



ENGLISH AT THONGSLEY FIELDS

Growing hearts and minds through literacy.

Through our English curriculum, we will inspire and develop our children's love of reading, writing and discussion. We are proud to be a Reading School.

At Thongsley Fields, we believe that language and communication are key life skills which have the power to open doors, open minds and empower future success. Through our English curriculum, we aim to build our children's confidence to communicate effectively with others through spoken and written language and equip them with the skills needed to become lifelong learners.



BIG IDEAS

Our children will:

- Be immersed in a culture of reading to promote enjoyment and develop understanding of literature.
- Explore a wide range of text types to inspire their personal reading journeys.
- Develop oral communication skills through well-modelled spoken language and explicit instruction.
- Learn how to write for a range of purposes with growing accuracy and creativity.
- Evaluate, revise and publish outcomes that they are proud of and that showcase their potential.

We recognise the important role that the teaching of English has and the integral nature of the subject. It allows our children to showcase their knowledge within a range of curriculum areas as well as forming a valuable aspect of their personal development.



CONTENT & SEQUENCING

Our curriculum for English is sequenced to build on children's prior understanding of language and to reinforce key skills and knowledge needed to become effective communicators. We put reading and developing vocabulary at the heart of this in each lesson. **Read Write Inc.** is used to teach phonics and has been deliberately chosen to develop the building blocks of reading through systematic study. **The Write Stuff**, created by Jane Considine, is our chosen approach to the teaching of writing using high-quality models. Vocabulary and experience rich classrooms where children are excited to read and write, provide lots of opportunities for sharing of ideas and in the moment feedback.

- **Nursery** – Children are engrossed in sensory stories to support them in developing a love and understanding of language. Oracy skills, mark making, and fine motor development are a core focus every day. Forest School is designed to further enhance the opportunities for experiential learning and communication.
- **EYFS & KS1** – Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling through our chosen phonics programme. Alongside this, teachers promote a passion for reading through their own love of literature. Children are introduced to writing for different purposes (to entertain and inform) with the support of high-quality models and real-life experiences.
- **Key Stage 2** – Children are challenged and inspired through explicit teaching of skills linked to communication. Children are encouraged to expand their vocabulary, sentence structures and ideas, engaging with whole class books, reading for pleasure sessions and author visits.



DIRECT INSTRUCTION

- Teachers explicitly spoken and written language skills, conventions and expectations with high quality, carefully curated models.
- Pupils are given frequent opportunities to communicate verbally with adults and peers.
- Lessons are structured to maximise direct teacher input, coaching and support. Pupils are taught to provide peer to peer feedback linked to reading accuracy, fluency and expression.



RETRIEVAL PRACTISE

- Cross year group links and links between texts are made in order to refer to and build on prior learning.
- Recall opportunities are used regularly to help pupils draw on prior learning to build understanding of texts, ideas and concepts.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



PROGRESS

- Units of work are carefully sequenced so that prior knowledge and experiences are built upon.
- Our curriculum is based on the learning needs of each cohort with high-quality literature at the core. It is organising to support progress of all learners through engaging units of work that are split into manageable chunks.
- Feedback is predominantly 'in the moment' and explicit with regular editing used to improve and develop children's writing and understanding.



SUPPORT

- Everyone has equitable access to units of work.
- Familiar lesson structures reduce cognitive load and empower strong independent learning.
- Continual exposure to a broad range of vocabulary helps to develop personal vocabulary banks.
- Colourful semantics is used to support children with building grammatically accurate sentences.
- Teachers explicitly model high standards of spoken and written language.

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Language & Literature

Year Group	Nursery	Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2		Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

English		Children's learning will focus on the building blocks towards effective and efficient speaking & listening, reading and writing. Outcomes will focus on being able to communicate effectively in a variety of situations , contexts and to a range of audience types.							
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Phonics	Read Write Inc.	Read Write Inc.		Read Write Inc.	Read Write Inc.	Discrete teaching of phonics continues for those children who have not reached an appropriate level of fluency by the end of KS1.			
Reading	Shared Stories	Shared Stories		Shared Stories	Shared Stories Guided/Whole Class	Shared Stories Guided/Whole Class	Shared Stories Guided/Whole Class	Shared Stories Guided/Whole Class	Shared Stories Guided/Whole Class

Writing	Planning will provide multiple opportunities through other curriculum areas to explore early writing skills inc. fine motor control and the development of efficient pencil grip.			Planning will use key drivers from other curriculum areas to support the contextualisation of children's writing where appropriate. Outcomes will focus on producing a published piece or pieces of writing in an appropriate format e.g. display in school, class book, etc.					
	Exploration through mark making.	Read Write Inc. Phonics		Writing to entertain • Story • Description • Poetry	Writing to entertain • Story • Description • Poetry	Writing to entertain • Narrative • Description • Poetry	Writing to entertain • Narrative • Description • Poetry	Writing to entertain • Narrative • Description • Poetry (triolet/raps/songs)	Writing to entertain • Narrative • Description • Poetry (triolet/raps/songs)
				Writing to inform • Recount • Letter • Instruction	Writing to inform • Recount • Letter • Instruction	Writing to inform • Explanation • Recount • Biography • Newspaper	Writing to inform • Explanation • Recount • Biography • Newspaper	Writing to inform • Reports • Biography • Newspaper • Essay	Writing to inform • Reports • Biography • Newspaper • Essay
						Writing to persuade • Advert • Letter • Poster	Writing to persuade • Advert • Letter • Poster	Writing to persuade • Advertising • Speech • Campaign	Writing to persuade • Advertising • Speech • Campaign
				Read Write Inc. Phonics	Read Write Inc. Phonics			Writing to discuss • Argument • Newspaper • Review	Writing to discuss • Argument • Newspaper • Review

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Core Texts & Writing Outcomes (additional texts to support whole class and guided reading are listed in our reading spine)

Year Group	Nursery	Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2		Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
Autumn 1	Owl Babies Martin Waddell	The Colour Monster Anna Llenas		Ruby's Worry Tom Percival	Meerkat Mail Emily Gravett	Stone Age Boy Satoshi Kitamura	Roman Tales – A Fatal Fire Terry Deary	The Boy at the Back of the Class Onjali Q. Rauf	The Armistice Runner Tom Palmer
	Monkey Puzzle Julia Donaldson	Incredible You Rhys Brisenden		Writing to entertain Write a character description of Ruby.	Writing to entertain Writing a letter to Sunny to ask him to visit our school.	Writing to entertain Narrative	Writing to entertain Write a diary entry.	Writing to entertain Recounting events from a character's perspective.	Writing to entertain Narrative -writing a story based in wartime. Diary writing
	Peace at Last Jill Murphy	Super Duper You Sophy Henn		Traction Man Mini Grey	How To Hide A Lion Helen Stephen	The Fossil Hunter Kate Winter	Roman Soldiers Handbook Lesley Sims	Writing to inform Internal monologues from a character's perspective. Information text – refugee experiences based on elements from the text.	Additional outcomes:
	From Head to Toe Eric Carle	The Perfect Fit Naomi Jones		Writing to entertain Write a new adventure for Traction Man	Writing to entertain Retelling with an alternative hiding place.	Writing to persuade Letter to the Natural History Museum to persuade to recognise Mary Anning work.	Writing to inform Instructions for Roman Soldiers	Writing to inform Biography linked to historical figure.	Writing to discuss Speech - Was Britain a hero during the war?
	Writing development Experiment with different marks using a variety of materials and resources.	Writing development Identifying initial sounds Hearing initial sounds and scribing these. Verbal retelling of stories.		Matisse's Magical Trail Tim Hopgood	Jampires David O'Connell				
				Writing to inform Newspaper article	Writing to inform Instruction writing for making a jam sandwich				
Autumn 2	Rosie's Hat Julia Donaldson	The Jolly Postman Janet and Allen Ahlberg		The Koala Who Could Jim Field	The Comet Joe Todd Stanton	The Day War Came Nicola Davies	Owen and the Soldier Lisa Thompson	Skellig David Almond	Letters from the Lighthouse Emma Carroll
	Wow said the Owl Tim Hopwood	Writing to inform Label writing		Writing to entertain Character description	Writing to entertain Narrative for The Comet	Writing to entertain Poetry	Writing to persuade Letter to persuade council to keep the statue Letter to persuade Mr Jones to keep KS2 Playtime.	Writing to entertain Diary entries focusing on the changes in Michael's feelings.	Writing to entertain Setting description – lighthouse and air-raid shelters
	The Rainy Day Anna Milbourne and Sarah Gill	Look Up! Nathan Bryon		How to Wash a Woolly Mammoth Michelle Robinson	The Bear and The Piano David Litchfield	Additional outcome:	Writing to inform Create a holiday brochure.	Writing to inform Newspaper report based on the discovery of Skellig.	Writing to persuade Discussion- why the lighthouse should not be destroyed.
	Sunny Day Anna Milbourne and Elena Temporin	Writing to entertain Sound out and write firework noises.		Writing to inform Instructions – how to wash a woolly mammoth.	Writing to inform Writing an advert to inform people of the bear's performance.		The Creature Video Surfers Against Sewage	Additional outcome:	Additional outcome:
	Writing development Begin to give meaning to their marks.	How to Catch a Star Oliver Jeffers		Meerkat Christmas Emily Gravett			Writing to inform Write a newspaper report about key events.	Writing to entertain Poetry – linked to PSHE	Writing to entertain Poetry – structured form
		My Pet Star Corrinne Averiss		Writing to inform Writing a recount about our WOW day – bonfire afternoon					
		Writing development Begin to blend sounds and write CVC words.							

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Spring 1	Row, row, row your boat Wheels on the bus Baa Baa Black Sheep Twinkle Twinkle Little Star Writing development Give meaning to their marks, experimenting with different shapes, lines and circles.	Peter and the Wolf Ayesha L Rubio Lifesize Sophy Henn Am I Yours? Alex Latimer Dinosaur Department Store Lily Murray and Richard Meritt Writing to inform Writing captions linked to seasonal changes. Writing to entertain Descriptive settings linked to forest school experiences. List making		The Day the Crayons Quit Oliver Jeffers Writing to inform Writing a letter to the crayons Leaf Sandra Dieckmann Writing to entertain Write a non-chronological report about polar bear. (Leaf)	The Tiny Seed Eric Carle Writing to inform Instruction writing for how to plant a seed – linked to Science. Lila and the Secret of the Rain David Conway Writing to entertain Narrative writing for Lila	The Fantastic Flying Books of Morris Lessmore (book and film) W.E. Joyce Writing to entertain Rewrite the story of Mr Morris Lessmore Write their own adventure story.	The Flood Alvaro F Villa Writing to entertain Writing a tragedy Peculiar Plants Chris Thorogood Writing to entertain Setting description – plants and jungles	Street Child Berlie Doherty Writing to entertain Character description Writing to entertain Historical and descriptive story focusing on Victorian life during the industrial revolution. Writing to discuss Book review to recommend the text to other readers.	Holes Louis Sachar Writing to entertain Character Description using examples from Holes. Writing to inform Newspaper to inform those in Texas of what was happening at Camp Green Lake Writing to persuade Letter to ask for changes at Camp Green Lake.
	Rumble in the Jungle Giles Andreae Dear Zoo Rod Campbell What the Ladybird Heard Julia Donaldson Farmyard Hullabaloo Giles Andreae Writing development Give meaning to their marks using different shapes which begin to resemble letters.	Toys in Space Mini Grey Writing to inform Sorting and labelling toys The Everywhere Bear Julia Donaldson We're Going on a Bear Hunt Michael Rosen We're Going on a Lion Hunt David Axtell Writing development To write independent phrases and short sentences.		Light on Cotton Rock David Litchfield Writing to entertain Letter to the alien. The Secret Sky Garden Sarah and Linda Lumbers Writing to entertain Comparative setting descriptions, before and after the garden has been tended to	The Pirates Next Door Johnny Duddle Writing to entertain Letter writing to the pirates to persuade them to leave. Mrs Mole, I'm Home Jarvis Writing to inform Researching, planning and writing a fact file about moles	A Walk in the Words Hudson Talbott Writing to entertain – poetry Poem on barriers to accessing words. Additional outcome: Writing to inform Non-chronological report of a European Mediterranean Country	Lift Dan Santat Writing to entertain Write a fantasy adventure story. Big Book of Blooms Yuval Zommer and a selection of non-fiction plant books. Writing to inform Non-Chronological reports on plants	Rivet Boy Barbara Henderson Writing to inform Non-chronological report about the bridges and engineers (linked to history) Writing to entertain A letter home from main characters. Additional outcome: Linked to Book week & Art week	The Explorer Katherine Rundell Writing to entertain A setting description and a character description Writing to inform Non-chronological report Additional outcome: Writing to discuss Book comparison/ review between the term's texts

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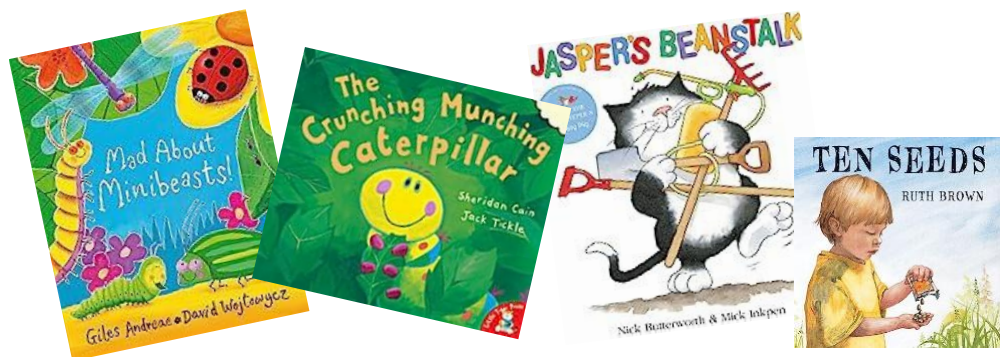
Year Group	Nursery	Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2		Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

Summer 1	Mad About Minibeasts Giles Andreae The Crunching Munching Caterpillar Sheridan Cain Jasper's Beanstalk Nick Butterworth Ten Seeds Ruth Brown Writing development Begin to form letters in line with RWI teaching.	Jack and the Bean Stalk The Enormous Turnip Tolstoy Writing to inform Instructions of how to plant a seed. Three Little Pigs Nicola Baxter and Jan Lewis Writing development Children to write short sentences.		Vlad and the Great Fire of London Katie Cunningham and Sam Cunningham Writing to inform Diary entry describing a day during the Great Fire of London Poetry – Linked to the Great Fire of London Writing to entertain Writing performance poems linked to the Great Fire of London	Hansel and Gretel Bethan Woollvin Writing to entertain Writing a description of the missing children and/or the good witch Hibernation Hotel John Kelly Writing to entertain Writing a diary entry from Hibernation Hotel	Marcy and the Riddle of the Sphinx Joe Todd Stanton Writing to inform Instructions – how to mummify a body. Writing to entertain Write an adventure of Marcy visiting another Egyptian God. Additional outcome: Writing to inform Biography	Arthur and the Golden Rope Joe Todd Stanton Writing to persuade Travel guide to Iceland create a brochure and promotional trailer Writing to entertain Adventure Narrative	Hidden Figures Margot Lee Shetterly Writing to persuade Speech against the injustices faced in Hidden Figures Additional outcome: Writing to inform Biography of Stephen Hawing	The Nowhere Emporium Ross MacKenzie Writing to entertain Narrative of going through a door of your choice. Writing to inform Newspaper report – arrival and disappearance of the emporium in town. Writing to persuade Speech to convince Daniel to stay at the Nowhere Emporium.
	Goldilocks and the 3 Bears The Billy Goats Gruff Each Peach Pear Plum Janet and Alan Alberg The Gruffalo Julia Donaldson Writing development Continue to form letters in line with RWI teaching.	Snail and the Whale Julia Donaldson Writing to inform Fact files – the places Whale visits Class Three All at Sea Julia Jarman and Lynne Chapman Writing to entertain Pirate adventure story Meet the Oceans Caryl Hart The Train Ride June Crebbin		The Magic Finger Roald Dahl Writing to inform Write a set of instructions on how to complete a magic trick. Writing to entertain Write an alternative chapter or retell part of the story. Funny Bones Allan Alhberg Writing to entertain Write a rhyming poem about the body.	The incredible book Eating boy Oliver Jeffers Dear Teacher Amy Husband Writing to inform Writing a letter to their new teacher. Additional outcome: Writing to inform Non-chronological report about London landmarks.	An Anthology of Intriguing Animals Ben Hoare Writing to inform Non-chronological report - Nile creatures Apes to Zebras: An A-Z of Shape Poems Liz Brownlee and Roger Stevens Writing to entertain Shape poetry – rivers	How to Train Your Dragon Cressida Cowell (film) Writing to entertain Create our own islands – write the opening of a fantasy story. The Barnabus Project The Fan Brothers Writing to inform Non-Chronological reports – based on own failed pet including information on diet, habitat & appearance	Kensuke's Kingdom by Michael Morpurgo Writing to entertain A narrative based on the period after the final chapter – Kensuke/Michael Additional outcome: Writing to discuss Speech linked to leaving Thongsley.	Talking History by Joan Haig & Joan Lennon Writing to inform Biography – linked to scientist Charles Darwin. (science) Writing to discuss Speech about leaving Thongsley. Additional outcome: Writing to entertain Poetry – descriptive free verse to describe

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Nursery Reading Spine (including Core and Additional Texts)

Summer 1



Mad About Minibeasts by Giles Andreae

With cheerful, simple rhymes, this book is a great introduction to the world around us. We discover a variety of mini beasts which will perfectly support our 'In the Garden' topic.

The Crunching Munching Caterpillar by Sheridan Cain

Caterpillar longs to be able to fly. He envies Bumblebee's wings, and he wishes he could soar through the air like a bird. But all he can do is crunch and munch his way through a blackberry bush. When Butterfly comes along, she smiles a secret smile because she knows something Caterpillar doesn't! A brilliant addition to our minibeast learning.

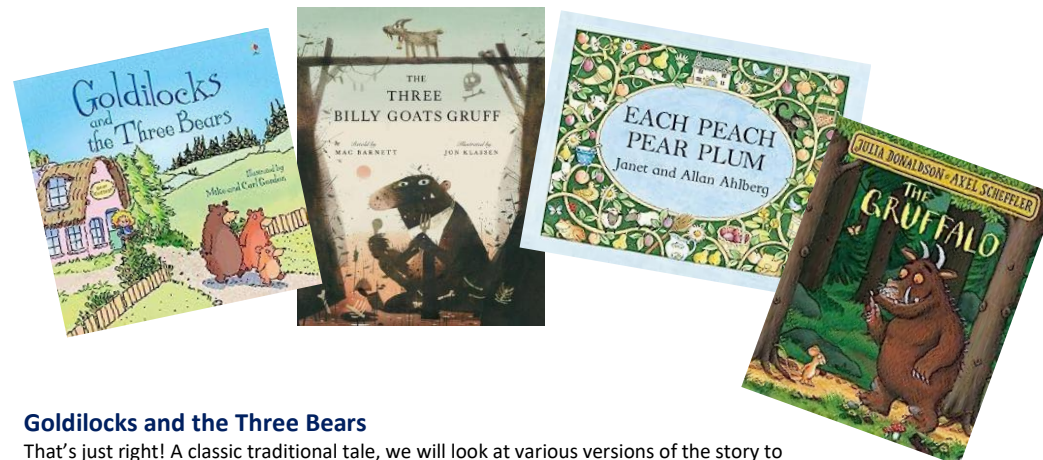
Jasper's Beanstalk by Nick Butterworth

Jasper plants a bean. He waits for it to grow into a beanstalk all week. How long will he have to wait before he can start looking for giants? A super book to support our 'In the Garden' topic.

Ten Seeds by Ruth Brown

If you plant ten seeds, what do you get? We learn all about the nature cycle in this lovely book by a classic author.

Summer 2



Goldilocks and the Three Bears

That's just right! A classic traditional tale, we will look at various versions of the story to support our own fairy tale storytelling.

The Billy Goats Gruff

Who lives under the bridge? Another traditional tale with a familiar pattern which will broaden our knowledge of traditional fairy tales.

Each Peach Pear Plum by Janet and Alan Ahlberg

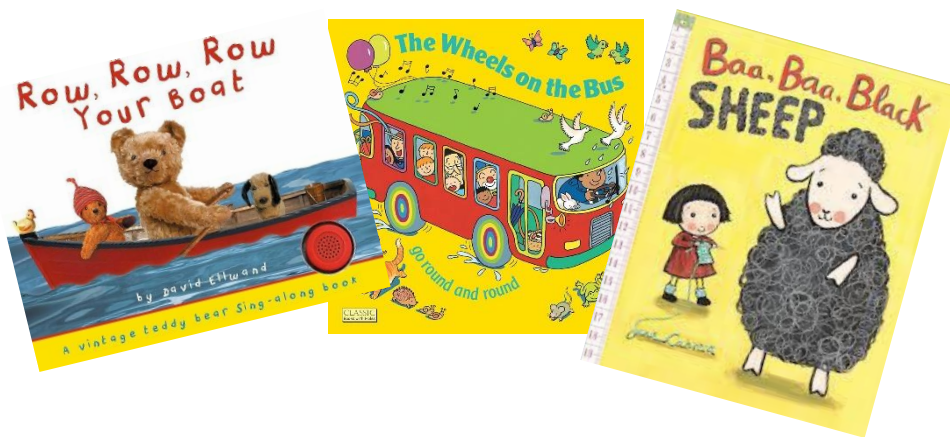
Each Peach Pear Plum introduces characters from well-known nursery stories, such as the Three Bears, Mother Hubbard and Tom Thumb, and encourages children to participate and to find the characters hidden in the pictures. The text has strong rhyme and rhythm to engage.

The Gruffalo by Julia Donaldson

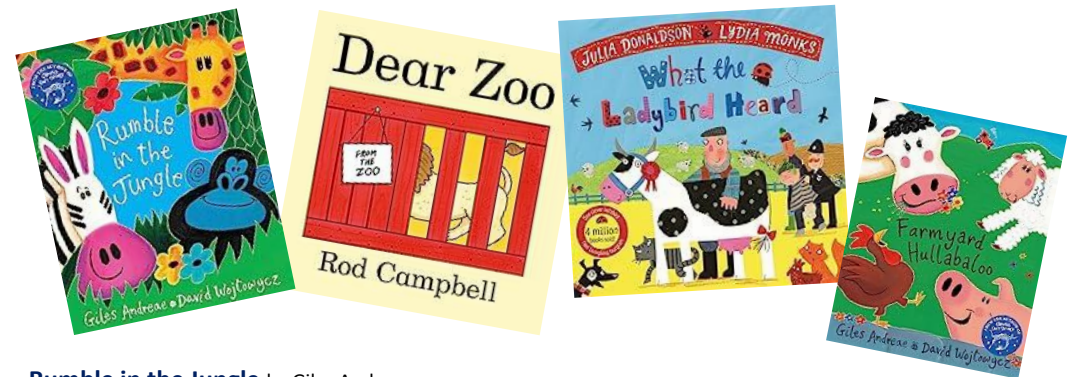
A modern take on a traditional tale. When a mouse ventures into the deep dark wood, discover what happens when she comes face to face with an owl, a snake... and a hungry Gruffalo!

Nursery Reading Spine (including Core and Additional Texts)

Spring 1



Spring 2



Rumble in the Jungle by Giles Andreae

'There's a rumble in the jungle, There's a whisper in the trees, The animals are waking up, And rustling the leaves'. This text is a great way to introduce children to different animals. With colourful illustrations and rhyming text; this text perfectly supports our learning about zoo animals.

Dear Zoo by Rod Campbell

A brilliant 'lift the flap' book with bright, bold artwork, catchy repetition, and a whole host of favourite animals. Dear Zoo is a must for our topic.

What the Ladybird Heard by Julia Donaldson

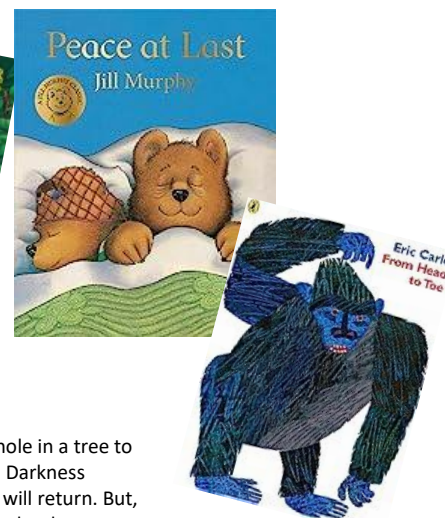
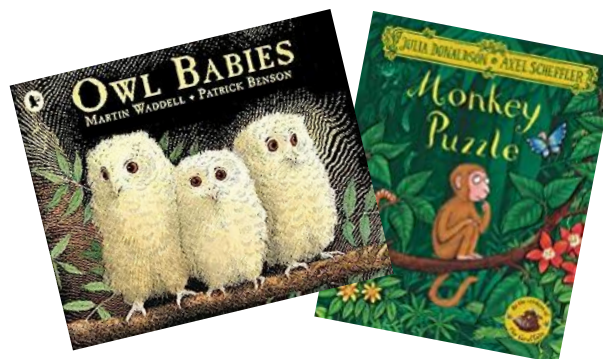
Hefty Hugh and Lanky Len are two crafty robbers with a cunning plan to steal the farmer's fine prize cow. But little do they know that the tiniest, quietest creature of all has overhead their plot, and she has a plan of her own. A great text to compare to other Julia Donaldson books we have already read.

Farmyard Hullabaloo by Giles Andreae

We visit the farmyard for a noisy, rhyming animal adventure in this colourful read-aloud picture book! The perfect contrast to our Zoo animals learning.

Nursery Reading Spine (including Core and Additional Texts)

Autumn 1



Owl Babies by Martin Waddell

Three baby owls, Sarah, Percy and Bill, wake up one night in their hole in a tree to find that their mother has gone. So they sit on a branch and wait... Darkness gathers and the owls grow anxious, wondering when their mother will return. But, at last, she does and they bounce up and down with joy, welcoming her home

Monkey Puzzle by Julia Donaldson

It's not too much fun being lost in the jungle, and little monkey wants his mum. Kindly butterfly is keen to help, but they don't seem to be having much luck and keep finding the wrong animals! But eventually, they find . . . Dad!

Peace at Last by Jill Murphy

With a snoring Mrs Bear, an excitable Baby Bear and a house full of tapping and dripping and ticking, peace is hard to come by – will Mr Bear ever get a decent night's sleep?

From Head to Toe by Eric Carle

Gorillas, elephants, camels and other animals invite young readers to clap, stomp, wriggle and bend like they do

Autumn 2



Rosie's Hat by Julia Donaldson

It becomes a toy for a dog, a hiding-place for a mouse, a frisbee for some children and even a nest for some birds. Surely poor Rosie will never find her hat again . . . or will she?

Wow said the Owl by Tim Hopwood

At night, when we are feeling tired and ready for bed, owls are just waking up. But one curious little owl decides to stay awake all day, instead of all night, and discovers a world bursting with color! Yet when the night-time comes around again, the stars above her head are still the most beautiful of all.

The Rainy Day by Anna Milbourne and Sarah Gill

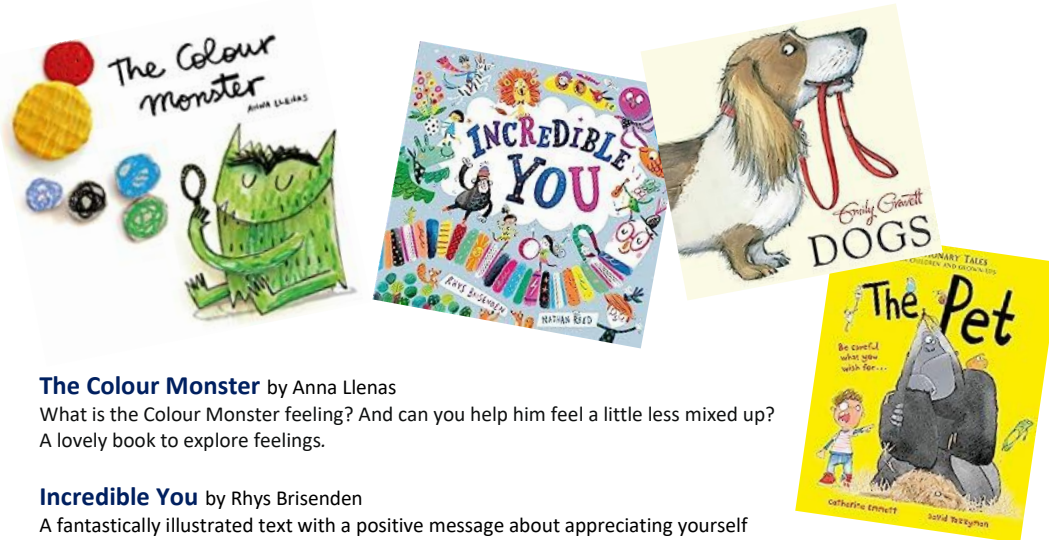
These three little children love rainy days. They pull on their boots and raincoats and go out to explore. In sing-song rhyming text, this book explores the delights of a rainy day, from stomping in puddles, noticing which animals hide and which come out in the rain, to seeing a beautiful rainbow in the sky.

Sunny Day by Anna Milbourne and Elena Tempurin

Join children as they play outdoors and discover the delights of a sunny day, from walking through a sunflower field, having a picnic under a cherry tree and watching birds learn to fly.

Reception Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 1



The Colour Monster by Anna Llenas

What is the Colour Monster feeling? And can you help him feel a little less mixed up? A lovely book to explore feelings.

Incredible You by Rhys Brisenden

A fantastically illustrated text with a positive message about appreciating yourself and your individuality rather than trying to be like someone (or something!) else. Great PSHE links to our all about me learning.

Dogs by Emily Gravett

Meet a gorgeous canine collection in this beautifully illustrated book which links perfectly to our Pets topic.

The Pet by Catherine Emmett

David Digby wants a pet, he gets a guinea pig, which he loves with all his heart... for half a day. Then Digby demands bigger and better, Daddy's hair gets greyer and greyer, and when Digby's dog gets boring too, he insists Daddy buy him... a gorilla! Another fabulous text that links to our topic of Pets.

Additional texts include **Lost in the Toy Museum - An Adventure**, a lovely picture book which perfectly matches our theme.

Cycle B –Autumn 1



Super Duper You by Sophy Henn

Sometimes we are loud, sometimes we are quiet, sometimes bold and clanky, sometimes soft and cuddly. Sophy Henn celebrates all the different, extraordinary, and sometimes contradictory things we are in this joyful and colourful rhyming picture book.

The Perfect Fit by Naomi Jones

No matter how hard she tries, Triangle doesn't roll like the circles, or stack like the squares...so she sets off to find friends that look exactly like her. But when she finds the other triangles, playtime isn't as fun. She misses the shapes that roll and stack; she misses being different. So, she starts a new quest, one that gets all of the different shapes playing and having fun together!

Pumpkin Soup by Helen Cooper

Cat, Duck and Squirrel live in an old white cabin, with a pumpkin patch in the garden. Every day Cat slices up some pumpkin, Squirrel stirs in some water and Duck tips in some salt to make perfect pumpkin soup... until the day Duck wants to do the stirring... A funny, rhythmical story about friendship and sharing,

Additional texts include **The Doorbell Rang** all well-known picture books which will work with our theme of Explorers.

Reception Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 2



How to Catch a Star by Oliver Jeffers

There once was a boy who loved stars so much that he wished he had one of his very own. Every night he watched the stars in the sky from his bedroom window and dreamed of how he could be their friend and how they could play hide-and-go-seek together. We will be using these texts to support our learning of bright lights, special nights.

My Pet Star by Corrinne Averiss

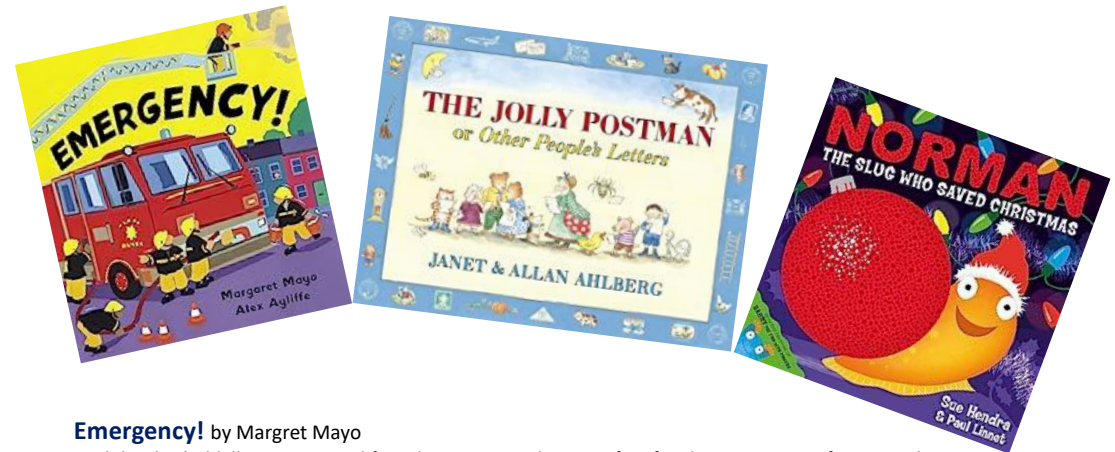
When a little girl finds a lost star, she takes it home and cares for it, just like a beloved pet. She reads it stories, makes it special snacks and tucks it into bed at night. The more she cares for the star, the brighter it glows. Until, one day, it's time to let go ...We will use the text to inspire our sentence writing.

Look Up! by Nathan Bryon

Meet hilarious, science-mad chatterbox, Rocket – she's going to be the greatest astronaut, star-catcher, space-traveller that has ever lived! But... can she convince her big brother to stop looking down at his phone and start LOOKING UP at the stars? This fabulous text will inspire our understanding of space.

Additional texts include **Ella's Nightlights** and **Stories of the Season**, a lovely picture book which perfectly matches our theme of Bright Lights, Special Nights

Cycle B – Autumn 2



Emergency! by Margaret Mayo

With bright, bold illustrations and fun, rhyming text, this is perfect for sharing as part of our people who help us topic. We enjoy joining in with all the different sounds; as speeding ambulances 'wheee-ow' and police cars 'vrooom'! We will use this text to learn more about emergency vehicles.

The Jolly Postman by Allan and Janet Ahlberg.

The Jolly Postman is off on another adventure as he delivers letters around fairy-tale land! Children will love opening the envelopes to read a letter from Goldilocks, a postcard addressed to a giant up a beanstalk... and even a note for the Big Bad Wolf! We will use this text to inspire our writing about people who help us.

Additional texts include **Norman the Slug who Saved Christmas**, a popular picture book which will work with our theme of People Who Help Us.

Reception Reading Spine (including Core and Additional Texts)

Cycle A – Spring 1



Peter and the Wolf by Ayesha L Rubio

This beautifully illustrated book has a contemporary classic look but the adapted story transports the original tale, by Sergei Prokofiev, into the 21st century. Its modern twist teaches us how we should show respect for each other, whether human or animal, and by doing this everyone can enjoy a happy ending!

Lifesize Animals by Sophy Henn

Step into the book and see how you measure up against some of the world's most amazing animals. High-five a polar bear to discover who has the biggest paw and peer through the die-cut to find out how you'd look with a giant squid eye. We will use the text to inspire our sentence writing about forests.

Tidy by Emily Gravett

Pete the badger likes everything to be neat and tidy at all times, but what starts as the collecting of one fallen leaf escalates and ends with the complete destruction of the forest! Will Pete realise the error of his ways and set things right? We will be using these texts to support our learning about forests.

Additional texts include **Trees**, a lovely picture book which perfectly matches our theme of forests.

Cycle B –Spring 1



Am I Yours? by Alex Latimer

A chant aloud book following the family's excitement as they wade through the grass, splash through the river and squelch through the mud in search of a bear. What a surprise awaits them in the cave on the other side of the dark forest! We will use this text to inspire our writing about animals: creating fact files and sorting and labelling animals.

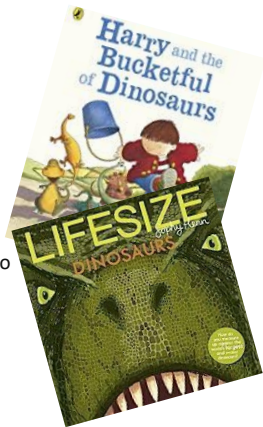
Dinosaur Department Store by Lily Murray and Richard Meritt

A beautiful new take on the classic. two sisters are out looking for a lion – a lion that lives on the African savanna. The girls go through swishy swashy long grass, a splashy splashy lake, and a Big Dark Cave. When they finally meet their lion, they have to run, run, run through it all again to get back home. We will use this text to inspire our writing about animals: creating fact files and sorting and labelling animals.

Never Show a T Rex a book by Rashmi Sirdeshpande

When Grandma says she's seen a tiger in the garden, Nora doesn't believe her. She's too old to play Grandma's silly games! Everyone knows that tigers live in jungles, not gardens. So even when Nora sees butterflies with wings as big as her arm, and plants that try and eat her toy giraffe, and a polar bear that likes fishing, she knows there's absolutely, DEFINITELY no way there could be a tiger in the garden . . . Could there? We will use this text to imagine other animals in the garden.

Additional texts include **Dinosaurs Love Underpants**, **Harry and his Bucketful of Dinosaurs** and **Dinosaurs Lifesize**. All illustrated well known picture books which will inspire our children in their topic of Dinosaurs.



Reception Reading Spine (including Core and Additional Texts)

Cycle A – Spring 2



Toys in Space by Mini Grey

That summer night, the toys were left outside. . . For the very first time, the Wonderdoll, the helpful wind-up robot, the thoughtful green dinosaur, and the rest of their plucky gang lie in the grass, gazing up at the stars. But one star seems brighter than the rest. As it grows bigger and bigger, the toys realize it may not be a star at all! We will be using these texts to support our list writing and sorting of toys.

The Everywhere Bear by Julia Donaldson

The Everywhere Bear has a wonderful time with the children in Class One, but one day he gets more than he bargained for when he falls unnoticed from a backpack and embarks on his own big adventure! He's washed down a drain and whooshed out to sea, rescued by a fishing boat, loaded onto a lorry, carried off by a seagull . . . how will he ever make it back to Class One? We will use the text to inspire our sentence writing.

Old Bear by Jane Hissey

Once, long ago, Bramwell Brown saw the much-loved Old Bear packed away in a box in the attic. Now, Bramwell knows the time has come to find his forgotten friend and save him from becoming lonelier and lonelier. So, with the help of Little Bear, Duck, Rabbit, and the other toys, he plans a rescue mission. And it's three, two, one, off they go! This classic text will inspire our poetry writing about toys.

Additional texts include **Lost in the Toy Museum -An Adventure**, a lovely picture book which perfectly matches our theme.

Cycle B –Spring 2



We're Going on a Bear Hunt by Michael Rosen

chant aloud book following the family's excitement as they wade through the grass, splash through the river and squelch through the mud in search of a bear. What a surprise awaits them in the cave on the other side of the dark forest! We will use this text to inspire our writing about animals: creating fact files and sorting and labelling animals.

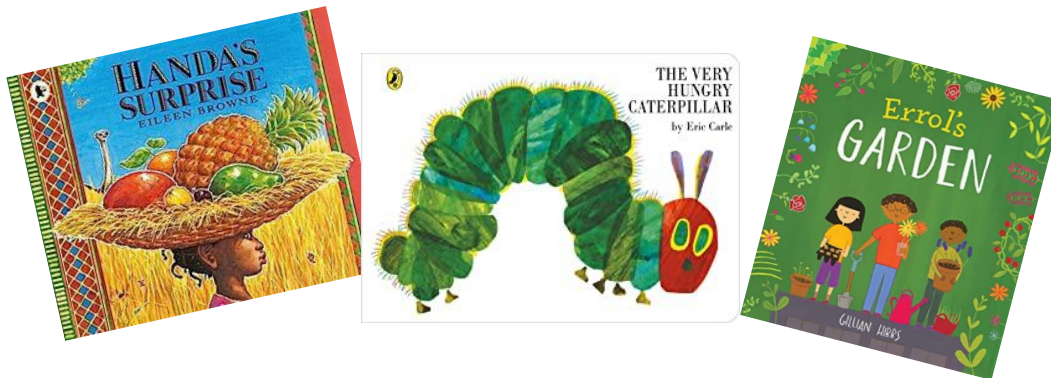
We're Going on a Lion Hunt by David Axtell

A beautiful new take on the classic. two sisters are out looking for a lion – a lion that lives on the African savanna. The girls go through swishy swashy long grass, a splishy splashy lake, and a Big Dark Cave. When they finally meet their lion, they have to run, run, run through it all again to get back home. We will use this text to inspire our writing about animals: creating fact files and sorting and labelling animals.

Additional texts include **Handa's Hen**, **The Tiger Who Came to Tea**, **There's a Tiger in the Garden** and **Croc and Bird**, all well-known picture books which will work with our theme of Explorers.

Reception Reading Spine (including Core and Additional Texts)

Cycle A – Summer 1



Handa's Surprise by Eileen Brown

This is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa wonders, I wonder what fruit Akeyo will like best? A series of sneaky animals steal something from Handa's basket, which she's carrying on her head... When Handa reaches Akeyo, will she have anything left to offer her friend? We use this text as a stimulus for our theme on Growing – writing simple sentences to demonstrate our understanding.

The Enormous Turnip by Tolstoy

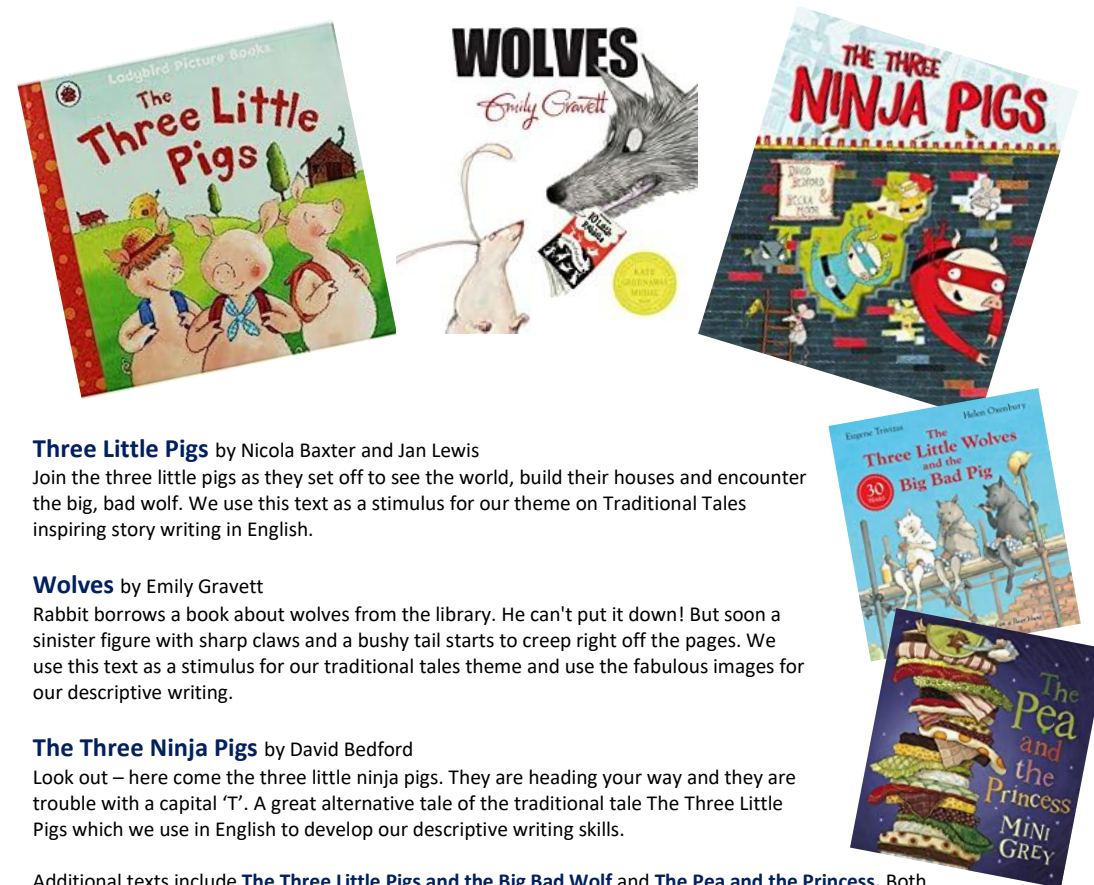
A traditional tale which tells the story of an old man plants a little turnip that grows and grows until it's so big that it takes everyone, including the mouse, to pull it up. We use this text to help us write instructions on how to plant a seed.

The Hungry Caterpillar by Eric Carle

This classic tale tells the story of a caterpillar's eating journey throughout the week. We use this text to write our own version of the story.

Additional texts include **Errol's Garden**, a great picture book which perfectly matches our theme of growing.

Cycle B – Summer 1



Three Little Pigs by Nicola Baxter and Jan Lewis

Join the three little pigs as they set off to see the world, build their houses and encounter the big, bad wolf. We use this text as a stimulus for our theme on Traditional Tales inspiring story writing in English.

Wolves by Emily Gravett

Rabbit borrows a book about wolves from the library. He can't put it down! But soon a sinister figure with sharp claws and a bushy tail starts to creep right off the pages. We use this text as a stimulus for our traditional tales theme and use the fabulous images for our descriptive writing.

The Three Ninja Pigs by David Bedford

Look out – here come the three little ninja pigs. They are heading your way and they are trouble with a capital 'T'. A great alternative tale of the traditional tale The Three Little Pigs which we use in English to develop our descriptive writing skills.

Additional texts include **The Three Little Pigs and the Big Bad Wolf** and **The Pea and the Princess**. Both alternative traditional tales, which help to build our knowledge of traditional and not so traditional tales.

Reception Reading Spine (including Core and Additional Texts2

Cycle A – Summer 2



The Snail and the Whale by Julia Donaldson

One little snail longs to see the world and hitches a lift on the tail of an enormous whale. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail's big plan that saves the day! We use this text as a stimulus for our theme on the seaside – helping us to write fact files.

Meet the Oceans by Caryl Hart and Bethan Woolvin

The ocean is a vast treasure-house, threatened by plastic waste and pollution, and this picture book is the ideal introduction to the importance of caring for it. Combining STEM learning with a rhyming twist, it's perfect for our theme the seaside.

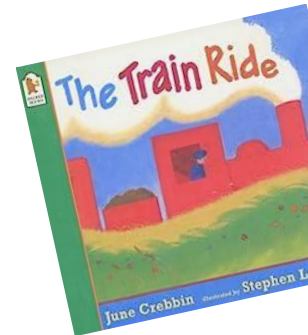
Class Three All at Sea: by Julia Jarman and Lynne Chapman

On the day Class Three went to sea, they saw donkeys dancing on the quay. They saw soggy sea lions skimming stones, but they didn't see the skull and crossbones! Watch Class Three as they sail away, unaware of the pirates in their wake! Will they become helpless captives, or will they manage to outwit the fearsome crew? We use this text to help fire our children's imagination so they can write their own pirate adventure stories.

Additional texts include **The Big Book of Blue** a popular gorgeously illustrated non-fiction and **Tad and Commotion in the Ocean** two great picture books which fit perfectly to our theme.

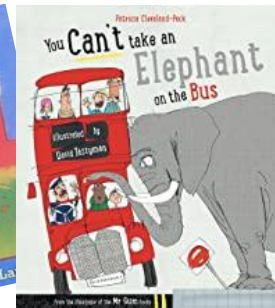


Cycle B – Summer 2



The Train Ride by June Crebbin

A little girl and her mother board the train in town and set off on a journey through the countryside. As they travel, the girl looks out of the window, asking "What shall I see? What shall I see?" And what does she see? Sheep, cows, horses and much more! We use this text as a stimulus for our theme on transport - sorting and labelling different vehicles.



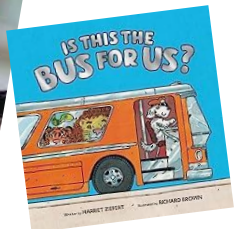
Naughty Bus by Jan and Jerry Oke

The bright red toy London bus in this story gets into all sorts of mischief: playing with other toys, making a mess in the house and exploring the garden. Shot from a child's perspective this book is perfect for exploring transport and creating, orally telling and writing our own naughty bus adventure.

You Can't Take an Elephant on a Bus by Patricia Cleveland

Never put a camel in a sailing boat, or a tiger on a train, and don't even THINK about asking a whale to ride a bike. This riotous picture book is filled with animals causing total disaster as they try to travel in the most unsuitable vehicles. We use this text as a stimulus for our transport theme, creating our own transport poems.

Additional texts include **The Hundred Decker Bus** and **This Bus is For Us** are both brilliant picture books perfectly matched to our theme.



Year 1/2 Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 1



Ruby's Worri by Tom Percival

Ruby loves being Ruby. Until, one day, she finds a worry. At first it's not such a big worry, and that's all right, but then it starts to grow. It gets bigger and bigger every day and it makes Ruby sad. How can Ruby get rid of it and feel like herself again? A great text for discussing worries and anxieties. We use this text as a stimulus to begin character description in English. Thinking about character traits and understanding that it's a part of life to feel anxious about things.

Traction Man by Mini Grey

With an outfit for every occasion, action hero Traction Man He is the last word in heroic fashion flair - until, that is, the day that he is presented with an all-in-one knitted green romper suit and matching bonnet by his owner's granny. Can Traction Man overcome the humiliation of his desperately dowdy new look and rediscover the action hero within? We use this text to help inspire our children's writing and imagination and to write a settings description and to explore materials in Science.

Additional texts include **The Gunpowder Plot**, and **Mr Fawkes, The King and the Gunpowder Plot** – two great fiction books perfectly matched to our theme of Gunpowder, Treason and Plot.

Cycle B – Autumn 1



Meerkat Mail by Emily Gravett

Sunny the meerkat lives with his enormous family in the Kalahari desert. They are all very close . . . so close, in fact, that one day Sunny decides it's just too crowded and packs his bags. He's off to visit his mongoose cousins, but he soon realises that he doesn't fit in. We use this text to inspire our letter writing in English. We also use it as inspiration for our Design technology project of building shelters.

How to Hide a Lion by Helen Stephens

Luckily, there are lots of good places to hide a lion, but Iris can't hide her lion forever, and when her mum discovers him, he has to run away. When the lion sees three robbers stealing from the town hall, it's his chance to show everyone that he is, after all, a kind (and very brave) lion – just like Iris always said. We use this text to inspire our children's imagination and to equip them with them with the skills to write a narrative.

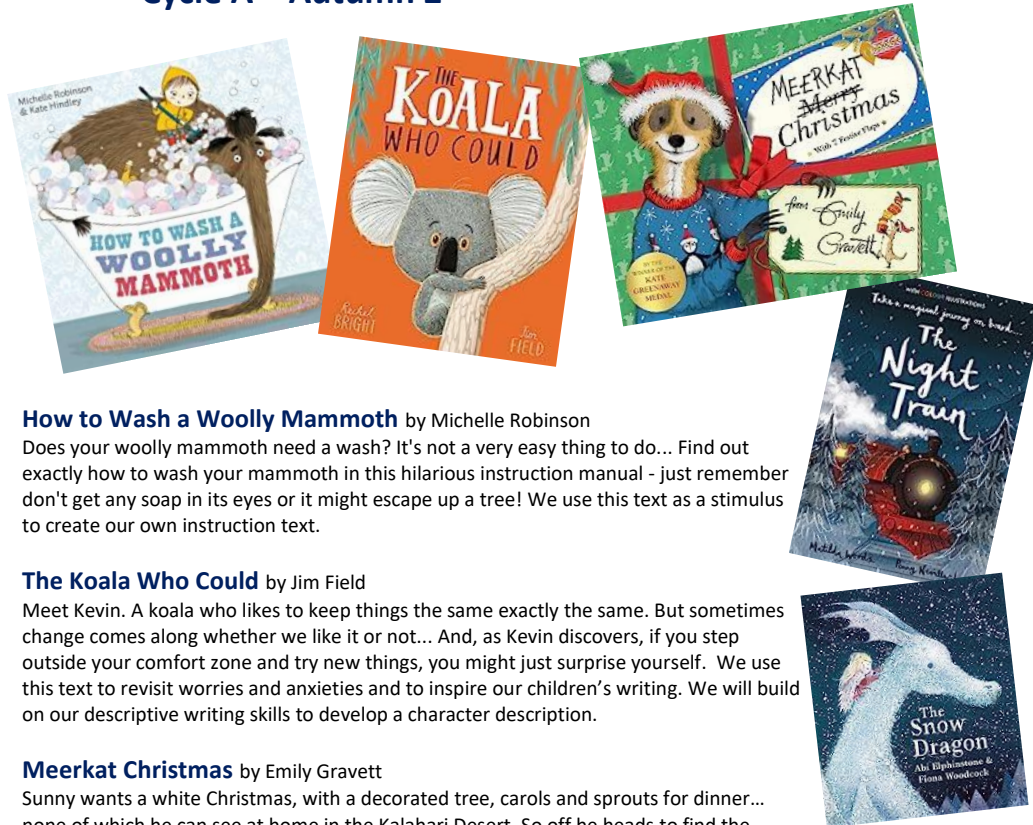
Jampires by David O'Connell and Sarah McIntyre

WATCH OUT! There's a jam thief about! Have you ever bitten into a jammy doughnut and thought - This needs more jam? Imagine Sam's horror when he discovers that his favourite treat has been SUCKED DRY! Who did it? We use this text to hone our storytelling and writing skills. This a brilliant text to inspire our instruction writing.

Guided Reading texts include **Nellie Choc Ice Penguin Explorer** and **Call the Puffins**. Funny, illustrated chapter books which will engage and captivate.

Year 1/2 Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 2



How to Wash a Woolly Mammoth by Michelle Robinson

Does your woolly mammoth need a wash? It's not a very easy thing to do... Find out exactly how to wash your mammoth in this hilarious instruction manual - just remember don't get any soap in its eyes or it might escape up a tree! We use this text as a stimulus to create our own instruction text.

The Koala Who Could by Jim Field

Meet Kevin. A koala who likes to keep things the same exactly the same. But sometimes change comes along whether we like it or not... And, as Kevin discovers, if you step outside your comfort zone and try new things, you might just surprise yourself. We use this text to revisit worries and anxieties and to inspire our children's writing. We will build on our descriptive writing skills to develop a character description.

Meerkat Christmas by Emily Gravett

Sunny wants a white Christmas, with a decorated tree, carols and sprouts for dinner... none of which he can see at home in the Kalahari Desert. So off he heads to find the perfect Christmas elsewhere, before realizing that maybe Christmas isn't all about the trimmings. We use a stimulus to create our own postcard.

Additional texts include **The Night Train** and **The Snow Dragon**, both beautifully illustrated-fiction texts with a festive wintery theme.

Cycle B – Autumn 2



The Comet by Joe Todd Stanton.

When Nyla has to leave her home in the countryside to start life again in the city, all she can think about is everything she misses from before. So when a comet comes crashing through the city streets and starts to glow and grow, Nyla can't resist a chance to head somewhere that feels closer to what she had before ... but what starts as an escape could be just the thing to make her finally feel at home. We use this text as a stimulus for our science topic 'Light' and as inspiration for narrative writing.

The Bear and the Piano by David Litchfield

After finding a piano in the woods and teaching himself to play, the bear ends up on an incredible journey to New York, where his piano playing makes him a huge star. He has fame, fortune and all the music in the world, but he misses the friends and family he has left behind. We use this text as a stimulus to write an informative advert.

Additional texts include **Stubby** and **Flo of the Somme** both brilliant highly illustrated fiction texts which link with our theme of remembrance.

Year 1/2 Reading Spine (including Core and Additional Texts)

Cycle A – Spring 1



The Day the Crayon's Quit by Oliver Jeffers

A little boy named Duncan has a box of crayons, which one day decide to go on strike because they are not satisfied with how they are used. Duncan tries to find a way to solve this problem, in order to keep his crayons happy and be able to paint again. We use this text as a stimulus for building our letter writing skill, inspiring fantastic artwork, questioning in History and writing diary entries and narrative in English.

Leaf by Sandra Dieckmann

Discover the story of Mary Anning, the world's best-known fossil hunter. We use the beautiful illustrations and quality narrative to help children learn how Mary discovered new fossils – and how her observations rocked the natural history world. We use this text to help inspire our children's writing, imagination and aspiration through Mary's work as a woman in the field of science. We write persuasive letters to museums and then apply those skills in other areas.

Additional texts include **Dear Mr Blueberry** and **The Dragon Sitter**, both great fiction texts for 1/2, which work perfectly to model writing for our letter writing unit.

Cycle B – Spring 1



The Tiny Seed by Eric Carle

This is the story of how a tiny seed travels from its parent plant and blows across seas, deserts and mountains, braving many hazards along the way, before finally finding a place to settle and grow into a beautiful flower so that the story can start again. We use this text as a stimulus for our science topic of plants, looking at the journey of a seed, which will inspire our instruction writing in English.

Lila and the Secret of Rain by David Conway

For months the sun has burned down on Lila's Kenyan village. It is too hot to gather firewood, too hot to weed the garden, even too hot to milk the cow. Without rain the well will run dry and the crops will fail. Lila is so worried that when her grandfather whispers to her the secret of rain, she decides to go and talk to the sky herself. We use this text to inspire our narrative writing.

Additional texts include **Lots: The Diversity of Life on Earth**, another super non-fiction text for Y1/2, and **Funny Bums and Freaky Beaks**, which is another fabulous illustrated non-fiction book.

Year 1/2 Reading Spine (including Core and Additional Texts)

Cycle A – Spring 2



The Secret Sky Garden by Sarah and Linda Lumbers

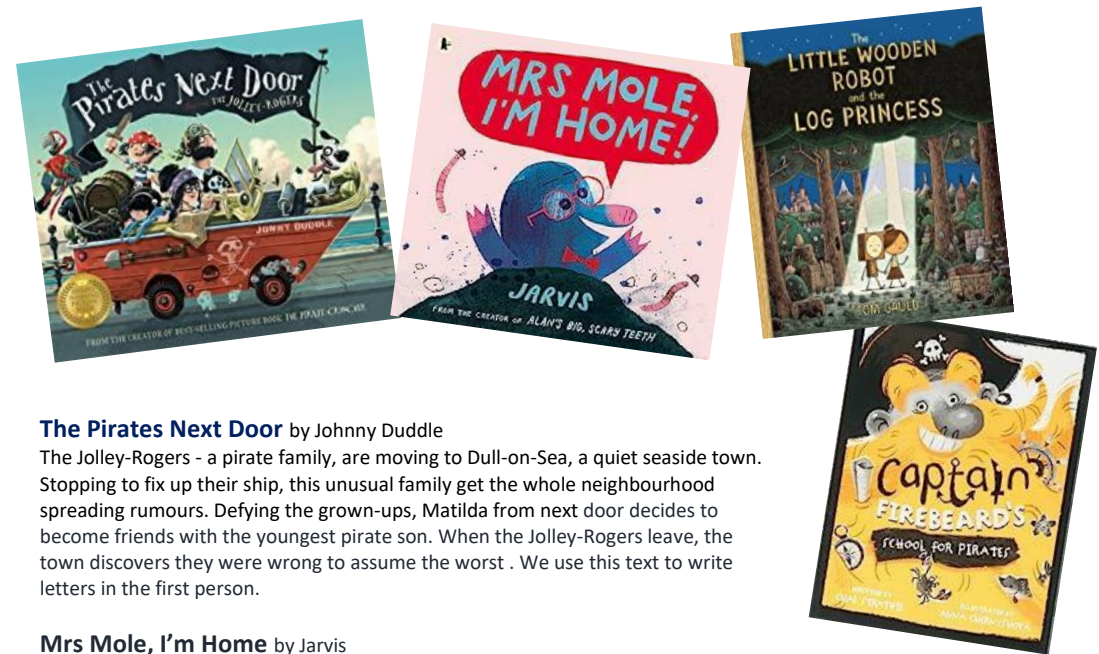
Funni loves the old, disused car park, and spends a lot of time there flying her kite and playing her recorder. But something is missing. Definitely. So Funni decides to create a garden in the neglected space and after weeks of careful nurture, her garden in the sky takes shape. One day, a little boy, Zoo, spots the square of colour amongst the grey from an incoming flight, and decides to try to find it. We use this text as a stimulus for our theme on plants, and to inspire our comparative settings descriptions.

Lights on Cotton Rock by David Litchfield.

Heather is a little girl who wants to go to Outer Space, where the stars sparkle with magic and wonder. When a spaceship lands at Cotton Rock, it seems that all of her dreams have come true. But soon the alien has to leave. Will the spaceship ever come back? And if it does, is Heather ready to leave everything on Earth behind? We use this text to help inspire our children's writing, imagination and aspiration to write letters to the alien.

Additional texts include a selection of fabulous, illustrated fiction texts: **Bloom**, **Greta** and the **Giants** and **the Climbers**.

Cycle B – Spring 2



The Pirates Next Door by Johnny Duddle

The Jolley-Rogers - a pirate family, are moving to Dull-on-Sea, a quiet seaside town. Stopping to fix up their ship, this unusual family get the whole neighbourhood spreading rumours. Defying the grown-ups, Matilda from next door decides to become friends with the youngest pirate son. When the Jolley-Rogers leave, the town discovers they were wrong to assume the worst. We use this text to write letters in the first person.

Mrs Mole, I'm Home by Jarvis

A daddy mole who has mislaid his spectacles. Morris can't find them anywhere. So, he decides to go on without them, trusting his instincts to lead him the right way home to his waiting family and delicious dinner of worm noodles. "Mrs Mole, I'm homeeee!" he sings ... as he burrows right into some poor unsuspecting rabbit family's hole. Oh dear. Without his spectacles, Morris really can't see a single thing – how will he ever get home? We use this text to develop our research, planning and non fiction writing skills.

Additional texts include **The Log Princess** and **Captain Firebeard's School for Pirates** both beautifully illustrated texts for Y1/2.

Year 1/2 Reading Spine (including Core and Additional Texts)

Cycle A – Summer 1



Vlad and the Great Fire of London by Katie and Sam Cunningham

It's 1666 and Vlad the flea and his friend Boxton the rat, love eating and biting their way around London. But one night in Pudding Lane they are caught up in a fire that threatens to destroy them, along with most of the City of London. We use this text as a stimulus for our theme on The Great Fire of London, inspiring questioning in History, performance poetry and diary writing.

Additional texts include **Toby and the Great Fire of London**, a great fiction read linked to our topic and the brilliant non-fiction text **The Great Fire of London: An Illustrated History of the Great Fire of 1666** which will support our research skills for our theme.

Cycle B – Summer 1



Hansel and Gretel by Bethan Woolvin

Naughty little Hansel and Gretel ransack Willow the good witch's gingerbread cottage and play havoc with her spells, driving the poor witch to her wit's end with magical mischief and mayhem. They gobble all her yummy food, smash her potion bottles and even conjure the cat to the size of a house! Can Willow ever put a stop to the chaos? We use this text as a stimulus to support our character description in English.

Hibernation Hotel by John Kelly

Can't doze off? Cave too cramped? Friends too loud and whiffy? Then check into a hotel... The Hibernation Hotel! A hilarious book about getting what you want – then discovering what you need.. We will use this text to support and consolidate our diary writing skills.

Additional texts include **The Boy Who Would be King** – an illustrated fiction text which links to our Monarchy theme and **Our King Charles**, a beautifully illustrated non-fiction text which matches perfectly to our theme.

Year 1/2 Reading Spine (including Core and Additional Texts)

Cycle A – Summer 2



The Magic Finger by Roald Dahl

Every Saturday morning the Greg family goes off to shoot animals and birds. But the girl who lives next door hates hunting. Now it's made her so angry she's PUT THE MAGIC FINGER ON THEM ALL. And very strange things have begun to happen. This fantastic classic text will inspire us to create and write instructions for our own fantastic magic tricks. .

Funny Bones by Allan and Janet Ahlberg

"This is how the story begins... On a dark, dark hill there was a dark, dark town. In the dark, dark town there was a dark, dark street and on that street two skeletons lived." We use this text to stimulate our learning about the human body in Science We use this text as inspiration for our narratives and rhyming poetry.

Additional texts include **The Blue Beyond** a great fiction text for Y1/2, and **The Most Important Animal of All** an popular, beautifully illustrated fiction and non-fiction crossover text perfectly matched to our theme.

Cycle B – Summer 2



The Incredible Book Eating Boy by Oliver Jeffers

Henry loves books... but not like you and I. He loves to EAT books! This exciting story follows the trials and tribulations of a boy with a voracious appetite for books. We use this text as a stimulus for science theme on healthy diets. We will use the text to inspire our non-chronological report writing.

Dear Teacher by Amy Husband

Dear Teacher is a hilarious collection of letters from Michael to his new teacher explaining why he can't go to class. From traveling to the pyramids of Egypt to getting attacked by pirates. When Michael's teacher writes back telling him how sorry she is he'll miss all of the exciting school activities planned for the year, Michael realizes all the fun he'd really miss out on. We will write letters to our new teachers, linked to our PSHE – Changes and Transitions

Additional texts include **Royal Animals**, another super non-fiction text and **Amazing Facts King Charles III** another non-fiction text perfectly matched to our Monarchy theme.

Year 3/4 Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 1



Stone Age Boy by Satoshi Kitamura

One day a boy falls down a hole, and amazing thing happens — when he wakes, he's in a camp full of people wearing animal skins! Mixing flight of fancy with prehistoric facts, we are ushered back to a time of surprising innovation and artistic expression, shown in cave paintings visible to this day. We use this text as a stimulus for our theme on Stone Age Britain, inspiring fantastic art-work, questioning in History and writing diary entries and narrative in English.

Stone Girl, Bone, Girl by Lauren Anholt

Discover the story of Mary Anning, the world's best-known fossil hunter. We use the beautiful illustrations and quality narrative to help children learn how Mary discovered new fossils – and how her observations rocked the natural history world. We use this text to help inspire our children's writing, imagination and aspiration through Mary's work as a woman in the field of science. We write persuasive letters to museums and then apply those skills in other areas.

Additional texts include **The Stolen Spear**, a great fiction text for Y3/4, and **Mega Meltdown**, an ever popular, beautifully illustrated non-fiction text perfectly matched to our theme.

Cycle B – Autumn 1



Roman Tales: The Fatal Fire by Terry Deary

AD 64. Rome is a frightening place. But little does Christian slave girl Mary realise the dangers that await her when she accompanies her master to the city. It is the day of the chariot races and Mary finds herself the only witness to a terrible crime. We use this text as a stimulus for our theme on Romans, inspiring fantastic portrait art, questioning in History and writing diary entries and in English.

Roman Soldiers Handbook by Lucia Fabricius Imperiso

Do you know how Roman legionaries wield their swords? Or that they impersonate tortoises? And have you any idea what a Parthian Prankster would look like face to face? This handbook not only answers all these questions, it covers everything else you could ever need to know about life in the Roman Army. We use this text as a stimulus for our Roman theme, inspiring instruction writing on how to become a Roman soldier to museums and catapult building in DT.

Guided Reading texts include **A Visitor's Guide To Ancient Rome**, another super non-fiction text for Y3/4, and **Roman Tales- The Captive Celt**, an ever popular text perfectly matched to our theme.

Year 3/4 Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 2



The Day War Came by Nicola Davis

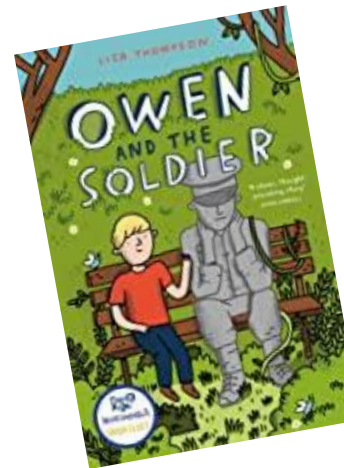
Imagine if, on an ordinary day, war came. Imagine it turned your town to rubble. Imagine going on a long and difficult journey – all alone. Imagine finding no welcome at the end of it. Then imagine a child who gives you something small but very, very precious. We use this text as a stimulus for our theme on Stone Age Britain, inspiring fantastic art-work, questioning in History and writing poetry in English.

Kevin the Carrot – Aldi advert

To celebrate the Christmas season, we will use the Christmas advert created by Aldi as a stimulus for our narrative piece.

Additional texts include **Oi, Caveboy**, a great fiction text for Y3/4, and continue with **Mega Meltdown**, an ever popular, beautifully illustrated non-fiction text perfectly matched to our theme.

Cycle B – Autumn 2



Owen and the Soldier by Lisa Thompson

A crumbling stone soldier sits on a bench in the park. Only Owen understands how important he is. At home, Owen and his mum are struggling and there's nobody he can talk to.. But nobody else cares about the soldier, and the town council want to tear him down. Owen's the only one who can save him but can he find the courage to speak up before it's too late? We use this text to link our PSHE and the theme of Remembrance Day teaching children empathy and understanding. We write persuasive letters to encourage the council to keep Owen's beloved statue.

The Creature – BAFTA award winning short film

A short film based on plastic pollution. When an unknown creature washes up on the beach, locals try to understand what this creature is and how this dreadful event could have occurred. We use this text as a stimulus to write newspaper articles to inform.

Guided Reading texts include **So You Think You've Got it Bad? A Kid's Life in Ancient Rome**, another super non-fiction text and **I Was There Boudica's Army** – a great diary text.

Year 3/4 Reading Spine (including Core and Additional Texts)

Cycle A – Spring 1



The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce

Morris Lessmore loved words. He loved stories. He loved books. But every story has its upsets... Everything in Morris Lessmore's life, including his own story, is scattered to the winds. But the power of story will save the day. Alongside the fantastic short film version, we use this text as a stimulus for our creative story writing.

Additional texts include **Great Adventurers**, a super non-fiction text for Y3/4 all about explorers and **A Dangerous Game**, a fantastic Barrington Stoke – Dyslexia friendly book about managing risky situations.

Cycle B – Spring 1



The Flood by Alvaro F. Villa

With intensely coloured, gorgeous artwork, Alvaro F. Villa depicts the effects of a devastating flood on a family and their home in this wordless-and startlingly beautiful-picture book. We use this text as a stimulus for our theme on The Water Cycle. Inspiring epic tragedy stories.

Additional texts include **Song of the River**, a super fiction text for Year 3/4 from the brilliant Barrington Stoke and **The Boy Who Grew Dragons**, a great fiction text which links with our science topic of Plants.

Year 3/4 Reading Spine (including Core and Additional Texts)

Cycle A – Spring 2



A 'Bookish Fortnight' text to be decided...

Every year around World Book Day, we celebrate books over an entire fortnight. Each year a text will be chosen around a theme and teachers can decide how best to use that text within a writing unit.

Additional texts include **The Same Inside**, a lovely poetry book all about empathy and friendship and **The Griffin Gate**, a brilliant Barrington Stoke text linked to our Science topic of electricity.

Cycle B – Spring 2



Lift by Dan Santat

Iris loves to push the elevator buttons in her apartment building, but the sudden appearance of a mysterious new button opens up entire realms of possibility, places where she can escape and explore on her own. But when she's forced to choose between going at it alone or letting her little brother tag along, Iris finds that sharing a discovery with the people you love can be the most wonderful experience of all. We use this wordless picture book as a stimulus for our PSHE and RE learning. We will then use this learning to create brilliant fantasy adventure stories.

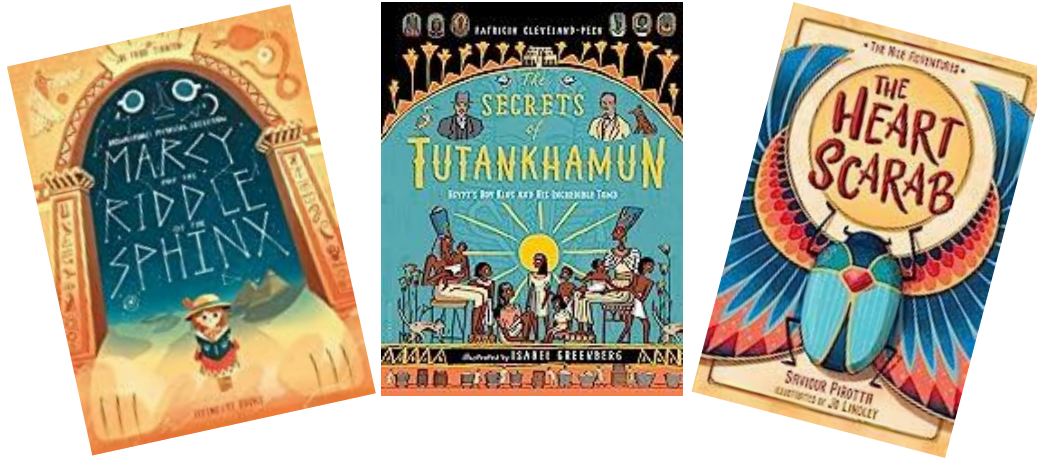
Big Book of Blooms by Yuval Zommer

What does a Venus fly trap eat? How strong is a giant water lily? Does a cactus flower? Readers will enjoy learning about different edible flowers and why flowers are fragrant or colourful, not to mention grisly details about carnivorous and poisonous flowers. We use this text to write non chronological reports about plants.

Additional texts include **Trees – The Magic and Mystery of Trees** – a super non-fiction text linked to our plants topic and an Art Fortnight related artist focused text.

Year 3/4 Reading Spine (including Core and Additional Texts)

Cycle A – Summer 1



Marcy and The Riddle of the Sphinx by Joe Todd Stanton

In this Egyptian inspired graphic novel, many years have passed since the tale of Arthur and the Golden Rope and Arthur is now a world-famous adventurer. If only his daughter Marcy shared his enthusiasm for exploration... Determined to bring out Marcy's adventurous side, Arthur sets off to Egypt to bring back the legendary Book of Thoth. When Arthur doesn't return, Marcy must follow in his footsteps. Can she overcome her fears and rescue her father from the clutches of the Great Sphinx. We use this text as a stimulus for our theme on Ancient Egypt, inspiring fantastic artwork, questioning in History and writing adventure stories in English.

The Secrets of Tutankhamun by Patricia Cleveland Peck

The Story of Tutankhamun looks at the life and legacy of the famed boy king. We will use the information in this text to write our own biographies of Tutankhamun and we will apply those research skills in other areas.

Additional texts include **The Heart Scarab** - a great fiction text for Y3/4, and **Awesome Egyptians – Horrible Histories** - an ever-popular non-fiction text perfectly matched to our theme.

Cycle B – Summer 1



Arthur and the Golden Rope by Joe Todd Stanton

In this Viking inspired graphic novel, we follow the epic journey of Brownstone's earliest ancestor, Arthur, and travel back to the age of the Vikings where this bookish young adventurer must find the courage to save his village and defeat the mighty beast Fenrir. We use this text as a stimulus for our theme on The Vikings Britain, inspiring fantastic art-work, questioning in History and writing adventure stories in English.

Additional texts include **Viking Voyagers** another super non-fiction text for Y3/4.

Year 3/4 Reading Spine (including Core and Additional Texts)

Cycle A – Summer 2



An Anthology of Intriguing Animals by Ben Hoare

From tigers and chameleons to wolves and owls there's an animal for everyone in this compendium of creatures. Each type of animal is shown both photographically and illustrated. We use this text as a stimulus for our science theme on animals, writing fabulous non-chronological reports about different animals.

Apes to Zebras – An A-Z of Shape Poems by Liz Brownlee and Roger Stevens.

A gorgeous collection of animal poems Featuring a full alphabet of animals, birds, and insects, with the odd extinct or imaginary creature thrown in, these beautiful shape poems are a perfect way to introduce children to poetry. We will use this book alongside our topic of rivers to create fabulous river inspired shape poetry.

Cycle B – Summer 2



How to Train Your Dragon by Cressida Cowell

Hiccup must lead ten novices in their initiation into the Hairy Hooligan Tribe. They have to train their dragons or be BANISHED from the tribe FOR EVER! A great Viking based fantasy text which links beautifully to our Viking topic and will help to inspire us to write our own opening to the story. We will use the movie opening alongside this to engage our children.

The Barnabus Project by The Fan Brothers

In a world built for Perfect Pets, Barnabus is a Failed Project, half mouse, half elephant, kept out of sight until his dreams of freedom lead him and his misfit friends on a perilous adventure. We will use this beautifully illustrated text to inspire our own failed pets, which we will create and write non chronological reports for.

Additional texts include **The Proper Way to Meet a Hedgehog** - a charming poetry text.

Year 5/6 Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 1

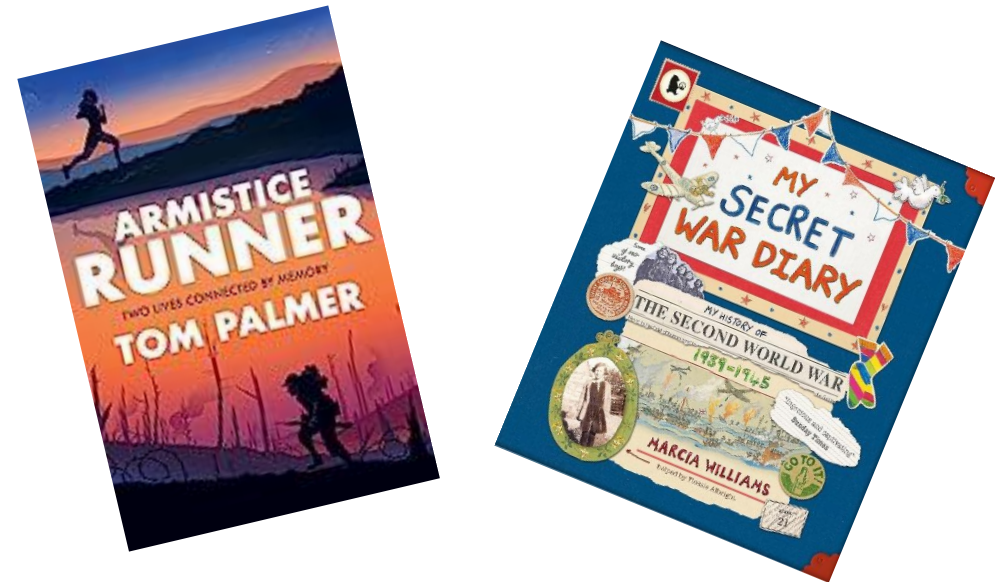


The Boy at the Back of the Class by Onjali Q. Rauf

When a new boy appears at the back of the classroom, the children are intrigued. Unable to speak English and seated at the back of the class, Ahmet 'the refugee kid' becomes the perfect target for bullies and rumours alike. But Ahmet has also captured the attention and empathy of a fellow classmate, who will do anything to help him find his family. Even if that involves a plan - or five, and the Queen herself!

Additional texts include **Henry VIII's Secret Diary: 1**, a fabulous Horrible Histories inspired text based loosely on historical fact.

Cycle B – Autumn 1



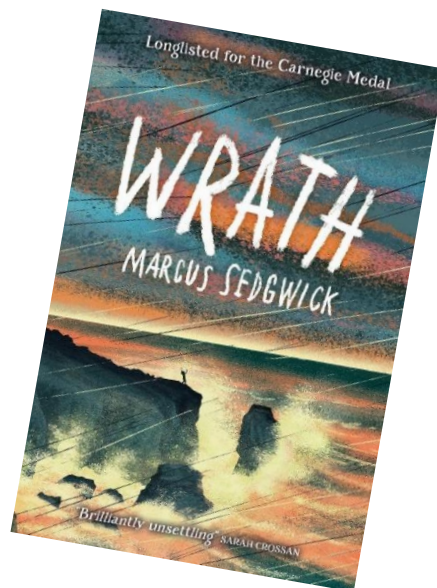
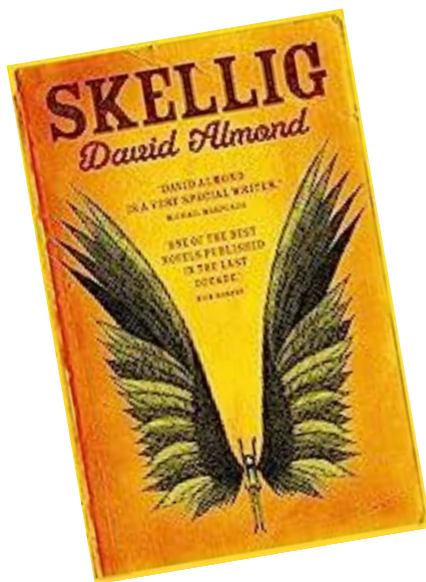
The Armistice Runner by Tom Palmer

Lily has lots of worries. She's struggling to compete in her fell-running races and, worse, she's losing her gran to Alzheimer's. But then she discovers her great-great-grandfather's diaries from the First World War. Could his incredible story of bravery help her reconnect with her gran and even give her the inspiration she needs to push through. We use this text as a stimulus for our theme on War Time Britain, questioning in History and writing narrative, biographies and speeches.

Additional texts include – **My Secret War Diary** by Marcia Williams - a brilliant non-fiction text linked to our theme of War Time Britain.

Year 5/6 Reading Spine (including Core and Additional Texts)

Cycle A – Autumn 2

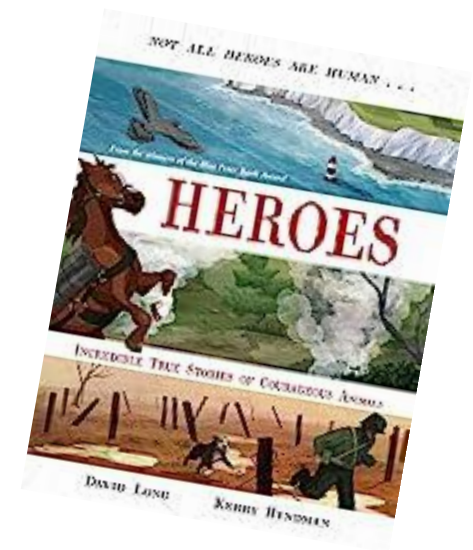
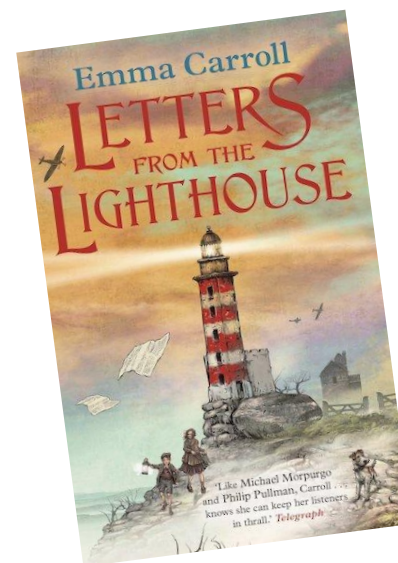


Skellig by David Almond

When a move to a new house coincides with his baby sister's illness, Michael's world seems suddenly lonely and uncertain. Then, one Sunday afternoon, he stumbles into the old, ramshackle garage of his new home, and finds something magical. A strange creature - part owl, part angel, a being who needs Michael's help if he is to survive. With his new friend Mina, Michael nourishes Skellig back to health, while his baby sister languishes in the hospital. But Skellig is far more than he at first appears, and as he helps Michael breathe life into his tiny sister, Michael's world changes for ever. We use this text as a stimulus to inspire our diary entries and newspaper report.

Additional texts include **Wrath by Marcus Sedgwick** – a mystery exploring teen relationships and our connection to the world around us – a brilliant Barrington Stoke book with an environmental message.

Cycle B – Autumn 2



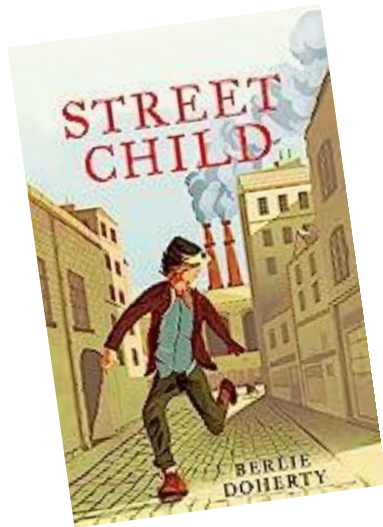
Letters from the Lighthouse by Emma Carroll

February 1941. After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast. The only person with two spare beds is Mr Ephraim, the local lighthouse keeper. But he's not used to company, and he certainly doesn't want any evacuees. Desperate to be helpful, Olive becomes his post-girl, carrying secret messages (as she likes to think of the letters) to the villagers. But Olive has a secret of her own. Her older sister Sukie went missing in an air raid, and she's desperate to discover what happened to her. And then she finds a strange, coded note which seems to link Sukie to Devon, and to something dark and impossibly dangerous. We use this text as a stimulus for our theme on War Time Britain, questioning in History and writing settings description and persuasive discussion in English. A firm favourite of ours!

Additional texts include **A Heroes: Incredible True Stories of Courageous Animals** – which links perfectly to our War Time Britain theme.

Year 5/6 Reading Spine (including Core and Additional Texts)

Cycle A – Spring 1

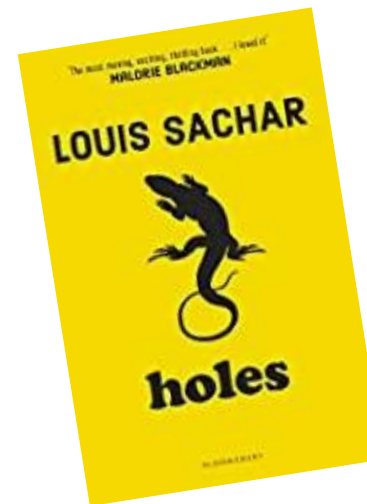


Street Child by Berlie Doherty

The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes. When his mother dies, Jim Jarvis is left all alone in London. He is sent to the workhouse but quickly escapes, choosing a hard life on the streets of the city over the confines of the workhouse walls. Struggling to survive, Jim finally finds some friends... only to be snatched away and made to work for the remorselessly cruel Grimy Nick, constantly guarded by his vicious dog, Snipe. Will Jim ever manage to be free? We use this text as a stimulus for our theme on Building of an empire through to the Industrial Revolution. We will write character descriptions, narrative pieces and a book review to recommend the text to other readers.

Additional texts include [Fagin's Girl](#) by Karen McCombie, with great links to the industrial revolution and brilliant crossovers with classic Oliver Twist.

Cycle B – Spring 1



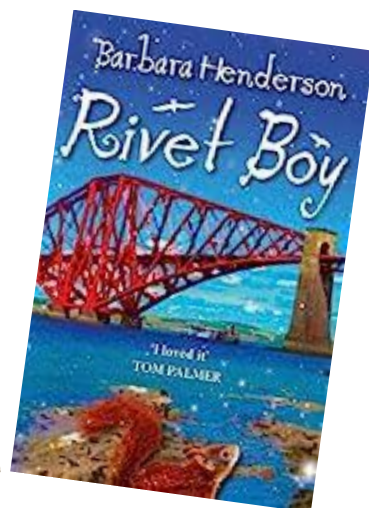
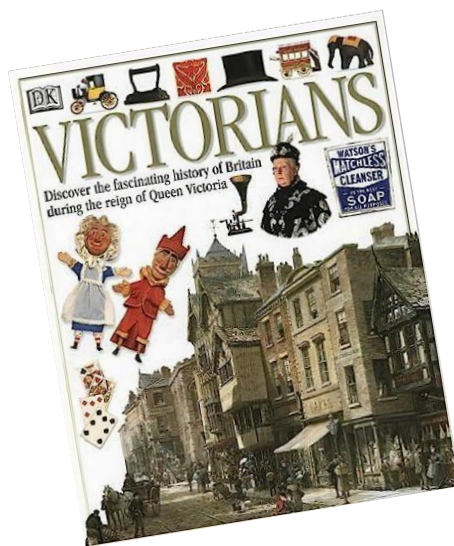
Holes by Louis Sachar

Stanley Yelnats' family has a history of bad luck, so when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre (which isn't green and doesn't have a lake) he is not surprised. Every day he and the other inmates are told to dig a hole, five foot wide by five foot deep, reporting anything they find. Why? The evil warden claims that it's character building, but this is a lie. It's up to Stanley to dig up the truth. We use this text as a stimulus for our science topic animals and humans – thinking of the impact of diet, exercise and lifestyle on humans. We use this as a stimulus for writing character descriptions, a newspaper article and a letter to persuade.

Additional texts include [Survivors: Extraordinary Tales from Wild and Beyond](#). A super non-fiction collection of stories which links to our geography topic of destructive world.

Year 5/6 Reading Spine (including Core and Additional Texts)

Cycle A – Spring 2



Victorians – late 1800 by Ann Kramer

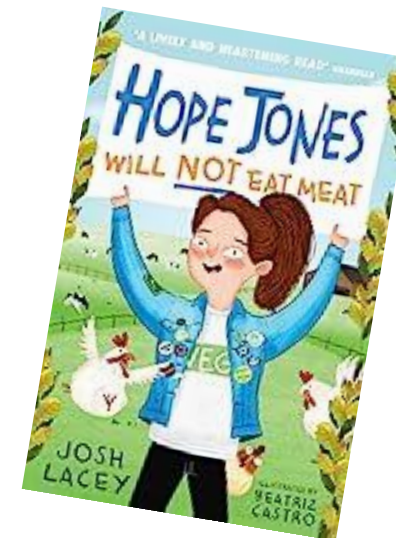
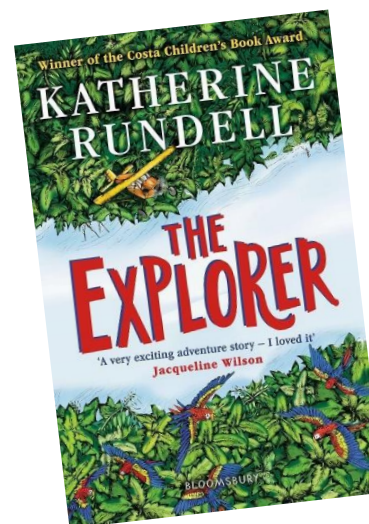
Looks at the great events and achievements of the Victorian era. Photographs of inventions - clothes; architecture; household objects; and royal memorabilia offer a view and history of daily life in Victorian We use this text as a stimulus for our theme on Industrial Revolution inspiring non-chronological reports focusing on Victorian life and a book review.

A Bookish Fortnight text to be decided...

Every year around World Book Day we celebrate books over an entire fortnight. Each year, a text will be chosen around a theme and teachers can decide how best to use that text within a writing unit.

Additional texts include **Rivet Boy** a great fiction text for Y5/6, set in the industrial revolution. The story of one boy's role in the building of the iconic Forth Bridge—Scotland's greatest man-made wonder. This book will support our writing.

Cycle B – Spring 2



The Explorer by Katherine Rundell

From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him. As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small. Except, it seems, someone has been there before them. We use this text as a stimulus for our geography theme on destructive world and world continents. This text will inspire understanding in geography and our fabulous writing units – setting and character description, a comparison between texts and non-chronological reports based on issues faced in our world. Another firm favourite of ours!

Additional texts include **Hope Jones Will Not Eat Meat** which links beautifully with our animals and humans' science topic – looking at the impact of diet, exercise, and lifestyle on the body's function.

Year 5/6 Reading Spine (including Core and Additional Texts)

Cycle A – Summer 1



Hidden Figures by Margot Lee Shetterly

In this beautifully illustrated picture book edition, we explore the story of four female African American mathematicians at NASA, known as "colored computers," and how they overcame gender and racial barriers to succeed in a highly challenging STEM-based career. We use this text as a stimulus for our fascinating Earth and space science topic to write a biography of Stephen Hawking and a speech against the injustices faced in Hidden Figures.

Additional texts include **I am Not a Label**, a great non-fiction book linked to our Hidden figures writing text.

Cycle B – Summer 1



The Nowhere Emporium by Ross MacKenzie

When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident. Before long, the 'shop from nowhere' -- and its owner, Mr Silver -- draw Daniel into a breathtaking world of magic and enchantment. Recruited as Mr Silver's apprentice, Daniel learns the secrets of the Emporium's vast labyrinth of passageways and rooms -- rooms that contain wonders beyond anything Daniel has ever imagined. But when Mr Silver disappears, and a shadow from the past threatens everything, the Emporium and all its wonders begin to crumble. Can Daniel save his home, and his new friends, before the Nowhere Emporium is destroyed forever? We use this text as a stimulus for inspiring creative writing such as a newspaper report, narrative, and a speech. It also offers a great comparison to previous texts covered in this cycle.

Additional texts include **Amazing Evolution – The Journey of Life**, a great non-fiction book linked to our science topic Evolution and Inheritance.

Year 5/6 Reading Spine (including Core and Additional Texts)

Cycle A – Summer 2



Kensuke's Kingdom by Michael Morpurgo

I disappeared on the night before my twelfth birthday. Washed up on an island in the Pacific, Michael struggles to survive on his own. With no food and no water, he curls up to die. When he wakes, there is a plate beside him of fish, of fruit, and a bowl of fresh water. He is not alone. We use this text as a stimulus for our world continents and oceans topic to support us when writing a creative narrative based on the final chapter.

Additional texts include **The Boreal Forest – A Year in the World's largest land biome** - a great non-fiction book linked to our geography topic.

Cycle B – Summer 2



Talking History by Joan Haig and Loan Lennon

Abraham Lincoln inspired a nation, Funmilayo Ransome-Kuti fought for women's rights and Greta Thunberg made her voice heard on global warming. The stirring words of the 16 speakers inside have formed milestones in modern history and engaged generations on important issues including war, women's rights, climate change and civil rights. We use this text as a stimulus for inspiring creative writing such as a newspaper report, narrative, and a speech. It also offers a great comparison to previous texts covered in this cycle. Covering speeches from the last 150 years, explore the events leading up to each speech, listen to the words, and discover the impact they had on the world. Presented in graphic novel style, this is a book to inspire a new generation of thinkers and talkers. We use this text as a stimulus to write our own speeches about leaving Thongsley.

Additional texts include **Charles Darwin - Little People, Big Dreams** – a brilliant biography to support our biography writing and **What Mr Darwin Saw**, a super picture books to support our science topic.

