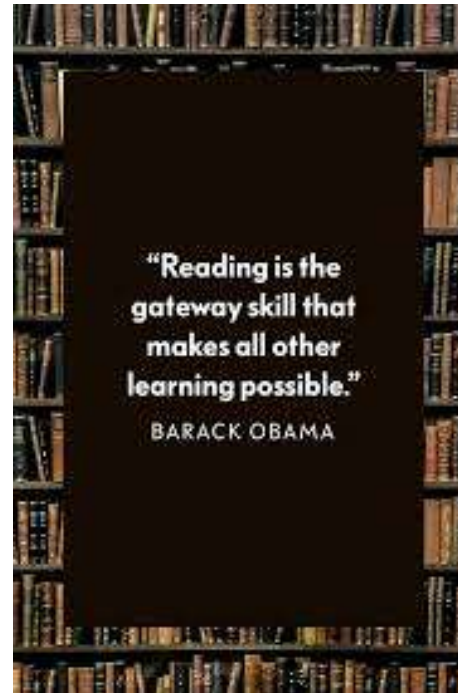




## Reading: Intent & Implementation

### Intent statement



At Arnbrook Primary School, we aspire for all our children to become, and see themselves as, passionate readers. Every opportunity is taken to foster a love of reading in our pupils as we take them on a journey from 'learning to read' to 'reading to learn'.

Throughout their time at Arnbrook, children will experience a rich variety of authors, genres and media which will in turn inspire them to read for pleasure and talk with excitement about their reading.

Precise vocabulary is selected and purposefully revisited throughout; to ensure that this is embedded, allowing the school to counteract the poverty of language and word gaps that many of our children face. Enriching children's vocabulary will complement and enhance their comprehension, preparing them culturally, academically, socially and emotionally for now and in the future.

### Implementation

Our rigorous and systematic approach to the early reading curriculum using 'Read Write Inc.' develops pupils' reading accuracy and fluency, building confidence in pupils and cultivating an enjoyment of reading.

Pupils in Reception & Key Stage One all complete a 1:1 phonics assessment with our Phonics Lead before starting our programme. This assessment information is used to group pupils according to their reading ability. Children work in small, ability-based groups. Before beginning the programme, parents/carers are invited to attend a session to learn more about the sounds children will learn and how to help at home. These sessions are repeated so that all parents/carers have this opportunity.

The 'Read Write Inc.' scheme lasts for around two and a half years with daily sessions gradually increasing in length from twenty to forty-five minutes as the children grow older. Most pupils complete the scheme by the time they reach Year Three.

In Reception, the children start the 'Read, Write Inc.' phonics scheme at the beginning of the Autumn Term. In these sessions they are ability grouped and concentrate on listening skills, initial sounds, reading and writing. For those pupils who have not yet developed the appropriate 'sound discrimination skills' they will continue to develop their listening skills through daily communication and language skills to help them catch up quickly.

Once pupils have learnt the first set of initial sounds, they begin to use their blending and segmenting skills to work through a set of linked reading and writing books, providing many opportunities for the children to apply learnt graphemes. These books are banded into seven colours and gradually increase in difficulty as the children learn the more complex set two and three sounds which encompass digraphs and trigraphs.

Through the implementation of Read Write Inc. we have established robust and rigorous processes to ensure that all children are challenged appropriately, including the most able, and that, where necessary, pupils catch up quickly. Half-termly assessment, overseen by our Phonics Lead, is used to re-group pupils if & when necessary – for pupils making both less than and more than expected progress – and this regular assessment also identifies those pupils making the slowest progress who will then receive a 6-12 week 1:1 phonics intervention. This ensures that gaps are addressed quickly and effectively for all pupils. When the intervention starts, parents are invited to find out more at a workshop and watch a 1:1 session so they can practise new sounds or fluency at home.

Children begin guided reading on completion of the Read, Write Inc. programme, which for most children is at the end of Year 2. When ready, pupils have three guided reading lessons every week and, in addition to this, all children from Year One to Six, including those still on our phonics programme, take part in a ‘class novel’ lesson every Friday.

From Year 1 to 6, each class has a ‘class novel’. These texts are of a high quality and chosen to be appropriate yet challenging – it is not the expectation that all pupils could independently read the text from ‘cover to cover’. This novel is read to pupils, by the teacher, during regular story times (at least three 10-15 minutes sessions every week). In Key Stage One, where the chosen texts are shorter, additional texts are also read to the children. Every Friday, all children have a class novel lesson, where they explore the text and complete reading comprehension activities about it. These lessons focus on a deeper understanding of the characters and plot. Reading skills of inference, deduction, prediction, and summarising are developed. Teachers provide appropriate scaffolding and challenge for all.

Class novels are carefully chosen from to ensure that pupils are exposed to texts from each of the ‘five plagues’ (D.Lemov 2013) and therefore gain an understanding and appreciation of different text types. These are texts with:

- Archaic language
- Non-linear structure
- Complex narratives
- Symbolism & figurative language
- Resistant meaning or form

In guided reading sessions, children explore a wider range of texts, chosen by the teacher, which may be linked to:

- The class novel
- The school curriculum
- Children’s interests
- Topical issues or themes. For example, texts linked to anti-bullying week, Diwali, Christmas, or Black History Month.
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Each session focusses on the skills needed to teach one of six ‘VIPERS’ – each letter being a key element of reading comprehension. They are vocabulary, inference, prediction, explain, retrieve, sequence (KS1) summarise (KS2). Teacher ensure there is sufficient coverage of each VIPERS.

To ensure children develop a wide vocabulary and understand the text, unfamiliar words are identified by the teacher and the pupils. Definitions are clearly explained to pupils, as well skills taught of using the text to determine the meaning of the word. This is followed by shared reading and a focussed task which is linked to an aspect of VIPERS.

Teaching and learning of reading comprehension is underpinned by our use of VIPERS, alongside the progression grids, which pinpoint the knowledge, skills and understanding children need to have at the end of each year group. These provide the small steps within each year group that pupils need to make. Sentence stems for reading are being developed to support the children in their explanations of texts.

For those pupils on our ‘Read, Write Inc.’ scheme, reading comprehension is woven into their learning and sessions include regular ‘checks’ on pupils’ understanding of the story and short comprehension activities.

School Context	Response
The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. A high proportion of our pupils have limited experience of other countries and cultures. A high proportion of the school population are White British/White Non-British and we are less diverse than other schools in the area & nationally.	Reading spine has been updated to reflect diverse range of authors and characters.  Reading spine includes texts which promote equality, diversity and covers issues such as gender stereotypes, preparing them for life in modern Britain.
High proportion of parents do not read with their children at home and pupils don’t have access to books.	Parent/carer meetings and drop in sessions held to encourage reading at home, alongside videos and resources on our website.  Significant ongoing investment in high quality books suitable for different age-ranges; funding from external charities and organisations.  School library open after school for pupils to borrow additional books and each year group provided with ‘top 3’ reads.  Class teacher reads class novel regularly to the class.  Systems to encourage reading regularly at home and promote love of reading amongst school community.  Links with local organisations to fund new books.  Catch up programme for struggling readers to catch up.  Approach to reading reflects need for consistent teaching of reading comprehension and links to wider curriculum

## VIPERS Reading comprehension skills builder

**Key Concept: Vocabulary**



**EYFS:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
I can ask what unfamiliar words mean and remember them the next time I come across them.	- I can explain the meaning of words in context.	- I can identify where language is used to create mood, build tension or 'paint a picture'. - I can explain the meaning of WOW words in context. - I can explore potential meaning of ambitious vocabulary read in context.	I can talk about the author's choice of language and its effect on the reader in a range of texts. - I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).	- I can comment on how an author has used language and its effect upon the reader.	I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.
Step 2	Step 2	Step 2	Step 2	Step 2	Step 2
- I can guess what new words mean, using clues from my teacher.	- I can discuss words and phrases.	- I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel	- I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).	- I can identify and articulate my response to the effect of figurative and descriptive language.	- I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.
Step 3	Step 3	Step 3	Step 3	Step 3	Step 3
- I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.	- I can discuss my favourite words and phrases and how it affects meaning.	- I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can discuss why the author might have chosen these words/phrases	- I can work out the meaning of unknown words from the way they are used in context.	- I can discuss the difference between literal and figurative language and the effects of imagery.  - I can recognise language that is a feature of a particular genre and how this contributes to meaning.	I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery.
End of Key Stage 1 Expectations Discuss their favourite words and phrases. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.		End of Key Stage 2 Expectations Discuss words and phrases that capture the reader's interest and imagination. Discuss their understanding and explain the meaning of words in context.			

**Key Concept: Inference****EYFS:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
- I can understand what the main characters are doing.	- I can comment on character's actions.	- I can explain how and why main characters act in certain ways in a story.	- I can infer meaning, using evidence from the text and wider experiences.	- I can recognise which characters the author wants the reader to like/dislike.	I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this.
Step 2	Step 2	Step 2	Step 2	Step 2	Step 2
- I am beginning to understand how the characters have an impact on the main events in a story.	- I am beginning to understand the reasons for a character's behaviour.  - I can discuss possible reasons for events	- I can explain how and why main characters act in certain ways in a story, using evidence from the text.	- I can infer and deduce meaning based on evidence drawn from different points in the text.	- I can explain what I think the character's personality is like by referring to their behaviours.	- I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives.
Step 3	Step 3	Step 3	Step 3	Step 3	Step 3
- I can recognise why a character is feeling a certain way.	- I can make simple inferences about thoughts and feelings of characters and reasons for their actions. –  I can discuss reasons for events, by using clues in the story.  - I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.	- I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.	- I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.	- I understand the thoughts and feelings of characters by referring to their actions	- I can predict how a character will react to situations, based on my understanding of their personality and previous actions.
End of Key Stage 1 Expectations Making inferences on the basis of what is being said and done.		End of Key Stage 2 Expectations Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.			

**Key Concept: Prediction**



**EYFS:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
- I can use stories I have already read to support my predictions.	- I can explore what I think is going to happen in a text.	- I can predict what might happen in a story.	I can predict what might happen by quoting directly from the text.	- I can make simple predictions about a story.	I can refer to the text to support my predictions and provide examples.
Step 2	Step 2	Step 2	Step 2	Step 2	Step 2
- I know the general structure of the texts I am reading and can make a prediction based on these.	I can explore what I think is going to happen and suggest why I think this.	When prompted, I can justify and elaborate on predictions.	I can refer to the text to support predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views	I can state my predictions for the story, using evidence from the book.	I understand how the author uses hidden messages to imply what might happen.
Step 3	Step 3	Step 3	Step 3	Step 3	Step 3
- I can make simple predictions about the characters.	- I can make predictions based on reading other books by the author and my own experiences.	- I can justify and elaborate predictions with reference to the text.	- I can refer to the text to support predictions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge & experiences).	- I can explore texts to support and justify my predictions.	- I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this.
End of Key Stage 1 Expectations Predicting what might happen on the basis of what has been read so far.		End of Key Stage 2 Expectations Predict what might happen from details stated and implied.			

**Key Concept: Explain****EYFS:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
<p>- I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking.</p> <p>I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...</p> <p>- I can say what I like about a story.</p>	<p>- I can provide simple explanations about events</p>	<p>- I can briefly explain the difference between a fiction and non-fiction text, giving examples.</p> <p>- I can explain the main points in a text.</p> <p>- I can explore some straightforward underlying themes and ideas</p>	<p>- I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc).</p>	<p>- I can identify the different features of fiction and non-fiction genres. - I can compare, contrast and evaluate different non-fiction texts. - I can discuss my understanding of a text</p> <p>I can make simple comparisons between books.</p> <p>I can make simple comparisons between books.</p>	<p>I can discuss the purpose, audience and organisation of different fiction/nonfiction texts, evaluating their success.</p> <p>- I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations - I am able to state why I believe they have valid points and use the text to clarify</p>
Step 2	Step 2	Step 2	Step 2	Step 2	Step 2
<p>- I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters?</p>	<p>I can recognise key themes within a text, linked to familiar stories.</p>	<p>I am beginning to identify the differences between a wider range of non-fiction text types</p> <p>- I can summarise and explain the main points in a text.</p>	<p>- I can compare and talk about the structures and features of a range of non-fiction texts. -I can compare key themes across different books</p> <p>- I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</p> <p>- I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p>	<p>- I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. - I can discuss my understanding of a text by identifying the purpose of the author</p> <p>- I can make comparisons between books, commenting on similarities and difference</p> <p>- I can comment on the structural choices an author has used to organise a text.</p>	<p>- I can discuss the purpose, audience and organisation of different fiction/nonfiction texts.</p> <p>- I can compare, contrast and explore the styles of writers and poets, finding examples in the text. –</p> <p>I use my knowledge of texts to support my own ideas</p>
Step 3	Step 3	Step 3	Step 3	Step 3	Step 3
<p>- I can answer straight forward questions about a story. - I can recognise the difference between fiction and non-fiction.</p> <p>I can explain clearly my understanding of what is read to me</p>	<p>- I can recognise key themes and ideas within a text.</p> <p>- I understand why a writer has written a text – ‘She wants you to know how to make a kite’.</p> <p>- I can can compare similarities and differences between texts.</p>	<p>can summarise and explain the main points in a text, referring back to the text to support this.</p> <p>- I can justify and elaborate on opinions and predictions with reference to the text.</p>	<p>- I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.</p> <p>- I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences</p>	<p>- I can talk confidently about the purpose of the text and the specific intentions of the author. - I can ask questions to clarify my understanding</p> <p>- I can compare, contrast and evaluate different books.</p> <p>I can explore texts to support and justify my opinions..</p>	<p>- I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples.</p>

<p>End of Key Stage 1 Expectations</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>End of Key Stage 2 Expectations</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Make comparisons within the text.</p>
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# **Key Concept: Retrieve**



## **EYFS:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
<p>I know a few familiar stories and traditional tales and I can recall some events and know some of the features.</p> <p>I know I can find information in a non-fiction text.</p>	<p>I can work with a group to answer questions about a text.</p> <p>I can begin to use the contents page to help me find relevant information.</p>	<p>I can begin to use the knowledge of the alphabet to locate information and meaning (dictionary/thesaurus/index).</p>	<p>I can use knowledge of text structure to locate information.</p>	<p>I can skim and scan to identify key ideas and answer questions from a text.</p>	<p>I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.</p>
Step 2	Step 2	Step 2	Step 2	Step 2	Step 2
<p>I know a few traditional tales very well and I know the key characteristics.</p> <p>I can use the title and front cover of a non-fiction text to help me find relevant information.</p> <p>I can use my knowledge of texts that I have read to answer questions.</p>	<p>I can answer questions about a text I have read.</p> <p>I use the contents page to help me find information more quickly.</p>	<p>I can increasingly use knowledge of the alphabet to locate information and meaning.</p>	<p>I can skim and scan to identify key ideas</p>	<p>I can skim and scan non-fiction texts to speed up research.</p>	<p>I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information</p>
Step 3	Step 3	Step 3	Step 3	Step 3	Step 3
<p>I am very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics.</p> <p>I can answer straightforward questions about a story or non-fiction texts.</p>	<p>I confidently select appropriate non-fiction texts and use contents page to help find information quickly.</p>	<p>I can use text marking to support the retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</p> <p>- I can locate information by skimming (for a general impression and scanning (to locate specific information).</p>	<p>I can locate information quickly and effectively from a range of sources by using techniques such as text marking and index/contents pages.</p>	<p>I can use what I know about text structure to find information.</p>	<p>I can collect and organise key ideas from a range of sources and present this to others.</p>
End of Key Stage 1 Expectations	End of Key Stage 2 Expectations				

Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	Retrieve, record and present key information/key details from fiction and non-fiction
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**Key Concept:****Sequence & Summarise****EYFS:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	- I know a few familiar stories and I can recall some events.	- I can summarise the main points in a text. - I can explore some straightforward underlying themes and ideas.	- I can recognise key themes in what I have read	- I can talk about books, discuss the main points and build on my reasoning.	- I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.
Step 2	Step 2	Step 2	Step 2	Step 2	Step 2
- I am beginning to be aware of the way stories are structured.	- I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I understand the familiar structure in certain stories and I can join in with repeated language.	- I can summarise and explain the main points in a text.	- I can compare key themes across different books	- I can discuss my understanding of a text by identifying the purpose of the author.	- I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.
Step 3	Step 3	Step 3	Step 3	Step 3	Step 3
I can describe main story settings, events and principal characters.	- I can retell a story, referring to most of the key events and characters. - I can summarise a story, giving the main points clearly in sequence.	- I can summarise and explain the main points in a text, referring back to the text to support this.	- I can discuss key themes in what I have read e.g. triumph of good over evil/revenge	- I can identify, collate and discuss the key ideas and information from a range of sources.	- I can collect and organise key ideas from a range of sources and present this to others.
End of Key Stage 1 Expectations Discussing the sequence of events in books and how items of information are related.		End of Key Stage 2 Expectations Recognise key themes in what they read. Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			

## Reading Spine 2021-22

The **Arnbrook Reading Spine**, has been put together using research by Mr A, Mr C and Mr D ( now called Manic Street teachers), which looks at the developing Reader through the use of the 5 Plagues. Using this research and recommended texts from Pie Corbett's age related suggested reads our school specific reading spine has been created. The aim is to develop confident, fluent and reflective readers through the use of quality texts.

**The 5 Plagues** are:

**Archaic**— The vocabulary, usage , syntax and context for cultural texts over 50 or 100 years old are vastly different and are typically more complex than texts today



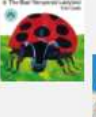






**Non-Linear Time Sequences**—A story is narrated with time moving in fits and starts. It might double back.

**Narratively Complex**— Books might be narrated by an unreliable narrator, have multiple narrators, have a non-human narrator and are more challenging.

**Figurative/Symbolic Texts**— Texts which happen on an allegorical or symbolic level

**Resistant Texts**—Texts written to deliberately resist easy meaning-making by the reader. Most poems fall into this category.

**Additional Texts**—Texts recommended on the Pie Corbett's reading spines.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Story</b>	  <p><b>Archaic</b> Nursery Rhymes <b>Amazing</b> By Steve Antony <b>Peepo</b> By Janet Alhberg</p>	  <p><b>The Bad tempered Ladybird</b> By Eric Carle <b>Peace at Last</b> Jill Murphy</p>	  <p><b>We're Going on a bear Hunt</b> By Michael Rosen <b>The Naughty Bus</b> by Jan Oke</p>	  <p><b>The Very Hungry Caterpillar</b> By Eric Carle <b>Egg Drop</b> By Mini Grey</p>	  <p><b>You choose</b> By Pippa Goodhart <b>Can't you sleep Little bear</b> By Bernard Waddell</p>	 <p><b>Hairy McClary series from Donaldson's Diary</b> by Lynley Dodd</p>
<b>Top Reads</b>	Hairy McClary series (Lynley Dodd) — On the Way home ( Eric Carle) Whatever Next & other books by Jill Murphy					









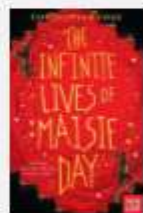
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Story</b>	 <p><b>Non linear</b> <b>I will never eat a tomato</b> by Lauren Child <b>Fumy Bones</b> By Allan &amp; Janet Alhberg</p>	  <p><b>Additional Modern</b> Six dinner Sid by Inga Moore <b>Poetry: Complexity of Narrator</b> 'And the Dish ran away with the spoon' by Janet Stevens</p>	  <p><b>Archaic</b> The Owl and the Pussy Cat by Edward Lear <b>Last Stop on Market Street</b> by Matt de la Pena</p>	  <p><b>Giraffes Can't Dance</b> By Giles Andrea &amp; Guy Parker Rees by Inga Moore <b>The Rainbow Fish</b> By Marcus Pfister</p>	  <p><b>Complexity of Plot</b> The Building Boy Ross Montgomery <b>The Great Explorer</b> By Chris Judge</p>	  <p><b>Resistant Poems</b> Ning Nang Nong Spike Milligan <b>Traction man</b> By Mimi Grey</p>
<b>Top Reads</b>	Harry & the Bucketful of Dinosaurs series (Ian Whybrow)— What the Ladybird Heard ( Julia Donaldson) The Very Hungry Caterpillar (Eric Carle)					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Story</b>	 <p><b>Archaic:</b> The Three Billy Goats Gruff Paul Galdone</p>	 <p><b>Poetry:</b> Traditional Nursery Rhymes.</p>	 <p><b>Complex Narrator:</b> 'The Day the Crayons Quit' by Drew Daywalt</p>	 <p><b>Complexity of Plot</b> Dinosaurs and all that Rubbish Michael Foreman</p>	  <p><b>Archaic:</b> 'Aesop's Fables <b>Resistant:</b> 'Lost &amp; Found' Oliver Jeffers</p>	 <p><b>Complexity of Plot</b> Grandad's Island by Benji Davies</p>
<b>Top Reads</b>	Elmer stories (David McKee) - The Tiger That Came to Tea (Judith Kerr) - Stickman (Julia Donaldson)					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Story</b>	 <p><b>Archaic:</b> Traditional Stories</p>	 <p><b>Complex Narrator</b> The Three Little Wolves and big bad Pig Eugene Trivizas</p>	 <p><b>Non Linear Time Sequences</b> Voices in the Park Anthony Brown</p>	  <p><b>Poetry:</b> <b>Please Mrs. Butler'</b> collection by Allan Ahlberg <b>The Name Jar</b> by Yangsook Choi</p>	 <p><b>Resistant:</b> 'The Bear &amp; the Piano' by David Litchfield</p>	 <p><b>Complex plot:</b> Fantastic Mr. Fox' Roald Dahl</p>
<b>Top Reads</b>	Horrid Henry's Series (Francesca Simon) - The True Story of the Three Little Pigs (Jon Scieszka & Lane Smith) - Traction Man is Here (Mini Gray)					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Story</b>	 <p><b>Additional</b> The Sun King</p>	 <p><b>Gregory Cool</b> By Caroline Binch</p>	 <p><b>Non Linear Time Sequences</b> Fortunately the Milk Neil Gaiman</p>	 <p><b>Poetry: Poetry:</b> 'Revolting Rhymes' Roald Dahl</p>	 <p><b>Archaic:</b> How the Whale got his Hump Rudyard Kipling</p>	 <p><b>Complexity of Narrator</b> The World according to Humphrey Betty G Bimey</p>
<b>Top Reads</b>	The Abominables (Eva Ibbotson) - How to Train Your Dragon (Cressida Cowell) - Pugs of the Frozen North (Phillip Reeve) -					



Year 4	Autumn	Spring	Summer
Class Story	 <p><b>Archaic:</b> 'The Lion, The Witch &amp; The Wardrobe' CS Lewis.</p>  <p><b>Complex Plot</b> 'The Tunnel' Anthony Brown</p>	<p>The Fastest Boy in the World by Elizabeth Laird</p>   <p><b>Complex narrator:</b> 'Nim's Island' by</p>	<p><b>Resistant/poetry</b> 'Cloud Busting' by Malorie Blackman.</p>  <p><b>Non Linear Time Sequence</b> The Butterfly Lion Michael Morpurgo</p> 
Top Reads	Matilda (Roald Dahl) - Varjak Paw (S.F. Said) - Diary of the Wimpy Kid (Jeff Kinney) - Azzi In Between ( Sarah Garland)		
Year 5	Autumn	Spring	Summer
Top Reads	Who Let The Gods Out? (Maz Evans) ) - Pages and Co.: Tilly and the Book Wanderers (Anna James) - War Horse (Michael Morpurgo)		
Year 5/6	Autumn	Spring	Summer
Class Story	 <p><b>Oranges in No Mans Land</b> by Elizabeth Laird</p>  <p><b>Non– linear Time</b> The Eagle in the Snow by Michael Morpurgo</p>	<p><b>Complex of Symbol</b> A selection of poems</p>   <p><b>Symbolic</b> Non fiction</p>	 <p><b>Archaic:</b> 'The Infinite Lives of Maisie Day' by Christopher Edge.</p>
Year 6	Autumn	Spring	Summer
Top Reads	The 1,000 year Old boy( Ross Welford)- - Boy Overboard (Morris Gleitzman) - The House with Chicken Legs (Sophie Anderson) - All The Things That Could Go Wrong (Stewart Foster)		