



## Friskney All Saints Mission Statement and Vision

### **'Trust Shows The Way'**

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

**"Show me the way I should go, for to you I entrust my life."**

**Psalm 143.8**

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

**Exploring Old and New Horizons - Respect**

**Striving for Excellence – Hope, Trust**

**Realising our Gifts – Love, Kindness**



### Reading Curriculum Intent



**Inspiration** – Our exciting and engaging reading curriculum seeks to encourage children’s curiosity, inspiring a lifelong love of learning that sparks creativity and prepares our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils, especially those with **SEND**, removing barriers and igniting interest. **Enrichment opportunities** are carefully planned to engage learners beyond the academic. These include World Book Day, Author visits and library time. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in every area of the curriculum.



**Excellence** - Our ambitious reading curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. Reading is incorporated in all subjects. We prioritise **vocabulary** acquisition, to ensure texts are accessible to all. **Retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught skills and knowledge to improve reading and build fluency.



**Exploration** –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

At Friskney All Saints, we strive to provide imaginative and creative lessons to engage children in reading. They are supported at every stage in developing their vocabulary, inference, prediction, explanation, retrieval and summarising skills when responding to a text. This is done through whole class in year 2 and KS2 children in year 1 and foundations stage use the Read Write Inc phonics program to learn to decode. All children are read to daily to build a love of stories. Children are encouraged to respond to texts through speaking, listening and writing. We believe that discussing a text is the key to children's understanding and thus developing their written responses. Throughout the school we create rich and engaging environments focused heavily on reading and vocabulary to immerse the children in print and to encourage communication. This begins in Early Years and develops right through to Year 6 where we endeavour for our students to take these skills with them to their future education and on into later life.

The National Curriculum states: Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Links To Research		
Publication	Selected Recommendations	How are we applying these to our curriculum
<p>EEF Reading Recommendations  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf</a></p>	<p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>Purposeful activities include: • reading books aloud and discussing them; • activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to develop reading comprehension; • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing.</p> <p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension, through the use of VIPERS.</p>	<p>Reading Practice sessions daily for half an hour in KS2</p> <p>Phonics lessons incorporating storybooks.</p> <p>Use of VIPERS within Reading Practice lessons</p> <p>Novel study in Key Stage 2</p> <p>Library open for children during lunch times</p> <p>Class librarians</p> <p>Awarding a book to reader of the term for each class.</p> <p>Reading volunteers provide further opportunities for pupils to read aloud.</p>

Class 2 - Year 1 and 2 programme of study.

In Year 1 these are:

### **Word Reading**

- To use phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs.
- Read all 40+ phonemes, some common exception words, some suffixes, some contractions, and polysyllabic words with increasing fluency.

### **Engagement with a range of texts**

- Developing a pleasure for reading by listening to a wide range of poems, stories and non-fiction texts and linking what they have heard or read to their own experiences. They will start to know some poems by heart.

### **Literal understanding and information retrieval**

- To recall and retell familiar stories and explain the information read, locating information and answering simple literal questions.

### **Inferential Understanding**

- Beginning to make simple inferences from pictures and text linked to personal experiences and own knowledge and predicting what might happen next.
- Identifying new and unfamiliar words and what they mean in context.

### **Authorial Intent**

- Identify some key features of a text, how they are structured, language features and how the text makes the reader feel.

In Year 2, the statements are taken from both the national curriculum and the teacher assessment framework for the end of KS1, these are:

### **Word Reading**

- Continuing to apply their phonic knowledge and skills until automatic decoding has become embedded and reading is fluent. This includes the reading of many suffixes and polysyllabic words.
- They will read books closely matched to their phonetic ability, sounding out unfamiliar words accurately, automatically and without hesitation.

### **Engagement with a range of texts**

- Reread books to help build their fluency and confidence in word reading.
- They continue to build their repertoire of poems that they are able to recite by heart.

### **Literal understanding and information retrieval**

- They have a generally accurate literal understanding of texts and can accurately identify a sequence of events.
- They make reasonable links between events and information, explaining what has happened so far in what they have read.

### **Inferential Understanding**

- Answer questions and makes some inferences on the basis of what is being said and done.
- Ask and answer questions linked to the text.

### **Authorial Intent**

- Begin to be aware of some of the key organisational features of fiction and non-fiction texts and how they are structured.
- Discuss and clarify meanings of words linked to new vocabulary.

Enjoy			Decode/ Fluency			Reasoning (GDS) Describe, explain, justify, convince, prove	
Define		Retrieve	Sequence			Infer	Predict
draw on knowledge of vocabulary to understand texts		Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts.			Make inferences based on the text	Predict what happen on the basis of what has been read so far
Discussion	Multiple choice	Ranking order	Matching/labelling	Find and copy	Short response	Investigate	Open- ended response
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction Year 1 Year 2		Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. Understand how story language works and use some formal elements when retelling stories e.g. once there was...she lived in a little.... He replied Read stories with predictable and repeated patterns and experiment with similar patterns.  Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read.	Retell stories and rhymes with predictable and repeating patterns. Improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme. Retrieve basic information about a character using pictures and simple language. Re-enact stories in a variety of ways e.g. through role play, using puppets or dolls.	Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. ‘I’m a troll....’ “You can’t catch me, I’m the Gingerbread man”. Identify and record some key features of story language from a range of stories, and practise reading and using them	Identify and discuss a range of story themes, collect and compare. Recognise ways in which emphasis has been created in a text, e.g., capitalisation, bold print	Describe story settings and incidents and relate them to own experience and that of others. Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes. Identify descriptive language e.g., adjectives.	Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate how they might behave. Discuss how characters are described in the text; and compare characters from different stories. Become aware of characters and dialogue e.g. by role playing parts when reading aloud stories or plays.

Non -Fiction	<p>Explore and understand the difference between fiction and nonfiction and distinguishing the features of each.</p> <p>Identify similarities and differences between fiction and non-fiction; understand how they are structured.</p> <p>Explore and note features of nonfiction books that are structured in different ways. Use dictionaries and glossaries to locate words by using initial letter.</p>	<p>Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures. Read and note basic features of simple instructional texts, e.g. recipes.</p> <p>Identify how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys.</p>	<p>Use some simple processes for finding out information.</p> <p>Pose questions for research and read non-fiction texts to find answers.</p> <p>Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Understand the purpose of context pages and indexes and to begin to locate information by page numbers and words by initial letter</p> <p>Use a contents page and index to navigate a text; scan a text to find specific sections, e.g. key words or phrases subheadings. Explain how the main features of non-fiction texts are used. Learn about cause-and-effect nonfiction, the features and the language associated with it.</p>	<p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Understand how to read different nonfiction texts, e.g. know that the reader doesn't need to go from the start to finish but selects according to what is needed. Skim-read title, contents page, illustrations, chapter headings and sub-headings to predict what a book might be about.</p> <p>Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>Identify simple questions and use texts to find answers.</p> <p>Understand how to use alphabetically ordered texts to retrieve information. Evaluate the usefulness of a text for its purpose.</p> <p>Locate parts of text that give information including labelled diagrams and charts.</p> <p>Know that glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.</p>
Poetry	<p>Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words and patterns. Join in with class rhymes and poems.</p>	<p>Identify and appreciate rhyme and alliteration in poetry. Explore shape poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of a shape.</p>	<p>Link themes in poetry to their own experiences. Explore acrostic poems noting the structure and theme.</p>	<p>Gather word collections and identify simple repeating patterns, describing the effect. Perform in unison, following the rhythm of the poem and keeping time.</p>	<p>Collect class and individual favourite poems for class anthologies, participate in reading aloud. Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.</p>	<p>Make simple comments on aspects such as word combinations, sound patterns (such as rhyme, rhythms, alliterative patterns) and forms of presentation. Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p>

Class 3 - Year 3 and 4 Programme of study.

**Word Reading**

- Most common exception words read accurately including those with unusual correspondences between spellings and sounds and reading aloud demonstrates fluency and accuracy.

**Engagement with a range of texts**

- Preparing and performing poems and play scripts, showing understanding through intonation, tone, volume and action.

**Literal understanding and information retrieval**

- Locate information confidently, clearly summarise main events and create literal questions about a text they have read.
- Awareness and identification of some different conventions used across a range of texts. **Inferential Understanding**
- Deduce and infer information, providing evidence in the text to support opinions.
- Predicting, summarising, and identifying main ideas from more than one paragraph.

**Authorial Intent**

- Identify and provide reasons for authors' language choices which engage the reader and how this contributes to meaning.
- Commenting on the specific structure, presentation features and words and phrases used by the reader to grab the reader's interest and imagination.



Enjoy			Decode/ Fluency			Reasoning (GDS) Describe, explain, justify, convince, prove	
Define		Retrieve	Sequence			Infer	Predict
draw on knowledge of vocabulary to understand texts		Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts.			Make inferences based on the text	Predict what happen on the basis of what has been read so far
Discussion	Multiple choice	Ranking order	Matching/labelling	Find and copy	Short response	Investigate	Open- ended response
Year A		The Thieves of Ostia Links to History- Romans cycle B Inclusion and diversity	Anishia the Accidental Detective Inclusion and diversity	Stig Of The Dump Links to history Stone age– Cycle B	The Firework Makers Daughter Links to geography – Volcanoes (Recall) Cycle A	Anglo Saxon Boy Links to History -Saxons Cycle A	The Girl Who Stole an Elephant Links to B.A.M.E
Year B		The Abominables Links Cycle B Geography (Pre reading)	The Christmasaurus Inclusion and diversity	Song of the Dolphin Boy Links to Cycle Geography and Environmental issues	Rumaysa Inclusion and diversity	Mark and The Cyclops Links to History – Ancient Greeks Cycle B	Wonder Inclusion and Diversity
Both years		Alongside the above texts children will access a variety of extracts to include non- fiction and poetry linked to curriculum subjects to enhance current learning, inform future learning and recall past learning. These will be chosen by class teachers to meet the needs of the children. Two extracts will be used each week as part of reading practice sessions.					
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction Year 3 Year 4		Develop an active attitude towards reading: seeking answers anticipating events, empathising with characters and imagining events that are described. Discuss characters’ feelings, behaviour, relationships, referring to the text and making judgements.  Explore chronology in narrative, by mapping	Identify the purpose of dialogue and how it is presented in the story, e.g. through statements, questions, exclamations, how paragraphing is used to organise dialogue.  Recognise and discuss key themes and conventions.  Identify the main characteristics of the key characters, drawing	Retell main points of a story in sequence. Make comparisons with other stories: evaluate and justify preferences. Understand how writers create imaginary worlds and note how the writer has evoked it through detail.  Compare the structure of the story to other stories, to discover how they differ in pace, build-up, sequence,	Refer to significant aspects of the text, e.g. the opening, build-up atmosphere, and how language is used to create these, e.g. use of adjectives for description.  Understand how the use of expressive and descriptive language can create moods, build tension, describe attitudes or emotions	Explore narrative order: identify and map out the main stages of the story: Introductions – build-ups – climaxes or conflicts. – resolutions Understand how writers use figurative language and expressive language to create images, atmosphere, describing the effect on the reader.  Understand the use of figurative language in stories; compare poetic	Investigate and compare the styles and voices Identify and explain how dialogue used to create characterisation and move the story on.  Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them.

	how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail.	on the text to justify views, use the information to predict actions.	complication and resolution. Understand how paragraphs or chapters are used to collect, order and build up ideas. Explore different cohesive devices		phrasing with narrative/descriptive examples. Understand and explain the difference between what is written and what is implied.	
Non -Fiction	Locate information, using contents, index, headings, subheadings, page numbers, bibliographies. Retrieve and record information from non-fiction, discussing main ideas, taking and organising notes. Read flow charts and cyclical diagrams that explain a process.	To read information passages and identify main points or gist of a text, e.g. by noting or underlining key words or phrases listing the 4 or 5 key words covered. Summarise a paragraphs, generating appropriate subheadings.	Compare the way information is presented, e.g. by comparing a variety of information texts including IT- based sources. Know and use efficient skimming and scanning techniques to purposefully retrieve key information.	Follow a line of enquiry, knowing what information to look for Understand how to use contents pages and indexes to locate information. Summarise in one sentence the content of a passage, and the main point it is making. Explain features of different forms of nonchronological reports.	Develop library skills to independently research a topic. Use scanning to locate information quickly and accurately. Identify different purposes of instructional texts. Discuss merits and limitations of instructional texts and compare with others to give an overall evaluation.	Research a topic using online sources, identifying useful content and discuss bias. Read a range of persuasive texts. Compare, considering, e.g. – the deliberate use of ambiguity, halftruth, bias; -how opinion can be disguised to seem like fact.
Poetry	Recognise some different forms of poetry [for example, free verse, narrative poetry]		Discuss words and phrases that capture the reader's interest and imagination		Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	

## Class 4 Year 5 and 6 Programme of study.

### **Word Reading**

- Most common exception words read accurately including those with unusual correspondences between spellings and sounds and reading aloud demonstrates fluency and accuracy.

### **Engagement with a range of texts**

- Preparing and performing poems and play scripts, showing understanding through intonation, tone, volume and action.

### **Literal understanding and information retrieval**

- Locate information confidently, clearly summarise main events and create literal questions about a text they have read.
- Awareness and identification of some different conventions used across a range of texts. **Inferential Understanding**
- Deduce and infer information, providing evidence in the text to support opinions.
- Predicting, summarising, and identifying main ideas from more than one paragraph.

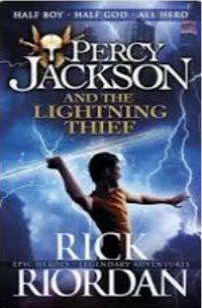
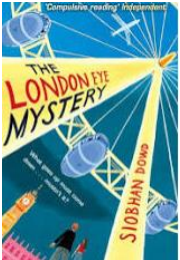
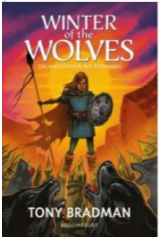

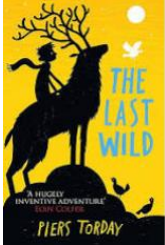

### **Authorial Intent**

- Identify and provide reasons for authors' language choices which engage the reader and how this contributes to meaning.
- Commenting on the specific structure, presentation features and words and phrases used by the reader to grab the reader's interest and imagination.

Enjoy			Decode/ Fluency			Reasoning (GDS) Describe, explain, justify, convince, prove	
Define		Retrieve	Sequence			Infer	Predict
draw on knowledge of vocabulary to understand texts		Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts.			Make inferences based on the text	Predict what happen on the basis of what has been read so far
Discussion	Multiple choice	Ranking order	Matching/labelling	Find and copy	Short response	Investigate	Open- ended response
Cycle A	Percy Jackson and The Lightening Thief  Links to History- Ancient Greeks Class 3 Cycle B	The London Eye Mystery  Links to Whole Class Trip Inclusion and diversity	Winter of the Wolves.  Links to C4 history and C3 recall Anglo Saxons Cycle A	Wolf Brother  Links to Cycle B Class 3 History recall- Stone Age	The Last Wild  Links to Science – food chains, life cycles.	Empires End- A Roman Story  Links to Romans y3 (Recall) Inclusion and diversity	
Cycle B	Nura and the Immortal Palace.  Inclusion and diversity	Secrets of a Sun King  Links to History Cycle B Egyptians	Stay Where You Are Then Leave.  Links to History WWII	The Star Outside My Window  Inclusion and diversity	The Lion, The Witch and The Wardrobe.  Links to history WWII recall Cycle B	King of The Cloud Forest  Links to Geography recall mountains Class 3	
Both years	Alongside the above texts children will access a variety of extracts to include non- fiction and poetry linked to curriculum subjects to enhance current learning, inform future learning and recall past learning. These will be chosen by class teachers to meet the needs of the children. Two extracts will be used each week as part of reading practice sessions.						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Fiction Year 5 Year 6	Understand aspects of narrative structure, e.g. how chapters in a book or photographs are linked together -how authors handle time: e.g. flashbacks, stories within stories, dreams - how the passing of time is conveyed to the reader. Identify language the writer has chosen for impact and discuss and evaluate	Identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story. Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects.	Explore and understand the differences between literal and figurative language, e.g. through discussing the effects of imagery. Analyse how individual paragraphs are structured in writing, e.g. sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterate to give it force.	Articulate personal responses to literature, identifying why and how a text affects the reader. Identify writer techniques for creating and impact on the reader. Analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built.	Investigate how characters are presented, referring to the text: -through dialogue, action and description; -how the reader responds to them (as victims, heroes etc) -through examining their relationships with other characters.  Justify views about texts, offering coherent	Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains and perspectives on the action from different characters.  Use active reading strategies to summarise, annotate a text, identify	

	<p>the impact on the reader.</p> <p>Compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.</p>	<p>Take account of viewpoint in a novel through, e.g; - identifying the narrator; Explaining how this influences the reader's view of events, - explaining how events might look from a different point of view. Evaluate how effectively the writer</p>	<p>Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes. Describe and evaluate the style of an individual writer.</p>	<p>Use implied and multilayered meaning to predict what might happen. Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.</p>	<p>evidence to support it. Summarise main ideas, identifying key details and using quotations for illustration. Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</p>	<p>key information and note-taking.</p>
Non -Fiction						
Poetry	<p>learn a wider range of poetry by heart</p>		<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>			

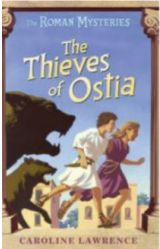

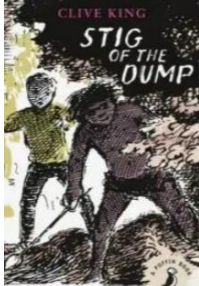
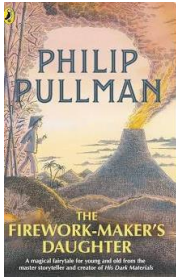
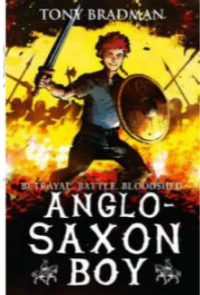
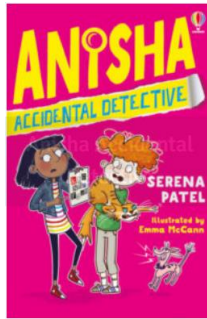
## Class 4 Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
 <p>Percy Jackson and The Lightening Thief. Links to Greeks in Class 3 (Recall)</p>	 <p>The London Eye Mystery Inclusion and diversity</p>	 <p>Winter of the Wolves. Links to C4 history and C3 recall</p>	 <p>Wolf Brother Links to Stone age C3 (recall)</p>	 <p>The Last Wild Links to Science- food chains, life cycles</p>	 <p>Empires End- A Roman Story Links to Romans y3 (Recall) Inclusion and diversity</p>

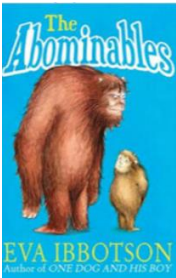

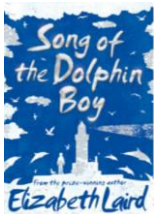
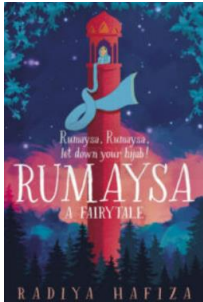
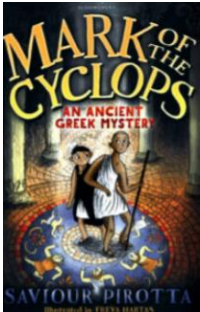

## Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
 <p>Nura and the Immortal Palace. Inclusion and diversity</p>	 <p>Secrets of a Sun King Links to C4 History</p>	 <p>Stay Where you are and then Leave Links to C4 History</p>	 <p>The Star Outside My Window. Inclusion and Diversity</p>	 <p>The Lion, the Witch and the Wardrobe Links to C4 History (recall)</p>	 <p>King of the Cloud Forests Links to C3 mountains (Recall)</p>

## Class 3 Cycle A

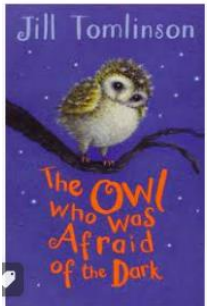
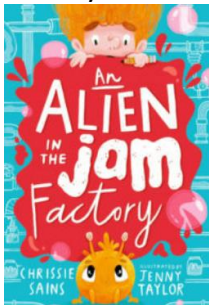
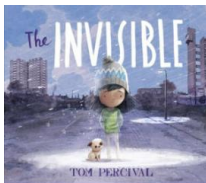
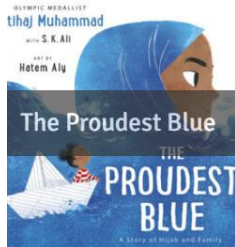


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>The Thieves of Osta.</p>  <p>Links to C3 History. Inclusion and Diversity</p>	<p>The Girl who Stole an Elephant</p>  <p>B.A.M.E Characters 50 recommended reads</p>	<p>Stig of The Dump</p>  <p>Links to C3 History Class 2 History Recall</p>	<p>The Firework Makers Daughter.</p>  <p>Links to C3 Geography</p>	<p>Anglo Saxon Boy</p>  <p>Links to C3 History.</p>	<p>Anisha the Accidental Detective</p>  <p>Inclusion and Diversity</p>

## Cycle B

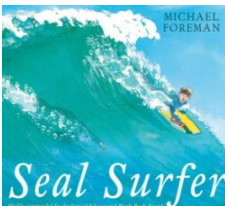
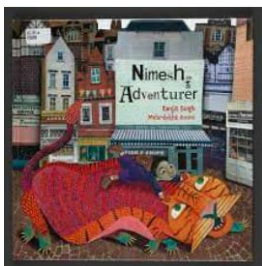


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>The Abominables</p>  <p>Links C3 Geography (Pre reading)</p>	<p>The Christmasaurus</p>  <p>Inclusion and Diversity</p>	<p>Song of the Dolphin Boy</p>  <p>Links to C3 Geography and Environmental issues</p>	<p>Rumaysa</p>  <p>Inclusion and diversity</p>	<p>Mark and The Cyclops</p>  <p>Links to C3 History</p>	<p>Wonder</p>  <p>Inclusion and Diversity</p>



## Class 2 Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>The Owl Who was Afraid of the Dark</p> 	<p>An Alien in the Jam Factory</p>  <p>Inclusion and Diversity</p>	<p>The Invisible</p>  <p>Recommended reads</p>	<p>The Proudest Blue</p>  <p>Inclusion and Diversity</p>	<p>The Dragon and the Nibblesome Knight</p>  <p>Links to C2 history</p>	<p>George's marvellous Medicine</p>  <p>Recommended reads</p>

## Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>Seal Surfer</p>  <p>Inclusion and Diversity</p>	<p>Katie in London</p>  <p>Links to C2 Geography</p>	<p>Nimesh the Adventurer</p>  <p>Inclusion and Diversity</p>	<p>The Last Polar Bear.</p>  <p>Links to C2 Geography</p>	<p>The Stolen Spear</p>  <p>Links to C2 History and prereading for C3</p>	<p>The Enchanted Wood</p>  <p>Recommended reads</p>