



At the Cathedral School of St Mary we are committed to delivering a high quality, broad and balanced curriculum. We understand the importance of placing high quality, language rich texts at the heart of our curriculum. Children are encompassed by texts which allow them to explore the world, escape into magical worlds and engage with rich language in different contexts.

Children will escape, experience and explore these texts in English lessons, whole class guided reading sessions, curriculum lessons and dedicated times in classes where teachers read to their classes. The texts shared with our children will remain in our classrooms so children can read them again and again.

#### Intent – we aim to:

- ❖ foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.
- ❖ provide children with necessary life-long skills to ensure they can read confidently and with secure understanding
- ❖ build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents & other readers in our community.
- ❖ provide plenty of opportunities to read for pleasure
- ❖ ensure reading is a transferable skill and that children are reading across the wider curriculum
- ❖ develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard or higher.

#### Implementation – how do we achieve our aims?

We strive to put reading at the heart of our curriculum because we know that reading is not only the key to academic success but to social and emotional wellbeing too. We ensure that children read in and around reading and English lessons so children understand that reading is a transferable skill which allows them to learn about the world around them.

##### ❖ Learning to read

- ***A systematic approach.*** In Foundation Stage and KS1, we use a systematic synthetic phonics programme - [‘Read, Write Inc’](#) (RWI). Phonics sessions are matched to the children’s needs according to the assessments they partake in each half term. During these sessions they participate in listening, speaking and reading activities.
- ***Support to catch up.*** Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their gaps and using RWI interventions to support.
- ***Accelerated Reader.*** Once children have graduated from Read, Write Inc they move to [Accelerated Reader](#). Where phonics is a primary focus in Foundation and year 1, in year 2 and KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of year 2. Accelerated Reader is a popular programme that assesses the children and gives them a reading age, which we use to match them to books suited to their reading level. Once they have read the book they then take a short quiz to ensure that they have understood what they have read. These quizzes are monitored regularly by teachers and the English lead to ensure that children are reading with care and understanding. At the end of each term, they complete a STAR assessment and their reading levels are changed as appropriate. In school, children are allocated a minimum of 20 minutes a day to read, quiz and change their books.
- ***Home reading.*** The expectation is that children read at least 4 times a week at home and this is monitored by staff in school by checking their reading records and a record is kept. We find that children who read regularly at home make more progress than those who do not engage with texts at home. We appreciate that supporting children with reading can be challenging and staff are on hand to support adults as best they can. Children in RWI groups will take home a decodable which matches the sounds they are learning in phonics lessons, whilst children who have moved across to Accelerated Reader will take home a book suited to their reading level.

##### ❖ Reading to learn

- ***Clearly structured lessons.*** At the Cathedral School of St Mary, whole class guided reading lessons are taught daily to years 2-6. These lessons teach children how to become fluent readers who are able to comprehend what they have read. Comprehension is taught through comprehension strategies including 6 key reading skills: vocabulary, inference, prediction, explanation, retrieval and summarising (VIPERS). In year 1, these reading skills are taught in English lessons which are planned using the BookWrites (Babcock) teaching sequences. In year 2 and KS2 teachers teach daily whole class guided reading lessons. All children are exposed to a wide variety of texts which include different genres, structures and a

broad range of rich vocabulary. Lessons are differentiated to ensure they are accessible to all children and allow all children to make progress. Any children who struggle during these lessons will be given extra support to ensure they are successful.

- **Supporting struggling readers.** The lowest 20% of readers read daily with a familiar member of staff who will support them with word reading and comprehension. Their progress is then monitored through either RWI assessments or STAR assessments. Children who are not meeting the expected standard for their age, read with a member of staff at least once a week.
- **Confident readers.** Where children are very confident readers in KS2 they will be given the opportunity to participate in our [CSOSM Reading Challenge](#). This challenge encourages children to read a set number of genres i.e. playscripts, blog, Shakespeare play etc and complete activities associated with what they have read.
- **Reading across the curriculum.** Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in PSHE). We work closely with the Plymouth Schools Library Service to ensure we have a selection of books available which match our topics and are suited to the wide range of reading ages in the class. Furthermore, we ensure we have a wide variety of books available in these libraries to support learning in key subject areas and to support our wider curriculum i.e. Laudato Si.

❖ Reading for pleasure

- **Access to quality books.** All children are encouraged to choose a book to read for pleasure alongside their RWI/Accelerated Reader book. This may be from the class library or the school library and can be at any level. Staff will help children to select a book which they are able to access either independently or with the support of an adult. We work closely with our local library to ensure that we have a wide range of books available to children and can request books that children have shown an interest in reading.
- **Storytime.** Every day children are read to by an adult. Books are chosen from the literary canon to ensure they are exposed to a wide range of genres, structures, cultures and language. These books are read for enjoyment and it is a valued part of the school day. In EYFS and Year 1, children enjoy rhymes, poems and songs daily.
- **Reading visits.** All classes visit the library every term as the librarian shares texts with them and allows them time to become familiar with the space. Wherever possible we invite authors and storytellers into school to read to the children and take advantage of the many opportunities for authors to visit us virtually.

Impact – How will we know we have achieved our aims?

- ❖ Children are enthusiastic readers who choose to read for pleasure
- ❖ As we believe that reading is key to academic success, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently
- ❖ Children read for pleasure and for meaning, Staff share texts enthusiastically and show themselves as readers and parents/visitors actively support us
- ❖ Children choose books that immerse them in a range of magical worlds, cultures and topics of interest, in lessons and beyond
- ❖ Children read in other subject areas and as a result their skills are enhanced and their understanding of the world is increased
- ❖ Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the KS2 curriculum
- ❖ A high number of children achieve the expected standard or higher and through targeted intervention, those who find reading challenging are helped to catch up



Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Autumn</b>	Poetry out Loud, Laurie Stansfield Poetry		Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Grandad's Island, Benji Davies Narrative			The Tear Thief, Carol Anne Duffy Narrative			Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas Songs  Song lyrics
<b>Mastery focus</b>	Recognise simple recurring literary language in stories and poetry		Introduce non-fiction books that are structured in different ways.  Answer and ask questions		Make inferences on the basis of what is being said and done  Discuss the sequence of events in the book and how items of information are related.			Make inferences on the basis of what is being said and done  Predict what might happen on the basis of what has been read so far  Discuss and clarify the meanings of words, linking new meanings to known vocabulary			Introduce non-fiction books that are structured in different ways  Answer and ask questions			
<b>Spring</b>	The Lightkeepers lunch, Ronda Armitage Narrative		Tempest Tales from Shakespeare- Michael Morpurgo  Author Study, Shakespeare			The Boy, The Mole, The Fox and The Horse, Charlie Mackesy		Reading assessment	Jelly Books, Smelly Boots, Michael Rosen (Vocabulary/oracy)  Poetry		Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	
<b>Mastery focus</b>	Make inferences on the basis of what is being said and done  Discuss and clarify the meanings of words, linking new meanings to known vocabulary		Answer and ask questions  Discuss the sequence of events in the book and how items of information are related.  Discuss and clarify the meanings of words, linking new meanings to known vocabulary			Discuss the sequence of events in the book and how items of information are related.			Recognise simple recurring literary language in stories and poetry  Discuss their favourite words and phrases.		Introduce non-fiction books that are structured in different ways  Discuss and clarify the meanings of words, linking new meanings to known vocabulary			
<b>Summer</b>	Proud Blue, Ibtihaj Muhammad Narrative- Multi cultural		Granny came here on the Empire Windrush, Patrice Lawrence  Narrative- Diversity		Poetry to perform, Julia Donaldson  Performance Poetry-Oracy		Non fiction - Newspapers  (News Shed)		Fantastic Mr Fox, Roald Dahl  Playscript			The Friendship Bench Wendy Meddour  Narrative - transitions		
<b>Mastery focus</b>	Make inferences on the basis of what is being said and done  Discuss and clarify the meanings of words, linking new meanings to known vocabulary		Make inferences on the basis of what is being said and done  Discuss the sequence of events in the book and how items of information are related.		Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		Answer and ask questions  Discuss and clarify the meanings of words, linking new meanings to known vocabulary		Answer and ask questions  Discuss and clarify the meanings of words, linking new meanings to known vocabulary			Make inferences on the basis of what is being said and done		



Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Autumn</b>	Mustard, Custard, Grumble Belly and Gravy, Michael Rosen Poetry		Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Escape from Pompeii, Christina Balit Historical narrative			After the fall, Dan Santat Narrative-Graphic Novel		Geography NF text (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas song lyrics	
<b>Mastery focus</b>	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Discuss words and phrases that capture the reader's interest and imagination		Retrieve and record information from non-fiction  Identify how language, structure, and presentation contribute to meaning  Ask questions to improve understanding.		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Use dictionaries to check the meaning of words that they have read  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Identify themes and conventions in a wide range of books  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Predict what might happen from details stated and implied		Retrieve and record information from non-fiction  Identify how language, structure, and presentation contribute to meaning			Identify how language, structure, and presentation contribute to meaning	
<b>Spring</b>	I talk like a river, Jordan Scott and Sydney Smith  Picture books		Julius Caesar, Andrew Matthews & Tony Ross  Author Study, Shakespeare			The Boy, The Mole, The Fox and The Horse, Charlie Mackesy	Reading assessment	My Shadow, R L Stevenson  Poetry		Non fiction to support topic (School's Library Service.)		Assessment & conferencing		
<b>Mastery focus</b>	Identify themes and conventions in a wide range of books  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		Use dictionaries to check the meaning of words that they have read  Discuss words and phrases that capture the reader's interest and imagination  Ask questions to improve understanding.			Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		Identify how language, structure, and presentation contribute to meaning		Retrieve and record information from non-fiction				
<b>Summer</b>	The Great Kapok Tree, Lynne Cherry  Narrative - South America				Roald Dahl, Revolting Rhymes  Poetry		Non fiction - Newspapers (News Shed)		Charlotte's Web, EB White  Children's Classic			Once Upon an Ordinary School day, Colin McNaughton  Narrative - transitions		
<b>Mastery focus</b>	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Ask questions to improve understanding.				Recognise some different forms of poetry [for example, free verse, narrative poetry]  Discuss words and phrases that capture the reader's interest and imagination		Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction		Use dictionaries to check the meaning of words that they have read  Identify themes and conventions in a wide range of books  Identify main ideas drawn from more than one paragraph and summarising these			Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		



Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
<b>Autumn</b>	Joseph Coelho Poetry		Non fiction to support topic (School's Library Service/Literacy Shed Plus)		The Boy who stole the Pharaoh's lunch, Karen McCobie & Anneli Bray Historical narrative			Stitch Head, Guy Bass & Pete Williamson Graphic Novel		Geography NF text (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas song lyrics		
<b>Mastery focus</b>	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Discuss words and phrases that capture the reader's interest and imagination		Retrieve and record information from non-fiction  Identify how language, structure, and presentation contribute to meaning  Ask questions to improve understanding.		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Use dictionaries to check the meaning of words that they have read  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Identify themes and conventions in a wide range of books  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Predict what might happen from details stated and implied		Retrieve and record information from non-fiction  Identify how language, structure, and presentation contribute to meaning			Identify how language, structure, and presentation contribute to meaning		
<b>Spring</b>	Joan Procter Dragon Doctor, Patricia Valdez  Picture books		A Midsummer Night's Dream  Author Study, Shakespeare			The Boy, The Mole, The Fox and The Horse, Charlie Mackesy	Reading assessment	Tyger  Poetry	Non fiction to support topic (School's Library Service)		Assessment & conferencing				
<b>Mastery focus</b>	Identify themes and conventions in a wide range of books  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		Use dictionaries to check the meaning of words that they have read  Discuss words and phrases that capture the reader's interest and imagination  Ask questions to improve understanding.			Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		Identify how language, structure, and presentation contribute to meaning	Retrieve and record information from non-fiction  Identify how language, structure, and presentation contribute to meaning						
<b>Summer</b>	The Girl who Lost a Leopard, Nizrana Farook  Narrative - Sri Lanka				Apes to Zebras, Stevens, Brownlee & Hardy-Dawson  Poetry		Non fiction - Newspapers (News Shed)		Chariots & Champions  Playscript			You are Awesome, Matthew Syed  Non fiction- transitions			
<b>Mastery focus</b>	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Ask questions to improve understanding.				Recognise some different forms of poetry [for example, free verse, narrative poetry]  Discuss words and phrases that capture the reader's interest and imagination		Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction		Use dictionaries to check the meaning of words that they have read  Identify themes and conventions in a wide range of books  Identify main ideas drawn from more than one paragraph and summarising these			Identify how language, structure, and presentation contribute to meaning			





Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Autumn</b>	Poetry Kate Wakeling		Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Treason, Berlie Doherty  Historical narrative			El Deafo, Cece Bell  Graphic Novel		Geography NF text (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas song lyrics	
<b>Mastery focus</b>	Evaluate author's language choice, including figurative language.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).  Ask questions to improve understanding.  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Distinguish between fact and opinion.  Make comparisons within and across books.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.			Identify and discuss themes and conventions.	
<b>Spring</b>	The Bird Within Me, Sara Lundberg  Picture books		Henry V  Author Study, Shakespeare			The Boy, The Mole, The Fox and The Horse, Charlie Mackesy	Reading assessment	Jabberwocky  Poetry	Non fiction to support topic (School's Library Service)		Assessment & conferencing			
<b>Mastery focus</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).		Ask questions to improve understanding.  Predict what might happen from details stated and implied.			Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.		Evaluate author's language choice, including figurative language.  Preparing 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.	Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.					
<b>Summer</b>	The Song Walker, Zillah Bethell  Narrative - Australian Outback				Lost Words, Robert Macfarlane  Poetry		Non fiction - Newspapers (News Shed)		The Secret Garden, Francis Hodgson Burnett  Children's Classic		The Final Year, Matt Goodfellow  Prose - transitions			
<b>Mastery focus</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).  Summarise main ideas from more than one paragraph, identifying key details.				Evaluate author's language choice, including figurative language.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.		Identify and discuss themes and conventions.  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.		Make comparisons within and across books.  Ask questions to improve understanding.			



Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Autumn</b>	The Undeclared, Kwame Alexander  Poetry		Non fiction to support topic  (School's Library Service/Literacy Shed Plus)		Carrie's War, Nina Bawden  Historical narrative			When Stars are Scattered, Victoria Jameson  Graphic Novel		Geography NF text  (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas song lyrics	
<b>Mastery focus</b>	Evaluate author's language choice, including figurative language.  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.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).  Ask questions to improve understanding.  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Distinguish between fact and opinion.  Make comparisons within and across books.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.			Identify and discuss themes and conventions.	
<b>Spring</b>	Way Home, Libby Hathorn  Picture books		Macbeth  Author Study, Shakespeare			The Boy, The Mole, The Fox and The Horse, Charlie Mackesy		Reading assessment	The Listeners  Poetry		Electricity NF text  (School's Library Service)		Assessment & conferencing	
<b>Mastery focus</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).		Ask questions to improve understanding.  Predict what might happen from details stated and implied			Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Evaluate author's language choice, including figurative language.  Preparing 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.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.			
<b>Summer</b>	The Boy at the Back of the Class - Onjali Q Rauf  Narrative - refugees				Rhythm & Poetry, Karl Nova  Poetry		Non fiction - Newspapers  (News Shed)		Harry Potter & The Cursed Child, J K Rowling  Playscript			Go Big: The Secondary School Survival Guide, Matthew Burton  Non fiction - Transitions		
<b>Mastery focus</b>	Summarise main ideas from more than one paragraph, identifying key details.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).				Evaluate author's language choice, including figurative language.		Identify how language, structure and presentation contribute to meaning.  Retrieve, record and present information from non-fiction.		Identify and discuss themes and conventions.  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Make comparisons within and across books.  Ask questions to improve understanding.		

The Literary Canon is used to share high quality texts to support teachers when selecting texts to share with their classes and when making book recommendations.

	Archaic Language	Non-Linear time sequence	Narratively complex	Resistant Texts	Diverse voices	Other
EYFS	Dogger – Shirley Hughes The Avocado Baby – John Burningham Where the wild things are – Maurice Sendak The Cat in the Hat – Dr Seuss Peepo – Janet and Allen Ahlberg	Families, families,families – Suzanne and Max Lang Brown bear, brown bear, what do you see? – Eric Carle Wonky Donkey – Craig Smith Mr Magnolia – Quentin Blake How many legs – Kes Gray and Jim Field	Mr Wolf’s Pancakes – Jan Fearnley The three little wolves and the big bad pig – Eugene Trivizas The Tiger who Came to Tea – Judith Kerr The diabolical Mr Tiddles – Tom McLaughlin The squirrels who squabbled – Rachel Bright and Jim Field The wild woods – Simon James	Ruby’s Worry – Tom Percival Barbara throws a wobbler – Nadia Shireen What happened to you? – James Catchpole Mr Big – Ed Vere Suddenly – Colin McNaughton The Something – Rebecca Cobb	Handa’s Surprise – Eileen Browne Lulu’s First Day – Anna McQuinn Gold Domes and Silver Lanterns – Hena Khan Look Up! – Nathan Bryon Young, gifted and black	Owl Babies – Martin Wadell Whatever Next – Jill Murphy Tiddler – Julia Donaldson The very hungary caterpillar – Eric Carle Shark in the Park – Nick Sharrat Peace at last – Jill Murphy
Y1/2	Aesop’s Fables The Cat in the Hat – Dr Seuss The Magic Faraway Tree – Enid Blyton The Owl and the Pussycat – Edward Lear Peter Rabbit – Beatrix Potter Where the Wild Things Are – Maurice Sendak	Voices in the Park – Anthony Brown Grandpa – John Burningham The Trouble with Trolls – Jan Brett	Fantastic Mr Fox – Roald Dahl The Day the Crayons Quit – Drew Daywalt The True Story of the Three Little Pigs – John Scieszka Grandad’s Island – Benji Davies The Tiger who Came to Tea – Judith Kerr	The Book with No Pictures – B.J. Novak Lost and Found – Oliver Jeffers No Now Bernard – David McKee Mirror – Jean Baker The Mysteries of Harris Burdick – Chris Van Allsburg (picture book) The Window – Jeannie Baker	Ravi’s Roar – Tom Percival Ruby’s Worry – Tom Percival Lubna and Pebble – Wendy Meddour The Proudest Blue – Ibtihaj Muhammad Sofia Valdez, Future Prez – Andrea Beaty Little People, Big Dreams Look Up – Nathan Byron Lailah’s Lunchbox – Reem Faruqi	The Owl who was afraid of the Dark – Jill Tomlinson The Flower – John Light Traction Man – Mini Grey
Y3/4	Charlotte’s Web – EB White Alice’s Adventures in Wonderland – Lewis Carroll The Fisherman and His Wife – Brothers Grimm The Lion, The Witch and The Wardrobe – C.S. Lewis The Velveteen Rabbit – Margery Williams Beowulf – Michael Morpurgo	The Butterfly Lion – Michael Morpurgo The Firework Maker’s Daughter – Philip Pullman	The Legend of Podkin One-Ear – Keiran Larwood The Iron Man – Ted Hughes The Tunnel – Anthony Browne	Cloud Busting – Malorie Blackman The Mysteries of Harris Burdick – Chris Van Allsburg Flotsam – David Weisner (picture book)	Idia – Ekiuwa Aire Tales from Africa – Kathleen Arnott Nelson Mandela’s Long Walk to Freedom – Chris van Myk The Undefeated – Kwame Alexander (poem) Little People, Big Dreams Sofia the Dreamer and her Magical Afro – Jessica Wilson The Boy at the Back of the Class – Onjali Rauf Planet Omar, Accidental Trouble Magnet – Zanib Mian	Harry Potter and the Philosopher’s Stone – JK Rowling The Boy Who Grew Dragons – Andy Shepherd The Last Bear – Hannah Gold (award winner) Land of Roar – Jenny McLachlan
Y5/6	The Hobbit – JRR Tolkien Tom’s Midnight Garden – Philippa Pearce Tell-Tale Heart – Edgar Allen Poe The Secret Garden – Frances Hodgson Burnett Swallows and Amazons – Arthur Ransome Treasure Island – Robert Louis Stevenson Wind in the Willows – Kenneth Grahame Oliver Twist – Charles Dickens Black Beauty – Anna Sewell Goodnight Mr Tom – Michelle Magorian The Wizard of Earthsea – Ursula K Le Guin	Orphans of the Tide – Struan Murray Holes – Louis Sachar A Christmas Carol – Charles Dickens Around the World in 80 Days – Jules Verne Time Traveling with a Hamster – Ross Welford Cosmic – Frank Cottrell-Boyce The Nowhere Emporium – Ross MacKenzie	Wonder – RJ Palacio Cogheart – Peter Bunzl A Series of Unfortunate Events – Lemony Snicket War Horse – Michael Morpurgo A Monster Calls – Patrick Ness Skellig – David Almond The Girl of Ink and Stars – Kiran Millwood Hargrave The Great Kapok Tree – Lynne Cherry Strange Star – Emma Carroll	The Arrival – Shaun Tan (picture book) Jabberwocky – Lewis Carroll The Lie Tree – Frances Hardinge	I Am Malala – Malala Yousafzai & Patricia McCormick Amari and the Night Brothers – BB Alston The Diary of Anne Frank – Otto H Frank The Girl who Stole and Elephant – Nizrana Farook A Pocketful of Stars – Aisha Busby The Last Bear – Hannah Gold Sunshine Simpson – G M Linton	George’s Secret Key to the Universe – Stephen and Lucy Hawking Short, Kevin Crossley-Holland The Titanic Detective Agency, Lindsey Littleton. No-one is too small to make a big difference, Greta Thunberg Letters from the Lighthouse – Emma Carroll



