

Reading | Intent and Implementation

Why do we teach reading?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.



What is our curriculum aim?

Our reading curriculum should ensure that:

- Children leave with a love of reading. They are able to reference a wide range of different authors, from different literary traditions and genres.
- Children leave having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's learning.
- Children leave confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.

Reading I Intent and Implementation

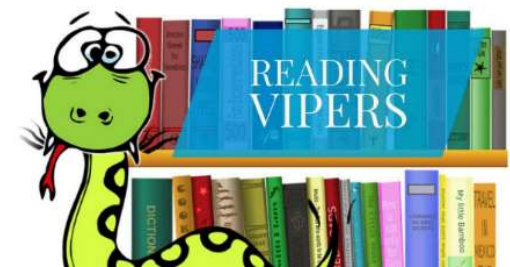


How is reading taught?

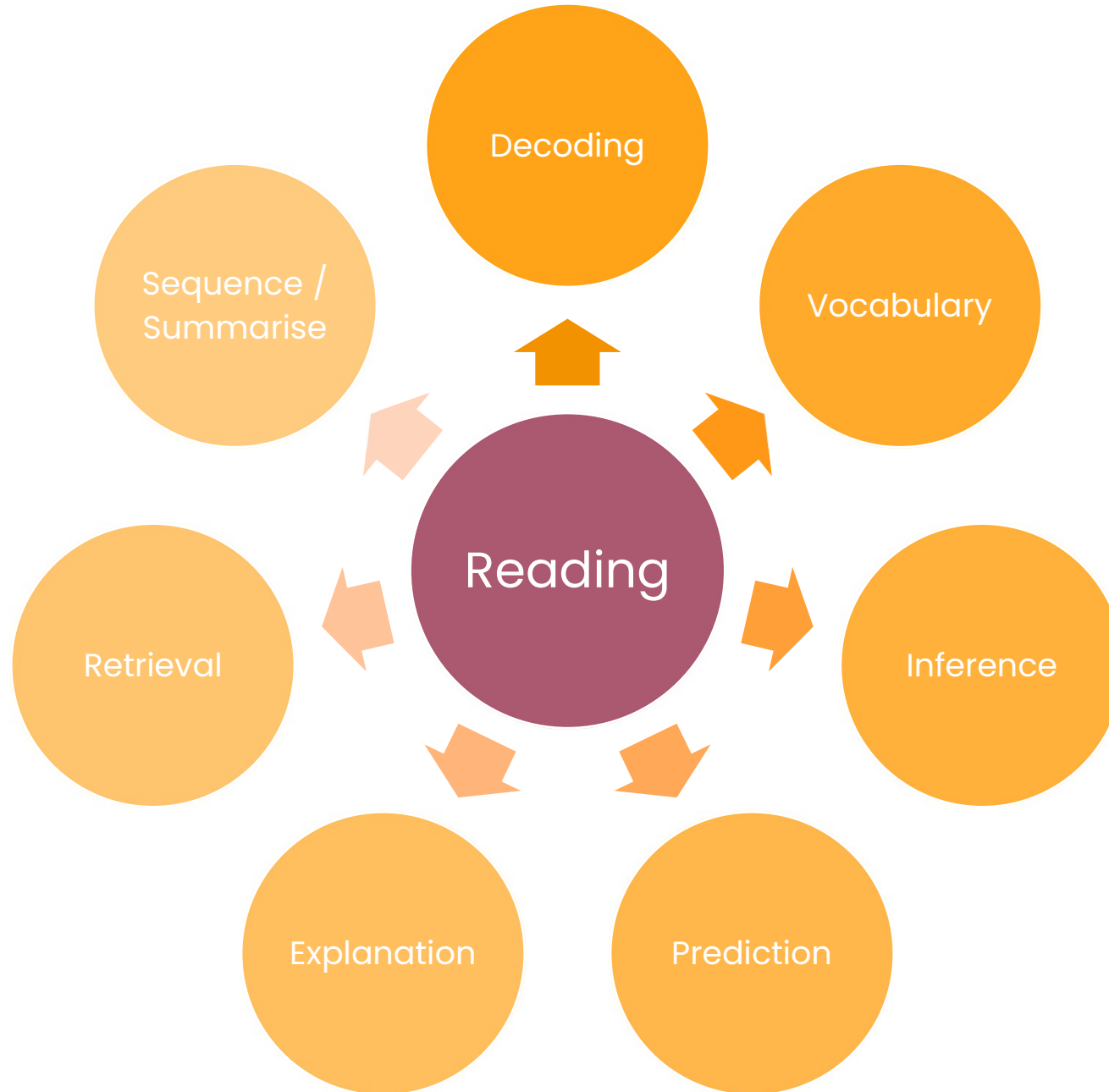
Reading is taught using a range of approaches that provide an array of opportunities to develop a love of reading that we hope will stay with them for life. This should empower them to succeed in other curriculum areas.

All children will experience:

- A range of high-quality texts are available as printed books through the class bookshelves and school library, providing a familiarity with choosing both fiction, non-fiction and poetry books as well as an opportunity to choose books to read for pleasure. Texts reflect the interests of the children and our school community, providing diverse and culturally rich texts.
- A whole-class reading approach so that all children are immersed in high-quality literature, discussions and reasoning to develop fluency, comprehension, vocabulary, as well as listening to high-quality modelled reading.
- A range of question types in the style of VIPERS, using Answer, Prove it, Explain it (APE) or Point, Evidence, Explanation (PEE) in addition to PiXL reading strategies.
- Teacher led class readers are chosen to represent diversity and high expectations for reading. These are shared on a daily basis to the whole class, usually at the end of the day.



Reading | Key Concepts



Reading | Content Spine



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts	<ul style="list-style-type: none"> • Whatever Next! • The Snail and the Whale • The Paper Bag Princess 	<ul style="list-style-type: none"> • Grace Darling • The Lighthouse Keeper's Lunch • Ada and the Whale • The Pirates Next Door • Vlad and The Great Fire of London. • L is for London • Molly McDrew and the Great Fire of London • Pattan's Pumpkin • Welcome to Our Table • The Extraordinary Life of Mary Seacole • Little People Big Dreams - Mary Anning 	<ul style="list-style-type: none"> • Stone Age Boy • How to wash a Woolly Mammoth • Stig of the Dump • Escape from Pompeii • Romans on the Rampage • The Egyptian Cinderella • Flat Stanley and the Great Egyptian Grave Robbery • The Story of Tutankhamun • The Great Kapok Tree • The Shaman's Apprentice • There's a Rang-Tan in my bedroom • The Rainforest Book 	<ul style="list-style-type: none"> • The Thieves of Ostia • The Boy Who Biked the World • My Friend Walter 	<ul style="list-style-type: none"> • Cogheart • A Christmas carol • Cosmic • Percy Jackson and the Lightning Thief 	<ul style="list-style-type: none"> • War Horse • Holes • Highwayman • Arrival • Unforgotten Coat

Reading I Progression Map - Decoding



YR	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Y1	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Blend sounds in unfamiliar words using the GPCs that they have been taught. • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • Read words containing taught GPCs. • Read words containing -s, -es, -ing, -ed and -est endings. • Read words with contractions, e.g. I'm, I'll and we'll. • Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
Y2	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Accurately read most words of two or more syllables. • Read most words containing common suffixes. • Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Y3	<ul style="list-style-type: none"> • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Begin to read Y3/Y4 exception words.
Y4	<ul style="list-style-type: none"> • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.
Y5	<ul style="list-style-type: none"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. • Read most Y5/ Y6 exception words.
Y6	<ul style="list-style-type: none"> • Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading I Progression Map - Vocabulary



	Fluency	Correcting Inaccuracies	Building Vocabulary
Y1	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> Check that a text makes sense to them as they read and to self- correct. Use knowledge of sentence grammar to check if reading 'sounds right'. 	<ul style="list-style-type: none"> Discuss word meaning and link new meanings to those already known.
Y2	<ul style="list-style-type: none"> Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> Use sentence grammar to support understanding of unfamiliar words. Check that the text makes sense to them as they read and to correct inaccurate reading. 	<ul style="list-style-type: none"> Increase vocabulary using understanding of context to know what they mean. Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.
Y3	<ul style="list-style-type: none"> Read high and medium frequency words automatically Recognise a range of prefixes and suffixes to support decoding of words when reading Use tone, intonation and expression when reading aloud Use a range of self-help strategies to tackle unfamiliar words and texts 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> Increase vocabulary using understanding of context to know what they mean. Discuss authors' choice of words and phrases for effect.

Reading I Progression Map - Vocabulary



	Fluency	Correcting Inaccuracies	Building Vocabulary
Y4	<ul style="list-style-type: none"> • Rapid and automatic decoding of most unfamiliar words using secure phonic knowledge • Make meaning from unfamiliar words through their structure and context • Recognise how simple and complex sentences affect meaning and impact • Use punctuation to determine intonation and expression when reading aloud 	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Discuss vocabulary used to capture readers' interest and imagination
Y5	<ul style="list-style-type: none"> • Re-read and reads ahead to locate clues to support understanding. • Use different voices when reading aloud to enhance mood and meaning. • Scan texts to locate key information. 		<ul style="list-style-type: none"> • To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
Y6	<ul style="list-style-type: none"> • Use phonic and etymological knowledge to pronounce words correctly. • Skim texts to ascertain the gist. • Employ dramatic effect to engage listeners whilst reading aloud. • Use a combination of scanning and close reading to locate information. 		<ul style="list-style-type: none"> • To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading I Progression Map - Inference



Y1	<ul style="list-style-type: none">• Use context to support understanding of texts.• Make basic inferences such as know who is speaking.• Link what they have read or have read to them to their own experiences.
Y2	<ul style="list-style-type: none">• Make inferences on the basis of what is being said and done.• Give reasons for why events happen and characters behave as they do.
Y3	<ul style="list-style-type: none">• Infer characters' feelings in fiction.• Infer the likely consequences of a logical explanation.• Relate general knowledge to texts to clarify understanding.
Y4	<ul style="list-style-type: none">• Use deduction to identify possible reasons for characters' behaviour and actions.• Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.• Tease out clues and ideas from texts to clarify understanding.
Y5	<ul style="list-style-type: none">• Draw inferences from characters' feelings, thoughts and motives.• Uses the text to justify their inferences.
Y6	<ul style="list-style-type: none">• Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).• Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Reading I Progression Map - Prediction



Y1	<ul style="list-style-type: none">• Make reasoned predictions.• Discuss the significance of titles and make predictions from these.• Predict what might happen on the basis of what has been read so far.
Y2	<ul style="list-style-type: none">• Make predictions based on knowledge of the text or the author.• Predict what might happen on the basis of what has been read so far in a text.• Recognise simple recurring literary language in stories and poetry and use this to predict patterns in stories and poems.
Y3	<ul style="list-style-type: none">• Justify predictions using evidence from the text.
Y4	<ul style="list-style-type: none">• Justify predictions from details stated and implied
Y5	<ul style="list-style-type: none">• Make predictions of events based on details stated and implied, justifying them in detail with evidence from the text.
Y6	<ul style="list-style-type: none">• Predicts characters actions and reasons for these, using details which are stated or implied and justifies them with evidence from the text.

Reading I Progression Map - Explanation



Y1	<ul style="list-style-type: none">• Recognises the different features of books; chapters, pages, contents etc.• Recognise the main features of different texts; e.g. openings, problems and endings; instructional features; information.• Recognise and talk about the effect of language patterns and repetition.• Understand the difference between fact and fiction.
Y2	<ul style="list-style-type: none">• Recognise and explain organisational features of texts.• Identify the purpose of a book.
Y3	<ul style="list-style-type: none">• Recognise how different texts are presented; e.g. magazines; leaflets.• Talk about why certain texts appeal to readers.• Identify techniques authors use to affect the reader
Y4	<ul style="list-style-type: none">• Explain how ideas are developed in non-fiction texts.• Identify the key features of different text-types.• Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).• Identify how language, structure and presentation contribute to meaning
Y5	<ul style="list-style-type: none">• Understand the writer's perspective from explicit and implicit opinion.• Compare the themes and structures of different narrative texts.• Compare the features and structures of different types of non-fiction texts.
Y6	<ul style="list-style-type: none">• Understand underlying themes, causes and consequences within whole texts.• Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).• Recognise authors' techniques to influence and manipulate the reader.

Reading I Progression Map - Retrieval



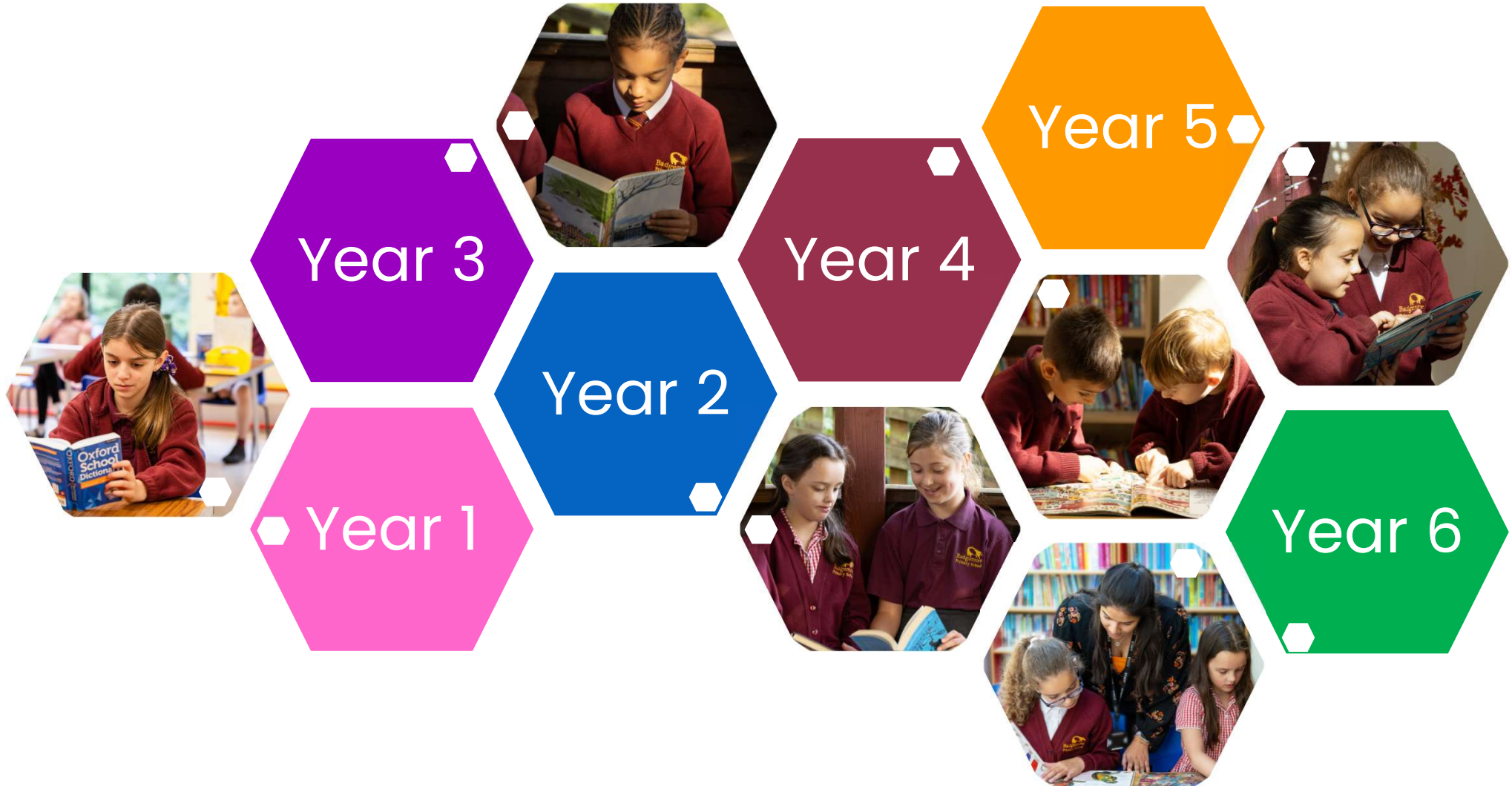
Y1	<ul style="list-style-type: none">Find specific information in simple texts.
Y2	<ul style="list-style-type: none">Gather ideas and information from across a text.Navigate texts to retrieve information.
Y3	<ul style="list-style-type: none">Retrieve and record information from non-fiction texts using navigational tools (e.g. index, contents).Can find key words in a range of texts.
Y4	<ul style="list-style-type: none">Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss informationScan for key words in texts to locate information quickly.
Y5	<ul style="list-style-type: none">Uses a range of techniques to locate information in fiction and non-fiction texts to answer questions based on the text.
Y6	<ul style="list-style-type: none">Develops techniques to quickly retrieve information in wide variety of texts.

Reading | Progression Map - Sequence / Summarise



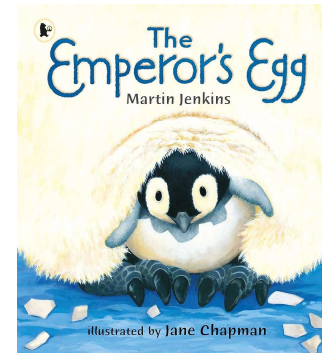
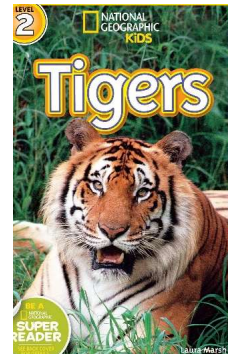
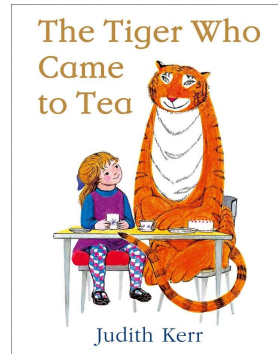
Y1	<ul style="list-style-type: none">• Identify the main events in stories• Identify the main characters in stories• To retell familiar stories in increasing detail.
Y2	<ul style="list-style-type: none">• Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.• Discuss the sequence of events in books and how items of information are related.
Y3	<ul style="list-style-type: none">• Make notes of the key points in a text.• Retell a story clearly, with some detail.
Y4	<ul style="list-style-type: none">• Locate and summarise details from a text to support opinions and predictions.• Identify main ideas drawn from more than one paragraph and summarise these.
Y5	<ul style="list-style-type: none">• Extract information from across a text and summarise in note form.• Identify main ideas drawn from more than one paragraph and to summarise these.
Y6	<ul style="list-style-type: none">• Draw out key information and to summarise the main ideas in a text.

Reading | Reading Spines



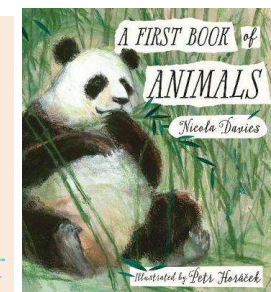
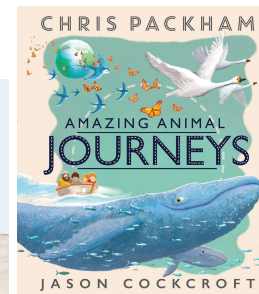
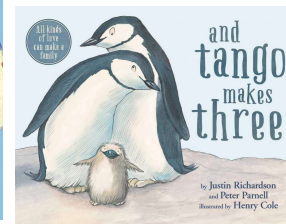
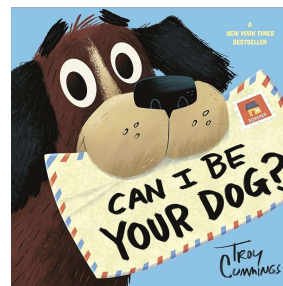
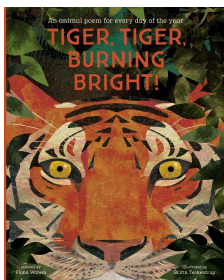
Reading | Year 1 Autumn Reading Spine – Paws and Claws

Core Texts / Text Drivers



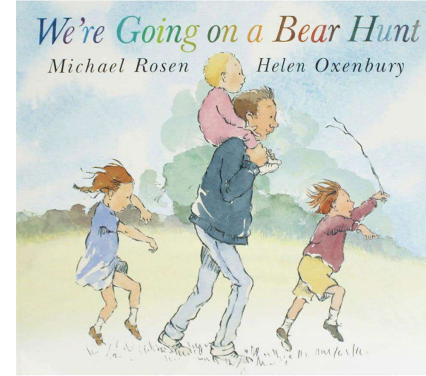
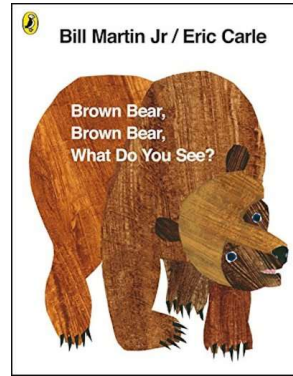
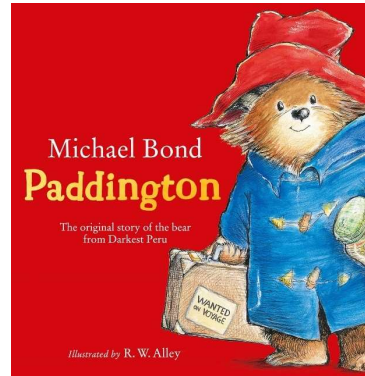
Writing Genre	Outcome
Non-Fiction (The Tiger who came to tea)	Shopping list (Nouns – singular to Plural)
Non- Chronological report (The Emperor's Egg)	Fact File – (Labels and Captions)
Letter Writing	

Suggested Reading around Topic



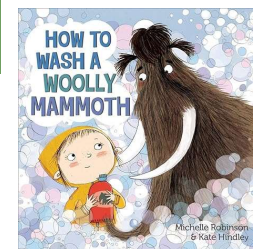
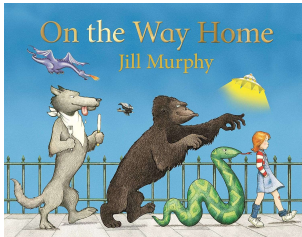
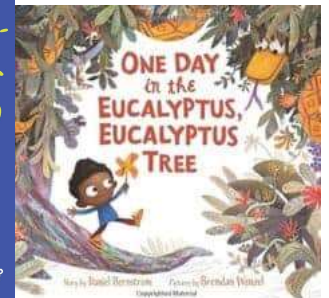
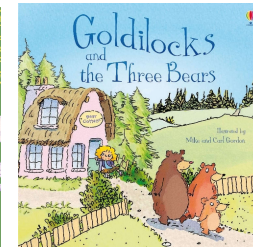
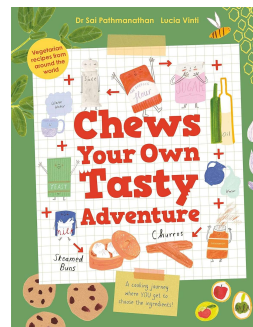
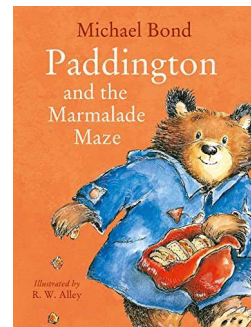
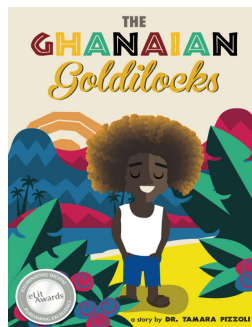
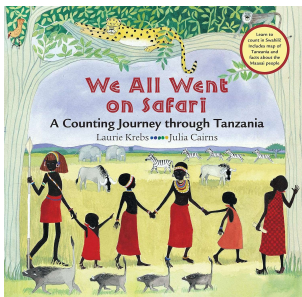
Reading | Year 1 Spring Reading Spine – Paddington's Travels

Core Texts / Text Drivers

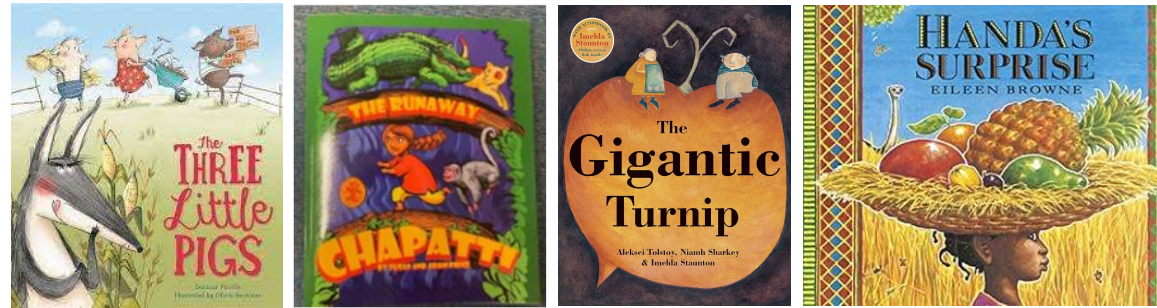


Writing Genre	Outcome
<p>Instructions (Paddington)</p> <p>Repetitive story (Brown Bear, Brown Bear, What do you see?)</p> <p>Recount (We're Going on a Bear Hunt)</p>	<p>Instructions of 'How to make a marmalade sandwich.'</p> <p>Own repetitive stories.</p> <p>Recount of the journey to find the Bear.</p>

Suggested Reading around Topic



Core Texts / Text Drivers



Writing Genre	Outcome
Descriptive writing (The Three Little Pigs)	Character description (Wanted Poster)
Journey narrative (The runaway chapatti)	Innovated Narrative
Traditional Tale (The Gigantic Turnip)	Diary entry

Suggested Reading around Topic



Reading | Year 2 Autumn Reading Spine - Land Ahoy!

Core Texts / Text Drivers

Grace Darling's Story (1815–1842)

Grace Darling was the daughter of William Darling, a lighthouse keeper. In those days most girls worked in the home, but Grace was unusual – when she grew up she worked with her father instead.

The family used to live in the Longstone Lighthouse, off the coast of Northumberland, and Grace helped her father guard and maintain the light. This was life-saving work, because the lighthouse watched over the treacherous 'Mersey Rock'.

In darkness or in fog, ships could easily run aground or be wrecked, but the warning light helped them to keep their bearings and avoid danger.

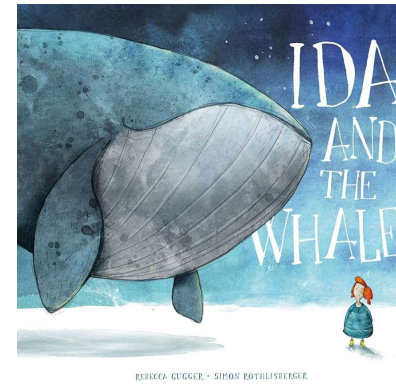
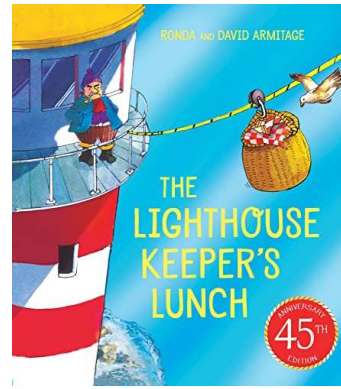
All the same, ships could be sent off course by powerful storms, and on 7 October 1830, the *Forfarshire* steamship was flying against the rocks.

Grace and William saw the disaster and realised there were survivors clinging to the wreckage. The rowing boat was a heavy one, dragged to be used by three strong men, and Grace was a 20-year-old girl. For her and her father did not hesitate, and somehow they managed to fight their way through the wind and waves.

They rescued five men, and carried them back to safety. Grace and her mother tended the injured, while William, and two of the crew went back to save another four men.

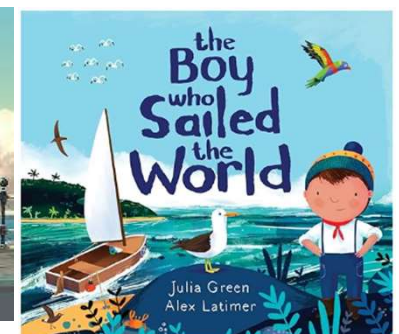
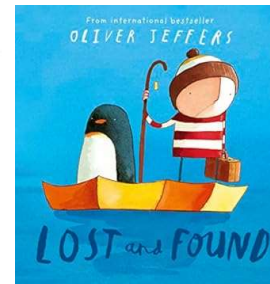
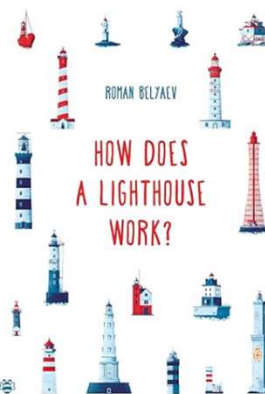
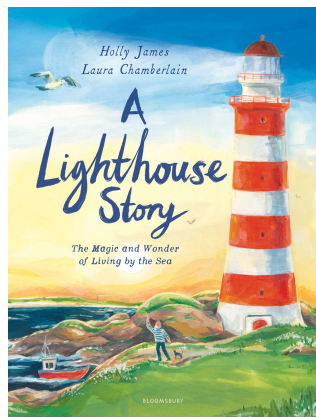
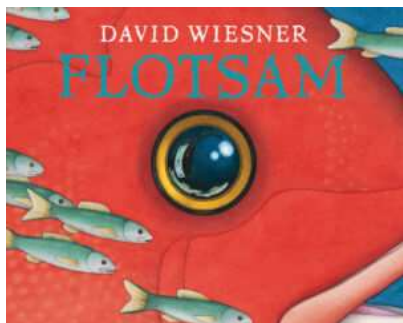
When news reached the mainland, Grace Darling became a national hero. She was an award for her courage, and there was even a play written about her.

Sadly, she died only four years later – but her courage has never been forgotten, and her name can still be found in the history books.



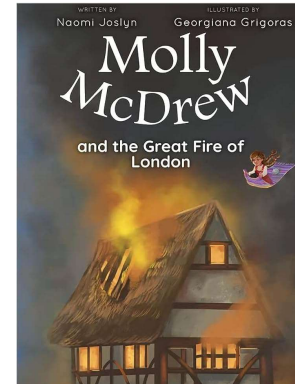
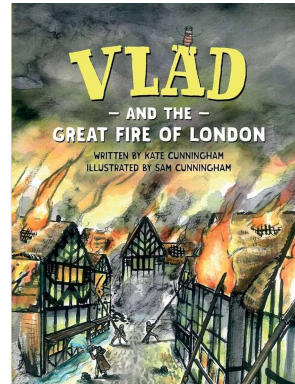
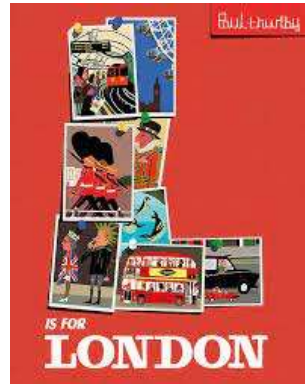
Writing Genre	Outcome
Descriptive Writing (Grace Darling's Story)	A Character Description of Grace Darling.
Instructions (The Lighthouse Keeper's Lunch)	How to make a sandwich for Mr Grinling's Lunch
Recount (Ida and the Whale)	A diary from the perspective of Ida.

Suggested Reading around Topic



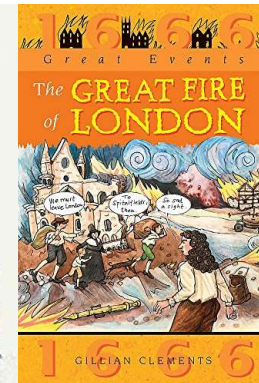
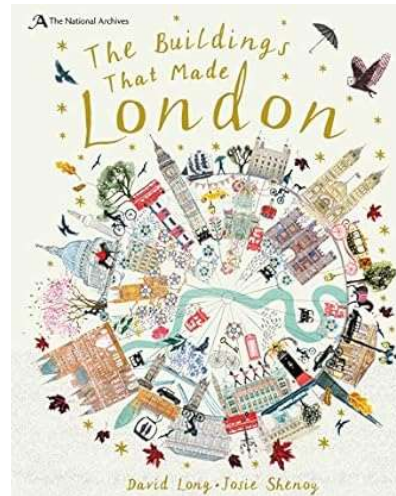
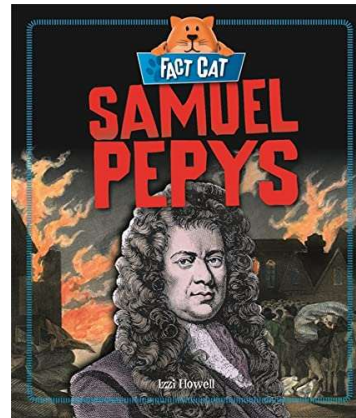
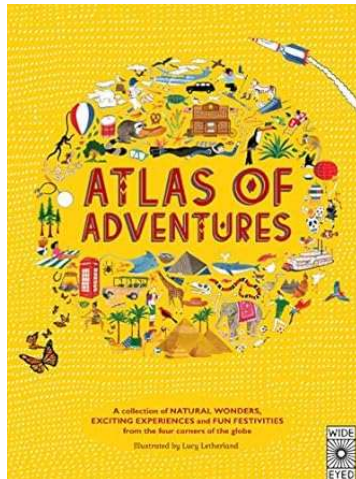
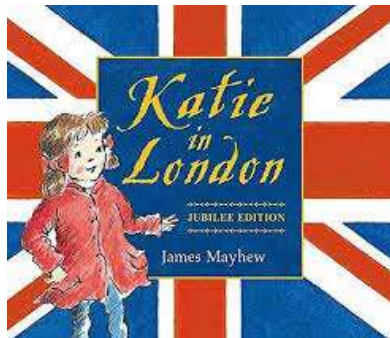
Reading | Year 2 Spring Reading Spine – Fire, Fire!

Core Texts / Text Drivers



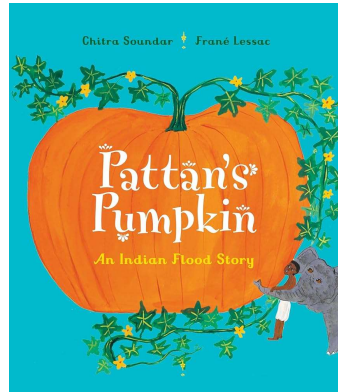
Writing Genre	Outcome
Journey Narrative (Vlad and the Great Fire)	A narrative about escaping the Great Fire of London
Non-Chronological Report (L is for London)	H is for Henley Book
Descriptive Writing (Molly McDrew)	A setting description.

Suggested Reading around Topic



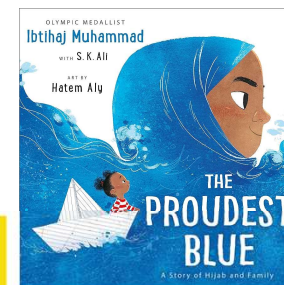
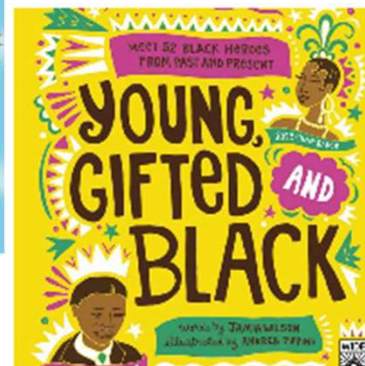
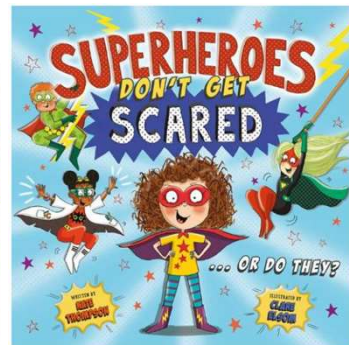
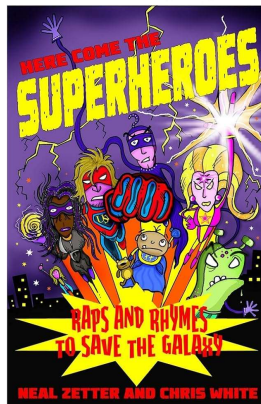
Reading | Year 2 Summer Reading Spine - Heroes and Me

Core Texts / Text Drivers

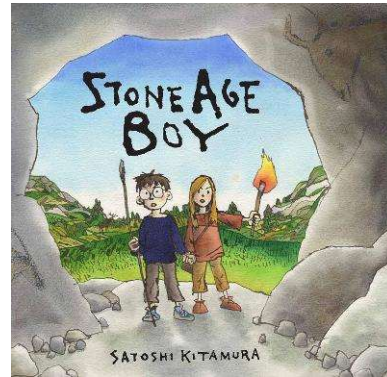


Writing Genre	Outcome
Narrative (Pattan's Pumpkin)	Innovated Narrative
Autobiography (This is How We Do It)	This is How I Do It Book
Letter Writing (The Extraordinary Life of Mary Seacole)	A Letter to Mary Seacole

Suggested Reading around Topic

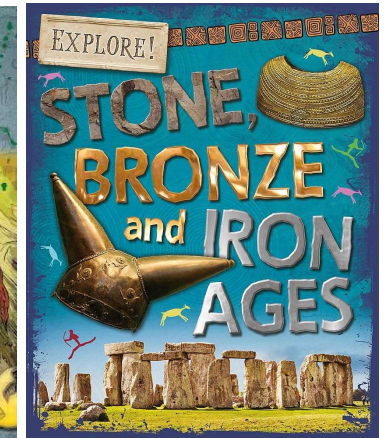
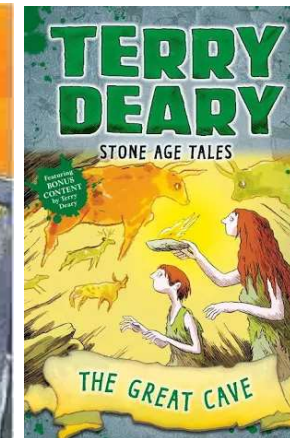
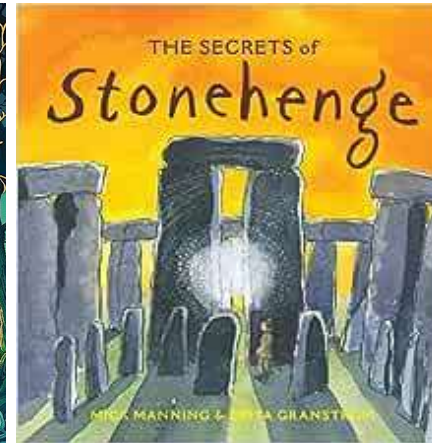
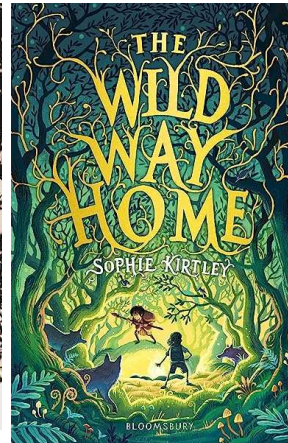
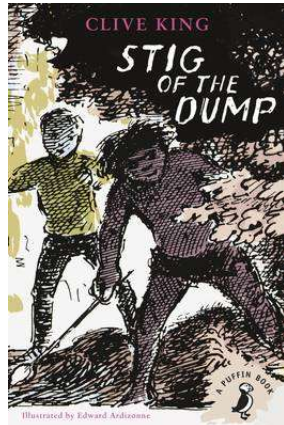
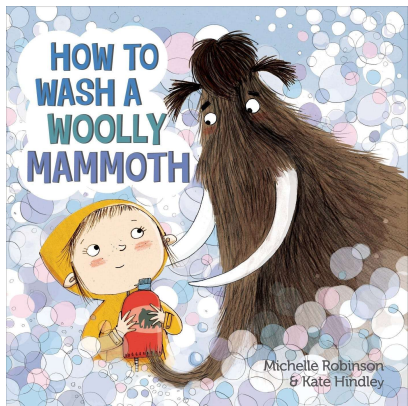


Core Texts / Text Drivers



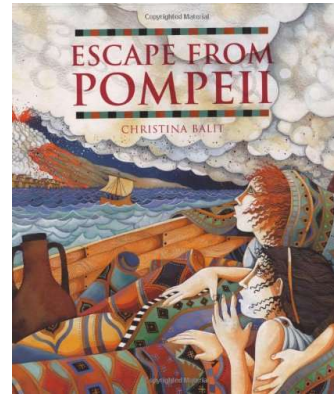
Writing Genre	Outcome
Adventure Narrative (The Stone Age Boy)	A diary entry from the Stone Age Boy. A setting description of a new world.

Suggested Reading around Topic



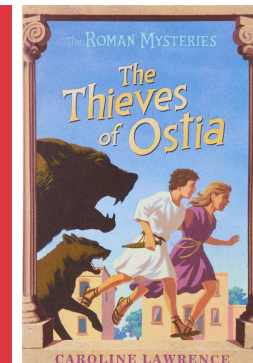
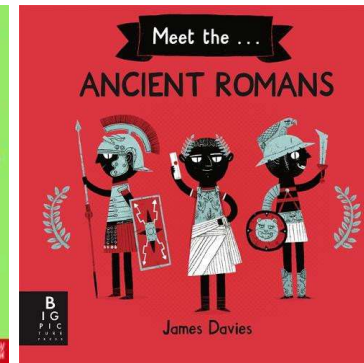
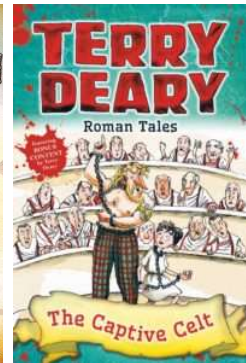
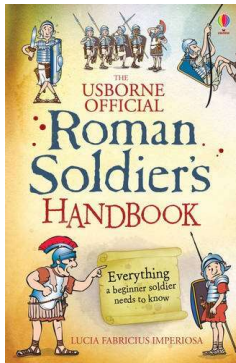
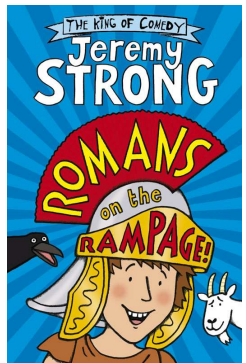
Reading | Year 3 Spring Reading Spine – Romans

Core Texts / Text Drivers



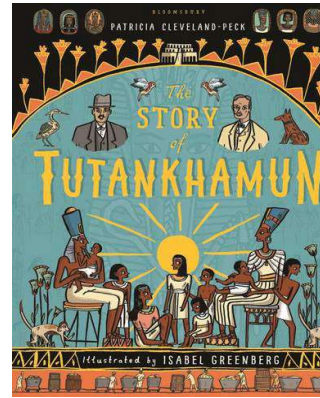
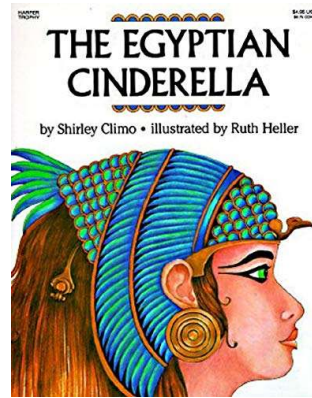
Writing Genre	Outcome
Non-Chronological Report (Escape from Pompeii)	A newspaper report on the devastation of Vesuvius. A diary entry from a character's perspective.

Suggested Reading around Topic



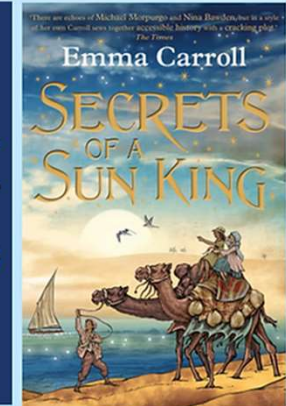
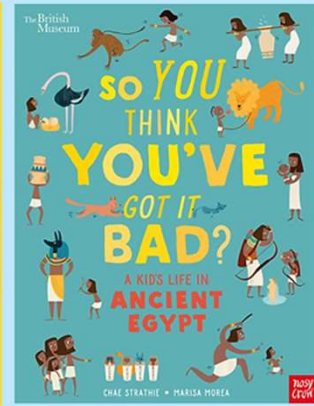
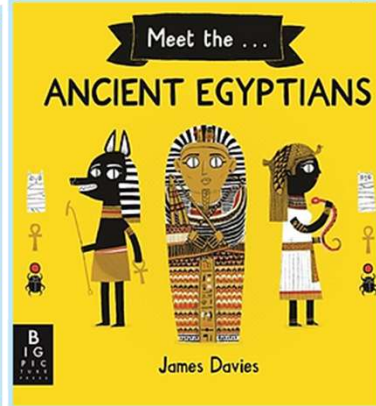
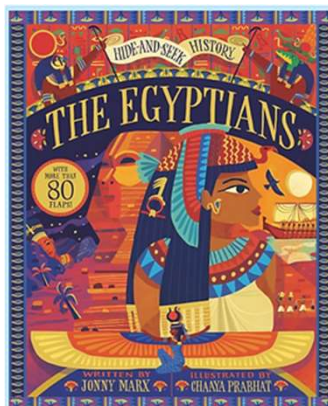
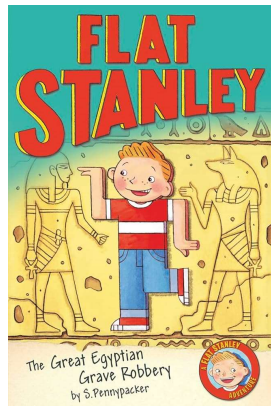
Reading | Year 3 Summer Reading Spine - Ancient Egypt Tomb Raiders

Core Texts / Text Drivers



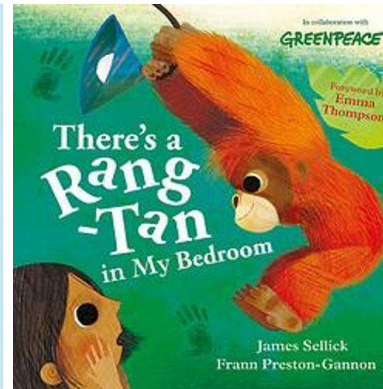
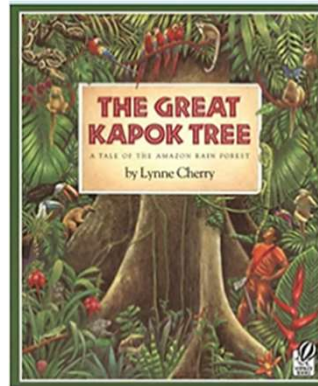
Writing Genre	Outcome
Fairytale Narrative (The Egyptian Cinderella)	An innovated 'Cinderella-style' fairytale.
Biography (The Story of Tutankhamun)	A biography on the Egyptian Pharaoh Tutankhamun.
Instructions (How to Mummify an Apple)	A set of instructions on how to mummify.

Suggested Reading around Topic



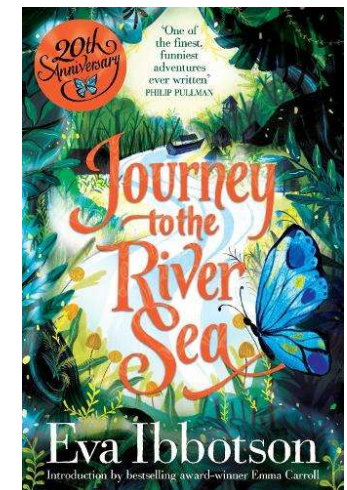
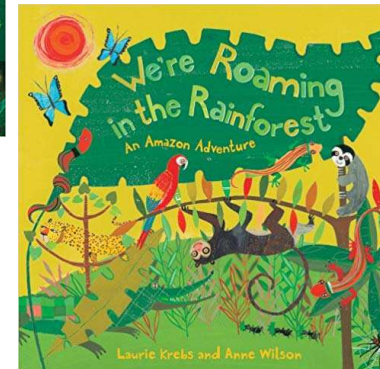
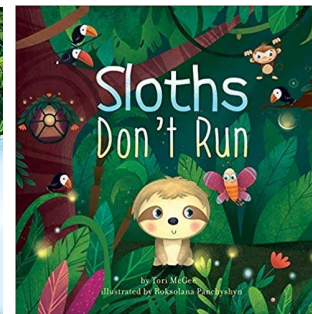
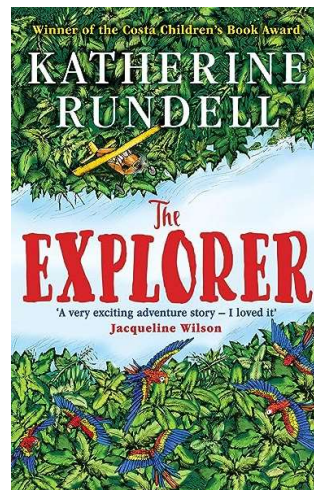
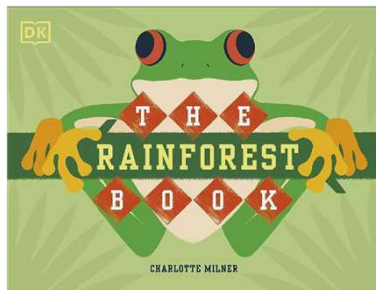
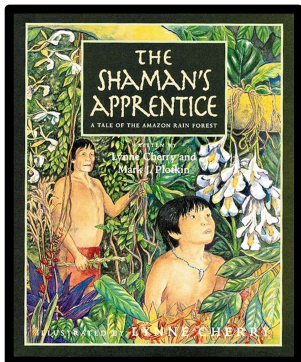
Reading | Year 3 Summer Reading Spine – Rainforests Go Wild

Core Texts / Text Drivers



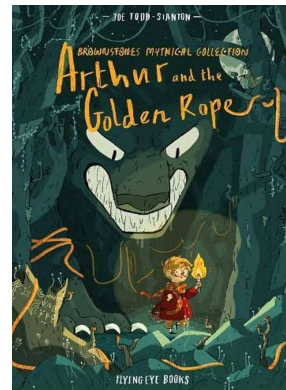
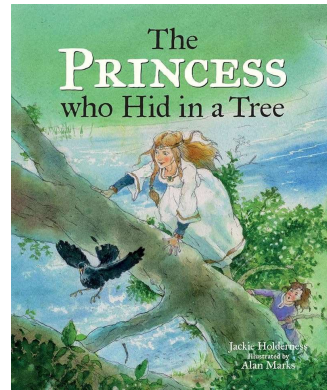
Writing Genre	Outcome
Non-Chronological Report (The Great Kapok Tree)	An information leaflet on the Amazon Rainforest.
Poetry (There's a Rang-Tan in my Bedroom)	Persuasive letter to stop deforestation. A poem about the rainforest.

Suggested Reading around Topic



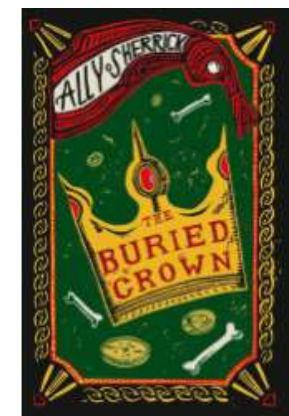
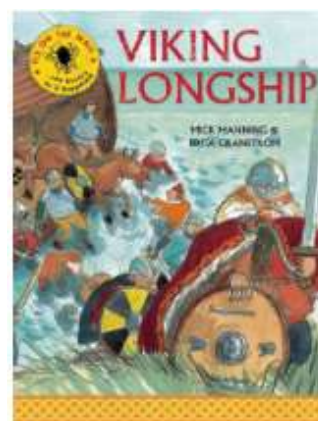
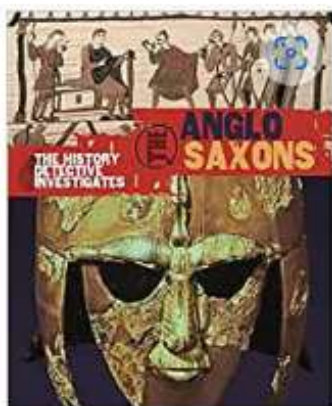
Reading | Year 4 Autumn Reading Spine – Anglo Saxons to Vikings

Core Texts / Text Drivers



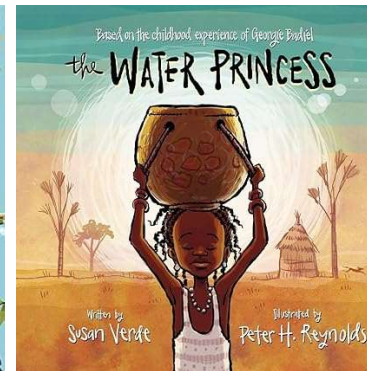
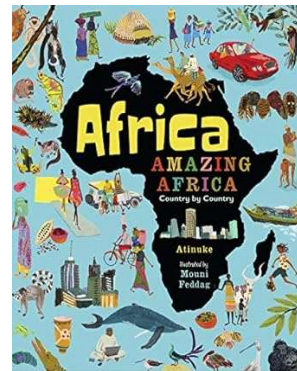
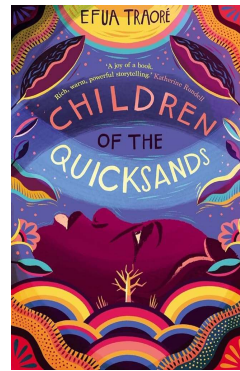
Writing Genre	Outcome
Descriptive Writing (The Princess Who Hid in a Tree)	Character description
Narrative (Arthur and the Golden Rope)	Journey Narrative
Recount (Arthur and the Golden Rope)	A letter

Suggested Reading around Topic



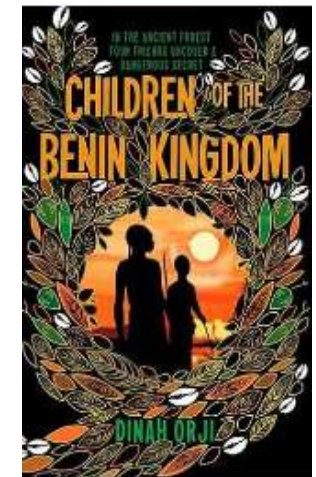
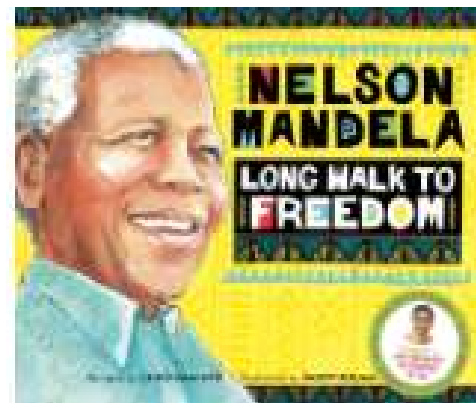
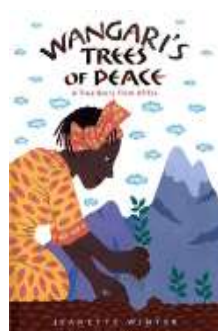
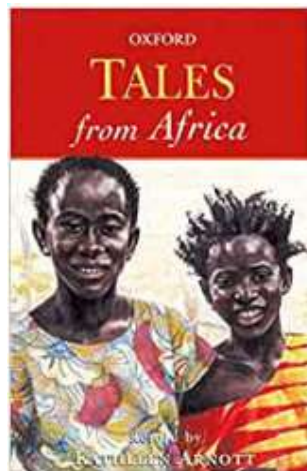
Reading | Year 4 Spring Reading Spine – African Adventures

Core Texts / Text Drivers



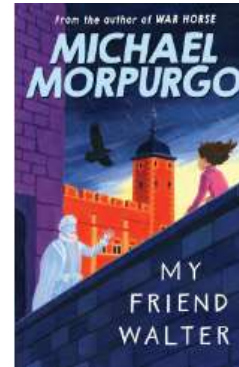
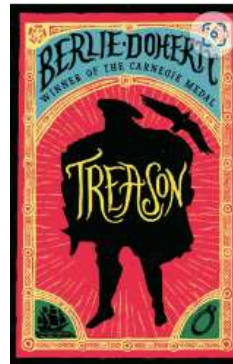
Writing Genre	Outcome
Descriptive Writing (Children of the Quicksands)	Setting description
Non-Chronological Report (Africa- Amazing Africa)	Fact file around Africa
Recount (Children of the Quicksands)	Diary entry

Suggested Reading around Topic



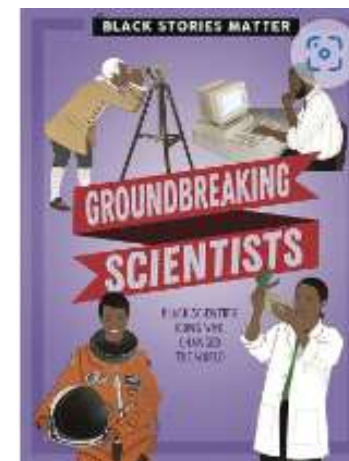
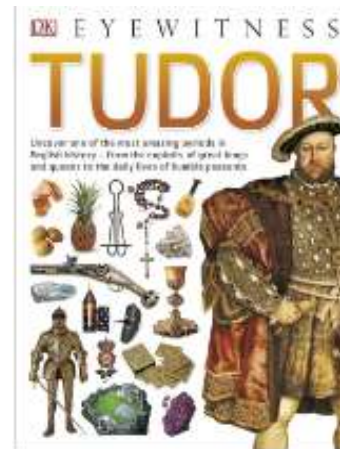
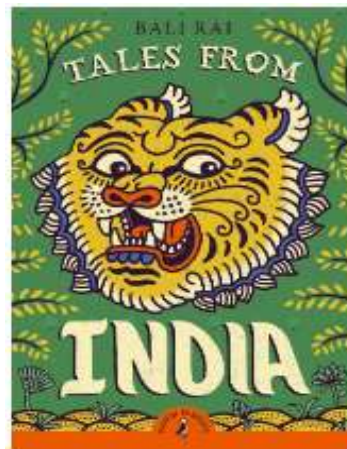
Reading | Year 4 Summer Reading Spine – Trouble and Strife

Core Texts / Text Drivers



Writing Genre	Outcome
Narrative (Pattan's Pumpkin)	Innovated Narrative
Autobiography (This is How We Do It)	This is How I Do It Book
Letter Writing (The Extraordinary Life of Mary Seacole)	A Letter to Mary Seacole

Suggested Reading around Topic



Core Texts / Text Drivers



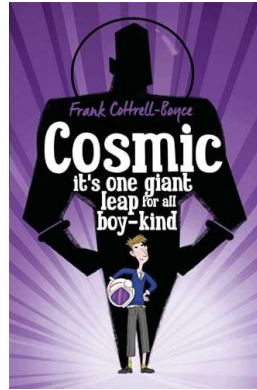
Writing Genre	Outcome
Historical fiction	Diary Entry Newspaper report Journalistic writing

Suggested Reading around Topic



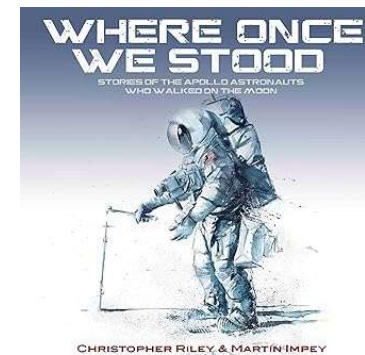
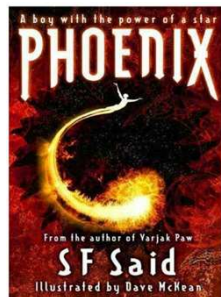
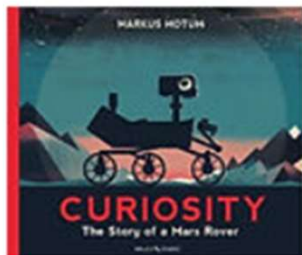
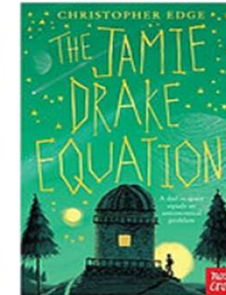
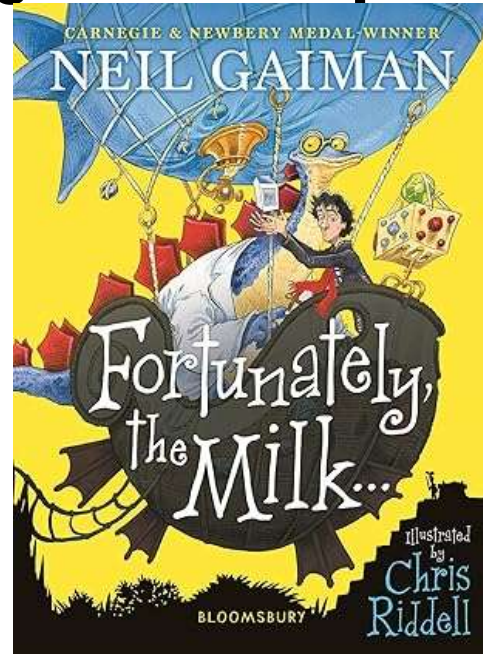
Reading | Year 5 Spring Reading Spine - Space Exploration

Core Texts / Text Drivers



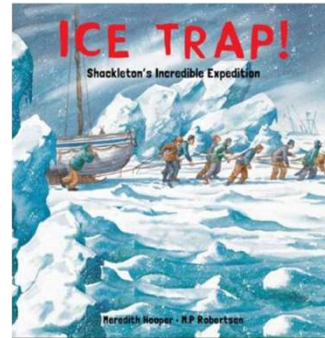
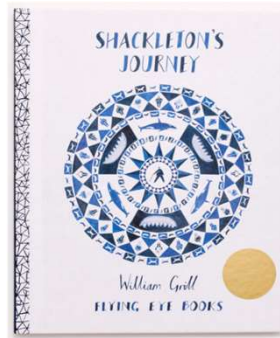
Writing Genre	Outcome
Sci-Fi	Information text Narrative Persuasive letter

Suggested Reading around Topic



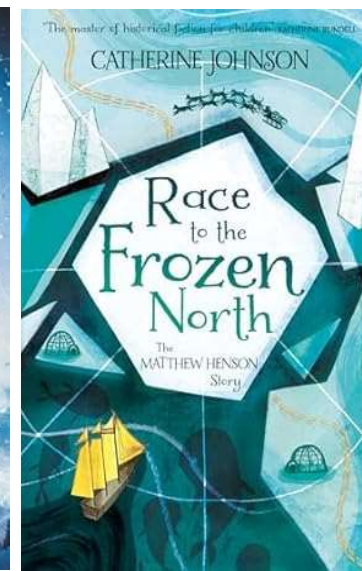
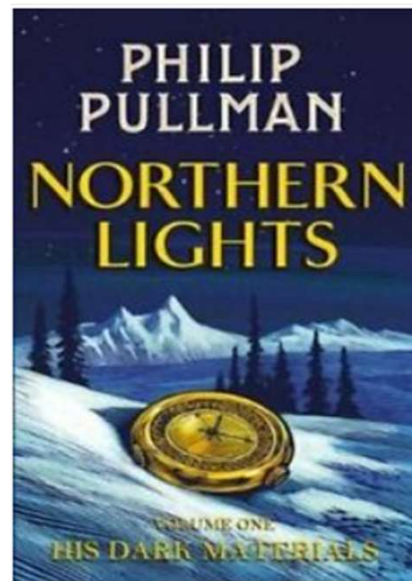
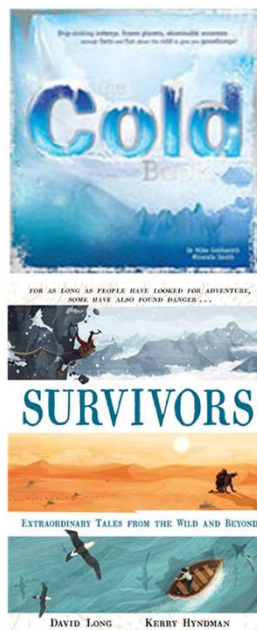
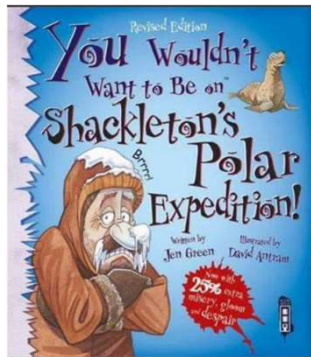
Reading | Year 5 Summer Reading Spine – Antarctic Exploration

Core Texts / Text Drivers



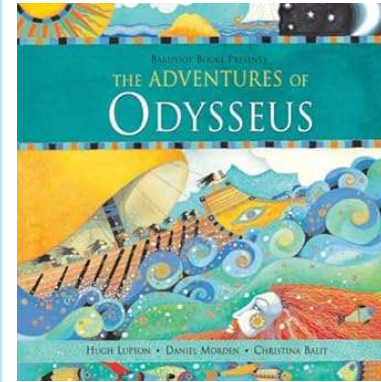
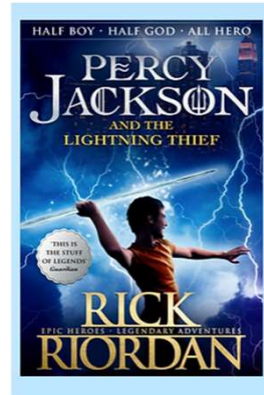
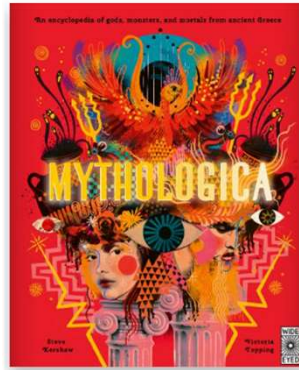
Writing Genre	Outcome
Explanation	Write : How to care for Huskies explanation
Descriptive	Descriptive writing Ice trap – scene

Suggested Reading around Topic



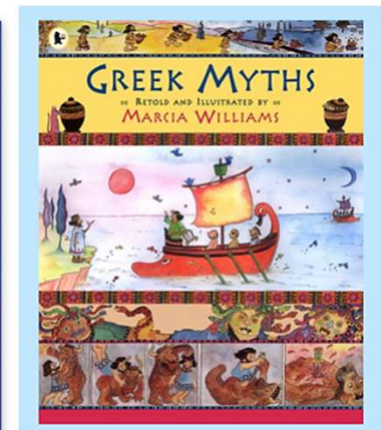
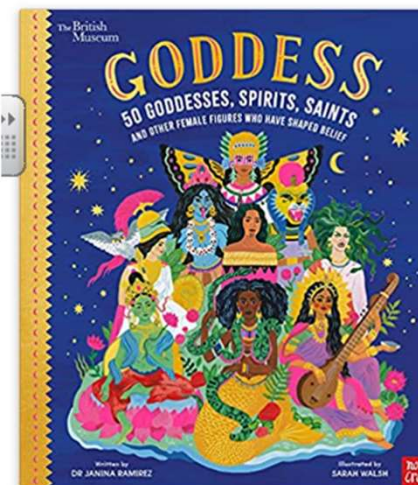
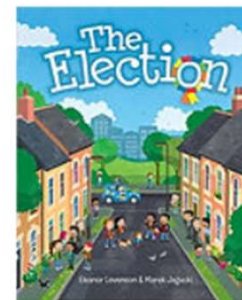
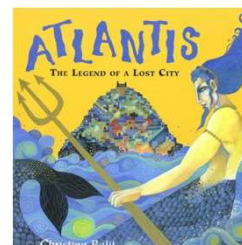
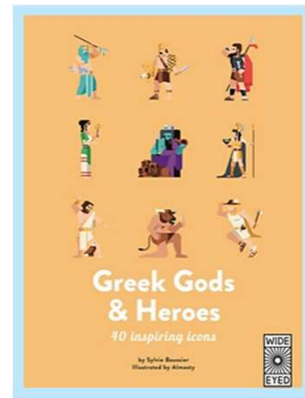
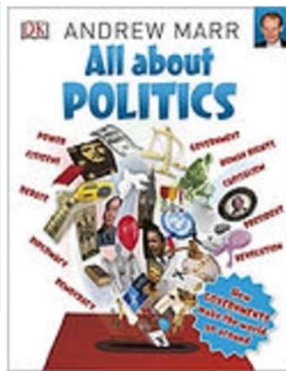
Reading | Year 5 Summer Reading Spine - Groovy Greeks

Core Texts / Text Drivers



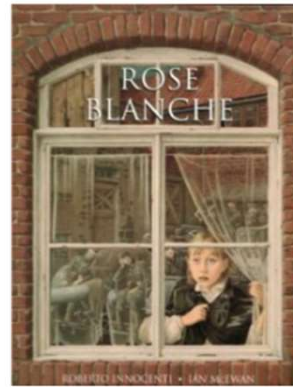
Writing Genre	Outcome
Myths	Write own myth Mythical creatures
Leaflet	Persuasive leaflet

Suggested Reading around Topic



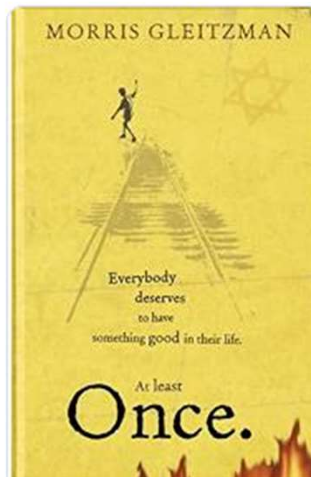
Reading | Year 6 Autumn Reading Spine - World War 2

Core Texts / Text Drivers



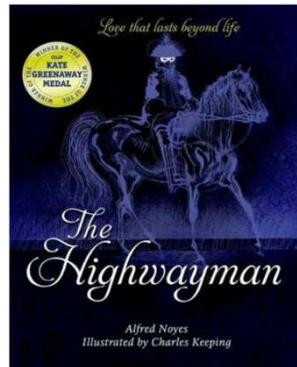
Writing Genre	Outcome
Journals	Write a diary entry as an evacuee
Adventure narrative	Write own adventure narrative
Poetry	Write own WW2 poem

Suggested Reading around Topic



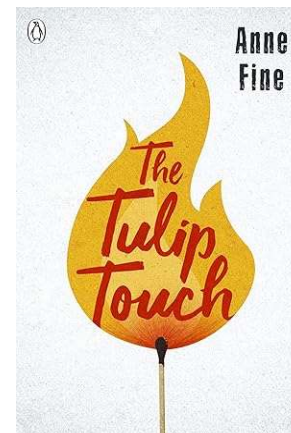
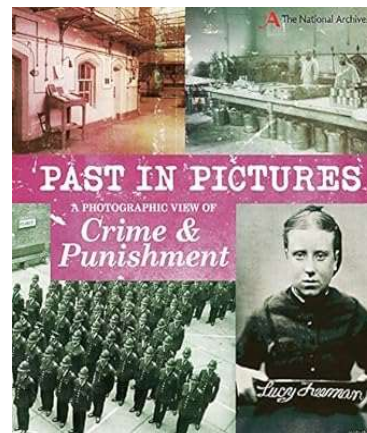
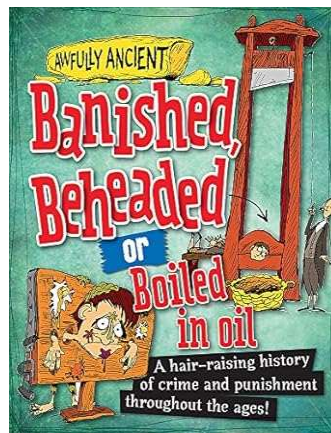
Reading | Year 6 Spring Reading Spine – Crime and Punishment

Core Texts / Text Drivers



Writing Genre	Outcome
Persuasive leaflet	Leaflet for CGL
Informal Letter	Write a letter to Stanley's family
Non-chronological report	To inform of the dangers of the yellow spotted lizard
Poetry	To write a verse for the Highwayman

Suggested Reading around Topic



Reading | Year 6 Summer Reading Spine - On the Move

Core Texts / Text Drivers



Writing Genre	Outcome
Journal	To write from Fathers point a view
Letter writing	To persuade the family to travel

Suggested Reading around Topic

