



## 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. The books are reviewed every year.

### 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.

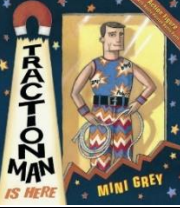

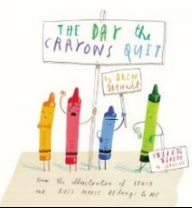
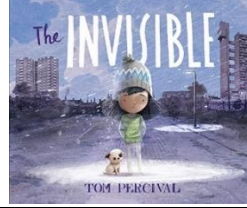
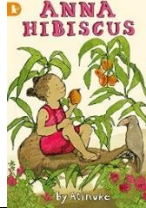

### Children's Laureates

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.




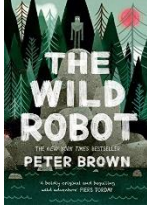
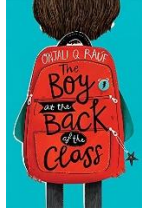

READING AT ASHELIGH PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>YEAR 1</b>								
<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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 2</b>						
<b>Core Text and Author</b>	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)
<b>Why this?</b>	Shortlisted for Blue Peter award Power of Reading	Nominated for various awards Power of Reading	Multi award winning	All Equal	Award winning author Power of Reading Wider World	Award winning author Power of Reading Classic Text

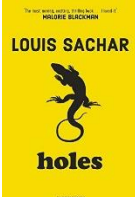
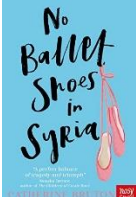
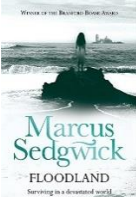


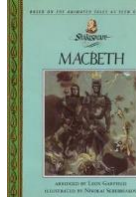

READING AT ASHELIGH PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 3</b>						
<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 Power of Reading	Power of Reading Wider World	Multi-award winning Book Trust 100 Best Books List Power of Reading Classic Text	Multi award winning Power of Reading All Equal	Award winning author Power of Reading Children's Laureate	Award winning author Children's Laureate

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 4</b>						
<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

READING AT ASHELIGH PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 5</b>						
<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 Power of Reading Classic Text	Power of Reading Wider World	Blue Peter Best Story Award Scottish Children's Book Award	Carnegie Medal Whitbread Children's Book Award Power of Reading	Award winning author Power of Reading All Equal	Blue Peter award Waterstone's Children's Book Prize Shortlisted for Carnegie Medal Power of Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>YEAR 6</b>							
<b>Core Text and Author</b>	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)
<b>Why this?</b>	Multi award winning Book Trust 100 Best Books List Wider World	Nominated for the Carnegie Medal All Equal	Branford-Boase award Power of Reading	Branford-Boase award Shortlisted for UKLA Book Award Wider World	Wordless picture book Multiple awards for graphic novel Wider World	Power of Reading Classic Text	Multi award winning Power of Reading All Equal





## 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.

<p><b><u>Additional Resources</u></b></p> <p>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.</p> <p>We also select texts from the 'Comprehension Ninja' scheme and 'Grammarsaurus' as they have been matched to the curriculum objectives for each year group.</p>	<p><b><u>Non-Fiction</u></b></p> <p>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.</p> <p>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.</p>	<p>Our children will read and perform poems in the following forms:</p> <ul style="list-style-type: none"> <li>✓ Cinquain</li> <li>✓ Concrete poem</li> <li>✓ Comic verse</li> <li>✓ Haiku</li> <li>✓ Free verse</li> <li>✓ List poem</li> <li>✓ Narrative</li> <li>✓ Ode</li> <li>✓ Playground rhyme</li> <li>✓ Riddle</li> <li>✓ Rhyme</li> <li>✓ Sonnet</li> <li>✓ Tongue Twister</li> </ul>
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KS2 Reading Skills Overview				
Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Accelerated Reader</b></p> <p>Read silently and take a quiz when the book is finished.</p>	<p><b>Text and Talk</b></p> <ul style="list-style-type: none"> <li>• Teacher reads the text</li> <li>• Connecting to background knowledge (<i>read aloud, think aloud</i>)</li> <li>• Identifying breakdowns (<i>re-reading, looking things up, making sense from context</i>)</li> <li>• Clarifying</li> <li>• Identifying key vocabulary</li> <li>• Fluency strategies</li> </ul>	<p><b>Information retrieval</b></p> <ul style="list-style-type: none"> <li>• Re-read the text to develop fluency</li> <li>• Skimming and scanning</li> <li>• Predicting</li> <li>• Literacy knowledge (features of genres – link to toolkits)</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• Re-read the text to develop fluency</li> <li>• Asking questions</li> <li>• Verbal reasoning</li> <li>• Visualise (<i>storyboards, graphic organisers</i>)</li> <li>• Summarising</li> </ul>	<p><b>Accelerated Reader</b></p> <p>Read silently and take a quiz when the book is finished.</p>

<b>NC Objectives linked to each day</b>		
Bold objectives will be covered every week, one other objective will be selected each day as the focus for the lesson		
<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• <b>discussing words and phrases that capture the reader's interest and imagination</b></li> <li>• <b>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b></li> </ul>	<ul style="list-style-type: none"> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• <b>predicting what might happen from details stated and implied</b></li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• <b>identifying themes and conventions in a wide range of books</b></li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• <b>asking questions to improve their understanding of a text</b></li> <li>• <b>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>
<p><b>NC Objectives covered in all lessons:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>		