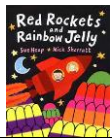
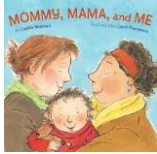


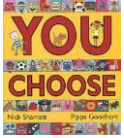

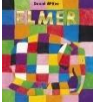
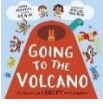
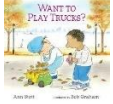

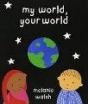

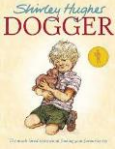
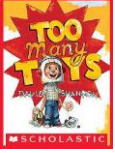
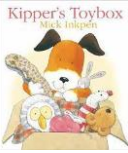




		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>NURSERY</b>	<p><b>Outcomes</b></p> <p><i>Key texts will be chosen based around the children's interests and those that fit in with seasonal themes.</i></p>	<p>Begin to notice some examples of print in the environment</p> <p>Begin to look at books, working front to back, turning the pages carefully</p> <p>Begin to learn new vocabulary related to the books being read</p>	<p>Realise that print carries meaning</p> <p>Recognise rhyme, with support</p> <p>Begin to name some parts of a book (spine, cover, title)</p> <p>Begin to engage in some conversations about the stories and books that they have heard.</p> <p>Learn some new vocabulary linked to books and topics.</p> <p><u>Little Wandle Phonics:</u> Learn phonemes for s a t p i n</p> <p>Hear the same initial sound for words and names of objects.</p> <p>Blend CVC words using oral blending and objects</p>	<p>Begin to understand that print is read from left to right and top to bottom</p> <p>Engage in longer conversations about the stories that they have had read to them</p> <p>Learn and remember some new vocabulary associated with the books that are read to them</p> <p>Use some of this vocabulary in their play</p> <p><u>Little Wandle Phonics:</u> Learn phonemes m d g o c k e</p> <p>Blend a wider range of CVC words using oral blending</p> <p>Identify initial sounds of words and names of objects.</p> <p>Distinguish different sounds.</p>	<p>Begin to understand that print can have different purposes</p> <p>Show increasing knowledge of rhyme</p> <p>Engage in longer conversations about stories they have had read to them</p> <p>Learn and remember some new vocabulary associated with the books that are read to them</p> <p>Use some of this vocabulary in their play</p> <p><u>Little Wandle Phonics:</u> Learn phonemes u r h b f l j</p> <p>Identify initial sounds of words and names of objects.</p> <p>Articulate sounds correctly – including playing with voice sounds.</p>	<p>Begin to listen carefully when some words orally segmented e.g. sit on the m-a-t</p> <p>Listen to and retell more complex stories</p> <p>Use these more complex stories to begin to learn a wider range of vocabulary</p> <p><u>Little Wandle Phonics:</u> Learn phonemes u r h b f l j</p> <p>Recognise some of the pictures associated with phase 2 sounds above</p> <p>Identify initial sounds of words and objects.</p> <p>Blend a wider range of words using oral blending.</p>	<p>Know that reading is a quiet time</p> <p>Listen to and retell more complex stories</p> <p>Use these more complex stories to begin to learn a wider range of vocabulary</p> <p><u>Little Wandle Phonics:</u> Learn phonemes ck x sh th ng nk</p> <p>Identify the final sounds of words and objects.</p> <p>Blend a wide range of words using oral blending when playing known phonics games e.g. can you touch your.</p>

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>RECEPTION</b>	<b>No Outsider Texts</b>	Red Rockets and Rainbow Jelly 	Mommy, Mama and Me 	Hello Hello 	The Family Book 	You Choose 	Blue Chameleon 
	<b>Outcomes and Texts</b>	<p><u>Linked to Little Wandle Autumn 1:</u> Learn alphabet sounds Begin to orally blend Blend familiar words in print Recognise some 'tricky words'. Retell familiar stories or key texts Share non-fiction books as a group to understand vocabulary about owls and other nocturnal animals</p> <p><i>Living with Mum and Living with Dad</i> <i>Perfectly Norman</i> <i>Simon Sock</i> <i>My Shouting Day</i> <i>The Colour Monster</i> <i>Paper Dolls</i></p>	<p><u>Linked to Little Wandle Autumn 2:</u> Learn more alphabet sounds Blend orally. Learn consonant digraphs. Blend familiar words in print Recognise some 'tricky words'. Use phrases from the books when looking at them independently. Begin to pay attention to how rhymes and songs sound Know that non-fiction books can be used to find out information Begin to talk about characters from familiar books</p> <p><i>The Enormous Turnip</i> <i>Christmas Story / Nativity</i> <i>Rama and Sita</i> <i>Story of Guy Fawkes</i> <i>Hippo Owns Up</i> <i>Paper Dolls</i></p>	<p><u>Linked to Little Wandle Spring 1:</u> Learn more alphabet sounds Blend orally. Learn vowel digraphs. Blend more familiar words in print Recognise some 'tricky words'. Retell familiar stories using own words and familiar phrases Show an awareness of rhyming words in familiar rhymes and songs Listen to and talk about familiar non-fiction books based on appropriate themes</p> <p><i>The Great Race (Chinese New Year)</i> <i>One Plastic Bag</i> <i>Penguin Small</i> <i>Poles Apart</i> <i>When the Snow Falls</i> <i>Lost and Found</i></p>	<p><u>Linked to Little Wandle Spring 2:</u> Learn more alphabet sounds Blend orally. Learn more vowel digraphs. Blend more familiar words in print Begin to read longer words using chunking Recognise more 'tricky words'. Talk about familiar stories in greater detail (character, settings) Begin to predict what might happen next in stories Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</p> <p><i>The Way Back Home</i> <i>Jack and the Beanstalk</i> <i>The Snail and the Whale</i> <i>The Man on the Moon (Non-Fiction)</i> <i>Tyrannosaurus Drip</i> <i>Whatever Next?</i></p>	<p><u>Linked to Little Wandle Summer 1:</u> Learn more vowel digraphs. Blend more familiar words in print Begin to learn consonant blends/ common letter strings Read an increasing number of words with greater fluency. Recognise more 'tricky words'. Begin to 'clap out' longer, interesting words in familiar rhymes and songs Continue to explore non-fiction texts linked with new knowledge and vocabulary Sequence events from familiar stories</p> <p><i>Smile Crocodile</i> <i>Oliver's Vegetables</i> <i>The Body Book</i> <i>The Very Hungry Caterpillar</i> <i>Caterpillar Lifecycle (Non-Fiction)</i></p>	<p><u>Linked to Little Wandle Summer 2:</u> Learn more alphabet sounds Blend orally. Learn more vowel digraphs. Blend more familiar words in print Begin to learn consonant blends/ common letter strings Read an increasing number of words with greater fluency. Recognise more 'tricky words'. Demonstrate understanding of what has been read to them, retelling stories using their own words and recently introduced vocabulary Anticipate key events in stories Use and understand recently introduced vocabulary</p> <p><i>What the Ladybird Heard at the Seaside</i> <i>Under the Sea Non – Fiction</i> <i>Winnie at the Seaside</i> <i>The Train Ride</i> <i>Pirate Love Underpants</i> <i>World Atlases</i> <i>Tiddler</i></p>
	<b>Guided Reading</b>	<p>Books are matched to children's secure phonics knowledge with 90% fluency. Reading sessions are timetabled at least 3 x a week and delivered in groups.</p> <p>Children not yet on a guided reading text containing words receive 10 minutes of daily additional blending practice (formal and informal).</p>					

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
<b>YEAR 1</b>	<b>No Outsiders</b>	Elmer 	Going to the Volcano 	Want to play trucks? 	Hair, It's a family affair 	My World Your World 	Errol's Garden 				
	<b>Class Stories</b>	Book family books (see below)   		Fantastic Mr. Fox 		The Owl who was Afraid of the Dark 					
	<b>Outcomes and Texts</b>	<u>Toys</u> Dogger Too many toys Lost in the toy museum Traction Man Is Here Kipper's Toybox  <i>In addition to those in the suggested book families, some texts will also be explored in the moment.</i>  <i>These lists are not exhaustive and may not all be covered.</i>		<u>Animals</u> Carnivores Herbivores Omnivores The tiger who came to tea. The Snail and the Whale Poo at the zoo The detective dog Brown bear, brown bear what do you see? Meerkat Mail Owl babies Six dinner Sid My Neighbours Dog is Purple – performance poetry Queue for the Zoo by Clare Bevan – performance poetry		<u>Humans</u> See inside your body – Colin King and Katie Daynes Funnybones Incredible you Bear's Loose Tooth by Karma Wilson Super Duper You by Sophy Hen The 5 senses – Nuria Roca  <u>Brunel</u> Ways into History – Brunel The Great Engineer An Engineer Like Me		<u>Plants</u> Olivers vegetables – Vivian French & Alison Bartlett The Gigantic turnip – Aleksei Tolstoy & Niammh Sharkey Ten seeds – Ruth Brownit starts with a seed – Laura Knowles Seasons come, seasons go – TREE – Beth Hamilton		<u>Houses</u> In every house on every street The three little pigs Let's build a house Home A street through time The House that Once Was Home sweet home A place called home: look inside houses around the world (Lonely planet kids)	
	<b>Guided Reading</b>	Books are matched to children's secure phonics knowledge with 90% fluency. Reading sessions are timetabled at least 3 x a week and delivered in groups.  Children not yet on a guided reading text receive 10 minutes of daily additional blending practice (formal and informal).									

## YEARS 2 – 6

Children who are accessing Little Wandle Rapid Catch-Up should have a matched decodable book and this will be delivered as part of their weekly Rapid Catch-Up cycle.

When children are ready, they will start to access Accelerated Reader (AR) – this will involve termly Star Reader assessments that identify reading ages and reading ranges to support and guide future book choices – ensuring a close ability match.

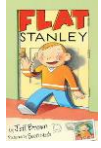
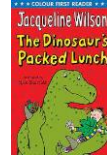


Once enjoyed, each AR book also has a comprehension quiz which can then be completed. Children will also have the option of choosing a “Reading for Pleasure” book from our curated libraries and book corners – this may be a book out of their suggested AR range: something that may challenge them, but reading could be supported by a parent or even an old favourite that they can now read with ease!



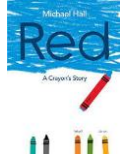

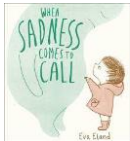
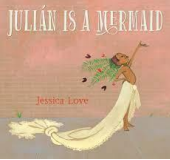
All children will access whole class reading sessions, focusing on a high-quality age-appropriate text. Texts will be chosen from a range of books or extracts, including Fiction, Non-Fiction and Poetry. Teachers aim for a text to be challenging, whilst ensuring it is accessible for all through implementation of a range of scaffolds.

A sequence of reading will typically move from explicit vocabulary instruction to close reading and discussion. Teacher’s questioning throughout will enable deep comprehension of the chosen text and responses to questions will be both verbal and written, as appropriate. Teachers will adapt the length of each sequence depending on formative Assessment for Learning: for example, a fiction unit may span 2 weeks, whereas a non-fiction unit may only need 1 week.

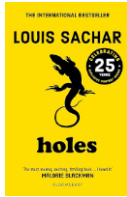

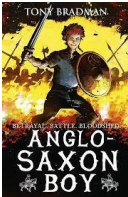

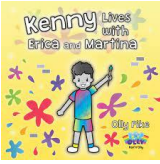
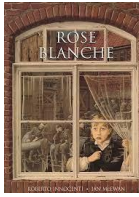
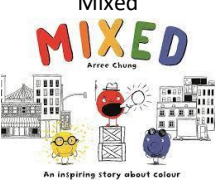
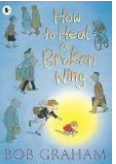
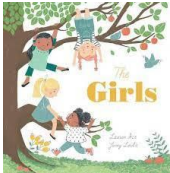
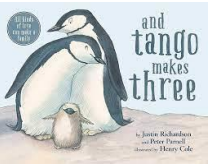
Lessons may follow different structures:

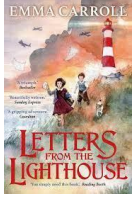
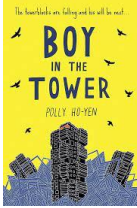

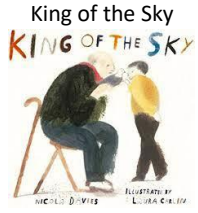



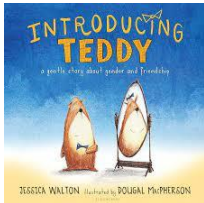

- Structure 1: Vocabulary, Reading and Summarising.
- Structure 2: Close Reading and Discussion, Reading Aloud and Questions.
  - Structure 3: Reading for Pleasure.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>YEAR 2</b>	<b>Class Stories</b>	Claude 	Flat Stanley 	Toby and the Great Fire of London 	Hotel Flamingo 	The Dinosaur's Packed Lunch 	The Magic Finger 
	<b>Book Families</b>	<u>Traditional Tales</u> The Wolf's Story- Toby Forward Little Red Riding Hood- Luc Rowland Little Red Riding Hood- Jess Stockham Little Red Riding Hood- Bethan Woollvin Jack and the Beanstalk – by DK Hansel and Gretel- Bethan Woollvin  <u>Seaside</u> The Lighthouse Keeper's Lunch At the Beach The Storm Whale Look what I found at the Seaside		<u>Great Fire of London</u> Great fire of London- Gemma Adams (Guided reading) Vlad and the Great Fire of London by Kate Cunningham and Sam Cunning Samuel Pepys by Izzi Howe Avoid Being In The Great Fire of London by Jim Pipe & David Antram Baker's Boy and the Great Fire of London by Tom & Tony Bradman		<u>Mary Anning</u> Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Palaeontologist Mary Anning (58) (Little People, BIG DREAMS) Mary Anning Kay Barnham Little Explorers – Dinosaurs The Girl and the Dinosaur The Fossil Hunter Stone Girl, Bone Girl	
	<b>No Outsider Texts</b>	Can I Join Your Club? 	How to be a Lion 	The Great Big Book of Families 	Amazing 	What the Jackdaw Saw 	All Are Welcome 
	<b>Whole Class Reading</b> <small>Comprehension Ninja texts in bold</small>	<b>Pets in our Homes</b> <b>Goldilocks and the Three Bears</b> Little Red Reading Hood Hot and Cold Places – links to Geography  Poetry: Footprints in the Sand by B Williams – performance poetry	<b>The Seaside Holiday of the Past</b> <b>The Washed-up Bottle</b> The Three Little Wolves and the Big Bad Pig	<b>The Great Fire of London - fiction</b> Great Fire of London  Poetry: A Tiny Burning Flame – poem	<b>The Great Fire of London – non-fiction</b> <b>Materials</b> Vlad and the Great Fire of London Fireworks by Gervais Phinn – acrostic poem	<b>Planting Seeds</b> <b>The Jungle Disco</b> Dinosaur Lady	<b>The Three-Legged Race</b> <b>Toys: Past and Present – revisit Y1</b> The Fossil Hunter  Poetry: The dinosaur Rap by John Foster – performance poetry

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>YEAR 3/4</b>	<b>Class Stories</b>	The Ancient Egypt Sleepover	The Ancient Egypt Sleepover	Varjak Paw	Varjak Paw	The Iron Man	The Iron Man
	<b>Book Families</b>	<u>Ancient Egypt</u> Marcy and the Riddle of the Sphinx Meet the Ancient Egyptians Egyptian Cinderella		<u>Rivers</u> The River River Story Once Upon a Raindrop Who Swallowed Stanley? The Rhythm of the Rain		<u>Ancient Greece</u> Theseus and the Minotaur Leo and the Gorgon's Curse	
	<b>No Outsider Texts</b>	Along Came a Different 	Dogs Don't Do Ballet 	Red: A Crayon's Story 	Aalfred and Aalbert 	When Sadness Comes to Call 	Julian is a Mermaid 
	<b>Whole Class Reading</b>	Poetry: Autumn Gift by Valerie Bloom – performance poetry  <b>Pharaohs and Mummies – links to History</b> <b>Maggie and the Dinosaur</b> Dinosaur Fact File How the Sea Became Salty	Poetry: The Sound Collector – performance poetry  Shark Attack! The Chimney Boy <b>Anti-bullying Week</b> <b>Loch Ness Monster</b>	Thinkers rap: Eloise Greenfield <b>The Digestive System – links to Science</b> <b>Rivers of the World – links to Geography</b>	Stop Bugging Me <b>Teeth – links to Science</b> <b>Fright at the Museum</b>	<b>Legends of the Colosseum – History revisit</b> The School Council <b>The River Ganges – revisit Geography</b>	The Storm <b>Boudicca – revisit Romans</b> <b>Roman Britain</b> <b>Spartan Life – links to History</b>

Comprehension  
 Ninja texts in bold  
 These lists are not exhaustive and may not all be covered

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Y5</b>	<b>Class Stories</b>	Holes 		Viking Boy 	Anglo-Saxon Boy 	Cosmic 		
	<b>Book Families</b>	<u>North America</u> Snow White in New York Revolting Rhymes – Snow White and the Seven Dwarves Wild Animals of the North Kidnap on the California Comet 50 Adventures in 50 States The Good Thieves The 50 States		<u>Vikings/Anglo-Saxons</u> Beowulf Arthur and the Golden Rope The Saga of Eric the Viking The History Detective Investigates The Vikings: Raiders, Traders and Adventurers!  <u>Climate Zones</u> Adventures on Earth King of the Cloud Forests What a Wonderful World Poems from a Green and Blue Planet Paper Worlds: Planet Earth		<u>Space</u> Armstrong Hidden Figures One Small Step Cosmic		
	<b>No Outsider Texts</b>	Kenny Lives with Erika and Martina 	Rose Blanche 	Mixed 	How to Heal a Broken Wing 	The Girls 	And Tango Makes Three 	
	<b>Whole Class Reading</b>	Going for Gold – revisit Ancient Greeks The Iron Man <b>Fairtrade</b> Wolf Man The Tale of Two Cooking Pots  <i>Comprehension            Ninja texts in bold            These lists are not exhaustive and may not all be covered</i>	<b>Hansel and Gretel</b> Return to Planet Dread <b>The Gunpowder Plot</b> Volcanoes Hail Caesar! – revisit Romans Performance Poetry: Twas the Night Before Christmas by Clement Clarke Moore	<b>Planets in the Solar System – revisit Space</b> Colour Blind Houdini does it again Birds of Prey <b>Nick the Knight – revisit Y2 knights and dragons</b>	<b>Beetle Boy</b> Space Attack Teddy's Bear <b>Friend or Foe</b> Cragworth Cottage Poetry: The Malfeasance	<b>The Adventurer's and the Cursed Castle – revisit Egypt</b> I want my mummy! – revisit Egyptians <b>Siren Song – revisit Greeks</b> A Jockey's Life Pieces of Eight	The Quest II <b>Gravity – revisit forces</b> Campfire's burning The Magpie Girls <b>Haduken II's Death</b>	

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Y6</b>	<b>Class Stories</b>	Letters from the Lighthouse 		The Boy in the Tower 		Seven Ghosts ~ Thornhill ~ High-Rise Mystery 		
	<b>Book Families</b>	<b>WW2</b> Letters from the lighthouse Erika's story Archie's War  <b>Electricity</b> How does a lighthouse work? Letters from the lighthouse		<b>Evolution</b> Moth Origins of species Darwin's Dragons Darwin: An exceptional voyage Crater Lake		<b>Spooky</b> Thornhill Seven Ghosts 13 haunted tales to tell Aveline Jones Crater Lake <b>Baghdad c. AD 900</b> The History Detective – Early Islamic Civilisation Daily Life in the Islamic Golden Age The Golden Horsemen of Baghdad	<b>Circulatory system</b> Pig Heart Boy Hardworking heart <b>Biomes</b> Little People David Attenborough Here we are Wondrous workings of planet Earth <b>Transition and refugees</b> Go Big: Secondary school survival The Arrival The Island Boy at the back of the class	
	<b>No Outsiders Texts</b>	<b>King of the Sky</b> 	<b>The Only Way is Badger</b> 	<b>Leaf</b> 	<b>The Island</b> 	<b>Introducing Teddy</b> 	<b>A Day in the Life of Marlon Bundo</b> 	
	<b>Whole Class Reading</b>	Arachnophobia Gunpowder Plot Rhodes <b>Island of the Cyclopes – revisit</b> <b>Greeks</b> <b>The Blitz – revisit WW2</b>  Poetry In Flanders' Fields by John McCrea – performance poetry		Tea Time for Tyler <b>Deforestation – revisit Amazon</b> The Eagle The Virus <b>The D-Day Landings – revisit WW2</b> The Peppermint Pig		The Warlock's Whiskers TV or not TV? <b>DNA</b> <b>Dinosaurs – revisit Y2</b> <b>Height</b>  Poetry: Overheard in a Tower Block		<b>First Man on the Moon – revisit space</b> <b>Charles Darwin – revisit Evolution</b> <b>My Other Life – link to author of class story</b> <b>Plant Adaptations – revisit adaptation</b> The Launch The Last Day/Charlotte's Web
		<b>Little Red Riding Hood</b> <b>Snow White and the Seven Dwarves</b> <b>Mammals – link to Classification</b> <b>Children of the Benin Kingdom</b> Snot Science		<b>Horror at Fang Rock</b> <b>Life on the Equator – revisit Y5</b> <b>climate zones</b> <b>Separating Mixtures – revisit Y3/4</b> <b>states of matter</b> On Your Bike <b>The Spider and the Fly</b> A Recipe for Disaster – revisit WW2				