





## St Monica's Catholic Primary School - Reading Long Term Plan

Carefully chosen core texts are at the heart of the curriculum delivery. Every day, firm foundations are laid by adults reading quality texts to the children and engaging the children in purposeful discussion, developing language skills, comprehension and a love of books. Alongside this, children are taught to read using a systematic synthetic phonic approach (Read Write Inc). Reading materials and books are carefully matched to each child's phonic stage of development. When a child has achieved the expected standard in phonological development (usually by the end of Year One), key teaching emphasis is placed on reading comprehension using carefully structured texts. For those children who do not reach this standard by the end of Year One, there is a continued focus on developing their phonological knowledge and skills.

### Nursery






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	Linked to Read Write Inc scheme of learning (hyperlink)					
<b>Story Session</b>	Every day, firm foundations are laid by adults reading quality texts to the children and engaging the children in purposeful discussion, developing language skills, comprehension and a love of books with a story session each day.					
<b>Links to Writing</b>	<b>Dear Zoo by Rod Campbell</b> Narrative (recount) 	<b>Peace at Last by Jill Murphy</b> Narrative (traditional tale) 	<b>The Three Little Pigs by Mara Alperin</b> Narrative (traditional tale) 	<b>Mrs Wishy-Washy's Farm by Joy Cowley</b> Narrative (adventure) 	<b>The Very Hungry Caterpillar by Eric Carle</b> Narrative (recount) 	<b>The Pirates are Coming! By John Condon</b> Narrative (recount) 
<b>Protected characteristics</b>  Race Age Gender Race Religion	<b>You Choose By Pippa Goodhart</b> (equality/ choices)  <b>A Place Called Home By Kate Baker</b> (Race / Respect/ Age/ Belief) 	<b>Best friends Busy friends By Susan Rollings</b> (disability/ friendship)  <b>The Same But Different By Karl Newson</b> (uniqueness / diversity) 	<b>Red rockets and rainbow jelly By Sue Heap and Nick Sharratt</b> (belief/ inclusion/ difference)  <b>Amazing By Steve Antony</b> (equality/ disability) 	<b>Elmer By David McKee</b> (inclusivity/ friendship/ equality)  <b>Blue Chameleon By Emily Gravett</b>  <b>Spots and Dots By Helen Baugh</b> (equality/ difference/ respect/ belief)	<b>Want to play trucks By Ann Stott (gender/ friendship/ equality)</b>  <b>Spots and Dots by Helen Baugh</b> (equality/) 	<b>Along came a different By Tom McLaughlin</b> (equality)  <b>Mixed by Arree Chung</b> (race) 

Poetry	Nursery Rhymes Twinkle, Twinkle Hickory, Dickory Dock, Incy, Wincy Spider Row, Row, Row your Boat	Nursery Rhymes 1, 2 Buckle My Shoe 5 Fat Sausages Autumn Leaves are Falling Down Head, Shoulders, Knees and Toes	Nursery Rhymes Three Blind Mice Three Little Kittens Four Little Teddy Bears Five Little Snowmen	Nursery Rhymes Alice the Camel Sing a Song of Sixpence Five Cheeky Monkeys Swinging Through the Tree When Goldilocks Went to the House of the Bears	Nursery Rhymes Five Little Men in a Flying Saucer Humpty Dumpty One Elephant Went Out to Play	Nursery Rhymes
Traditional Tales	Goldilocks and the Three Bears	Three Billy Goats Gruff	The Three Little Pigs	Little Red Riding Hood	Jack and the Beanstalk	The Gingerbread Man
Picture Books	Spot's First Day Owl Babies Ness the Nurse Brown Bear, Brown Bear Little Blue Truck Big Yellow Digger Walking Through The Jungle Rumble in the Jungle	Just Like Jasper The First Christmas There's an Elf in my Book There Was an Old Lady Who Swallowed a Fly Rama and Sita Lighting a Lamp	Pass the Jam, Jim Rosie's Walk We're Going on a Bear Hunt The Magical Snow Garden The Not-So-Perfect- Penguin Where Snowflakes Fall	Farmer Duck Noisy Farm A Squash and a Squeeze Spot Goes to the Farm Farmyard Fancy Dress Farmyard Hullabaloo	Superworm The Very Hungry Caterpillar One Mole Digging a Hole Jasper's Beanstalk The Gruffalo	Monkey Puzzle The Sandcastle Handa's Surprise
Non-fiction	Frida Kahlo	Instructions for a game	Maps	Chick and Egg	Instructions to grow plants	Cookery Books

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	Linked to Read Write Inc scheme of learning (hyperlink)					
<b>Story Session</b>	Every day, firm foundations are laid by adults reading quality texts to the children and engaging the children in purposeful discussion, developing language skills, comprehension and a love of books with a story session each day.					
<b>Links to Writing</b>	<b>The gingerbread man by Mara Alperin by Mara Alperin</b>  Narrative (recount)  	<b>Leaf Man by Lois Ehlert and Stick Man by Julia Donaldson</b>  Information  	<b>Naughty Bus by Jan and Jerry Oke</b>  Narrative (recount)  	<b>Journey Home by Frann Preston-Gannon</b>  Narrative (recount)  	<b>Supertato by Sue Hendra</b>  Narrative (recount)  	<b>The Whale Who Wanted More by Rachel Bright</b>  Narrative (recount)  
<b>Protected Characteristics</b>	<b>My big fantastic family By Adam and Charlotte Guillain (Marriage and Partnership)</b>  	<b>Julian is a mermaid by Jessica Love (Gender/ Sexual Orientation/ Equality/Race)</b>    <b>Peppas Diwali By Peppa Pig (religion and belief)</b>  	<b>The Smeds and the Smods By Julia Donaldson (Marriage)</b>  	<b>What happened to you? By James Catchpole (Race)</b>  	<b>Oliver Button is a sissy by Tomie de Paula (gender/ equality)</b>    <b>As we Grow By Libby Walden (age/ race)</b>  	<b>Mermaid by Cerri Burrell (disability/ race/ )</b>  


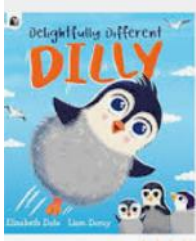

Poetry	Nursery Rhymes	Nursery Rhymes	Poetry Basket	The Farmyard by A. A. Attwood  We're Going on a Bear Hunt  Performance Poetry Week	Eat Your Peas, Louise! by Peegan Snow  Dinner-time by June Crebbin	Communication in the Ocean by Giles Andreae
Traditional Tales	Rumpelstiltskin - Brothers Grimm	Rumpelstiltskin - Brothers Grimm	Little Red Hen	The Big Pancake	Little Red Riding Hood	Pinocchio
Picture Books	The Gingerbread Man - Jim Aylesworth  There was an old woman who swallowed a fly  Pip and Posy Stories - Axel Scheffler  The Blue Balloon - Mick Inkpen	Leaf Man/ Stick man- Julia Donaldson  Rama and Sita (Diwali)  The Best Ever Diwali  Room on the Broom -Julia Donaldson  The Christmas Story  A Letter to Santa - Gaby Goldstack	Naughty Bus - Jan and Joey Oke  Aliens Love Underpants Claire Freedman  Rumble in the Jungle - Giles Andreae  Ruby - Maggie Glen  The First Snow of Winter  Kipper's Toybox- Mick Inkpen	The Journey Home- Emma Levey  We're Going on a Bear Hunt/ Egg Hunt -Michael Rosen  Mr Wolf's Pancakes - Jan Fearnly  Akaya's Pancakes  Oi Frog! - Kes Gray  Dogger - Shirley Hughes	Supertato -Sue Hendra  Oliver's Vegetables - Alison Bartlett  Penny and Pup - Linda Jennings  Can't you Sleep, Little Bear - Martin Waddell  Shark in the Park - Nick Sharratt The Hobyahs - Dan San Souci	The Whale Who Wanted More - Rachel Bright  Sport's Day - Mick Inkpen  Tiddler - Julia Donaldson  The Day the Crayons Quit - Oliver Jeffers  Dinosaurs and all the Rubbish - Michael Foreman  Green Eggs and Ham - Dr Seuss
Non-fiction	Home by Carson Ellis	Yayoi Kuasama (Art)	Map/Atlas  The Toys we Play With	Cookery Books	Information books linked to jobs.	Caterpillar Diary,

The teaching of reading in Key Stage One takes place during our Daily Reading Time. In these sessions, through 1:1 conferencing, guided reading and completion of reading activities, children are taught the key skills to enable them to become purposeful readers. The strategies and approaches employed by the teacher are targeted to meet the developmental needs of every child. In addition to the designated Reading Time, throughout Year Two, comprehension is explicitly taught in timetabled sessions. High quality reading materials are taken from our carefully constructed reading schemes to meet every individual's needs.

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	Linked to Read Write Inc scheme of learning (hyperlink)					
<b>Story Session</b>	Every day, firm foundations are laid by adults reading quality texts to the children and engaging the children in purposeful discussion, developing language skills, comprehension and a love of books with a story session each day.					
<b>Comprehension</b>	<b>Key Objectives: VIPERS (Vocab/ Infer/ Predict/ Explain/ Retrieve/ Sequence /Summarise)</b> - 1a draw on knowledge of vocabulary to understand texts, 1b identify / explain key aspects of fictions and non-fictions texts, such as characters, events, titles and information, 1c identify and explain the sequence of events in texts, 1d make inferences from the text, 1e predict what might happen on the basis of what has been read so far					
<b>Links to Writing</b>	<b>Lost and Found by Oliver Jeffers</b>  Lists/ Captions / Simple sentences  Narrative (Adventure)	<b>Nibbles by Emma Yarlett</b>  Narrative (Recount) 	<b>Lion Inside by Rachel Bright</b>  Narrative (Adventure) 	<b>The Curious Case of the Missing Mammoth by Ellie Hattie</b>  Narrative (Adventure) 	<b>Toys in Space by Mini Grey</b>  Narrative (Fantasy)   <b>Non - Fiction Instructions</b>	<b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b>  Narrative (Traditional Tale) 
<b>Poetry</b>	<b>There are no such thing as monsters</b> <b>By Roger Stevens</b>			<b>At the Zoo</b> <b>By W M Thackeray</b>		
<b>Protected Characteristics</b>	<b>In every house in every street</b> <b>By Jess Hitchman</b> <b>(marriage/ equality/)</b> 	<b>I'm a girl</b> <b>By Yasmine Ismail</b> <b>(gender/ stereotypes)</b>   <b>Seans Red Bike</b> <b>(race and ethnicity)</b> 	<b>Omar the bees and me by Helen Mortiner</b> <b>(age/ diversity/ race/ relationships/ disability)</b>   <b>One smiling grandma - Anne Marie Linden</b> <b>(race/ ethnicity/ age)</b> 	<b>Emilia's Curly hair</b> <b>(Race and ethnicity)</b>   <b>The Abilities in me Gemma Kier (Disability)</b> 	<b>Last stop market street - Matt de la Pena</b> <b>(race and ethnicity)</b> 	<b>Come all you little persons</b> <b>by John Agard</b> <b>(equality)</b> 


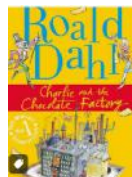




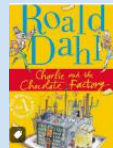
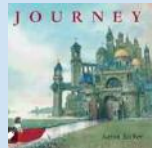










<b>Traditional Tales</b>	<p>Jack &amp; The Beanstalk</p> <p>Snow White</p>	<p>The Three Little Pigs - Retold by Joan Stinson</p> <p>The Frog Prince</p>	Cinderella - Susanna Davidson	Rapunzel - Brothers Grimm	The Princess & The Pea - Hans Christian Andersen	
<b>Picture Books</b>	<p>Room on the broom - Julia Donaldson</p> <p>The girls - Lauren Ace</p> <p>Lighthouse keepers' lunch- Ronda Amitage</p> <p>Lettice - Mandy Stanley</p>	<p>Lost &amp; Found - Oliver Jeffers</p> <p>The way back home - Oliver Jeffers</p> <p>Jim and the beanstalk - Raymond Briggs</p> <p>Blue &amp; Bertie - Kristyna Litten</p>	<p>The Gruffalo - Julia Donaldson</p> <p>Let's get a pup - Bob Graham</p> <p>Look up - Nathan Bryan</p> <p>Star Dust - Jeanne Willis</p>	<p>Going on a bear hunt - Michael Rosen</p> <p>Lets all creep through crocodile creek - Jonathan Lambert</p> <p>Smartest Giant in Town - Julia Donaldson</p> <p>Extra Ordinary Gardner - Sam Boughton</p>	<p>The Bug collector - Alex G. Griffiths</p> <p>The world made a rainbow - Michelle Robinson</p> <p>Harry and the bucket full of Dinosaurs Ian Whybrow</p> <p>Charlie Cooks favourite book - Julia Donaldson</p>	<p>What happened to you - James Catchpole</p> <p>The marvellous moon map - Teresa Heapy</p> <p>Farmer duck - Martin Waddell</p> <p>No dragon in this story – Lou Carter</p>
<b>Non-fiction</b>	Autumn (BB)	<p>Materials (BB)</p> <p>Looking at Teddy Bears (BB)</p>	Living things	Eating (BB)	The Human Body (BB)	Seasons - Summer (BB)




Year 2						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	Linked to Read Write Inc scheme of learning (hyperlink)					
<b>Story Session</b>	Every day, firm foundations are laid by adults reading quality texts to the children and engaging the children in purposeful discussion, developing language skills, comprehension and a love of books with a story session each day.					
<b>Comprehension</b>	<b>Key Objectives: VIPERS (Vocab/ Infer/ Predict/ Explain/ Retrieve/ Sequence /Summarise)</b> <ul style="list-style-type: none"> <li>1a draw on knowledge of vocabulary to understand texts, 1b identify / explain key aspects of fictions and non-fictions texts, such as characters, events, titles and information, 1c identify and explain the sequence of events in texts, 1d make inferences from the text, 1e predict what might happen on the basis of what has been read so far</li> </ul>					
<b>Links to Writing</b>	<b>Troll Swap by Leigh Hodgkinson</b> Narrative (Adventure) 	<b>The Owl who was Afraid of the Dark by Jill Tomlinson</b> (Non Chronological Report)  <b>Non Chronological Report on the Great Fire of London</b> (links to History from last half term)	<b>Dragon Machine by Helen Ward</b> Narrative (Adventure) 	<b>Major Glad, Major Dizzy by Jan Oke</b> Narrative (Diary Recount) 	<b>Grandad's Secret Giant by David Lichfield</b> Narrative (Moral Focus)  <b>Narrative - Diary Entry</b> (link to History - trip to seaside)	<b>The Last Wolf by Mini Grey</b> Persuasion - Letter 
<b>Poetry</b>	<b>The Owl and the pussycat</b> By Edward Lear			<b>Night Sounds</b> By Berlie Doherty		
<b>Protected Characteristics</b>	<b>The Moose Fairy by Steve Small man</b> (sexual orientation/ diversity)  <b>Coming to England by Floella Benjamin</b> (race and ethnicity) 	<b>Rescue and Jessica - A life changing friendship by Jessica Kensky</b> (disability)  <b>The great big book of families by Marty Hoffman and Ros Asquith</b> (Race and ethnicity/ sexual orientation/ pregnancy and maternity) 	<b>The invisible by Tom Percival</b> (equality/ diversity)  <b>Delightfully Different Dilly by Elizabeth Dale</b> (disability) 	<b>Rapping princess by Hannah Lee</b> (race and ethnicity/ equality/ diversity)  <b>Stella and the seagull by Georgina Stevens</b> (freedom/ equality/ religion and belief) 	<b>My two grandads by Floella Benjamin</b> (race/gender/ age/ diversity)  <b>Wanda's Words got stuck By Lucy Rowland</b> (disability/ equality) 	<b>The proudest blue by Ibthaj Muhammad</b> (religion and belief/ race and ethnicity) 

<b>Traditional Tales</b>	The Ugly Duckling -H.CH Andersen	Elves and the Shoemaker - Brothers Grimm	The Snow Queen- H.CH Andersen	The Emperor's New Clothes - Hans Christian Andersen	Sleeping Beauty Brothers Grimm	Hansel and Gretel - Brothers Grimm
<b>Fiction</b>	Snug - Michael Morpurgo The Troll Boy and the Witch - author unknown The Three Billy Goats Gruff - Kate Pankhurst	The Gingerbread Star - Anne Fine  Owl Babies - Martin Waddell	Joe and the Dragonosaurus - Berlie Doherty  Dragon Post	Dragon Sitter Book - Josh Lacey  Dick Whittington	Arabian Nights - Robert Leeson  Wolves - Emily Gravett  The Lumberjacks Beard - Duncan Beadie	Grey Island Red Boat - Ian Beck  Lights on Cotton Rock - David Whitfird
<b>Non-fiction</b>	Seagull observing Nature	The Great Fire of London	Materials - Discovery World	Change – Discovery World	Transport Timelines	My Holiday Diary- J.Telford



Year 3						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Children who did not pass the Year 1 Phonics Screening Check or Year 2 re-sit, will receive Read Write Inc phonics intervention					
Pupil Reads	Reading is delivered through daily reading sessions with a clear focus. Dedicated reading time is given to specific genres and key skills. Children have the opportunity to read a variety of fiction and non-fiction using a combination of 'reading for pleasure' books and levelled reading scheme books; both are used to promote fluency and enjoyment					
Story Session - Class Novel	Stig of the Dump by Clive King 		Charlie and the Chocolate Factory by Roald Dahl 		The Wild Robot by Peter Brown (Equality / Respect / Gender) 	
Text Type	Historical (linked to History topic, Stone Age to Iron Age)		Classical Author / Popular Children's Author		Diversity	
Comprehension	Key Objectives: VIPERS (Vocab/ Infer/ Predict/ Explain/ Retrieve/ Sequence /Summarise) - 2a give / explain the meaning of words in context, 2b retrieve and record information / identify key details from fiction and non-fiction, 2c summarise main ideas from more than one paragraph, 2d make inferences from the text / explain and justify inferences with evidence from the text, 2e predict what might happen from details stated and implied, 2f identify / explain how information / narrative content is related and contributes to meaning as a whole, 2g identify / explain how meaning is enhanced through choice of words and phrases, 2h make comparisons within the text					
Links to Writing	 Narrative Setting Description  Narrative - Letter Seal Surfer by Michael Foreman	 Non-Chronological report on Stone Age - Historical Writing (Revisit from last half term) Stig of the Dump by Clive King  Writing to Inform - Instructions	 Narrative - Fantasy Winter's Child by Angela McAllister  Narrative - Character Description	 Explanation Charlie and the chocolate factory by Roald Dahl	 Narrative- Adventure Journey by Aaron Becker  Narrative - Diary Entry	 Persuasion - Leaflet Zeraffa Giraffa by Diane Hofmeyr  Writing to Inform Newspaper Report
Poetry	The Shell By John Foster			I saw a Peacock by Anonymous		
Protected Characteristics	Seal Surfer by Michael Foreman (disability/age) 	Uncle Bobby's Wedding by Sarah Brannen (sexual orientation / gender / marriage)   The Girls by Lauren Ace (gender/ age) 	Kenny Lives with Erica and Martina By Olly Pike (diversity/equality/ acceptance/sexual orientation)   Cinderella by Malacy Dyle (equality/gender) 	Children of the world - Tessa Prince (race and ethnicity/ gender/ diversity/)   Mint Choc Chip at the Market Cafe by Jonathan Meres (race and ethnicity) 	All are welcome by A Penford (equality/race/gender/ belief/disability) 	Good Dog Lion by AMcCall Smith (race and ethnicity) 

Year 4						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Children who did not pass the Year 1 Phonics Screening Check or Year 2 re-sit, will receive Read Write Inc phonics intervention					
Pupil Reads	Reading is delivered through daily reading sessions with a clear focus. Dedicated reading time is given to specific genres and key skills. Children have the opportunity to read a variety of fiction and non-fiction using a combination of 'reading for pleasure' books and levelled reading scheme books; both are used to promote fluency and enjoyment					
Story Session - Class Novel	Who let the Gods out By Maz Evans 		Charlotte's Web by E. B White 		The Lion, the Witch and the Wardrobe by C. S Lewis 	
Text Type	Historical (linked to Ancient Greeks) / Popular Children's Author		Classical Author		Classical Author	
Comprehension	<b>Key Objectives: VIPERS (Vocab/ Infer/ Predict/ Explain/ Retrieve/ Sequence /Summarise)</b> - 2a give / explain the meaning of words in context, 2b retrieve and record information / identify key details from fiction and non-fiction, 2c summarise main ideas from more than one paragraph, 2d make inferences from the text / explain and justify inferences with evidence from the text, 2e predict what might happen from details stated and implied, 2f identify / explain how information / narrative content is related and contributes to meaning as a whole, 2g identify / explain how meaning is enhanced through choice of words and phrases, 2h make comparisons within the text					
Links to Writing	 <b>Narrative - Setting Description</b> Gorilla by Anthony Brown  <b>Narrative - Letter</b>	 <b>Non-Chronological report</b> Where the forest meets the sea  <b>Writing to inform - instructions</b>	 <b>Narrative - Diary</b> Leon and the place between  <b>Narrative - Character Description</b>	 <b>Explanation</b> Blue John by Berlie Doherty	 <b>Narrative -</b> Escape from Pompeii  <b>Narrative - Diary Entry</b>	<b>Persuasion - Leaflet</b> Link to Geography (Spain and Catalonia)  <b>Writing to inform - newspaper report</b>
Poetry	Family Album			The Lost Lost- Property Office By Roger McGough		
Protected Characteristics	Grandad Mandela by Zazi Ziwelene and Zindi Mandela (race and ethnicity) 	 <b>All about Families</b> By Felicity Brooks and Mar Ferrero (marriage/ gender/ ethnicity/ race/ sexual orientation)  Dad David, Baba Chris and me By Ed Merchant (gender, sexual orientation, equality, relationships) 	Great women who saved the planet By Kate Pankhurst (gender/ equality/ age) 	Black and British By David Olusoga (race and ethnicity/   The Suitcase (race/ ethnicity) 	My Princess Boy (gender / gender reassignment) 	One moment in time by Ben Lerwill (equality/race/gender/ belief) 

Year 5						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Children who did not pass the Year 1 Phonics Screening Check or Year 2 re-sit, will receive Fresh Start phonics intervention					
Pupil Reads	Reading is delivered through daily reading sessions with a clear focus. Dedicated reading time is given to specific genres and key skills. Children have the opportunity to read a variety of fiction and non-fiction using a combination of 'reading for pleasure' books and levelled reading scheme books; both are used to promote fluency and enjoyment.					
Story Session - Class Novel	<p>Journey to Jo'Burg by Beverley Naidoo</p> 	<p>A Christmas Carol by Charles Dickens</p> 	<p>Viking Boy by Tony Bradman</p> 		<p>The Sleeping Sword by Michael Morpurgo</p> 	
Text Type	Diversity	Classical Author	Historical (linked to Vikings topic)		Popular Children's Author	
Comprehension	<p><b>Key Objectives: VIPERS (Vocab/ Infer/ Predict/ Explain/ Retrieve/ Sequence /Summarise)</b></p> <ul style="list-style-type: none"><li>- 2a give / explain the meaning of words in context, 2b retrieve and record information / identify key details from fiction and non-fiction, 2c summarise main ideas from more than one paragraph, 2d make inferences from the text / explain and justify inferences with evidence from the text, 2e predict what might happen from details stated and implied, 2f identify / explain how information / narrative content is related and contributes to meaning as a whole, 2g identify / explain how meaning is enhanced through choice of words and phrases, 2h make comparisons within the text</li></ul>					
Links to Writing	 <p><b>Narrative - Setting Description</b> Queen of the falls by Chris Van Allsburg</p> <p><b>Narrative - Letter</b></p>	<p><b>Non-Chronological Report</b> Volcanoes/ Earthquakes (Link to Geography)</p> <p><b>Writing to inform - Instructions</b></p>	 <p><b>Narrative - Norse Myths</b> Arthur and the golden rope by Joe Todd Stanton</p> <p><b>Narrative - Character Description</b></p>	<p><b>Explanations</b> Vikings and Anglo Saxons (Link to History)</p> <p>How to make a Viking boat</p>	 <p><b>Narrative - Biographical Writing</b> Sleeping Sword by Michael Morpurgo</p> <p><b>Narrative - Diary Entry</b></p>	 <p><b>Persuasion - Letter</b> The Day the Crayons Quit by Drew Daywalt <a href="https://www.youtube.com/watch?v=489micE6eHU">https://www.youtube.com/watch?v=489micE6eHU</a></p> <p><b>Writing to inform - newspaper report</b> (linked to current events/ Sleeping sword/ residential)</p>
Poetry	Finding the Magic			Animals of Africa		
Protected Characteristics	<p>Journey to Jo'Burg By Beverley Naidoo (Race/ Equality/ Freedom)</p>  <p>Goodnight stories for rebel girls By Ella Favilli and Francesca Cavallo (gender/equality/belief and religion)</p> 		<p>Stand Up Stand out 25 Rebel heroes By Kay Woodward (gender/ ethnicity/race/ religion and belief/ sexual orientation / age)</p> 	<p>I am Malala By Malala Yousafzai (gender/race/equality/)</p>  <p>How to heal a broken wing Bob Graham (Disability)</p>	<p>The Radiant Child By Javaka Steptoe (race/disability)</p> 	<p>African Tales A Barefoot Collection by Gcina Mhlope and Rachel Griffen (equality/freedom/ race)</p> 

Year 6						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Children who did not pass the Year 1 Phonics Screening Check or Year 2 re-sit, will receive Fresh Start phonics intervention					
Pupil Reads	Reading is delivered through daily reading sessions with a clear focus. Dedicated reading time is given to specific genres and key skills. Children have the opportunity to read a variety of fiction and non-fiction using a combination of 'reading for pleasure' books and levelled reading scheme books; both are used to promote fluency and enjoyment					
Story Session - Class Novel	<b>Kensuke's Kingdom by Michael Morpurgo</b> 	<b>Macbeth by William Shakespeare</b> 	<b>Carrie's War by Nina Bawden</b> 		<b>Pig Heart Boy by Malorie Blackman</b> 	
Text Type	Popular Children's Author	Classical Author	Historical (linked to History topic - World War II)		Diversity	
Comprehension	<b>Key Objectives: VIPERS (Vocab/ Infer/ Predict/ Explain/ Retrieve/ Sequence /Summarise)</b> - 2a give / explain the meaning of words in context, 2b retrieve and record information / identify key details from fiction and non-fiction, 2c summarise main ideas from more than one paragraph, 2d make inferences from the text / explain and justify inferences with evidence from the text, 2e predict what might happen from details stated and implied, 2f identify / explain how information / narrative content is related and contributes to meaning as a whole, 2g identify / explain how meaning is enhanced through choice of words and phrases, 2h make comparisons within the text					
Links to Writing	 <b>Narrative - Setting Description</b> Kensuke's Kingdom by Michael Morpurgo  <b>Narrative - Adventure</b>	 <b>Non-chronological report on endangered species</b> Can we save the tiger by Martin Jenkins  <b>Writing to Inform - Instructions</b>	 <b>Narrative - Flashback</b> Rose Blanche  <b>Narrative - Character Description</b>	<b>Explanation text</b> Linked to History - WW2	 <b>Narrative - Newspaper report</b> Pig Heart Boy by Malorie Blackman  <b>Narrative - Diary Entry</b>	<b>Formal Letter of Complaint</b>  <b>Discussion - Balanced Argument</b>  <b>Short Burst Writing Opportunities</b>
Poetry	A Tiger in the Zoo by Leslie Norris			Blitz by Mary Deseree Anderson		
Protected Characteristics	<b>The Whisperer By Nick Butterworth (equality/ prejudice/ )</b>   <b>Red : A crayons story By Michael Hall (disability/gender/ gender reassignment / sexual orientation)</b> 	<b>Love you forever (age/ pregnancy/ maternity)</b> 	<b>Where the poppies now grow By Hilary Robinson and Martin Impey (Age)</b>   <b>The Arrival Bu Shaun Tan (Race and Ethnicity)</b> 	<b>The undefeated by Kwame Alexander and Kadir Nelson (race and ethnicity/ equality)</b> 	<b>Pig Heart Boy by Malorie Blackman (disability/ equality/ belief/religion/)</b> 	<b>The Island By Armin Greder (race and ethnicity)</b> 