

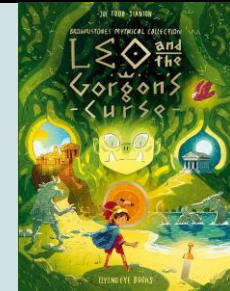
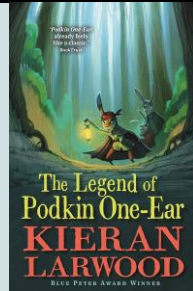
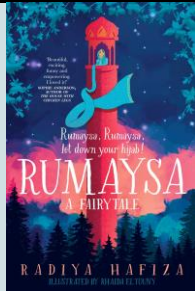
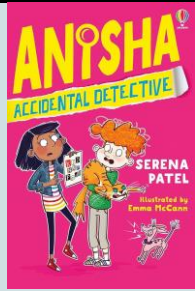


'Journeying together with hope and aspiration'

Reading Writing Overview

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics program so that they catch up rapidly with their peers. At Parish, this would be 'Fast Track' tutoring for Year 3 and 4 pupils. YARC assessments can be used to identify if children's difficulties are with: decoding, accuracy, reading speed or reading comprehension.

Year A	1	2	3	4	5	6
Reading for Pleasure	In Years 3 and 4, reading for pleasure time will be used to continue reading the core text when reading instruction sessions may be focussed on other books within the identified book family. This is to ensure that children are given the opportunity to engage with whole texts . Books within the book family may also be read during this time. There must also be some opportunities throughout the year for children to select books to be shared and enjoyed as a class.					
Poetry Spine:	Poetry Form: Limericks and Clerihews	Classic Poetry: My Shadow by RL Stevenson	Poetry Form: Haikus and Cinquains	Poetry Form: Free Verse	Classic Poetry: Colonel Fazackerley Butterworth Toast by Charles Causely	Performance Poetry: Dear Mother Earth/Ocean Theft/ Jungle Rain Focus: Pace, Parts and Sound Effects
Why this?	Introduces structured forms with specific rhyme schemes, developing skills in pattern recognition.	Explores themes of identity and perception through accessible language and relatable experiences.	Encourages clear and concise language.	Offers more freedom in expression, requiring students to engage with poetic concepts without rigid constraints.	Introduces character-driven narratives and humour.	Develops fluency and expression in performance.
Why now?	These playful forms engage students and help them experiment with humour and creativity in poetry.	This poem invites reflection on personal experiences, enhancing comprehension through connections to students' own lives.	These forms challenge students to express ideas concisely, promoting careful word choice and enhancing vocabulary skills.	It fosters creativity and supports diverse interpretations of themes, enhancing critical thinking skills.	Engaging students with humorous storytelling reinforces comprehension through narrative engagement.	This encourages students to appreciate the auditory aspects of poetry, fostering engagement and enhancing listening skills.
NC Reading Outcomes	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poetry. - reading poetry-based books that are structured in different ways and reading for a range of purposes. - identifying themes and conventions in a wide range of poetry-based books. - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination. - recognising some different forms of poetry (for example, free verse, narrative poetry). <p>Understand what they read, in books (poetry) they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - asking questions to improve their understanding of a text - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph or verse/stanza and summarising these. - identifying how language, structure, and presentation contribute to meaning. <p>Participate in discussion about both books (poetry) that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
Instructional Texts:	Genre: Mystery	Genre: Fantasy, Fairytale	Genre: Adventure, Fantasy, Animal Fiction	Genre: Contemporary Fiction, Social Realism	Genre: Science Fiction, Adventure, Animal Fiction	Genre: Fantasy, Adventure, Mythology
	Themes: Friendship, courage and resilience, curiosity and exploration, problem solving.	Themes: Courage and Bravery, Friendship and Loyalty, Good vs Evil, Self-Discovery, Cultural Identity	Themes: Courage and Bravery, Friendship and Loyalty, Identity and Growth, Good Vs, Evil, Family and Heritage	Themes: Empathy and Kindness, Friendship, Courage and Resilience, Social Issues, Identity and Belonging.	Themes: Survival and adaptation, friendship and community, nature and technology, identity and belonging, compassion and empathy.	Themes: Bravery and Heroism, Friendship and Loyalty, Self-Discovery, Good vs Evil, Family and Belonging
	Core Text: Annisha Accidental Detective	Core Text: Rumaysa: A Fairytale	Core Text: The Legend of Podkin One Ear	Core Text: The Nightbus Hero by Onjali Q. Rauf	Core Text: The Wild Robot by Peter Brown	Core Text: Leo and the Gorgon's Curse (Graphic Novel)



Synopsis: When 12-year-old Annisha discovers a mysterious note that leads to a baffling case, she finds herself stepping into the role of a detective. With her quick wit and a little help from her friends, she dives into a world of clues and suspects, unravelling secrets that challenge her understanding of friendship and trust. As she navigates the twists and turns of her investigation, Annisha learns that sometimes the greatest adventures come from unexpected challenges.

Synopsis: In the enchanting world of Rumaysa, a brave and spirited young girl embarks on an extraordinary journey to save her kingdom from dark forces. With her unwavering courage and the help of newfound friends, she navigates through magical realms filled with mystical creatures and ancient wisdom. Along the way, Rumayasa discovers her true strength and the power of friendship as she learns valuable lessons about bravery, love, and the importance of believing in oneself. This beautifully illustrated tale weaves together adventure and moral lessons, captivating the hearts of readers young and old.

Synopsis: We become engrossed in the adventures of Podkin One-Ear as he protects his family from the Gorm in Kieran Larwood's legendary woodland story.. In addition, we travel on an amazing journey with two children who have the world at their fingertips in 'Quest'. We also explore the journeys children experience in countries facing troubled times.

Synopsis: In this touching story, we meet Aiden, a boy who feels like a nobody. Struggling with school and bullying, he often finds solace in his night bus rides around London. One fateful night, he encounters a homeless man named Simeon, who changes his perspective on life and challenges him to confront his fears. When Simeon faces danger, Aiden must decide whether to stand up for what is right, risking his own safety to help someone in need. This heartfelt tale explores themes of courage, friendship, and the power of kindness, inspiring readers to reflect on empathy and social justice in their own lives.

Synopsis: Robot Roz opens her eyes for the first time on a remote island, after the boat transporting her sinks – activated by a curious otter who presses the button on the back of her neck.

She is a learning robot who has no idea what her purpose is, apart from to survive. At first, the wild animals are terrified of Roz as she's a huge and scary looking metal robot. But things begin to change when she adopts a newly hatched gosling (after she falls on his family and crushes them all to death), and learns to become a wonderful mother and friend.

This is such an odd, original, thought-provoking and heartwarming tale. The book is a meditation on what it is to be human and, at the same time, an incredibly fun adventure. Readers will lose their heart to Roz and it's a truly gripping read. The illustrations are also enigmatic and beautiful.

Synopsis: Buried amongst the treasures of Professor Brownstone's vaults lies a humble collection of books. Filled with legendary stories from his ancestors, they tell of fearless fighters and unlikely heroes. Venturing into Greek mythology, this is the fourth title in the fourth title in the Brownstone's Mythical Collection.

Full of dangerous challenges, cunning monsters and godly heroes, this title is sure to be a hit with fans of the series and anyone interested in the fascinating tales of Greek mythology.

Book Families:
Fiction
The Last Whale
Finding Bear

Non-Fiction

Book Families:
Fiction
Stone Age Boy
Tell me a Dragon by Jackie Morris

Non-Fiction

Book Families:
Fiction
Quest by Aaron Becker
The Lion Inside
Wisp - A story of Hope
My Name is not refugee
Azzi In Between

Book Families:
Alice in Wonderland
The Lion, the witch and the wardrobe
Leon and the Place Between
The wild way home by

Book Families:
Fiction
The Wild Robots Protects
The Wild Robot Escapes
The Iron man

Book Families:
Fiction
Greek Heroes: Top Ten Myths and Legends! By Marcia Willaims

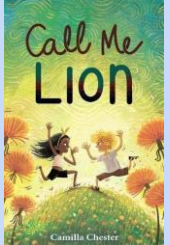
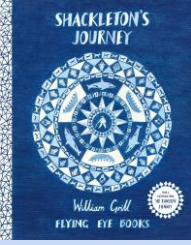
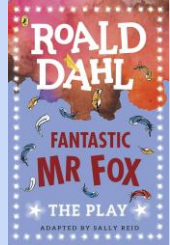
A journey through greek

		A farm Through Time The pebble in my pocket Poetry	Non-Fiction Poetry	Sophie Kirtle Poetry Jabberwocky	Non Fiction First News Storm report What a Waste: Rubbish, Recycling and Protecting Our Planet by Jess French Poetry The Iron Man by Brenda Williams	myths by Marchella Ward Non-Fiction So you think you've got it bad? Greeks. Greek Gods & Heroes 40 inspiring icons by Sylvie Baussier Poetry Courage out Loud by Cohelo and Gray-Barnet
Why this?	Provides representation and encourages curiosity and problem-solving in realistic settings.	Offers diversity in storytelling, fostering understanding and appreciation of cultural narratives.	An engaging fantasy with elements of folklore, suitable for exploring archetypes and themes of bravery. Encourages narrative stamina and appreciation for rich description	Tackles empathy and moral complexity, presenting a character with flaws who learns from experiences. Explores themes of bullying and redemption, offering perspectives on social justice and empathy.	Blends science fiction with themes of nature and survival, encouraging environmental awareness. Combines adventure with environmental themes, encouraging discussions on nature and human impact.	A mythologically-inspired adventure, perfect for developing narrative stamina and myth-based vocabulary.
Why now?	Builds on Year 2/3 comprehension skills, adding a cultural perspective and developing plot-based inference.	Broadens cultural awareness and reinforces narrative structure, preparing for complex narratives. Builds on the skills of interpreting stories by showing diverse cultural perspectives.	Adds depth to genre knowledge, encouraging advanced vocabulary and inferencing. Fosters empathy and narrative complexity, ideal for mid-year progression.	Develops emotional literacy, character analysis, and perspective-taking skills.	Scaffolds empathy and understanding of change, while reinforcing science-based vocabulary.	Prepares students for the complexity of Year 4/5, building stamina for longer narratives.
National Curriculum Outcomes:	<p>The objectives below should form part of daily reading instruction lessons. These are broken down (below) term by term in a suggested framework to ensure coverage and opportunities for consolidation in a teaching spiral.</p> <p>Word Reading</p> <ul style="list-style-type: none"> - Read at an age-appropriate interest level with accuracy, automaticity and at a reasonable speaking pace. - Prepare readings with appropriate intonation to show their understanding. - Reading is supported by enjoyment and understanding of language. - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - reading books that are structured in different ways and reading for a range of purposes. - using dictionaries to check the meaning of words that they have read. - increasing their familiarity with a wide range of books, including fairy stories. - myths and legends, and retelling some of these orally. - identifying themes and conventions in a wide range of books. 					
Year 3	NC Focus: - Using dictionaries to check the meaning of words that they have read. - Identifying themes and conventions in a wide range of books. - Checking that the text makes sense to them,	NC Focus: - Asking questions to improve their understanding of a text. - Identifying how language, structure, and presentation contribute to meaning. - Retrieve and record information from non-	NC Focus: - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Use drama approaches to understand how to perform poems to	NC Focus: - Identifying main ideas drawn from more than one paragraph and summarising these. - Use the contents pages and indexes to locate information. - Predicting what might happen from details	NC Focus: - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Use drama approaches to understand how to perform poems to	NC Focus: Consolidation (in books they can read independently): - Identifying how language, structure, and presentation contribute to meaning. - Retrieve and record information from non-

	<p>discussing their understanding and explaining the meaning of words in context.</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 2) Explain what has happened so far in what they have read. - (Yr2) Make links to books already read so far. 	<p>fiction.</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Using dictionaries to check the meaning of words that they have read. - Predicting what might happen from details stated and implied <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 2) Explain what has happened so far in what they have read. - (Yr2) Make links to books already read so far 	<p>support their understanding of the meaning.</p> <ul style="list-style-type: none"> - Recognising some different forms of poetry [for example, free verse, narrative poetry]. - Identifying how language, structure, and presentation contribute to meaning. - Predicting what might happen from details stated and implied. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>Consolidation</p> <ul style="list-style-type: none"> - Using dictionaries to check the meaning of words that they have read. 	<p>stated and implied.</p> <ul style="list-style-type: none"> - Retrieve and record information from non-fiction. - Asking questions to improve their understanding of a text. - Identifying themes and conventions in a wide range of books. - Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Use drama approaches to understand how to perform plays to support their understanding of the meaning. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Retrieve and record information from non-fiction. <p>Consolidation</p> <ul style="list-style-type: none"> - Using dictionaries to check the meaning of words that they have read. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p>support their understanding of the meaning.</p> <ul style="list-style-type: none"> - Recognising some different forms of poetry [for example, free verse, narrative poetry] - Identifying how language, structure, and presentation contribute to meaning. - Identifying main ideas drawn from more than one paragraph and summarising these <p>Consolidation (including in books they can read independently):</p> <ul style="list-style-type: none"> - Retrieve and record information from non-fiction. - Predicting what might happen from details stated and implied. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Asking questions to improve their understanding of a text. - Using dictionaries to check the meaning of words that they have read 	<p>fiction.</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Identifying main ideas drawn from more than one paragraph and summarising these. - Predicting what might happen from details stated and implied. - Asking questions to improve their understanding of a text. - Identifying themes and conventions in a wide range of books. - Using dictionaries to check the meaning of words that they have read. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Year 4	<p>NC Focus:</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text. - identifying themes and conventions in a wide range of books. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - predicting what might happen from details stated and implied. - preparing poems to read aloud and to 	<p>NC Focus:</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - retrieve and record information from non-fiction. 	<p>NC Focus:</p> <ul style="list-style-type: none"> - predicting what might happen from details stated and implied. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - retrieve and record information from non-fiction. - use the contents pages and indexes to locate information. - identifying how 	<p>NC Focus:</p> <ul style="list-style-type: none"> - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - use drama approaches to understand how to perform poems to support their understanding of the meaning. - recognising some different forms of poetry [for example, free verse, narrative poetry]. - identifying how 	<p>NC Focus:</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph and summarising these. - identifying themes and conventions in a wide range of books. - identifying how language, structure, and presentation contribute to meaning. - use the contents pages and indexes to locate information. <p>Consolidation</p>	<p>Consolidation (including in books they can read independently):</p> <ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning. - retrieve and record information from non-fiction. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

	<p>perform, showing understanding through intonation, tone, volume and action.</p> <ul style="list-style-type: none"> - use drama approaches to understand how to perform poems to support their understanding of the meaning. - recognising some different forms of poetry [for example, free verse, narrative poetry] - identifying how language, structure, and presentation contribute to meaning. <p><u>Consolidation</u></p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read. 	<p>information from non-fiction.</p> <ul style="list-style-type: none"> - Use the contents pages and indexes to locate information. <p><u>Consolidation</u></p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read 	<p>language, structure, and presentation contribute to meaning.</p> <p><u>Consolidation</u></p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p>language, structure, and presentation contribute to meaning.</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph and summarising these. - predicting what might happen from details stated and implied. <p><u>Consolidation</u></p> <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p><u>(including in books they can read independently):</u></p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction. - predicting what might happen from details stated and implied. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - asking questions to improve their understanding of a text. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph and summarising these. - predicting what might happen from details stated and implied. - asking questions to improve their understanding of a text. - identifying themes and conventions in a wide range of books. - use contents pages and indexes to locate information. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
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Year B	1	2	3	4	5	6
Reading for Pleasure	In Years 3 and 4, reading for pleasure time will be used to continue reading the core text when reading instruction sessions may be focussed on other books within the identified book family. This is to ensure that children are given the opportunity to engage with whole texts . Books within the book family may also be read during this time. There must also be some opportunities throughout the year for children to select books to be shared and enjoyed as a class.					
Poetry Spine:	<p>Poetry Form: Simile and Metaphor</p> <p>Poems: An Emerald is as Green as Grass by Christina Rossetti/ What is the Sun? by Wes Magee/A Red, Red Rose' by Robert Burns/ Autumn Gilt by Valerie Bloom/ Thirty Two Lengths by Michael Rosen/ Trapped by Matt Goodfellow/Bush Fire by Jackie Kay/ The Slithermonchowchuck by Aoife Mannix/ Sadness by Stacy Zeiger</p>	<p>Classic Poetry: The Jumblies by Edward Lear</p>	<p>Poetry Form: Free Verse</p> <p>Poems: True Confession by Irene Rawnsley (available from The Works by Paul Cookson)/ Trapped by Matt Goodfellow/ Wide Open by Rachel Rooney/ Nasturtiums by Hilda Offen/ If cats had flavoured fur by Matt Goodfellow</p>	<p>Classic Poetry: Revolting Rhymes by Roald Dahl</p>	<p>Poetry Form: Kennings and Quatrains</p> <p>Quatrain Poems: The Chimney Sweeper by William Blake/ The Wreck of the Hesperus by Henry Wadsworth Longfellow/ Yesterday by Michael Rosen/ Crying, my little one, footsore and weary by Christina Rossetti/ Car Wash' by Amy LV, 'Hands' by Amy LV, 'Song' by Amy LV, 'Humpty Dumpty' nursery rhyme/ Mount Fuji by Ishikawa Jozan (Classical Chinese/Japanese poetry uses the Quatrain in a different way where each line serves a different purpose).</p>	<p>Performance Poetry: A dodo's message/Ocean Rhyming Focus: Volume and Expression</p>
Why this?	Introduces figurative language, expanding comprehension skills.	Engages with playful language and imaginative themes.	Reinforces skills in free expression and thematic exploration.	Uses familiar stories and a humorous twist to engage students.	Introduces students to different forms and encourages creativity.	Further develops oral skills and the ability to convey meaning through voice.
Why now?	Understanding and using figurative language enhances students' ability to interpret deeper meanings in texts.	Its whimsical nature encourages creative thinking and imagination, promoting engagement with literary concepts.	Encouraging diverse interpretations enhances critical thinking and promotes a love for poetry.	This encourages students to think critically about traditional narratives, fostering engagement and comprehension.	These forms encourage imaginative thinking and expand vocabulary, enhancing comprehension skills.	Engaging with performance poetry builds confidence and enhances students' appreciation of poetry as an art form.
NC Reading Outcomes	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poetry. - reading poetry-based books that are structured in different ways and reading for a range of purposes. - identifying themes and conventions in a wide range of poetry-based books. - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination. - recognising some different forms of poetry (for example, free verse, narrative poetry). <p>Understand what they read, in books (poetry) they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - asking questions to improve their understanding of a text - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph or verse/stanza and summarising these. - identifying how language, structure, and presentation contribute to meaning. <p>Participate in discussion about both books (poetry) that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
Instructional	Genre: Fantasy	Genre: Fantasy, Realistic Fiction	Genre: Non-Fiction, Historical, Adventure	Genre: Playscript, adventure, fantasy.	Genre: Dark fantasy, horror,	Genre: Adventure

<p>Texts:</p>	<p>Themes: Imagination and adventure, courage and discovery, isolation and connection, transformation.</p>	<p>Themes: Identity and self-acceptance, courage and growth, friendship and belonging, imagination and play,</p>	<p>Themes: Courage and Perseverance, leadership and teamwork, exploration and discovery, survival against all odds.</p>	<p>Themes: Resourcefulness and cleverness, family and loyalty, conflict and resistance, bravery and adventure.</p>	<p>Themes: Identity and self-discovery, courage and bravery, isolation and belonging, good vs evil, parental relationships.</p>	<p>Themes: Nature and Exploration, Friendship and Connection, Imagination and Creativity, Courage and Resilience.</p>
<p>Core Text: The Tunnel</p>  <p>Author Study: Anthony Browne</p>	<p>Core Text: Call Me Lion by Camilla Chester</p> 	<p>Core Text: Shackleton's Journey by William Grill</p> 	<p>Core Text: Fantastic Mr Fox (Play)</p> 	<p>Core Text: Coraline by Neil Gaiman</p> 	<p>Core Text: The Secret Wild by Alex Evelyn</p> 	
<p>Synopsis: Once upon a time there lived a brother and sister who were complete opposites and constantly fought and argued. One day they discovered the tunnel.</p> <p>The boy goes through it at once, dismissing his sister's fears. When he doesn't return his sister has to pluck up the courage to go through the tunnel too. She finds her brother in a mysterious forest where he has been turned to stone...</p>	<p>Synopsis: Ten-year-old Leo dreams of performing in the West End. His love of dancing is getting him through the Luton heatwave, but his selective mutism is putting his spot in the end-of-summer dance show on the line. When chatty Richa moves in next door, Leo finds it easy to bond with her. She talks enough for the both of them ... at least to begin with. But when he learns her secret it's clear that Richa needs Leo's support as much as he needs hers. With Richa's help, will Leo be able to follow his dreams? Or will Leo's inability to talk cost him their friendship? A heart-warming story of courage and determination in the face of adversity, perfect for fans of Jacqueline Wilson, Lisa Thompson, Stewart Foster and Elle McNicoll.</p>	<p>Synopsis: Shackleton's Journey is a unique visual re-telling Ernest Shackleton's landmark expedition crossing the Antarctic from one pole to the other. William Grill's impeccably researched and informative illustrations celebrate the 100th anniversary since the historic exploration by Shackleton and his crew on Endurance. Children will love exploring Grill's exploded diagrams and the fascinating details of this landmark voyage.</p>	<p>Synopsis: Boggis is an enormously fat chicken farmer who only eats boiled chickens smothered in fat. Bunce is a duck and goose farmer whose dinner gives him a beastly temper. Bean is a turkey-and-apple farmer who only drinks gallons of strong cider. Mr Fox is so clever that every evening he creeps down into the valley and helps himself to food from the farms. Now the farmers have hatched a plan to BANG-BANG-BANG shoot Mr Fox dead. But, just when they think Mr Fox can't possibly escape, he makes a fantastic plan of his own...</p>	<p>Synopsis Shortly after moving into an old house Coraline discovers a big, carved, brown wooden door at the far corner of the drawing room. And it is locked. Curiosity runs riot in Coraline's mind and she unlocks the door to see what lies behind it. Disappointingly, it opens onto a brick wall. Days later, after exploring the rest of the house and garden, Coraline returns to the same mysterious door and opens it again. This time, however, there is a dark hallway in front of her. Stepping inside, the place beyond has an eerie familiarity about it. The carpet and wallpaper are the same as in her flat. The picture hanging on the wall is the same. Almost. Strangest of all, her mum and dad are there too. Only they have buttons for eyes and seem more possessive than normal. It's a twisted version of her world that is familiar, and yet sinister. And matters get even more surreal for Coraline when her "other" parents seem reluctant to let her leave.</p>	<p>Synopsis: Fern has an unusual childhood living in the rainforest with her botanist parents. They spend their days exploring nature and gathering information about plants and their properties. However, Fern is no good at Latin, hates textbooks and just doesn't seem to have what it takes to be a plant hunter. To gain a formal education, Fern is sent away from lily pads and humming birds to the city of London. Here she stays with her Uncle where she is bored, restless and pining to be back at one with nature. The only thing keeping her entertained is her unusual plant 'Special', which she found (or stole) on her plane to the UK.</p> <p>Despite keeping it a secret, Fern believes she has the gift of communicating with plants and she begins to develop a special bond with Special, until she finds she is struggling to keep it alive. Despite their initial disagreements, Fern and her quirky neighbour,</p>	

						Woody, strive to find a way to care for Special. However, within the city, strange and dangerous plants are growing, causing chaos to the buildings around them. Where are they coming from and how will they stay safe?
	<p>Book Families:</p> <p>Fiction (Anthony Browne) Hansel and Gretel King Kong Voices in the Park Into The Forest</p> <p>Non-Fiction Playing the Shape Game (Biography by Anthony Browne)</p>	<p>Book Families:</p> <p>Fiction Can you See me? By Scott & Westcott A different sort of Normal by Abigail Balfe I talk like a River by Scott and Smith</p> <p>Non-Fiction Included: A book for all children about inclusion, diversity, disability, equality and empathy.</p>	<p>Book Families:</p> <p>Fiction Pugs of the Frozen North by Phillip Reeve and Sarah McIntire</p> <p>Non-Fiction Spin to Survive - A Frozen Mountain Little People Big Dreams: Ernest Shackleton Antarctica: A Continent of Wonder by Mario Cuesta Hernando Armstrong: The adventurous Journey of a Mouse to the Moon</p>	<p>Book Families:</p> <p>Fiction Roald Dahl: Plays for Children 6 Books Collection Set (Charlie and the Chocolate Factory, Fantastic Mr Fox, James and the Giant Peach, The BFG, The Twits, The Witches)</p> <p>Non-Fiction The Farm that Feeds us ~ A year in the life of an organic farm by Castaldo and Hsu Welcome to our Table ~ A collection of what children eat everywhere by Mucha, Smith and Lynas</p>	<p>Book Families:</p> <p>Fiction The Puffin Keeper - Michael Murpurgo Ocean Meets Sky - The Fan Brothers</p> <p>Non-Fiction Atlas of Adventure - Lucy Letherland Survival in Space -David Long How to make a Mountain by Huntingdon and Lemon</p>	<p>Book Families:</p> <p>Fiction The Vanishing Rainforest by Richard Platt</p> <p>Non-Fiction Up in the Canopy: Explore the Rainforest, Layer by Layer by James Aldred</p>
Why this?	A suspenseful story about sibling dynamics, suitable for inferring and prediction. Introduces metaphor and interpretative reading through a narrative that explores courage.	Introduces themes of self-expression and identity, supporting diversity in understanding introversion. Explores themes of identity and friendship, specifically representing selective mutism	A nonfiction narrative about exploration, cultivating research skills and resilience.	An accessible play that introduces dialogue and dramatic structure.	A suspenseful fantasy that allows exploration of fear and courage. Dark fantasy that encourages descriptive comprehension and symbolic interpretation	An adventurous narrative with environmental themes. Balances fantasy with nature themes, building on empathy and curiosity about the natural world.
Why now?	Reinforces character-driven narratives and emotional inference, suitable for Year 3/4 maturity. Begins with a short, symbolic story that prepares students for deeper theme exploration.	Encourages empathy and builds on character analysis skills developed in previous terms.	Reinforces fact-based comprehension and vocabulary, preparing for longer non-fiction texts in later learning.	Introduces a new text form, enriching understanding of dialogue and script format.	Builds resilience in complex themes, expanding inferring skills for suspense and ambiguity.	Bridges into Year 4/5's more sophisticated texts, encouraging problem-solving skills.
National Curriculum Outcomes:	<p>The objectives below should form part of daily reading instruction lessons:</p> <ul style="list-style-type: none"> - Read at an age-appropriate interest level with accuracy, automaticity and at a reasonable speaking pace. - Prepare readings with appropriate intonation to show their understanding. - Reading is supported by enjoyment and understanding of language. <p>Word Reading</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to 					

	<p>understand the meaning of new words they meet</p> <ul style="list-style-type: none"> - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - reading books that are structured in different ways and reading for a range of purposes. - using dictionaries to check the meaning of words that they have read. - increasing their familiarity with a wide range of books, including fairy stories. - myths and legends, and retelling some of these orally. - identifying themes and conventions in a wide range of books. 					
<p>Year 3</p>	<p>NC Focus:</p> <ul style="list-style-type: none"> - Using dictionaries to check the meaning of words that they have read. - Identifying themes and conventions in a wide range of books. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 2) Explain what has happened so far in what they have read. - (Yr2) Make links to books already read so far. 	<p>NC Focus:</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding of a text. - Identifying how language, structure, and presentation contribute to meaning. - Retrieve and record information from non-fiction. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Using dictionaries to check the meaning of words that they have read. - Predicting what might happen from details stated and implied <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 2) Explain what has happened so far in what they have read. - (Yr2) Make links to books already read so far 	<p>NC Focus:</p> <ul style="list-style-type: none"> - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Use drama approaches to understand how to perform poems to support their understanding of the meaning. - Recognising some different forms of poetry [for example, free verse, narrative poetry]. - Identifying how language, structure, and presentation contribute to meaning. - Predicting what might happen from details stated and implied. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>Consolidation</p> <ul style="list-style-type: none"> - Using dictionaries to check the meaning of words that they have read. 	<p>NC Focus:</p> <ul style="list-style-type: none"> - Identifying main ideas drawn from more than one paragraph and summarising these. - Use the contents pages and indexes to locate information. - Predicting what might happen from details stated and implied. - Retrieve and record information from non-fiction. - Asking questions to improve their understanding of a text. - Identifying themes and conventions in a wide range of books. - Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Use drama approaches to understand how to perform plays to support their understanding of the meaning. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Retrieve and record information from non-fiction. <p>Consolidation</p> <ul style="list-style-type: none"> - Using dictionaries to check the meaning of words that they have read. - Checking that the text makes sense to them, discussing their understanding and 	<p>NC Focus:</p> <ul style="list-style-type: none"> - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Use drama approaches to understand how to perform poems to support their understanding of the meaning. - Recognising some different forms of poetry [for example, free verse, narrative poetry] - Identifying how language, structure, and presentation contribute to meaning. - Identifying main ideas drawn from more than one paragraph and summarising these <p>Consolidation (including in books they can read independently):</p> <ul style="list-style-type: none"> - Retrieve and record information from non-fiction. - Predicting what might happen from details stated and implied. - 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Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

				explaining the meaning of words in context.		
Year 4	<p>NC Focus:</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text. - identifying themes and conventions in a wide range of books. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - predicting what might happen from details stated and implied. - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - use drama approaches to understand how to perform poems to support their understanding of the meaning. - recognising some different forms of poetry [for example, free verse, narrative poetry] - identifying how language, structure, and presentation contribute to meaning. <p>Consolidation</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read. 	<p>NC Focus:</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - retrieve and record information from non-fiction. - Use the contents pages and indexes to locate information. <p>Consolidation</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read 	<p>NC Focus:</p> <ul style="list-style-type: none"> - predicting what might happen from details stated and implied. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - retrieve and record information from non-fiction. - use the contents pages and indexes to locate information. - identifying how language, structure, and presentation contribute to meaning. <p>Consolidation</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p>NC Focus:</p> <ul style="list-style-type: none"> - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - use drama approaches to understand how to perform poems to support their understanding of the meaning. - recognising some different forms of poetry [for example, free verse, narrative poetry]. - identifying how language, structure, and presentation contribute to meaning. - identifying main ideas drawn from more than one paragraph and summarising these. - predicting what might happen from details stated and implied. <p>Consolidation</p> <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p>NC Focus:</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph and summarising these. - identifying themes and conventions in a wide range of books. - identifying how language, structure, and presentation contribute to meaning. - use the contents pages and indexes to locate information. <p>Consolidation (including in books they can read independently):</p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction. - predicting what might happen from details stated and implied. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - asking questions to improve their understanding of a text. - identifying themes and conventions in a wide range of books. - use contents pages and indexes to locate information. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p>Consolidation (including in books they can read independently):</p> <ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning. - retrieve and record information from non-fiction. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - identifying main ideas drawn from more than one paragraph and summarising these. - predicting what might happen from details stated and implied. - asking questions to improve their understanding of a text. - identifying themes and conventions in a wide range of books. - use contents pages and indexes to locate information. - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.