How to be an Ancient Greek | Link to Greek history topic | " |
| 4 | <input type="checkbox"/> Fiction | Icarus the boy who flew too close to the sun | Link to Greek Myth story writing | Vocabulary and form |
| 5 | <input type="checkbox"/> Fiction | Jason and the Golden Fleece | Link to Greek Myth story writing | Vocabulary and form |
| 6 | <input type="checkbox"/> Fiction | Odysseus and the Cyclops | Link to Greek Myth Story writing | Inference |

**Year 5 Guided Reading Overview
Autumn 1**

Class Book(s): A Kind of Spark by Elle McNicoll. Fantastic People Who Dared to Fail by Luke Reynolds.

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|------|--|---|---|---------------------------------------|
| 2 | <input type="checkbox"/> Fiction | <i>Leila and the City of the Cat Goddess</i> – short novel set in Ancient Egypt | History topic links – vocabulary, atmosphere, setting | Af1, Af2 |
| 3 | <input type="checkbox"/> Fiction | <i>Leila and the City of the Cat Goddess</i> – short novel set in Ancient Egypt | History topic links – vocabulary, atmosphere, setting | Af1, Af2, Af3, Af5 |
| 4 | <input type="checkbox"/> Non-Fiction | <i>Soar into Space – an interview with Tim Peake</i> | Non-fiction interview – links to topic work about space and biography writing in English | Af1, Af2, Af4, Af7 |
| 5 | <input type="checkbox"/> Non-Fiction | <i>Inside our Solar System – First News in Focus Space p8-9</i> | Non-fiction newspaper reading, links to science work on space | Af1, Af2, Af4 |
| 6 | <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction | <i>Tutankhamun – short fictionalised historical novel</i> | Fictionalised account of Howard Carter’s discovery of Tutankhamun’s tomb – links to history work on Ancient Egypt | Af1, Af2, Af3, Af5 |
| 7 | <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction | <i>Tutankhamun – short fictionalised historical novel</i> | Fictionalised account of Howard Carter’s discovery of Tutankhamun’s tomb – links to history work on Ancient Egypt | Af1, Af2, Af3, Af5 |

Year 5 Guided Reading Overview
Autumn 2

Class Book(s): A Kind of Spark by Elle McNicoll. Fantastic People Who Dared to Fail by Luke Reynolds.

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|------|--------------------------------------|--|---|---|
| 1 | <input type="checkbox"/> Non-Fiction | Ranulph Fiennes, Edmund Hilary and Tenzing Norgay | Non-fiction, relates to English sequence about Everest and geography work on mountains | Af1, Af2, Af4, Af5, Af7 |
| 2 | <input type="checkbox"/> Non-Fiction | <i>Everest</i> – the story of Edmund Hilary and Tenzing Norgay | Non-fiction, relates to English sequence about Everest and geography work on mountains | Af1, Af2, Af4, Af5, Af7 |
| 3 | <input type="checkbox"/> Fiction | The Man Who Bought a Mountain | Fiction. Relates English work on Everest and geography work about human geography of mountains. | Af1, Af2, Af3, Af5, Af6, Af7 |
| 4 | <input type="checkbox"/> Fiction | The Man Who Bought a Mountain | Fiction. Relates English work on Everest and geography work about human geography of mountains. | Af1, Af2, Af3, Af5, Af6, Af7 |
| 5 | <input type="checkbox"/> Fiction | The Man Who Bought a Mountain | Fiction. Relates English work on Everest and geography work about human geography of mountains. | Af1, Af2, Af3, Af5, Af6, Af7 |
| 6 | <input type="checkbox"/> Poetry | Christmas Poems | Poetry. Relates to English work on Christmas poems. | Af4, Af5, Af6 |

**Year 6 Guided Reading Overview
Autumn 1**

Class Book(s): Mr Stink (Falcons) Varjak Paw (Eagles)

| Week | Fiction / Non-Fiction / Poetry | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|----------|---|---|---|---|
| 5-9-22 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | 2014 SATs paper (The Humble Potato; White Fang; Octopuses) | Exposure to SATs materials Identify gaps in learning (AF analysis) | AF1; AF2; AF3; AF4; AF5; AF6; AF7 |
| 12-9-22 | <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Poetry | 2014 SATs paper (The Humble Potato; White Fang; Octopuses) | Exposure to SATs materials Identify gaps in learning (AF analysis) | AF1; AF2; AF3; AF4; AF5; AF6; AF7 |
| 19-9-22 | <input type="checkbox"/> Fiction | There's a boy in the girls' bathroom | To address and discuss the issues of friendship, bullying and the links between self-esteem, behaviour and learning – Mental Health | AF1; AF2; AF3 |
| 26-9-22 | <input type="checkbox"/> Fiction | There's a boy in the girls' bathroom | To address and discuss the issues of friendship, bullying and the links between self-esteem, behaviour and learning – Mental Health | AF2; AF3 |
| 3-10-22 | Heatree Residential | | | |
| 10-10-22 | <input type="checkbox"/> Fiction | There's a boy in the girls' bathroom | To address and discuss the issues of friendship, bullying and the links between self-esteem, behaviour and learning – Mental Health | AF2; AF3; AF4 |

**Year 6 Guided Reading Overview
Autumn 2**

Class Book: Varjak Paw: The Outlaw

| Week | Fiction / Non-Fiction | Text title | Rationale for book choice <ul style="list-style-type: none"> ○ What topic does this book link to? ○ Why have you chosen it? e.g – classical literature, cultural reference | Assessment Foci (AF) to be covered |
|-------------|----------------------------------|----------------------------|--|---|
| 31-10-22 | <input type="checkbox"/> Fiction | The Curse of Cogston House | Links to English topic 'The Scythe' – mystery narrative | AF5; AF6 |
| 7-11-22 | <input type="checkbox"/> Fiction | James and the Giant Peach | Fantasy/Adventure story writing (links to English writing sequences) Exposure to classic novels | AF2; AF5 |
| 14-11-22 | <input type="checkbox"/> Fiction | James and the Giant Peach | Fantasy/Adventure story writing (links to English writing sequences) Exposure to classic novels | AF3; AF4 |
| 21-11-22 | <input type="checkbox"/> Fiction | James and the Giant Peach | Fantasy/Adventure story writing (links to English writing sequences) Exposure to classic novels | AF2; AF3; AF5 |
| 28-11-22 | <input type="checkbox"/> Fiction | James and the Giant Peach | Fantasy/Adventure story writing (links to English writing sequences) Exposure to classic novels | AF3; AF5 |
| 5-12-22 | <input type="checkbox"/> Fiction | James and the Giant Peach | Fantasy/Adventure story writing (links to English writing sequences) Exposure to classic novels | AF6; AF7 |

| | | | | |
|----------|---------------------------------|---------------------|-----------------------------------|--------------------------------------|
| 12-12-22 | <input type="checkbox"/> Poetry | Good King Wenceslas | Links to Xmas Classical Poetry | AF1; AF2; AF3; AF4; AF5; AF6; AF7 |
|----------|---------------------------------|---------------------|-----------------------------------|--------------------------------------|