



## English curriculum book choices in KS1 and KS2...



Our English curriculum is mapped around 6 - 8 core texts per year group. As these books are at the heart of our English curriculum, they have been carefully selected to ensure children are exposed to the very best quality of children's literature.

The following aspects were considered when choosing the books, to ensure they enable us to achieve our intention for children to read a broad and balanced range of quality literature as they move through the school.

### Awards

Books which have won awards and award winning authors have been chosen to ensure we have a range of quality texts. For example:

- Blue Peter Award
- Waterstone's Children's Book Award
- UKLA (UK Literacy Association) Award
- Caldecott Medal
- Carnegie Medal
- Kate Greenaway Medal
- Book Trust 100 Best Books List

### Power of Reading

These books have been chosen by the CLPE (Centre for Literacy in Primary Education) as quality texts.

### All Different, All Equal, All Learning

#### Wider World

We want our children to have the opportunity to learn about the world they live in, so at least one of the books we study in each year group will expose them to another culture which is different to their own.

#### All Equal

Following our school values, at least one of the books we study in each year group will have a theme which represents equality.

Male and female characters from a variety of cultures are represented in our book choices. This gives our children an opportunity to learn about the many different people who make up the world they live in and also ensures that all children feel represented in the books we read in school.

#### Classic Text

One of the books we study in each year group will be a classic text that provides the opportunity to experience language structures and vocabulary that are no longer used in modern texts and additionally develops their knowledge of quality literature.

### Children's Laureates

Quentin Blake (1999-2001)  
 Anne Fine (2001-2003)  
 Michael Morpurgo (2003-2005)  
 Jacqueline Wilson (2005-2007)  
 Michael Rosen (2007-2009)  
 Anthony Browne (2009-2011)  
 Julia Donaldson (2011-2013)  
 Malorie Blackman (2013-2015)  
 Chris Riddell (2015-2017)  
 Lauren Child (2017-2019)  
 Cressida Cowell (2019-2022)  
 Joseph Coelho (2022-2024)

A celebration of excellence in writing and illustration for children, honouring individuals who have made a significant and lasting contribution to the world of children's books. Each Waterstones Children's Laureate has taken the opportunity to promote particular aspects of children's books.



## Writing Opportunities



Each unit plan results in a main writing outcome. The table below shows which outcomes are covered in each year group. In addition to this, additional writing opportunities are mapped out within the units to ensure children have plenty of opportunities to revisit previous learning and writing for a variety of purposes. There is a toolkit for each year group, for each writing outcome. These toolkits can be used when writing across the curriculum.

<b>Main Writing Outcomes Map</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Entertain</b>	Narrative - Retelling	Spring 2					
	Narrative - Setting	Summer 1	Summer 1	Autumn 2		Spring 1	
	Narrative - Characterisation (including dialogue)			Summer 1	Summer 1		Summer 1
	Narrative - Action		Autumn 1			Summer 2	
	Narrative - Suspense				Autumn 2		Spring 2
	Poetry and Play scripts	Taught as additional pieces of writing rather than as main writing outcomes for a unit.					
<b>Inform</b>	Labels and Captions	Autumn 1					
	Recount - diary	Summer 2	Autumn 2	Autumn 1			Summer 2
	Recount – newspaper			Spring 2	Autumn 1		Autumn 2
	Instructions	Autumn 2	Summer 2		Summer 2		
	Non-chronological report			Spring 1	Spring 2	Autumn 1	Autumn 1
	Explanation text	Spring 1	Spring 2			Summer 1	
<b>Persuade</b>	Persuasion - letter		Spring 1		Spring 1		Summer 1
	Persuasion – advert			Summer 2		Autumn 2	
<b>Discuss</b>	Discussion					Spring 2	Spring 1

Highlighted blue = need to order



## Story Time text choices in KS1...



To ensure our children in KS1 are exposed to a wide variety of quality texts from a range of genres, we have mapped out further texts which are covered in Story Time sessions; these were selected using the same criteria as the core texts. Each book is read over 2 or 3 days, with a different objective focus each day. When the focus is poetry, the children work on the poem for a week with the aim being able to recite the poem by the end of the week. Non-fiction books are also explored for a week. The books are then made accessible to the children in the classroom book area to enable them to reread these texts.

### Text Coverage in KS1

For each half term, texts have been selected based on the following:

- ✓ Author focus (3 or 4 books)
- ✓ Theme focus (3 or 4 books)
- ✓ Non-fiction linked to classroom learning (1 text)
- ✓ Poem (See KS2 Guided Reading page for more details)
- ✓ Traditional tale, myth or legend (1 story)

### Author Focus

The authors are a mixture of award winning modern writers and classic writers. Each author has written a range of well-known books and some authors are also children's laureates.

*The following authors have been selected:*

- Oliver Jeffers
- Emily Gravett
- Kes Gray
- Jon Klassen
- Cressida Cowell
- Julia Donaldson
- Mini Grey
- Lauren Child
- Rachel Bright
- Jeremy Strong
- Roald Dahl
- Dick King-Smith

### Theme Focus

*The following themes have been selected:*

**Adventure:** To expose children to interesting plot ideas

**Imagination:** To expose children to new ideas and interesting plot ideas

**Feelings:** To enable children to have high quality discussions and make inferences about characters actions

**Fairy Tales:** To ensure children are familiar with these traditional tales

**Characters:** To expose children to some well known book characters

**Around the World:** To help children understand how people's lives are similar and different in a variety of cultures



## Guided Reading text choices in KS2...



To ensure our children in KS2 are exposed to a wide variety of quality texts from a range of genres, we have mapped out further texts which are covered in guided reading lessons; these were selected using the same criteria as the core texts. They may be presented as the whole text or as an excerpt, depending on the length of the text and the objectives of the lesson. We will always ensure the full text is available to the children if they would like to continue reading.

### Text Coverage in KS2

For each half term, texts have been selected based on the following:

- ✓ Excerpt from another book by the same author or another great text
- ✓ Non-fiction linked to the core text
- ✓ Non-fiction linked to previous learning
- ✓ Picture book
- ✓ Poem
- ✓ Traditional tale, myth or legend
- ✓ Play script (Year 3 and 4)
- ✓ Books from other cultures and traditions (Year 5 and 6)
- ✓ Fiction from our literary heritage (Year 5 and 6)

### Picture Books

*"Illustrations can complement text in a variety of ways such as telling a different or supplementary story from the written text. This extends to fiction, information books and online resources. Wordless picture books have an important place enabling interpretation and inference."* (CLPE, Choosing & Using Quality Children's Texts)

For this reason, picture books, including wordless books, are used in every year group.

### Poetry

The forms of poetry and the supporting canon of poetry has been mapped out to ensure our children experience a wide variety of poems by a variety of poets. This starts with our youngest children in nursery who learn to recite nursery rhymes.

To ensure we expose our children to the highest quality of poetry, we used the Centre for Literacy in Primary Education (CLPE) as a resource for selecting poems.

Our children will read and perform poems in the following forms:

- ✓ Cinquain
- ✓ Concrete poem
- ✓ Comic verse
- ✓ Haiku
- ✓ Free verse
- ✓ List poem
- ✓ Narrative
- ✓ Ode
- ✓ Playground rhyme
- ✓ Riddle
- ✓ Rhyme
- ✓ Sonnet
- ✓ Tongue Twister

### Additional Resources

To provide opportunities for discrete practise of curriculum objectives and to ensure children are able to demonstrate their progress in line with the school assessment policy, we use Pixl resources such as '3 in 3', as starters to English and reading lessons.

We also select texts from the 'Comprehension Ninja' scheme and 'Grammarsaurus' as they have been matched to the curriculum objectives for each year group.

### Non-Fiction

High quality non-fiction texts are used across the curriculum. In order for children to get the most from these books, the skills of using non-fiction books are explicitly taught in guided reading sessions.

Non-fiction texts which link to the core text, or previous foundation subject units, have been selected so children can both build on existing knowledge and gain new knowledge.



# Nursery



## Story Time Structure

(Texts shared at the end of each day)

## Reading for Pleasure

The following acronyms have been used to indicate the area of learning from the Early Years Foundation Stage Curriculum:

<b>C&amp;L</b>	<b>Communication and Language</b>	<b>UfW</b>	<b>Understanding the World</b>
L&A	Listening and Attention	PC&C	People, Cultures and Community
U	Understanding	NW	The Natural World
PSED	Personal, Social and Emotional Development	P&P	Past and Present
<b>L</b>	<b>Literacy</b>	EA&D	Expressive Art and Design
C	Comprehension	CM	Creating with Materials
WR	Word Reading	BI&E	Being Imaginative and Expressive

Highlighted blue = need to order

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Projects</b>	-	-	-	-	-	-
Text Project 1						
Purpose and Curriculum Links						
Text Project 2						
Purpose and Curriculum Links						
Non-Fiction Texts						
Purpose and Curriculum Links						
Poems/Rhyme						
Purpose and Curriculum Links						
Nursery Rhymes						
Maths (once a half term)						

Nursery Story Time Texts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7	Where a 7 <sup>th</sup> week falls in the half term, story time texts will be chosen based on children's interests.					

Highlighted blue = need to order



# Reception



Each term we cover two or three projects, which are identified below. Each project has one or two key texts that are used as part of the learning for that project; these texts include fiction and non-fiction.

- Poems are incorporated during the week as part of the project learning or as a separate story time.
- Nursery rhymes are recited during the day and are not isolated to the terms they are planned in below; they are noted below to ensure children are exposed to a variety of nursery rhymes during their time in Reception.
- Maths texts are shared during Maths sessions or as an additional story time, to support the teaching of a Maths concept.

Story time texts are mapped to ensure children are exposed to a wide range of quality texts.

## Story Time Structure

(Texts shared at the end of each day)

**Monday:** The text is introduced and shared with a focus on reading for enjoyment

**Tuesday:** The text is reread with a focus on story language, repeated phrases, character identification, comprehension questions and story sequence.

**Wednesday:** The text is recapped with a focus on what the children can remember, how the text made them feel, what they enjoyed or didn't enjoy.

**Thursday and Friday:** Children are given the opportunity to select the story time text from the class book boxes. These are boxes which the children have access to throughout the day and are changed half termly.

## Reading for Pleasure

Stories are read at other times through the day, and these are selected by the children during enhancement times and are not mapped or identified on this document. We do this to foster a love of reading and allow children independent choice to develop their own interests in a range of books.

Children also take a library book home each week and books are shared within the library session to expose children to a wide variety of texts they might want to take home and share with their family.

### The following acronyms have been used to indicate the area of learning from the Early Years Foundation Stage Curriculum:

C&L	Communication and Language	UfW	Understanding the World
L&A	Listening and Attention	PC&C	People, Cultures and Community
U	Understanding	NW	The Natural World
PSED	Personal, Social and Emotional Development	P&P	Past and Present
L	Literacy	EA&D	Expressive Art and Design
C	Comprehension	CM	Creating with Materials
WR	Word Reading	BI&E	Being Imaginative and Expressive

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Projects</b>	<ul style="list-style-type: none"> <li>All About Me and My Family</li> <li>Autumn</li> <li>Farms and Harvest</li> </ul>	<ul style="list-style-type: none"> <li>People Who Help Us Celebrations</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Changes: Winter Weather</li> <li>Arctic/Antarctic Countries and Animals</li> <li>Chinese New Year</li> <li>Castles: Past and Present</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Changes: Spring Weather</li> <li>Traditional Tales</li> <li>Gardening, Growing and Fantastic Food</li> </ul>	<ul style="list-style-type: none"> <li>Animals: Growing</li> <li>Minibeasts</li> <li>Woodlands and Farms</li> </ul>	<ul style="list-style-type: none"> <li>Transport, Travel and Road Safety</li> <li>Our Wonderful World and Holidays</li> </ul>
<b>Text Project 1</b>	<b>Only One You</b> – Linda Kranz	<b>The Little Red Hen</b> – Ronne Randall	<b>Poles Apart</b> – Jeanne Willis & Jarvis <b>The Great Explorer</b> – Chris Judge	<b>The Three Little Pigs</b> <b>The Three Billy Goats Gruff</b> <b>Goldilocks and the Three Bears</b> <b>Little Red Riding Hood</b> Mara Alperin & Mark Chambers	<b>Christopher's Caterpillars</b> – Charlotte Middleton  <b>The Odd Egg</b> – Emily Gravett	<b>Fatou Fetch the Water</b> – Neil Griffiths & Peggy Collins
<b>Purpose and Curriculum Links</b>	Diversity – PSED/PC&C All Different, All Equal, All Learning	L – C EA&D – BI&E	NW	L – C EA&D – BI&E	UfW - NW	UfW – NW, PC&C PSED
<b>Text Project 2</b>	<b>The Enormous Turnip</b> – Irene Yates	<b>The Jolly Christmas Postman</b> – Allan & Janet Ahlberg <b>The Nativity</b> – (The Bible) May Eliot & Richard Johnson	<b>The Very Last Castle</b> – Travis Jonker & Mark Pett  <b>Tell Me a Dragon</b> – Jackie Morris	<b>The Tiny Seed</b> – Eric Carle	<b>Jack and the Beanstalk</b> – Mara Alperin & Mark Chambers	<b>Clean Up</b> – Nathan Bryon & Dapo Adeola
<b>Purpose and Curriculum Links</b>	Traditional Tale - L Harvest – PC&C, NW	UfW – PC&C	P&P	UfW - NW	UfW – NW PSED	UfW – NW PSED
<b>Non-Fiction Texts</b>	<b>Me on the Map</b> – Joan Sweeney	<b>Busy People: Firefighters, Police Officers, Doctor</b> – Lucy M. George  <b>Emergency!</b> – Margaret Mayo	<b>Peep Inside the Castle</b> – Anna Milbourne  <b>Additional Project Text: The Great Race</b> – Emily Hiles or Christopher Corr UfW – PC&C	<b>From Seed to Sunflower</b> - Camilla de la Bedoyere	<b>National Geographic: Farm Animals</b> – Joanne Mattern	<b>One Day on Our Blue Planet...in the Savannah/in the Ocean</b> – Ella Bailey
<b>Purpose and Curriculum Links</b>	UfW – NW PSED	UfW – PC&C PSED	UfW – NW L – C EA&D – BI&E	UfW - NW	UfW - NW	UfW - NW
<b>Poems/Rhyme</b>	<b>In every house, on every street</b> – Jess Hitchman & Lili La Baleine	<b>Let's Celebrate</b> – Debjani Chatterjee <b>Zim, Zam, Zoom Poems</b> – James Carter & Nicole Colton	<b>We're Going on a Bear Hunt</b> – Michael Rosen & Helen Oxbury	<b>Poems Out Loud</b> Laurie Stansfield & Various Poets	<b>Twist and Hop, Minibeast Bop</b> – Tony Mitton & Guy Parker-Rees	<b>Wonky Donkey</b> – Craig Smith & Katz Cowley
<b>Purpose and Curriculum Links</b>	PC&C L - C	Cultural, diversity, festivals – PSED, PC&C	UfW - NW L – C EA&D – BI&E	L – C EA&D – BI&E	L – C EA&D – BI&E	L – C EA&D – BI&E
<b>Nursery Rhymes</b>	One, two, three, four, five. Head, shoulders, knees and toes.	One, two: Buckle My Shoe. Miss Polly had a Dolly.	Wind the Bobbin Up Five Currant Buns	Hickory, Dickory Dock	B-I-N-G-O Incy Wincy Spider	I hear thunder. I'm a little teapot.
<b>Maths (once a half term)</b>	<b>Ten in the Bed</b> – Penny Dale	<b>Ten Little Elves/Ten Little Penguins</b> – Mike Brownlow & Simon Rickerly	<b>365 Penguins</b> – Jean-Luc Fromental & Joelle Jolivet	(No additional text) - traditional tales links	<b>Billy's Beetle</b> – Mick Inkpen <b>Handa's Hen</b> – Eileen Brown	<b>The Hundred Decker Bus</b> – Mike Smith <b>How Big is a Million</b> –

Highlighted blue = need to order



### Reception Story Time Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<b>All Are Welcome</b> – Alexandra Penfold/Suzanne Kaufman	<b>Whatever Next!</b> – Jill Murphy	<b>One Snowy Night</b> – Nick Butterworth	<b>Rumpelstiltskin</b> – Mara Alperin & Mark Chambers	<b>What the Ladybird Heard</b> – Julia Donaldson	<b>Tiddler</b> – Julia Donaldson
Week 2	<b>Owl Babies</b> – Martin Waddell	<b>The Owl Who Was Afraid of the Dark</b> – Jill Tomlinson	<b>There's a Bear on My Chair</b> – Ross Collins	<b>The Elves and the Shoemaker</b> – Mara Alperin & Mark Chambers	<b>How Many Legs</b> – Kes Grey & Jim Field	<b>Giraffe's Can't Dance</b> – Giles Andreae and Guy Parker-Rees
Week 3	<b>The Leaf Thief</b> – Alice Hemming & Nicola Slater	<b>How to Catch a Star</b> – Oliver Jeffers	<b>Oh No! Shark in the Snow</b> – Nick Sharratt	<b>The Gingerbread Man</b> – Mara Alperin & Mark Chambers	<b>Superworm</b> – Julia Donaldson	<b>The Snail and the Whale</b> – Julia Donaldson
Week 4	<b>Red Leaf, Yellow Leaf</b> – Lois Elhert	<b>Can't You Sleep Little Bear</b> – Martin Waddell	<b>Zog</b> – Julia Donaldson	<b>Oliver's Fruit Salad/Vegetables</b> – Vivian French and Alison Bartlett	<b>Arghhh Spider!</b> – Lydia Monks	<b>The Lion Inside</b> – Rachel Bright & Jim Field
Week 5	<b>The Very Helpful Hedgehog</b> – Rosie Welleseley	<b>The Night Before Christmas</b> – Clement C Y Moore and Sue Buswell	<b>Mr Wolf's Pancakes</b> – Jan Fearnley	<b>Supertato</b> – Sue Hendra and Paul Linnet	<b>After the Storm</b> – Nick Butterworth	<b>The Koala Who Could</b> – Rachel Bright & Jim Field
Week 6	<b>Tattybogle</b> – Sandra Ann Horn and Ken Brown	<b>Jesus' Christmas Party</b> – Nicholas Allan and Sue Buswell	<b>Mama Panya's Pancakes</b> – Mary & Rich Chamberlin & Julia Cairns	<b>Oi Frog!</b> – Kes Gray and Jim Field	<b>Brown Bear, Brown Bear</b> – Eric Carle	<b>A Little Bit Brave</b> – Nicola Kinnear
Week 7	Where a 7 <sup>th</sup> week falls in the half term, story time texts will be chosen based on children's interests.					

# Year 1

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text and Author</b>	Beegu – Alexis Deacon (2003)	Here We Are – Oliver Jeffers (2017)	Where the Wild Things Are – Maurice Sendak (1953)	Ten Ways to Hear Snow – Cathy Camper (2020)	Look Up – Nathan Bryon (2019)	Little Red and the Very Hungry Lion – Alex T. Smith (2015)	Emily Brown and the Thing – Cressida Cowell (2008)	The Snail and the Whale – Julia Donaldson (2003)
<b>Why this?</b>	Power of Reading	Award winning author	Caldecott Medal Book Trust 100 Best Books List Power of Reading Classic Text	Nominated for best book in a variety of awards Wider World	Waterstones Children's Book of the Year UKLA award Power of Reading All Equal	Award winning author UKLA Award	Award winning author Power of Reading Children's Laureate	Multiple awards including Blue Peter Power of Reading Children's Laureate
<b>Writing Outcome</b>	<b>Labels and captions:</b> Create non-fiction book about our world		<b>Instructions:</b> How to tame a wild thing How to make a paper snowflake		<b>Explanation text:</b> Why should people 'look up?'	<b>Narrative- retelling:</b> Retell the enormous turnip	<b>Narrative - setting:</b> Write own book with a problem to solve	<b>Recount:</b> Postcard describing the adventures of the snail
<b>Other Writing</b>	N/A		<b>Captions:</b> To match book images <b>Poetry:</b> Sound poem about fireworks		<b>APW Fiction</b> <b>Label and caption:</b> Draw and label yourself in your bedroom <b>Instructions:</b> How to spot a meteor shower	<b>Labels and Captions:</b> for scenes in different traditional tales	<b>Instructions:</b> my bedtime routine <b>Captions:</b> different settings	<b>Narrative - retelling:</b> retell part of the book <b>Poetry:</b> about the storm in the book
<b>Story Time Texts (10 texts per half term, each to be read over 2 or 3 days – poem and non-fiction to be read over 5 days)</b>								
<b>Author Focus</b>	<b>Oliver Jeffers</b> Lost and Found The Way Back Home Stuck What We'll Build		<b>Emily Gravett</b> Tidy Wolves Spells Cyril and Pat		<b>Kes Gray</b> Oi Frog You're Called What? How Many Legs?	<b>Jon Klassen</b> This is not my hat The Dark I want my hat back	<b>Cressida Cowell (Children's Laureate)</b> That Rabbit Belongs to Emily Brown Emily Brown and the Elephant Emergency The Story of Tantrum O'furrily	<b>Julia Donaldson (Children's Laureate)</b> Zog and the Flying Doctors Monkey Puzzle The Smeds and the Smoos
<b>Themed Books</b>	<b>Imagination</b> Not a Stick - Antoinette Portis The Dot – Peter H Reynolds Stanley's Stick – John Hegley		<b>Characters</b> The Tiger Who Came to Tea – Judith Kerr The Cat in the Hat – Dr Seuss Winnie the Witch – Valerie Thomas		<b>Adventure</b> We're Going on a Bear Hunt – Michael Rosen <b>Children's Laureate</b> We're Going to Find the Monster – Malorie Blackman <b>Children's Laureate</b> The Snowman – Raymond Briggs WORDLESS Clean Up – Nathan Bryon	<b>Fairy Tales</b> Mixed Up Fairytales – Hilary Robinson Goldilocks and Just the One Bear – Leigh Hodgkinson The Pea and the Princess – Mini Grey CHOOSE	<b>Feelings</b> Orion and the Dark – Emma Yarlett The Paper Bag Princess – Robert Munsch Luna Loves Library Day – Joseph Coelho <b>Children's Laureate</b> Hug Me - Simona Ciraolo	<b>Around the World</b> Pattan's Pumpkin – Chitra Soundar CHOOSE CHOOSE CHOOSE
<b>Non-fiction</b>	Welcome to our world - Moira Butterfield		CHOOSE		CHOOSE	CHOOSE	CHOOSE	The Great Fire of London: 350th Anniversary of the Great Fire of 1666 - Emma Adams
<b>Poem</b>	CHOOSE		CHOOSE		CHOOSE	CHOOSE	CHOOSE	CHOOSE
<b>Traditional tale/ Myth/ Legend</b>	Aesop's Fables – Carol Watson (The Tortoise and the Hare) <b>TRADITIONAL</b>		Illustrated Myths from Around the World – Osborne Illustrated (Thunder and Lightning) shared book with Year 2 and 3		<b>LEGEND</b> CHOOSE	Usborne Illustrated Stories from Aesop – (The Boy Who Cried Wolf) <b>TRADITIONAL</b> shared book with Y2	Illustrated <b>Myths</b> from Around the World – Usborne Illustrated (The Greedy Frog) shared book with Y2 and 3	<b>TRADITIONAL</b> CHOOSE

Highlighted blue = need to order

# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Author	Traction Man – Mini Grey (2005)	Leaf - Sandra Dieckmann (2017)	The Day the Crayons Quit – Drew Daywalt (2013)	The Invisible – Tom Percival (2021)	Anna Hibiscus - Atinuke (2007)	The Hodgeheg – Dick King Smith (1987)
Why this?	Shortlisted for Blue Peter award <b>Power of Reading</b>	Nominated for various awards <b>Power of Reading</b>	Multi award winning	<b>All Equal</b>	Award winning author <b>Power of Reading</b> <b>Wider World</b>	Award winning author <b>Power of Reading</b> <b>Classic Text</b>
Writing Outcome	<b>Narrative – Action:</b> New Traction Man adventure	<b>Recount - diary:</b> Diary entry from the bear	<b>Persuasive letter:</b> Why you should take care of the ...crayon (children to choose own colour)	<b>Explanation text:</b> Why do some people feel invisible?	<b>Narrative – Setting:</b> Plan own story with focus on the setting	<b>Instructions:</b> How to cross the road safely
Other Writing	<b>Setting description:</b> focusing on noun phrases	<b>Poetry:</b> About Leaf getting lost <b>Labels and captions:</b> fact books about polar bears	<b>Labels and caption:</b> Picture of how often a particular colour is used <b>Diary entry:</b> From a colour to explain how fed up he is after a day colouring <b>Poem:</b> Colours and feelings	<b>APW Fiction</b> <b>Recount – diary:</b> from main character about how she is feeling	<b>Poetry:</b> family theme <b>Persuasive letter:</b> from Anna to her parents	<b>Narrative – Action:</b> add an additional page to the story <b>Explanation text:</b> why should we teach young children about road safety?
Story Time Texts (10 texts per half term, each to be read over 2 or 3 days – poem and non-fiction to be read over 5 days)						
Author Focus	<b>Mini Grey</b> The Last Wolf Biscuit Bear Hermelin The Detective Mouse <b>The Adventures of the Dish and the Spoon</b>	<b>Lauren Child (Children's Laureate)</b> I will not never ever eat a tomato Who's Afraid of the Big Bad Book <b>Charlie and Lola: We Completely Must go to London</b>	<b>Rachel Bright</b> The Koala Who Could The Lion Inside What Does Daddy Do?	<b>Jeremy Strong</b> 100 Mile an Hour Dog My Brother's Famous Bottom Armadillo and Hare and the Flamingo Affair	<b>Roald Dahl</b> The Magic Finger The BFG Fantastic Mr Fox	<b>Dick King-Smith</b> The Queen's Nose The Sheep Pig The Twin Giants
Themed Books	<b>Imagination</b> Jumanji – Chris Van Allsburg The Magic Faraway Tree – Enid Blyton A House that Once Was – Julie Fogliano	<b>Feelings</b> The Secret Sky Garden - Linda Sarah Every Little Kindness – Marta Bartolj (2018) <b>WORDLESS</b> When Langston Dances – Kaija Langley (2021) <b>CHOOSE</b>	<b>Adventure</b> <b>Sir Charlie Stinky Socks and the Really Big Adventure – Kristina Stephenson</b> <b>Claude in the City – Alex I Smith</b> <b>CHOOSE</b> <b>CHOOSE</b>	<b>Fairy Tales</b> Little Red – Bethan Woolvlin <b>Once Upon a Wild Wood – Chris Riddell Children's Laureate</b> <b>Jack and the Baked Beanstalk – Colin Stimpson</b> <b>The True Story of the Three Little Pigs – Jon Scieszka</b>	<b>Characters</b> You're a Bad Man, Mr Gum! – Andy Stanton A Bear Called Paddington – Michael Bond Pippi Longstocking – Astrid Lindgren Winnie-the-Pooh – A.A.Milne	<b>Around the World</b> <b>Grace and Family – Mary Hoffman</b> <b>CHOOSE</b> <b>CHOOSE</b> <b>CHOOSE</b>
Non-fiction	<b>CHOOSE</b>	<b>CHOOSE</b>	The Big Book of the UK – Imogen Russell Williams	<b>CHOOSE</b>	Africa, Amazing Africa: Country by Country - Atinuke	<b>CHOOSE</b>
Poem	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	Revolting Rhymes – Roald Dahl – Goldilocks and the Three Bears - shared book with Year 3)	<b>CHOOSE</b>
Traditional tale/ Myth/ Legend	Usborne Illustrated Stories from Aesop – The Sun and the Wind <b>TRADITIONAL</b> shared book with Year 1	Illustrated <b>Myths</b> from Around the World (The Race of the Animals)– Usborne Illustrated shared book with Y1 and 3	<b>LEGEND</b> <b>CHOOSE</b>	Usborne Illustrated Stories from Aesop – The Goose that Laid the Golden Eggs <b>TRADITIONAL</b> shared book with Year 1	Illustrated <b>Myths</b> from Around the World (Finn MacCool)– Usborne Illustrated shared book with Y1 and 3	<b>TRADITIONAL</b> <b>CHOOSE</b>

Highlighted blue = need to order

# Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text and Author</b>	Oliver and the Seawigs – Philip Reeve (2013)	The Ice Bear – Jackie Morris (2010)	Charlotte's Web - E.B.White (1952)	Jemmy Button – Alix Barzelay (2012)	Tom's Sausage Lion - Michael Morpurgo (1986)	Operation Gadgetman – Malorie Blackman (1993)
<b>Why this?</b>	Shortlisted for Blue Peter Award <b>Power of Reading</b>	<b>Power of Reading</b> <b>Wider World</b>	Multi-award winning Book Trust 100 Best Books List <b>Power of Reading</b> <b>Classic Text</b>	Multi award winning <b>Power of Reading</b> <b>All Equal</b>	Award winning author <b>Power of Reading</b> Children's Laureate	Award winning author Children's Laureate
<b>Writing Outcome</b>	<b>Recount - Diary:</b> Diary entry of Oliver during part of the story	<b>Narrative – Setting:</b> Write a setting description of the ice-cave in the Arctic	<b>Non-chronological report:</b> Wonderful Pigs (A Fact file on different types of pigs)	<b>Recount – Newspaper:</b> Article about Jemmy Button going home	<b>Narrative – characterisation:</b> Plan own story based on a character finding something interesting	<b>Persuasion - advert:</b> Buy the spy kit
<b>Other Writing</b>	<b>APW Fiction</b> <b>Setting description:</b> one of the islands <b>Letter writing:</b> in role as Oliver	<b>Poetry:</b> based on Tell Me a Dragon	<b>Character description:</b> of Charlotte <b>Diary writing:</b> as Fern following the first Chapter <b>Poetry:</b>		Play script -	
<b>Guided Reading Texts</b>						
<b>Excerpt from the same author or another great text</b>	Pugs of the Frozen North – Philip Reeve	Tell Me a Dragon – Jackie Morris	Sam Wu in Not Afraid of the Dark – Kevin Tsang	Goth Girl and the Ghost of a Mouse – Chris Riddell <b>Children's Laureate</b>	<b>Kensuke's Kingdom – Michael Morpurgo</b>	A Dangerous game – Malorie Blackman <b>Children's Laureate</b>
<b>Non-fiction linked to core text</b>	Usborne First Atlas (About Maps page 6 and 7)	<b>Bears</b> (where is this from?)	All Pigs Are Beautiful – Dick King Smith	<b>Amazing Islands – Sabrina Weiss</b>	<b>CHOOSE</b>	Rise Up Ordinary Kids with Extraordinary Stories – Amanda Li (Louis Braille)
<b>Non-fiction linked to previous learning</b>	On Rocky ground – Comprehension Ninja	Stone Age Life - Comprehension Ninja	The Big Book of the Blue - Yuval Zommer	<b>Viking Voyagers – Jack Tite</b>	I am not a label – Cerrie Burnell (Frida Kahlo)	DT Text about Velcro - TBC
<b>Picture book</b>	The Green Ship – Quentin Blake <b>Children's Laureate</b>	Journey - Aaron Becker <b>WORDLESS</b>	Gorilla – Anthony Browne <b>Children's Laureate</b>	The Great Kapook Tree- Lynn Cherry	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Poem</b>	Don't do that (Michael Rosen)	The Golden Lions – Football poem	Jelly Boots, Smelly Boots – Michael Rosen <b>Children's Laureate</b>	<b>Spaced Out – Brian Moses and James Carter</b>	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Traditional tale/ Myth/ Legend/ Play</b>	Mauii and the Sun - Comprehension Ninja <b>TRADITIONAL</b>	<b>LEGEND</b> <b>CHOOSE</b>	<b>Illustrated Myths from Around the World (Anansi and the Box of Stories) – Usborne</b> Illustrated shared book with Year 1 and 2	<b>Jungle Book Extract</b> <b>TRADITIONAL</b>	Play Time (The Boy Who Cried Wolf) – Julia Donaldson – shared book with Year 5	Revolting Rhymes – Roald Dahl (Little Red Riding Hood – shared book with Year 2) <b>TRADITIONAL</b>

Highlighted blue = need to order

# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text and Author</b>	Iron Man – Ted Hughes (1968)	The Girl Who Stole an Elephant – Nizrana Farook (2020)	Street Child – Berlie Doherty (1993)	The Wild Robot - Peter Brown (2016)	The Boy at the Back of the Class – Onjali Q.Rauf (2018)	Varjak Paw – S F Said (2003)
<b>Why this?</b>	Power of Reading Classic Text	Shortlisted for UKLA Book Awards Wider World	Award winning author Power of Reading	Award winning author Power of Reading	Waterstone's Children's Book Prize Blue Peter Book Award Book Trust 100 Best Books Power of Reading All Equal	Nestle Smarties Gold Award Book Trust 100 Best Books List Power of Reading
<b>Writing Outcome</b>	<b>Recount - Newspaper:</b> Report on the farmers attempt to trap Iron Man	<b>Narrative – suspense:</b> Rewrite the end of the story, imagining the children need to escape from the King	<b>Persuasive letter:</b> To the government to close down workhouses	<b>Non-chronological Report:</b>	<b>Narrative – characterisation:</b>	<b>Instructions:</b>
<b>Other Writing</b>		<b>Narrative – characterisation:</b> Add a scene to the book for another Year 4 child <b>Recount – diary:</b> Personal diary for a character from the book	APW Non-Fiction			
<b>Guided Reading Texts</b>						
<b>Excerpt from the same author or another great text</b>	Planet Omar Accidental Trouble Magnet– Zanib Mian	The Last Bear – Hannah Gold	Clockwork – Philip Pullman	The Lion, the witch and the wardrobe – C.S.Lewis <b>LITERARY HERITAGE</b>	The Suitcase Kid – Jacqueline Wilson <b>Children's Laureate</b>	Wolf Brother – Michelle Paver
<b>Non-fiction linked to core text</b>	<b>CHOOSE</b>	<b>Sri Lankan Elephants</b> (Where is this from?)	V&A Introduces: Queen Victoria	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Non-fiction linked to previous learning</b>	Pharaohs and mummies – Comprehension Ninja	Is Palm Oil Really that Bad? - Grammarsurus	Animal Habitats - Comprehension ninja	<b>CHOOSE</b>	DT Text about James Dyson - TBC	<b>CHOOSE</b>
<b>Picture book</b>	<b>CHOOSE</b>	Flood - Alvaro F. Villa <b>WORDLESS</b>	The Bluest of Blues - Fiona Robison	Into the Forest – Anthony Browne <b>Children's Laureate</b>	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Poem</b>	<b>CHOOSE</b>	Twas the Night Before Christmas	Larks with Sharks - Comprehension ninja	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Traditional tale/ Myth/ Legend/ Play</b>	<b>TRADITIONAL CHOOSE</b>	The Adventures of Robin Hood - Roger Lancelyn Green <b>LEGEND</b>	<b>PLAY Extract from Oliver Twist (This is used in Year 6)</b>	Saint George and the Dragon - Geraldine McCaughrean <b>LEGEND</b>	The Twits Plays for Children – Roald Dahl <b>PLAY</b>	<b>MYTH CHOOSE</b>

Highlighted blue = need to order

# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text and Author</b>	The Adventures of Odysseus – Hugh Lupton and Daniel Morden (2006)	Shackleton's Journey – William Grill (2014)	The Nowhere Emporium – Ross Mackenzie (2015)	Skellig – David Almond (1998)	Cosmic – Frank Cottrell Boyce (2008)	Rooftoppers – Katherine Rundell (2013)
<b>Why this?</b>	NAPPA Gold Award Recommended by National Library Association <b>Power of Reading</b> <b>Classic Text</b>	<b>Power of Reading</b> <b>Wider World</b>	Blue Peter Best Story Award Scottish Children's Book Award	Carnegie Medal Whitbread Children's Book Award <b>Power of Reading</b>	Award winning author <b>Power of Reading</b> <b>All Equal</b>	Blue Peter award Waterstone's Children's Book Prize Shortlisted for Carnegie Medal <b>Power of Reading</b>
<b>Writing Outcome</b>	<b>Non chronological report:</b> Report about an invented Greek god or goddess	<b>Persuasion – Advert:</b> to recruit explorers for the next adventure	<b>Narrative – Setting:</b> Scene from the book	<b>Discussion:</b> Why do some people believe in angels?	<b>Explanation:</b> How have we sent people into space?	<b>Narrative - Action:</b>
<b>Other Writing</b>	<b>Character description:</b> Odysseus retelling tale of sea monster <b>Setting description:</b> The violent storm <b>Persuasive Letter:</b> from Odysseus to his wife	<b>APW Non-Fiction</b> <b>Non-chronological report:</b> about an explorer <b>Letter:</b> as a member of one of the crew's family. <b>Poetry:</b> write a stanza for a poem. <b>Diary entry:</b> as Shackleton. <b>Setting description:</b> of blizzards	<b>Poem:</b> about the weather from Birdie's funeral <b>Diary entry:</b> focusing on prepositions <b>Character description:</b> of a character from the book			<b>Newspaper report</b> - about Sophie's disappearance
<b>Guided Reading Texts</b>						
<b>Excerpt from the same author or another great text</b>	How to Train Your Dragon – Cressida Cowell <b>Children's Laureate</b>	The Polar Bear's Explorer Club – Alex Bell	Harry Potter and the Philosopher's Stone – J.K. Rowling	Flour Babies - Anne Fine <b>Children's Laureate</b>	Millions - Frank Cottrell Boyce	The Explorer – Katherine Rundell
<b>Non-fiction linked to core text</b>	Greek Gods and Goddesses – Twinkl non-chronological report	Icebergs –Comprehension Ninja	Mental Health – Comprehension Ninja	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Non-fiction linked to previous learning</b>	European Culture - Comprehension Ninja	Antarctica – The Picture Atlas Book	Solar System – Comprehension Ninja	<b>CHOOSE</b>	<b>CHOOSE</b>	DT Text about Mechanisms - TBC
<b>Picture book</b>	<b>CHOOSE</b>	Where the Forest Meets the Sea - Jeannie Baker	The Red Tree by Shaun Tan	<b>The Barnabus Project - The Fan Brothers</b>	The Journey – Francesca Sanna (2016)	<b>WORDLESS</b> <b>CHOOSE</b>
<b>Poem</b>	Siren's Song - Comprehension Ninja	The Highwayman by Alfred Noyes  A Visit from St. Nicholas by Clement Clark Moore	Eastbourne by Joseph Coelho  Snow Leopard by Philip Gross	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>
<b>Traditional tale/ Myth/ Legend/ Play/ Other culture/ Literary heritage</b>	Perseus and Hercules (Twinkl) <b>MYTH</b>	<b>OTHER CULTURE</b> – Inuit tales	Play Time (Books and Crooks) – Julia Donaldson – shared book with Year 3	Beowulf – Michael Morpurgo version <b>LEGEND</b>	Five Children and It – E Nesbit <b>LITERARY HERITAGE</b>	<b>TRADITIONAL TALE</b> <b>CHOOSE</b>

Highlighted blue = need to order

# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Core Text and Author	Holes – Louis Sachar (1998)	No Ballet Shoes in Syria – Catherine Bruton (2019)	Floodland – Marcus Sedgwick (2000)	Kick – Mitch Johnson (2017)	The Arrival – Shaun Tan (2006) <b>WORDLESS</b>	Macbeth – William Shakespeare (1606) version by Leon Garfield	Wonder – R J Palacio (2012)
Why this?	Multi award winning Book Trust 100 Best Books List <b>Wider World</b>	Nominated for the Carnegie Medal <b>All Equal</b>	Branford-Boase award <b>Power of Reading</b>	Branford-Boase award Shortlisted for UKLA Book Award <b>Wider World</b>	Wordless picture book Multiple awards for graphic novel <b>Wider World</b>	<b>Power of Reading Classic Text</b>	Multi award winning <b>Power of Reading All Equal</b>
Writing Outcome	<b>Non-chronological report:</b> <i>The Yellow-Spotted Lizard</i>	<b>Flashback narrative:</b> <i>Aya in Aleppo</i>	<b>Discussion:</b> <i>Should Zoe escape Eels Island with Dooby?</i>	<b>Narrative – suspense:</b> <i>Budi and the Dragon's first meeting</i>	<b>Persuasive letter:</b> <i>Letter to PM asking to accept more refugees</i>	<b>Narrative – dialogue:</b> <i>Between Lady Macbeth and Macbeth before the murder of King Duncan</i>	<b>Recount - diary:</b> <i>The School Trip</i>
Other Writing	<b>Letter home</b> <b>Persuasive letter</b> – <i>Closure of Camp Green Lake</i> <b>News bulletin</b>	<b>Diary writing:</b> Aya escaping Aleppo <b>Poetry:</b> We Refugees <b>Newspaper report:</b> <i>The Refugee Ballerina</i>	<b>Recount - diary</b> – writing in role <b>Letter to parents</b> <b>Persuasive speech</b> <b>Setting description</b>	<b>Diary writing</b> <b>Newspaper report:</b> <i>escapee from Execution Island</i> <b>Non-chronological report:</b> <i>Jakarta</i> <b>APW Fiction</b>	<b>Narrative</b> - to accompany illustrations <b>Letter home</b>	<b>Discussion:</b> Macbeth: tragic hero or dastardly villain?	<b>Recount – diary:</b> different character perspectives
Guided Reading Texts							
Excerpt from the same author or another great text	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	A Midsummer Night's Dream – William Shakespeare retold by Andrew Matthews	<b>CHOOSE</b>	
Non-fiction linked to core text	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	Rise Up Ordinary Kids with Extraordinary Stories – Amanda Li (Pele)	<b>CHOOSE</b>	<b>CHOOSE</b>	
Non-fiction linked to previous learning	<b>CHOOSE</b>	What Mr Darwin Saw – Mick Manning and Brita Granstrom	DT Text about Gustave Eiffel - TBC	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	
Picture book	<b>The Promise – Nicola Davis</b>	Moth – Isabel Thomas (2018) <b>PICTURE</b>	<b>Way Home – Libby Hathorn</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	
Poem	<b>CHOOSE</b>	Overheard in a Tower Block – Joseph Coelho <b>Children's Laureate</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	<b>CHOOSE</b>	
Traditional tale/ Myth/ Legend/ Play/ Other culture/ Literary heritage	<b>TRADITIONAL CHOOSE</b>	<b>MYTH CHOOSE</b>	Oliver Twist – Charles Dickens <b>LITERARY HERITAGE</b>	<b>LEGEND CHOOSE</b>	Playing with Plays Macbeth – Brendan P Kelso <b>PLAY</b>	<b>OTHER CULTURE CHOOSE</b>	

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