



Year R Books to Share and Enjoy

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|---|--|--|--|--|---|
| Aliens love Moorlands | Santa's Transport | Toy Story | Animal Kingdom | Superheroes | Julia Donaldson |
| <p>Use Big Books and E-Books to practice decoding skills within texts</p> <p>Use the texts below to create enjoyment for reading and develop simple comprehension skills</p> | | | | | |
| <p>Aliens love Underpants</p>  <p>My Alien and Me</p>  <p>Traditional Tales: Goldilocks and the 3 Bears, 3 Billy Goats Gruff</p> | <p>The Dinosaur that pooped a planet</p>  <p>The Dinosaur that pooped Christmas</p>  <p>Christmas Poems</p>  | <p>Naughty Bus</p>  <p>Dogger</p>  <p>Traction Man</p>  | <p>The Bear</p>  <p>I want my hat back</p>  <p>Traditional Tales: The Gingerbread Man</p> | <p>Supertato</p>  <p>Colin and Lee, Carrot and Pea</p>  <p>Traditional Tales: Jack and the Beanstalk, Cinderella</p> | <p>The Smartest Giant in Town</p>  <p>Room on the Broom</p>  <p>Monkey Puzzle</p>  <p>The Gruffalo</p>  |

Year R FFT Success for All Shared Readers linked to Phonics learning

Reception

Shared Reader 1 - Tap Tap Tap

Shared Reader 2 - Kim Cat

Shared Reader 3 - Sam and Ted

Shared Reader 4 - Pip Can Kick

Shared Reader 5 - Big Red Bus

Shared Reader 6 - Mess on the Rug

Shared Reader 7 - Jim and the Vet

Shared Reader 8 - Mud on the Van

Shared Reader 9 - A Trip on the Tram

Shared Reader 10 - Jazz in the Sun

Shared Reader 11 - Ben Gets to Bed

Shared Reader 12 - Sock Shopping

Shared Reader 13 - At Dusk

Shared Reader 14 - The Train Set

Shared Reader 15 - Up the Tree

Shared Reader 16 - Toad in the Rain

Shared Reader 17 - Goal

Shared Reader 18 - The Egg Moon

Shared Reader 19 - Jam Tarts in the Dark

Shared Reader 20 - Let's Do Art

Shared Reader 21 - Jim and the Corn

Shared Reader 22 - Bells and Buds

Shared Reader 23 - Not on the Beds

Shared Reader 24 - Too Much Noise

Shared Reader 25 - Dad's Shearing Shop

Shared Reader 26 - Ben Sees a Chick

Shared Reader 27 - It's Fun at the Fair

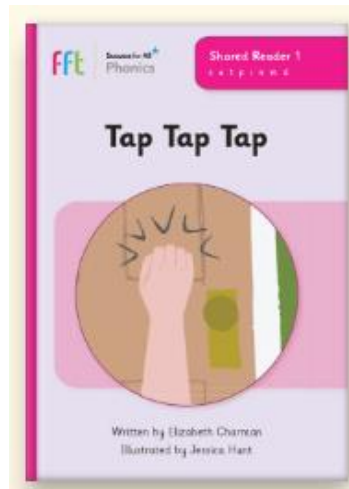
Shared Reader 28 - It's Cool in the Pool

Shared Reader 29 - Jim's Gift to the Garden

Shared Reader 30 - Picnic on the Common

Shared Reader 31 - Jill's Peppers

Shared Reader 32 - What Can I Do in the Summer





Year 1 Books to Share and Enjoy

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|---|--|---|--|---|---|
| Victorians | | Treasure | | World Kitchen | |
| <p>Fiction Text: King of the Classroom</p>  <p>Fiction Text: Daisy Saves The Day</p>  <p>Non-Fiction Text: Queen Victoria</p>  | <p>Fiction Texts: Meg and Mog</p>  <p>Where the Wild Things Are</p>  <p>Poetry Text: Christmas Poems</p>  | <p>Fiction Texts: Oscar and the Moth. A Book about Light and Dark</p>  <p>Pirates love Underpants</p>  <p>The Dinosaur that Pooped a Pirate</p>  | <p>Fiction Texts: The Hare and the Tortoise</p>  <p>The Boy who Cried Wolf</p>  <p>Non-Fiction Text: Around the World in 80 Ways</p>  | <p>Poetry Text: The Rascally Cake</p>  <p>Fiction Texts: The Adventures of the Dish and the Spoon</p>  <p>Last Stop on Market Street</p>  | <p>Fiction Texts: There's a tiger in the garden</p>  <p>The Tiger who came to Tea</p>  <p>The Bear and the Piano</p>  <p>The Bear, the Piano and the little bear's concert</p>  |

Year 1 FFT Success for All Shared Readers linked to Phonics learning

Year 1

[Shared Reader 33 - On the Train to Troon](#)

[Shared Reader 34 - Thank you, Sam](#)

[Shared Reader 35 - An Outing to the Woods](#)

[Shared Reader 36 - Let's Sort it Out](#)

[Shared Reader 37 - Little Peach](#)

[Shared Reader 38 - Oysters Ahoy!](#)

[Shared Reader 39 - Hunt the Specs](#)

[Shared Reader 40 - Highland Summer](#)

[Shared Reader 41 - What's for Lunch?](#)

[Shared Reader 42 - A Garland for the Door](#)

[Shared Reader 43 - Just the One Moon](#)

[Shared Reader 44 - The Night Before Christmas](#)

[Shared Reader 45 - The Turning of the Year](#)

[Shared Reader 46 - Every Good Thing](#)

[Shared Reader 47 - I am a Caver](#)

[Shared Reader 48 - Yig's Trombone](#)

[Shared Reader 49 - The Music of the Sea](#)

[Shared Reader 50 - The Sock Dispute](#)

[Shared Reader 51 - Pets](#)

[Shared Reader 52 - An Extra Pudding](#)

[Shared Reader 53 - Clever Crows](#)

[Shared Reader 54 - Brock Makes Art](#)

[Shared Reader 55 - In the Attic](#)

[Shared Reader 56 - Playground Games](#)

[Shared Reader 57 - In the Spring Sunshine](#)

[Shared Reader 58 - Warm Milk and Honey](#)

[Shared Reader 59 - Butterflies](#)

[Shared Reader 60 - Nan's Bright Idea](#)

[Shared Reader 61 - A Wind Band Workshop](#)

[Shared Reader 62 - E for Elephant](#)

[Shared Reader 63 - Rights of the Child](#)

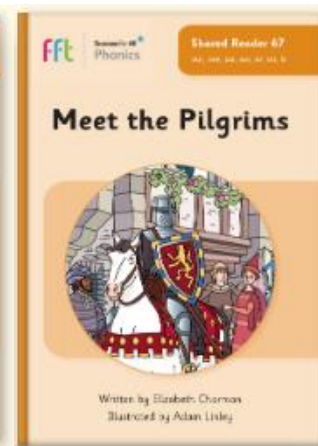
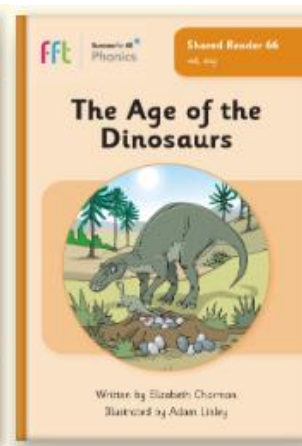
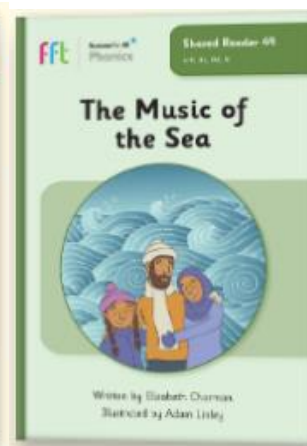
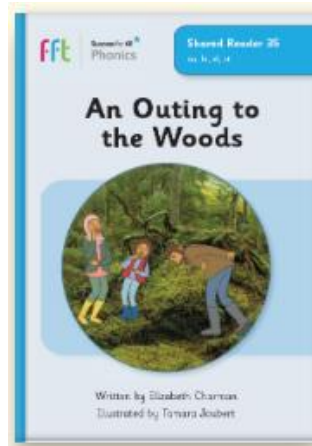
[Shared Reader 64 - First Light](#)

[Shared Reader 65 - Sports Day](#)

[Shared Reader 66 - The Age of the Dinosaurs](#)

[Shared Reader 67 - Meet the Pilgrims](#)

[Shared Reader 68 - Carnival!](#)





Year 2 Books to Share and Enjoy

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|---|--|--|--|---|--|
| Dungeons and Dragons | | Mega Structures | | Seaside Rescue | |
| <p>Fiction Text: We're all Wonders (whole school)</p>  <p>Fiction Text: The Knight who Wouldn't Fight</p>  <p>Non-Fiction Text: It Starts with a Seed</p>  | <p>Fiction Text: Jack and the Baked Beanstalk (compare to Jack and the Beanstalk)</p>  <p>Fiction Texts: Amazing Grace & Grace and Family</p>  <p>GDS – compare two texts</p> | <p>Fiction Text: The Flower</p>  <p>GDS – compare theme of discovery with Flotsam</p>  <p>Fiction Text: The Tear Thief</p>  <p>GDS – compare magical themes across three texts</p> | <p>Non-Fiction Text: My Very Important World</p>  <p>Fiction Text: Katie in London</p>  | <p>Fiction Text: The Twits and Fantastic Mr Fox</p>  <p>Compare texts</p> | <p>Fiction Text: Billy Twitter and his Blue Whale Problem</p>  <p>Poetry Text: Seaside Poems</p>  |

| Term 1 | | | |
|----------------------------|------------|--|-------------------------|
| Book Title | Word Count | Specific Year 2 Objectives | Genre |
| The Tale of Chicken Little | 861 | <ul style="list-style-type: none"> To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To recognise simple recurring literary language in stories To discuss the sequence of events in books and how items of information are related Read and listen to the story and make links to books they have read | Traditional Tale |
| Extreme Earth | 732 | <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explore syllable boundaries and read each syllable separately before they combine them to read the word To explain and discuss their understanding of the book | Non-Fiction (Geography) |
| Animal Poems | 483 | <ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Poetry |
| The Great Escape | 1001 | <ul style="list-style-type: none"> To identify the different variations to how –ed words are spelt and pronounced. To identify sentences with different forms: statement, question, exclamation, command. To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Justify their preferences and point of view | Fiction |
| Ants are Everywhere | 733 | <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book | Non-Fiction (Animals) |

| Term 2 | | | |
|--|------------|---|----------------------------|
| Book Title | Word Count | Specific Year 2 Objectives | Genre |
| Kongy Arrives | 849 | <ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Read and listen to the story and make links to books they have read Justify their preferences and point of view | Fiction |
| Why Do Stars Twinkle? | 830 | <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book | Non-Fiction (Science) |
| The Dreams of Moxie Mouse and Cat Capone | 716 | <ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To identify expanded noun phrases to describe and specify - for example, the blue butterfly | Poetry |
| An Invitation to a Party | 1500 | <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss how items of information are related To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book | Non-Fiction (Instructions) |
| Anna's Homework | 1242 | <ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Review Common Exception Words | Fiction |

| Term 3 | | | |
|------------------------------|------------|---|-------------------------|
| Book Title | Word Count | Specific Year 2 Objectives | Genre |
| Lost | 1358 | <ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Identify apostrophes for contracted forms | Fiction |
| Snow White and the Jazz Band | 650 | <ul style="list-style-type: none"> To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To listen, discuss and express views about a range of contemporary poetry To identify sentences with different forms: statement, question, exclamation, command. To discuss the sequence of events in books and how items of information are related Justify their preferences and point of view | Traditional Tale/Poetry |
| Bea’s Pumpkin | 1849 | <ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related To identify expanded noun phrases to describe and specify [for example, the blue butterfly] To identify commas for lists To read words containing common suffix -ly | Fiction |
| It Came from Outer Space | 1066 | <ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Poetry |
| In the Year 2100 | 952 | <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book | Non-Fiction (Science) |



Year 3 Teaching of Reading Text and Skills Progression

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 | |
|--|---|--|--|--|--|--|
| Volcanoes | | THE UK | | | Buried Treasure | |
| <p>Fiction Text: We're all Wonders (whole school)</p>  <p>Fiction Text: The Day the Crayons Quit</p>  <p>Non-Fiction Text: The Street Beneath my Feet</p>  | <p>Fiction Text: Winters Child</p>  <p>Fiction Text: The Santa Trap</p>  | <p>Fiction Text: Into The Forest</p>  <p>Fiction Text: A story/stories from A Dollop of Ghee and a Pot of Wisdom</p>  | <p>Fiction Text: George's Marvellous Medicine</p>  <p>Poetry Text (Rhyming Story): The Koala Who Could</p>  | <p>Non-Fiction Text: Explore! Anglo Saxons</p>  <p>Fiction Text: Black Dog</p>  | <p>Fiction Text: The Dark</p>  <p>Fiction Text: The Owl who was Afraid of the Dark</p>  | |



Year 3 Teaching of Reading Text and Skills Progression

- The chosen texts offer variety across a range of genres and text types, including fiction, non-fiction and poetry titles. They have been written by different authors and illustrators, making the collection exciting and engaging.
- Each text offers unique themes and challenges, gradually building upon the previous one to enhance children’s literary understanding. The texts and themes become slightly more complex as the children progress through the school.
- Each learning journey includes rich authentic tasks, which are meaningful and engaging, and designed to ensure all children are supported and challenged. Reading skills are developed in a combined way so that pupils develop the ability to predict, retrieve, infer, question and summarise for meaningful reading experiences and to comprehend the text. This enables children to read for deeper meaning within one text.
- Teachers adapt and scaffold learning as appropriate. Questions can vary in complexity, reading extracts can vary in length, reading journal tasks can be shortened or lengthened as appropriate and a range of higher order questions and expectations can be put in place for those pupils who are able to grasp the concepts and ideas more quickly or who have a higher level of reading fluency and comprehension.
- Fluency development is interwoven within the journey so that children are able to read and understand texts independently with greater success. If fluency isn’t strong, more time will be dedicated to this.

| Text | Themes | Fluency | Comprehension |
|---|--|---|--|
| The Day the Crayons Quit <i>Fiction</i> | The importance of communication and appreciation Emotion, self-expression | Children read aloud this repetitive and predictable text. They practice reading with expression, paying attention to punctuation marks and using appropriate voices for the different characters. | In this humorous and imaginative book, children develop their comprehension by discussing the different reasons why the crayons quit. They think about how the crayons feel and how they might be able to solve their problems. Discussions about colours, emotions, and perspectives will encourage critical thinking and empathy. |
| The Street Beneath my Feet <i>Non-Fiction</i> | The wonders of the everyday world Nature, diversity, interconnectedness | Children read the descriptive language that Guillain uses to describe the street beneath our feet. They focus on reading with clarity and pace, and using appropriate intonation to convey the meaning of the text. | Children explore the layers beneath the ground, reinforcing vocabulary acquisition and understanding the interconnectedness of the natural environment. Children develop their comprehension by discussing the different things that they see and experience on the street. They think about the different ways that people use the street and how it is important to our communities. |
| Winters Child <i>Fiction</i> | The beauty of the natural world Seasons, change | In this lyrical and descriptive text, children focus on reading with clarity and intonation, and using appropriate voices to convey the mood of the text. | Children step into a world of mystery and winter magic. They develop their comprehension by discussing the different ways that the protagonist interacts with the natural world. They think about the different ways that |



Year 3 Teaching of Reading Text and Skills Progression

| | | | |
|---|---|---|--|
| | | | they can appreciate the beauty of the natural world around them. |
| <p>The Santa Trap</p> <p><i>Fiction</i></p> | <p>The importance of teamwork and cooperation</p> <p>Imagination, humour, problem-solving</p> | <p>Children challenge themselves by reading aloud this humorous and fast-paced text. They focus on reading with fluency and expression, and using appropriate voices for the different characters.</p> | <p>Children explore the text's humorous elements, infer character motivations, and discuss story structure. They discuss the different ways that the animals work together to trap Santa Claus. They think about the different ways that they can work together with others to achieve a common goal.</p> |
| <p>Into The Forest</p> <p><i>Fiction</i></p> | <p>Feelings of loss, fear and insecurity.</p> <p>Courage, self-discovery, friendship</p> | <p>Children read the different sound words and phrases that Browne uses to describe the forest. They practice reading aloud with expression, using the different voices of the characters in the book. Descriptive language and dialogue improve their reading fluency through expressive reading techniques.</p> | <p>This enchanting adventure builds on children's comprehension skills as they navigate a forest full of magical creatures and discoveries. Children discuss the different ways that the protagonist faces their fears. They focus on inference, making predictions, and identifying story elements.</p> |
| <p>A Dollop of Ghee and a Pot of Wisdom</p> <p><i>Fiction – Traditional Tale</i></p> | <p>The importance of family and tradition</p> <p>Food, family, culture</p> | <p>Children read the different Indian words and phrases that Garg uses in her book. They practice reading aloud with expression, using the different voices of the characters in the book.</p> | <p>This traditional Indian tale develops children's comprehension skills as they learn from intricate stories full of lessons. They'll identify story elements and themes while relating the stories to their own lives. Discussions about cultural diversity also foster empathy and awareness. Children can develop their comprehension by discussing the different ways that the protagonist learns about her Indian heritage. They can also think about the different traditions that are important to their own families.</p> |
| <p>George's Marvellous Medicine</p> <p><i>Fiction</i></p> | <p>The dangers of disobedience</p> <p>Fantasy, adventure, consequences</p> | <p>In this challenging and imaginative text, children focus on reading with accuracy and expression, using the different voices of the characters in the book. Fluency improves from frequent independent reading.</p> | <p>Roald Dahl's captivating storytelling introduces children to complex language and challenging themes. They engage in higher-level comprehension strategies, including analysing character traits, making connections, and evaluating the story's moral messages. Children develop their comprehension by discussing the different ways that George's disobedience leads to chaos and mayhem.</p> |



Year 3 Teaching of Reading Text and Skills Progression

| | | | |
|--|---|--|--|
| <p style="text-align: center;">The Koala who Could</p> <p style="text-align: center;"><i>Poetry (Rhyming Story)</i></p> | <p>The importance of perseverance and self-belief</p> <p>Perseverance, determination, self-belief</p> | <p>Children develop their fluency by reading the different rhyming words and phrases that Bright uses in her book. They also practice reading aloud with expression, using the different voices of the characters in the book.</p> | <p>This inspiring tale introduces character traits and themes that children can relate to. They infer characters motivations and the story delivers a heart-warming message about the power of stepping outside one's comfort zone. They evaluate the story's moral complexity, develop theories and predict outcomes. Children discuss the different ways that the koala overcomes his fear of heights.</p> |
| <p style="text-align: center;">Explore! Anglo Saxons</p> <p style="text-align: center;"><i>Non-Fiction</i></p> | <p>The history of the Anglo-Saxons</p> <p>History, culture, heritage</p> | <p>Children challenge themselves further by reading aloud this informative and factual text. They focus on reading with clarity and intonation, and using appropriate expression to convey the meaning of the text.</p> | <p>Children travel back in time with this non-fiction text and learn about the Anglo-Saxon period by applying new comprehension strategies, including identifying main ideas, summarizing content, and interpreting visual elements. Text features such as captions, timelines and photos develop literacy skills. Children answer questions about Anglo-Saxon society, culture, and history. They will identify the different types of sources used in the book and explain how the author uses them to create a comprehensive and informative text.</p> |
| <p style="text-align: center;">Black Dog</p> <p style="text-align: center;"><i>Fiction</i></p> | <p>The importance of facing our fears</p> <p>Fear, Courage, Acceptance, Power of Understanding.</p> | <p>In this emotive and challenging text, they focus on reading with clarity and intonation, and using appropriate voices to convey the mood of the text.</p> | <p>This text takes on a more abstract and deep theme, engaging children to infer and predict outcomes and use skills to evaluate the complex theme of fear. They will identify the different types of language used in the book and explain how the author uses them to create a powerful and moving story. The dog in the story represents a fear that grows larger the more it is avoided or ignored. The story suggests that facing our fears head-on and understanding them can diminish their power. Small, the youngest member of the family, represents courage and empowerment. Despite the fear instilled by the black dog, Small confronts it, discovers its true nature, and helps the family see it differently.</p> |




Year 3 Teaching of Reading Text and Skills Progression

| | | | |
|--|---|--|--|
| <p style="text-align: center;">The Dark</p> <p style="text-align: center;"><i>Fiction</i></p> | <p>The importance of facing our fears</p> <p>Fear, Courage, Curiosity, Facing the Unknown</p> | <p>In this atmospheric and suspenseful text, children focus on reading with pace and expression, and using appropriate voices to create tension and suspense.</p> | <p>This text continues on the same themes as 'Black Dog'. Children will answer questions about the main characters, the plot, and the themes. They will identify the different types of suspense and imagery used in the book and explain how the author uses them to create a thrilling and suspenseful story. Laszlo's interactions with the dark involve seeking knowledge about it. He learns that the dark is not an enemy but a presence that exists alongside the light. This theme suggests that knowledge and understanding can empower individuals to overcome fear and uncertainty.</p> |
| <p style="text-align: center;">The Owl who was Afraid of the Dark</p> <p style="text-align: center;"><i>Fiction</i></p> | <p>The importance of facing our fears</p> <p>Perception/ Perspective, Acceptance</p> | <p>In this this lyrical and comforting text, children focus on reading with clarity and intonation, and using appropriate voices to convey the mood of the text.</p> | <p>This heart-warming story has a deeper meaning that can be appreciated more by the children at this end of Year 3. Employing critical thinking skills, they interpret the text's central messages, explore deep character motivations, predict outcomes and choose complex themes to analyse. For example, the book explores the idea that our perception of things can change based on our perspective. What might seem frightening at first can turn out to be beautiful and interesting when viewed from a different angle. Plop's journey involves accepting the darkness and adapting to it. The story teaches the importance of embracing change, accepting the unknown, and adapting to new situations.</p> |



Year 3 Teaching of Reading Text and Skills Progression

The table below links specific objectives from the National Curriculum expectations to each of the texts. Skills are taught, developed and built upon across the year:

| |  Texts | Genre | Retrieval | Inference | Vocabulary | Prediction | Summary and Sequencing | Comparison |
|------------|---|---------------------|---|---|---|---|--|---|
| | | | <ul style="list-style-type: none"> • Select important points/words / phrases • Visualise • Refer to text • Scan • Skim | <ul style="list-style-type: none"> • Ask questions • Form opinions • Refer to text • Infer • Draw conclusions • Hypothesise • Visualise • Predict | <ul style="list-style-type: none"> • Visualise • Hypothesise • Form opinions • Ask questions • Refer to text | <ul style="list-style-type: none"> • Predict • Visualise • Ask questions • Form opinions • Refer to text • Draw conclusions • Hypothesise • Infer | <ul style="list-style-type: none"> • Summarise/ retell/precis • Refer to text • Skim • Watch out for meaning breakdown | <ul style="list-style-type: none"> • Refer to text/s • Form opinions • Make connections to prior knowledge • Draw conclusions • Hypothesise • Ask questions |
| Au1 | The Day the Crayons Quit | Fiction | ✓ | ✓ | ✓ | ✓ | | |
| | The Street Beneath my Feet | Non-Fic | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Au2 | Winter's Child | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | The Santa Trap | Fiction | ✓ | ✓ | | ✓ | | |
| Sp1 | Into the Forest | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | A Dollop of Ghee and a Pot of Wisdom | Traditional Fiction | ✓ | ✓ | ✓ | ✓ | | |
| Sp2 | George's Marvellous Medicine | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | The Koala Who Could | Poetry | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Su1 | Non-Fiction Text: Explore! Anglo Saxons | Non-Fic | ✓ | | ✓ | ✓ | | |
| | The Black Dog | Fiction | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Su2 | The Dark | Fiction | TBC | | | | | |
| | The Owl who was Afraid of the Dark | Fiction | TBC | | | | | |



Year 4 Teaching of Reading Text and Skills Progression

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|---|---|---|---|--|---|
| Tomb Raiders | | Stone Age to Iron Age | | Raging Rivers | |
| <p>Fiction: We're all Wonders (whole school)</p>  <p>Fiction: Voices in the Park</p>  <p>Fiction: Tunnel</p>  | <p>Non-Fiction: The Story of Tutankhamun</p>  <p>Poetry: Snow</p>  | <p>Fiction/Non-Fiction: Stone Age, Bone Age!</p>  <p>Non-Fiction: Explore! Stone, Bronze and Iron Ages</p>  | <p>Fiction: Varmints</p>  | <p>Fiction/Non-Fiction: A River</p>  <p>Non-Fiction /Fiction: The Rhythm of the Rain</p>  <p>Poetry: The River by Valerie Bloom</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><i>The River</i></p> <p>The River's a wanderer, A nomad, a tramp, He doesn't choose one place To set up his camp.</p> <p>The River's a winder, Through valley and hill He twists and he turns, He just cannot be still.</p> </div> | <p>Fiction: The Explorer</p>  <p style="text-align: center;">Or</p> <p>My Brother Is a Superhero</p>  |



Year 4 Teaching of Reading Text and Skills Progression

- The chosen texts offer variety across a range of genres and text types, including fiction, non-fiction and poetry titles. They have been written by different authors and illustrators, making the collection exciting and engaging.
- Each text offers unique themes and challenges, gradually building upon the previous one to enhance children’s literary understanding. The texts and themes become slightly more complex as the children progress through the school.
- Each learning journey includes rich authentic tasks, which are meaningful and engaging, and designed to ensure all children are supported and challenged. Reading skills are developed in a combined way so that pupils develop the ability to predict, retrieve, infer, question and summarise for meaningful reading experiences and to comprehend the text. This enables children to read for deeper meaning within one text.
- Teachers adapt and scaffold learning as appropriate. Questions can vary in complexity, reading extracts can vary in length, reading journal tasks can be shortened or lengthened as appropriate and a range of higher order questions and expectations can be put in place for those pupils who are able to grasp the concepts and ideas more quickly or who have a higher level of reading fluency and comprehension.
- Fluency development is interwoven within the journey so that children are able to read and understand texts independently with greater success. If fluency isn’t strong, more time will be dedicated to this.

| Text | Themes | Fluency | Comprehension |
|---|--|--|---|
| Voices in the Park <i>Fiction</i> | Friendship, imagination, and the power of storytelling | Children read the text aloud with accuracy, using appropriate expression and intonation, paying attention to the punctuation and the different voices of the characters. | In this thought-provoking picture book, children immerse themselves in the vivid illustrations and discuss emotions and characters. They will be able to make simple inferences about the characters' feelings and motivations. |
| Tunnel <i>Fiction</i> | Perseverance, courage, and overcoming challenges | Children focus on reading with pace and intonation, considering the atmosphere of the story. | Building upon their picture book comprehension skills, children dive deeper into character motivations, themes, and symbols within the text, honing their ability to infer and interpret the story. They will discuss how the protagonist overcomes challenges. They make predictions about what will happen next and explain the significance of the ending. |
| The Story of Tutankhamun <i>Non-Fiction</i> | History, mystery, discovery and adventure | Children practice reading non-fiction texts with fluency and accuracy, paying attention to the technical vocabulary. | Children explore non-fiction and learn to identify main ideas, extract information from text features, and use context to understand unfamiliar vocabulary. This text introduces historical and cultural themes. They will identify the key events in Tutankhamun's life and they will discuss the significance of Tutankhamun's tomb and its discovery. |



Year 4 Teaching of Reading Text and Skills Progression

| | | | |
|---|--|---|--|
| Snow <i>Poetry</i> | Winter, nature, and the beauty of the world around us | Children read the text aloud with expression, using their voice to create a sense of excitement and anticipation. | In this this poetry text, children discuss rhyme and rhythm and deepen their understanding of descriptive language and imagery. |
| Stone Age, Bone Age! <i>Fiction/Non-Fiction</i> | History, archaeology, and the lives of our ancestors | Children practice reading aloud with pace and intonation, considering the excitement and adventure of the story. | Children venture into the world of historical fiction and non-fiction, exploring the Stone Age. They learn to compare and contrast different types of texts, making connections between information and narratives. Children can identify the key features of the Stone Age and Bone Age, and compare and contrast the two periods. They can also discuss the challenges faced by early humans and how they adapted to their environment. |
| Explore! Stone, Bronze and Iron Ages <i>Non-Fiction</i> | History, technology, and the development of human society | Children practice reading non-fiction texts with fluency and accuracy, paying attention to the technical vocabulary. | This text takes children on an archaeological adventure. Children identify the main developments of the Stone, Bronze and Iron Ages, and explain the impact of these developments on human society. They also discuss the different ways in which we learn about the past, and the importance of archaeology. |
| Varmints <i>Non-Fiction</i> | Animals, humour, and the importance of respecting all life | Children practice reading aloud with expression, paying attention to the humour and the different voices of the characters. | Children encounter environmental and social issues in this text. Children identify the main themes of the text. They also make inferences about the characters' feelings and motivations, and discuss the significance of the ending. |
| A River <i>Fiction/Non-Fiction</i> | Journey, Nature, Human Impact on the Environment, Change | Children practice reading aloud with expression, paying attention to the rhythm and flow of the language. | This text offers a different perspective on rivers, combining narrative elements with factual information Children continue exploring environmental themes, deepening their understanding of ecosystems and geography. Children can explore the cause-and-effect relationships in the story, understanding how actions in one part of the river affect its course downstream. The book provides opportunities for readers to infer information not explicitly stated, such as the impact of human activities on the river. |
| Rhythm of the Rain <i>Non-Fiction/Fiction</i> | Weather, nature, and the beauty of the world around us | Children practice reading aloud with expression, paying attention to the sensory language and the evocative descriptions of rain. | This book continues the exploration of nature and environment through a poetic lens. They appreciate the author's use of language to create a sense of rhythm and movement. They identify and explain the different poetic devices used in the text. Children identify the main themes of the text, such as the beauty of nature and the |




Year 4 Teaching of Reading Text and Skills Progression

| | | | |
|--|--|---|--|
| | | | importance of appreciating the simple things in life. They visualise the setting and events of the story, and make inferences about the speaker's thoughts and feelings. |
| The River <i>Poetry</i> | Rhythms of Nature, Environment, Life and Flow | Children read the text aloud with confidence and expression, using appropriate vocal effects to convey the mood and atmosphere of the text. | Children compare and contrast the different ways in which poets have written about rivers, and identify the key poetic devices used in the texts. They discuss the significance of the river as a symbol in poetry. Children visualise the different images that the poem evokes. What does the river look like? What do the trees and flowers along the riverbank look like? What do the sounds of the river sound like? |
| The Explorer <i>Fiction</i> | Exploration, the power of curiosity, the dangers of the unknown | Children practice reading aloud with expression, paying attention to the suspense and excitement of the story. | This text challenges children with a longer novel, more complex plot and varied themes. They explore character development, plot, and the author's craft. The text encourages more independent reading and analysis. Children will break down the plot into key events and discuss the sequence of the story, exploring the rising action, climax, and resolution and understanding how each event contributes to the overall narrative. |
| My Brother is a Superhero <i>Fiction</i> | Adventure, importance of family, the power of love, meaning of being a superhero | Children can read the text aloud with expression, using their voice to convey the humour and warmth of the story. | This fun and engaging novel encourages children to showcase their comprehensive skills by analysing character motives, predicting plot developments, and discussing the author's use of humour and emotion. Children will discuss the sequence of the story and explore the challenges and conflicts the characters face, as well as how these events contribute to the overall narrative structure. |





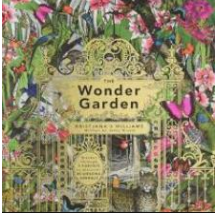

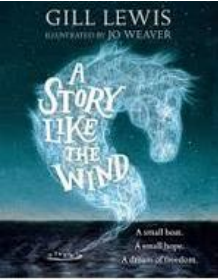
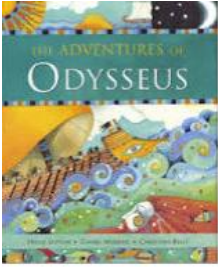
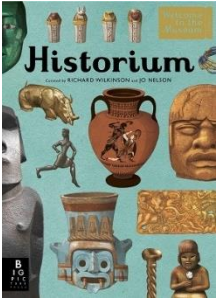

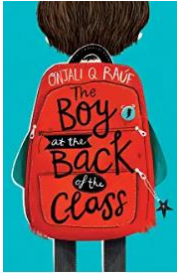
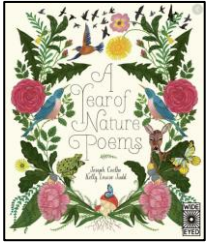

Year 4 Teaching of Reading Text and Skills Progression

The table below links specific objectives from the National Curriculum expectations to each of the texts. Skills are taught, developed and built upon across the year:

| |  Texts | Genre | Retrieval | Inference | Vocabulary | Prediction | Summary and Sequencing | Comparison |
|------------|---|--------------|---|---|---|---|---|---|
| | | | <ul style="list-style-type: none"> • Select important points/words/phrases • Visualise • Refer to text • Scan • Skim | <ul style="list-style-type: none"> • Ask questions • Form opinions • Refer to text • Infer • Draw conclusions • Hypothesise • Visualise • Predict | <ul style="list-style-type: none"> • Visualise • Hypothesise • Form opinions • Ask questions • Refer to text | <ul style="list-style-type: none"> • Predict • Visualise • Ask questions • Form opinions • Refer to text • Draw conclusions • Hypothesise • Infer | <ul style="list-style-type: none"> • Summarise/retell/precis • Refer to text • Skim • Watch out for meaning breakdown | <ul style="list-style-type: none"> • Refer to text/s • Form opinions • Make connections to prior knowledge • Draw conclusions • Hypothesise • Ask questions |
| Au1 | We're all Wonders | Fiction | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Voices in the Park | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | The Tunnel | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Au2 | The Story of Tut | Non-Fict | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | Snow | Poetry | ✓ | ✓ | ✓ | ✓ | | |
| Sp1 | Stone Age Bone Age! | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Stone, Bronze and Iron Ages | Non-Fict | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sp2 | Varmints | Fiction | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Su1 | A River | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Rhythm of the Rain | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | The River | Poetry | TBC | | | | | |
| Su2 | My Brother is a Superhero OR The Explorer | Fiction | TBC | | | | | |



Year 5 Teaching of Reading Text and Skills Progression

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|--|--|---|---|--|--|
| Extreme Environments | | Grand Designs | | Sea City - Southampton | |
| <p>Fiction Text: We are all Wonders (whole school)</p>  <p>Non-Fiction Text: Under Earth, Under Water</p>  <p>The Wonder Garden</p>  | <p>Fiction Text: Farther</p>  <p>Fiction Text: A Story Like the Wind</p>  | <p>Fiction Text: The Adventures of Odysseus</p>  | <p>Non-Fiction: Historium (Ancient Greece)</p>  <p>Fiction Text: The Giant's Necklace</p>  | <p>Fiction Text: The Boy at the Back of the Class</p>  | <p>Poetry Text: A Year of Nature Poems</p>  <p>Fiction Text: The Arrival</p>  |



Year 5 Teaching of Reading Text and Skills Progression

- The chosen texts offer variety across a range of genres and text types, including fiction, non-fiction and poetry titles. They have been written by different authors and illustrators, making the collection exciting and engaging.
- Each text offers unique themes and challenges, gradually building upon the previous one to enhance children’s literary understanding. The texts and themes become slightly more complex as the children progress through the school.
- Each learning journey includes rich authentic tasks, which are meaningful and engaging, and designed to ensure all children are supported and challenged. Reading skills are developed in a combined way so that pupils develop the ability to predict, retrieve, infer, question and summarise for meaningful reading experiences and to comprehend the text. This enables children to read for deeper meaning within one text.
- Teachers adapt and scaffold learning as appropriate. Questions can vary in complexity, reading extracts can vary in length, reading journal tasks can be shortened or lengthened as appropriate and a range of higher order questions and expectations can be put in place for those pupils who are able to grasp the concepts and ideas more quickly or who have a higher level of reading fluency and comprehension.
- Fluency development is interwoven within the journey so that children are able to read and understand texts independently with greater success. If fluency isn’t strong, more time will be dedicated to this.

| Text | Themes | Comprehension |
|---|--|---|
| Under Earth, Under Water <i>Non-Fiction</i> | Discovery, Natural World, Environment | This book further develops children’s understanding of non-fiction texts. It introduces them to information about the Earth and water bodies, fostering their comprehension skills and expanding their vocabulary. |
| The Wonder Garden <i>Non-Fiction</i> | Ecosystems, Wildlife, Wonder | This beautifully illustrated book exposes children to diverse ecosystems and the animal kingdom, enhancing their comprehension through vivid descriptions and fostering their ability to extract information from detailed texts. |
| Farther <i>Fiction</i> | Family, Relationships, Loss, Fulfilment, Determination | This book introduces children to more mature, deeper narrative themes. It encourages them to engage with characters, settings, and emotions, improving their ability to infer and predict while reading. |
| A Story Like the Wind <i>Fiction</i> | Empathy, Refugee experience, Self-discovery, Story-telling | This book offers a deeper understanding of human experiences. It encourages empathy and emotional connections, allowing children to comprehend themes such as displacement and the power of storytelling. |



Year 5 Teaching of Reading Text and Skills Progression

| | | |
|--|---|---|
| <p>The Adventures of Odysseus</p> <p><i>Fiction</i></p> | <p>Greek mythology, Heroism, Perseverance</p> | <p>This book develops children’s understanding of classical literature. It challenges children with more complex language and plot structures and develops their ability to comprehend themes across different cultures and eras.</p> |
| <p>Historium (Ancient Greece)</p> <p><i>Non-Fiction</i></p> | <p>History, Culture, Civilisation</p> | <p>This text introduces historical contexts and informational content, requiring children to comprehend more sophisticated language and abstract concepts related to ancient civilizations.</p> |
| <p>The Giant’s Necklace</p> <p><i>Fiction</i></p> | <p>Responsibility, Consequences, Courage</p> | <p>This narrative brings a focus on moral dilemmas and consequences, enhancing the children's ability to analyse characters' decisions and motivations, thus deepening their comprehension skills.</p> |
| <p>The Boy at the Back of the Class</p> <p><i>Fiction</i></p> | <p>Refugees, War, Kindness, Diversity, Acceptance</p> | <p>Engaging with contemporary issues, this book develops the children's comprehension through complex social themes, encouraging critical thinking and discussions on diversity and inclusion.</p> |
| <p>A Year of Nature Poems</p> <p><i>Poetry</i></p> | <p>Seasons, Nature, Appreciation</p> | <p>This book further develops children’s understanding in poetry. This collection allows children to understand varied emotions, imaginations, and sensory language, thus enhancing their ability to interpret symbolism and metaphors.</p> |
| <p>The Arrival</p> <p><i>Fiction</i></p> | <p>Immigration, Hope</p> | <p>With its wordless narrative, this book challenges children to comprehend and interpret visual storytelling, improving their skills in inference and understanding complex, multi-layered themes.</p> |



Year 5 Teaching of Reading Text and Skills Progression

The table below links specific objectives from the National Curriculum expectations to each of the texts. Skills are taught, developed and built upon across the year:

| |  Texts | Genre | Retrieval | Inference | Vocabulary | Prediction | Summary and Sequencing | Comparison |
|------------|---|------------------|---|---|---|---|---|---|
| | | | <ul style="list-style-type: none"> • Select important points/words/phrases • Visualise • Refer to text • Scan • Skim | <ul style="list-style-type: none"> • Ask questions • Form opinions • Refer to text • Infer • Draw conclusions • Hypothesise • Visualise • Predict | <ul style="list-style-type: none"> • Visualise • Hypothesise • Form opinions • Ask questions • Refer to text | <ul style="list-style-type: none"> • Predict • Visualise • Ask questions • Form opinions • Refer to text • Draw conclusions • Hypothesise • Infer | <ul style="list-style-type: none"> • Summarise/retell/precis • Refer to text • Skim • Watch out for meaning breakdown | <ul style="list-style-type: none"> • Refer to text/s • Form opinions • Make connections to prior knowledge • Draw conclusions • Hypothesise • Ask questions |
| Au1 | We are all Wonders (whole school) | Fiction | ✓ | ✓ | | ✓ | | ✓ |
| | Under Earth, Under Water | Non-Fict | ✓ | | ✓ | | ✓ | ✓ |
| | The Wonder Garden | Non-Fict | ✓ | | ✓ | | ✓ | ✓ |
| Au2 | Farther | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | A Story Like the Wind | Poetry | ✓ | | | ✓ | | |
| Sp1 | The Adventures of Odysseus | Fiction (Legend) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sp2 | Historium (Ancient Greece) | Non-Fict | ✓ | | | | ✓ | |
| | The Giant's Necklace | Fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Su1 | The Boy at the Back of Class | Fiction | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Su2 | A Year of Nature Poems | Poetry | ✓ | ✓ | ✓ | | | ✓ |

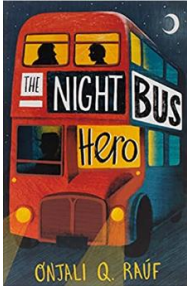
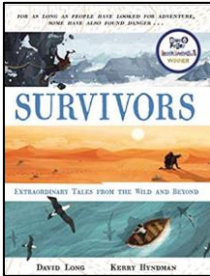
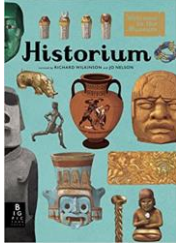
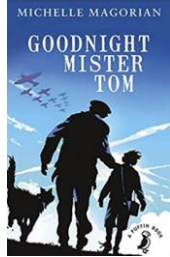
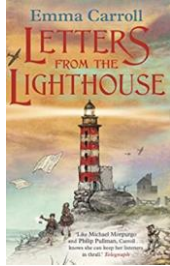


Year 5 Teaching of Reading Text and Skills Progression

| | | | | | | | |
|-------------|---------|---|---|--|---|---|---|
| The Arrival | Fiction | ✓ | ✓ | | ✓ | ✓ | ✓ |
|-------------|---------|---|---|--|---|---|---|



Year 6 Teaching of Reading Text and Skills Progression

| Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|--|--|---|--|---|--|
| South America | | Rule Britannia (Vikings) | | Is it right to fight? | |
| <p>Non-Fiction Text: Shackleton's Journey</p>  | <p>Fiction Text Journey to Jo'burg</p>  <p>Non-Fiction Text Historium (Mayans)</p>  <p>Poetry Text: The Lost Words</p>  | <p>Fiction Text: The Night Bus Hero</p>  <p>Non-Fiction Text: Survivors</p>  | <p>SATS Preparation: Shorter passages using a range of text-types:</p> <p style="text-align: center;">Poetry Non-Fiction Fiction</p> <p>Non-Fiction Text Historium (Vikings)</p>  | <p>SATS Preparation: Shorter passages using a range of text-types:</p> <p style="text-align: center;">Poetry Non-Fiction Fiction</p> | <p>Fiction Text: Goodnight Mr Tom</p>  <p style="text-align: center;">Or</p> <p>Letters from the Lighthouse</p>  |



Year 6 Teaching of Reading Text and Skills Progression

- The chosen texts offer variety across a range of genres and text types, including fiction, non-fiction and poetry titles. They have been written by different authors and illustrators, making the collection exciting and engaging.
- Each text offers unique themes and challenges, gradually building upon the previous one to enhance children’s literary understanding. The texts and themes become slightly more complex as the children progress through the school.
- Each learning journey includes rich authentic tasks, which are meaningful and engaging, and designed to ensure all children are supported and challenged. Reading skills are developed in a combined way so that pupils develop the ability to predict, retrieve, infer, question and summarise for meaningful reading experiences and to comprehend the text. This enables children to read for deeper meaning within one text.
- Teachers adapt and scaffold learning as appropriate. Questions can vary in complexity, reading extracts can vary in length, reading journal tasks can be shortened or lengthened as appropriate and a range of higher order questions and expectations can be put in place for those pupils who are able to grasp the concepts and ideas more quickly or who have a higher level of reading fluency and comprehension.
- Fluency development is interwoven within the journey so that children are able to read and understand texts independently with greater success. If fluency isn’t strong, more time will be dedicated to this.

| Text | Themes | Comprehension |
|---|---|--|
| Shackleton’s Journey <i>Non-Fiction</i> | Adventure, Survival, Endurance, Determination | This book introduces complex historical narratives, encouraging children to engage with detailed accounts and develop their comprehension of challenging vocabulary and intricate events. |
| Journey to Jo-burg <i>Fiction</i> | Apartheid, Social Justice, Identity | Addressing social and political issues, this book challenges children to understand historical contexts and complex themes, enhancing their ability to empathise with characters and analyse societal dilemmas. |
| Historium (Mayans) <i>Non-Fiction</i> | Archaeology, Civilization, Cultural Heritage | Introducing the Mayan civilization, this text requires children to comprehend more detailed historical contexts, complex cultural information, and subject-specific vocabulary. |
| The Lost Words <i>Poetry</i> | Nature, Poetry, Conservation | With its focus on nature and poetry, this book challenges children to engage with more abstract and lyrical language, thus enhancing their ability to interpret metaphorical and symbolic expressions. |
| The Night Bus Hero <i>Fiction</i> | Bullying, Justice, Community, Human growth, Heroism | This narrative encourages children to comprehend complex social issues such as bullying, responsibility, and the impact of actions, thus deepening their understanding of character motivations and social dynamics. This text was written by the same author as ‘The Boy at the back of the Class’, enabling children to compare styles and themes. |




Year 6 Teaching of Reading Text and Skills Progression

| | | |
|--|--|---|
| Survivors <i>Non-Fiction</i> | Survival, Hope, Overcoming Adversity, Human Resilience | Presenting survival stories, this text challenges children to comprehend and infer character emotions and actions in challenging situations, enhancing their ability to analyse resilience and determination. |
| Historium (Vikings) <i>Non-Fiction</i> | History, Culture, Exploration, Achievement | Introducing the Viking civilization, this text requires children to further develop comprehension of more detailed historical contexts, complex cultural information, and subject-specific vocabulary. |
| Goodnight Mr Tom <i>Fiction</i> | WWII, Kindness, Trauma, Healing | Dealing with historical events and personal trauma, this text challenges children with more complex emotions and historical contexts, deepening their comprehension of the impact of war on individuals. |
| Letters from the Lighthouse <i>Fiction</i> | WWII, Family, Mysetery, Loss, Memory | Addressing historical events and family dynamics, this book enhances children's comprehension of complex character relationships and societal issues, fostering critical thinking and inference skills. |



Year 6 Teaching of Reading Text and Skills Progression

The table below links specific objectives from the National Curriculum expectations to each of the texts. Skills are taught, developed and built upon across the year:

| |  Texts | Genre | Retrieval | Inference | Vocabulary | Prediction | Summary and Sequencing | Comparison |
|------------|---|--------------|---|---|---|---|---|---|
| | | | <ul style="list-style-type: none"> • Select important points/words/phrases • Visualise • Refer to text • Scan • Skim | <ul style="list-style-type: none"> • Ask questions • Form opinions • Refer to text • Infer • Draw conclusions • Hypothesise • Visualise • Predict | <ul style="list-style-type: none"> • Visualise • Hypothesise • Form opinions • Ask questions • Refer to text | <ul style="list-style-type: none"> • Predict • Visualise • Ask questions • Form opinions • Refer to text • Draw conclusions • Hypothesise • Infer | <ul style="list-style-type: none"> • Summarise/retell/precis • Refer to text • Skim • Watch out for meaning breakdown | <ul style="list-style-type: none"> • Refer to text/s • Form opinions • Make connections to prior knowledge • Draw conclusions • Hypothesise • Ask questions |
| Au1 | Shackleton's Journey | Non-Fict | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Au2 | Journey to J'burg | Fiction | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Historium (Mayans) | Non-Fict | ✓ | ✓ | ✓ | ✓ | | |
| | The Lost Words | Poetry | | | ✓ | ✓ | ✓ | ✓ |
| Sp1 | The Night Bus Hero | Fiction | ✓ | | ✓ | ✓ | | ✓ |
| | Survivors | Non-Fict | ✓ | ✓ | ✓ | | | ✓ |
| Sp2 | SATs Prep (Short texts) | Range | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Historium (Vikings) | Non-Fict | TBC | | | | | |
| Su1 | SATs Prep (Short texts) | Range | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Su2 | Goodnight Mr Tom or Letters from the Lighthouse | Fiction | TBC | | | | | |