



The following texts are books from the reading spine that will be used as ‘Reading for Pleasure’ and in the teaching of reading

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R for P Text		Creeping Beauty	Planet Omar	Secret of Platform B	Nothing to See Here Hotel	The Firework Makers Daughter	The Accidental Prime Minister
Core Text	Fiction	The Tunnel Voice in the Park Stone Age Boy	Planet Omar	The Boy who never grew up (picture book biography)	Nothing to See Here Hotel	The Firework Makers Daughter	The Accidental Prime Minister
	Non-Fiction		So you think you’ve got it bad?	Playing with Magnets Children’s Encyclopaedia	Muhammed Ali (LPBW) Pebble in my Pocket	You wouldn’t want to be in the Ancient Greek Olympics	Fantastically Great Women
	Poetry	Please, Mrs Butler		My Heart is a Poem			
<i>Optional texts that may be included:</i>		<i>RFP extra texts: The Iron Man, Kid Normal, The Bad Seed, You are a champion, The Day the Crayons Quit – other texts from the writing curriculum.</i>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<p><i>Pupils should be taught to:</i> develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ identifying themes and conventions in a wide range of books <p>○ discussing words and phrases that capture the reader’s interest and imagination</p>					
	<p><i>(RFP: Creeping Beauty)</i> <i>Voices in the Park</i> <i>The Tunnel</i> <i>Stone Age Boy</i> <i>Please Mrs Butler</i></p> <ul style="list-style-type: none"> ● <u>retrieve and record information from non-fiction</u> ● recognising some <u>different forms of poetry</u> ● <u>preparing poems and play scripts to read aloud and to perform</u>, showing understanding through intonation, tone, volume, action ● <u>increasing their familiarity with a wide range of books</u>, including <u>fairly stories</u>, ... retelling some of these orally ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>predicting</u> what might happen from details stated and implied ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>participate in discussion</u> about books, taking turns and listening to what others say. 	<p><i>Planet Omar</i> <i>So you think you’ve got it bad?</i></p> <ul style="list-style-type: none"> ● <u>retrieve and record information from non-fiction</u> ● <u>asking questions</u> to improve their understanding of a text ● <u>identifying how language, structure, and presentation contribute to meaning</u> ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● <u>predicting</u> what might happen from details stated and implied ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>participate in discussion</u> about books, taking turns and listening to what others say. ● <u>identifying themes and conventions</u> in a wide range of books ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination 	<p><i>The Secret of Platform B</i> <i>The Boy who never gave up</i> <i>My heart is a poem</i> <i>Playing with Magnets</i> <i>Children’s Encyclopedia</i></p> <ul style="list-style-type: none"> ● <u>retrieve and record information from non-fiction</u> ● <u>using dictionaries</u> to check the meaning of words ● <u>predicting</u> what might happen from details stated and implied ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>identifying how language, structure, and presentation contribute to meaning</u> ● <u>participate in discussion</u> about books, taking turns and listening to what others say. ● <u>identifying themes and conventions</u> in a wide range of books ● recognising some <u>different forms of poetry</u> ● <u>preparing poems and play scripts to read aloud and to perform</u>, showing understanding through intonation, tone, volume, action 	<p><i>Nothing to See Here Hotel</i> <i>Muhammed Ali (LPBW)r</i> <i>The Pebble in my Pocket</i></p> <ul style="list-style-type: none"> ● <u>predicting</u> what might happen from details stated and implied ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>using dictionaries</u> to check the meaning of words ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>identifying how language, structure, and presentation contribute to meaning</u> ● <u>participate in discussion</u> about books, taking turns and listening to what others say. ● <u>identifying themes and conventions</u> in a wide range of books ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>participate in discussion</u> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p><i>The Firework Maker’s Daughter</i> <i>You Wouldn’t Want to Be in The Ancient Greek Olympics!</i></p> <ul style="list-style-type: none"> ● <u>retrieve and record information from non-fiction</u> ● <u>using dictionaries</u> to check the meaning of words ● <u>increasing their familiarity with a wide range of books</u>, including <u>fairly stories</u>, ... retelling some of these orally ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>predicting</u> what might happen from details stated and implied ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>participate in discussion</u> about books, taking turns and listening to what others say. 	<p><i>The Accidental Prime Minister</i> <i>Fantastically Great Women who changed the World</i></p> <ul style="list-style-type: none"> ● <u>retrieve and record information from non-fiction</u> ● <u>asking questions</u> to improve their understanding of a text ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>identifying how 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