

Stratford-upon-Avon Primary School

English Curriculum: Reading Policy

Appendix A:
**Whole-school text spine
with rationale**



Content

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Year 1

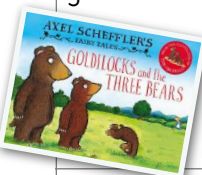
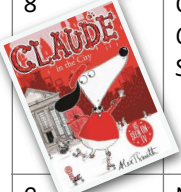
The selected texts have been carefully curated to provide a broad and balanced foundation for English and literacy learning in Year 1. Each text supports the National Curriculum (2014) aims to develop pupils' fluency, comprehension, vocabulary, and enjoyment of reading, while offering meaningful and creative writing opportunities. The sequence of texts has been planned to ensure that pupils experience a wide range of genres, authors, cultures, and text types, supporting their progression as confident, imaginative, and purposeful writers.

The writing outcomes are purposeful, contextually linked, and carefully matched to the text content and language features, providing authentic reasons for writing and ensuring that every child sees themselves as an author and communicator.

When?	Which text?	Rationale	Broader connections
1 	Where's My Teddy by Jez Alborough	This playful text by Jez Alborough introduces rhyme, repetition, and predictable patterns - ideal for developing early reading fluency and confidence. Its familiar theme of comfort and belonging provides a safe emotional context for Year 1 learners transitioning from EYFS. Writing invitations supports understanding of audience and purpose, encouraging children to compose short, meaningful sentences with clear intent ("Come to my teddy picnic!"). This outcome builds on prior oral storytelling and early mark-making, linking directly to Year 1 expectations for sequencing ideas and punctuating simple sentences.	Provides context for writing outcomes: Invitations
2 	Owl Babies by Martin Waddell	Martin Waddell's Owl Babies nurtures emotional literacy and introduces repetitive phrasing, dialogue, and inference. The story's comforting tone allows pupils to explore language expressing reassurance and belonging. Writing an acrostic poem promotes creativity, phonemic awareness, and vocabulary expansion, supporting the curriculum objective to "compose sentences orally before writing." Pupils begin to manipulate words for effect, gaining early experience of poetic form and descriptive language, enhancing confidence with both reading and writing poetry.	Provides context for writing outcomes: acrostic poems
3 	Lost in the Toy Museum by David Lucas	David Lucas's text celebrates imagination and nostalgia, connecting literacy with pupils' lived experiences of play. It provides rich visual and structural support for sequencing and temporal understanding, which underpin early narrative writing. Pupils use simple sentences to recount the events, practising time adverbials and cohesion through order words. This lays the groundwork for writing clear, chronological narratives, supporting National Curriculum goals around sentence structure, coherence, and independence.	Provides context for writing outcomes: sequencing simple sentences
4 	Little Red Riding Hood	This familiar traditional tale provides opportunities for comparison, prediction, and innovation, aligning with the curriculum's emphasis on classic stories and fairy tales. Pupils' understanding of narrative structure deepens as they create alternative endings, exploring cause and effect and using conjunctions such as "because", "so", and "but". The task builds imaginative thinking, empathy for characters, and control of sentence punctuation and dialogue. It marks pupils' first step toward creative authorship and longer-form storytelling.	Provides context for writing outcomes: narrative ending



Year 1

When?	Which text?	Rationale	Broader connections
5 	Goldilocks and The Three Bears	This well-known story enables character exploration and moral reasoning. Writing a letter—for instance, an apology from Goldilocks—introduces conventions of written communication (greeting, body, closing). It allows children to write in role, strengthening empathy and awareness of audience and tone. The text lends itself to oral rehearsal and drama, supporting the development of oracy as a foundation for written composition. It consolidates skills in personal pronouns, capitalisation, and sentence punctuation, meeting statutory Year 1 writing objectives.	Provides context for writing outcomes: letter
6 	Hansel and Gretel	This narrative's sequential, problem-solving nature naturally supports procedural writing. Pupils might write instructions for making a gingerbread house or finding the way home, consolidating imperative verbs, sequencing adverbs, and clarity of presentation. The fairy-tale context keeps engagement high while reinforcing logical order and precision in writing. This text links reading comprehension with applied grammar, reinforcing the expectation that children begin to use a range of grammatical structures within meaningful contexts.	Provides context for writing outcomes: instructions
7 	Katie in London by James Mayhew	James Mayhew's Katie in London bridges narrative and geography, combining real locations with imaginative adventure. It introduces setting description and expands vocabulary through discussion of landmarks and travel. Writing their own adventure narrative enables children to develop story structure, descriptive language, and expanded noun phrases, all key Year 1 composition skills. The book also builds cultural capital, broadening pupils' understanding of Britain's heritage through a text that blends curiosity with creativity.	Provides context for writing outcomes: adventure narrative
8 	Claude in the City by Alex T Smith	Alex T. Smith's humorous, character-driven story introduces urban settings, map reading, and everyday adventures, linking literacy with geography and PSHE. Writing directions in response to Claude's escapades aims to allow pupils to practise spatial language, prepositions, and command forms, demonstrating understanding of the audience (giving clear, helpful instructions). The text's wit and visual support motivate reluctant writers and provide strong visual cues for oral rehearsal and sentence composition.	Provides context for writing outcomes: giving directions
9 	Macbeth by William Shakespeare	Introducing Macbeth in an age-appropriate way engaging children with Shakespeare's language through rhythm, mood, and performance. Writing spells allows children to experiment with onomatopoeia, alliteration, and rhythm, while developing a sense of language as sound and image. This links directly to the National Curriculum aim of appreciating and performing poetry aloud. It also encourages confidence in phonics application and vocabulary invention – with the aim to create an imaginative bridge between reading and expressive writing.	Provides context for writing outcomes: writing spells



Year 1

When?	Which text?	Rationale	Broader connections
10 	Shakespeare: Scenes from the Life of the World's Greatest Writer (Non fiction)	This non-fiction text supports cultural understanding and introduces pupils to biographical and factual language. The poster outcome encourages summarising, information selection, and layout awareness -important precursors to report writing. Aim is to develop skills in combining text and visual elements for communication, meeting Year 1 expectations for clarity and presentation. It also consolidates pupils' understanding of who Shakespeare was, linking earlier reading of Macbeth to real-world context.	Provides context for writing outcomes: biographical poster
11 	Jabuti the Tortoise by Gerald McDermott (Non fiction)	This Brazilian tale enriches cultural literacy, offering exposure to non-European storytelling traditions. The text supports cross-curricular links with geography and science, as pupils explore animals and habitats. Writing a fact file to consolidate non-fiction conventions (headings, factual tone, short information sentences) and develop retrieval skills. Aim to encourage precision in word choice and strengthen understanding of how language conveys information rather than emotion - an essential distinction in developing writing purpose.	Provides context for writing outcomes: fact file
12 	Rainforest Explorers (Amazing Journeys)	Drawing from non-fiction and global awareness, this text deepens pupils' engagement with the natural world. Writing riddles aims to allow for playful manipulation of language, questioning structures, and vocabulary linked to description and inference. It promotes curiosity and language play - core features of effective literacy pedagogy. This outcome builds confidence in using adjectives and figurative phrasing, strengthening pupils' ability to write for impact and to entertain.	Provides context for writing outcomes: riddles
13 	How to look after a dinosaur by Jason Cockroft	This humorous text bridges narrative and information writing, presenting factual structure through a fictional lens. It's particularly effective for reluctant writers as it combines fantasy with clear non-fiction conventions. Writing a non-chronological report aims to develop skills in organisation, categorisation, and factual sentence structure, meeting curriculum goals for clarity and grammar. It provides an ideal context for teaching subheadings, technical vocabulary, and impersonal style within an engaging theme.	Provides context for writing outcomes: non-chronological report
14 	The Dance of the Dinosaurs by Colin and Jackie Hawkins	Ending the sequence with this rhythmic, imaginative text allows children to consolidate narrative structure and descriptive language through a familiar topic. With the aim to write a retelling promoting sequencing, use of story language, and awareness of beginning – middle - end cohesion. Encouraging fluency in writing, expression, and independent application of the literacy skills built throughout the year. The musicality of the text reinforces phonics and rhythm in sentence construction, closing the year on a high-engagement, performance-linked note.	Provides context for writing outcomes: narrative re-telling



Year 2

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Launch week 	Big Bright Feelings series of books by Tom Percival	In writing, the children will focus upon writing character descriptions using expanded noun phrases using a adjective + noun structure. The texts have wonderful illustrations that support them to generate rich adjectives.	Simple narratives organised around one key character with a specific SMSC / SEND difficulty. These texts facilitate rich conversations around character description; encourage children to make predictions linking cause + impact; and around simple plot structure: difficulty + resolution.	- SMSC / PSHE - Learning behaviours and routines - Inclusion and inclusive behaviours - Protective behaviours - Protected characteristics
Autumn 1 	Zoom in on the narrative: The Sword in the Stone Class reader: The Illustrated Tales of King Arthur – Usborne	This version is typically adapted and simplified for younger readers while maintaining the spirit of the original legends. The language is rich but readable, supporting vocabulary development without overwhelming emerging readers. Stories are often broken into manageable sections or chapters, which suits the attention span and reading stamina of Year 2 students. As an illustrated edition, the book uses visuals to: ○ Support comprehension ○ Spark imagination ○ Make abstract or historical elements more concrete Illustrations also help less confident readers engage with the text and follow the plot. Language devices: third person, past tense, paragraphs, introduction to speech	The stories of King Arthur are filled with timeless themes such as bravery, friendship, loyalty, fairness, and justice—all of which are highly relevant to young children's moral development. They offer clear distinctions between right and wrong, helping Year 2 students explore ethical ideas in an age-appropriate way. The exciting and dramatic events (sword fights, quests, dragons) provide excellent stimuli for: ○ Oral storytelling ○ Creative writing ○ Role play and drama	King Arthur is a central figure in British mythology and literature, giving children access to important cultural heritage. Introducing classic tales early lays the foundation for literary appreciation and intertextual understanding as they progress in their education. Links to magnificent monarchs and promotes discussion around myths which is continued in KS2
	Zog by Julia Donaldson Class reader: The Boy Who Grew Dragons	The children read different fairy tale texts involving dragons and princes / princesses so that they become familiar with fairy tale tropes before encountering Zog which subverts this narrative. This is a rhyming text which supports the children to remember key phrases and participate with oral rehearsal. The children write an instruction text for 'How to catch a dragon'. This text supports their knowledge and understanding of dragons and their features, and the generation of rich vocabulary, before writing.	This text has a clear plot structure which can be retold by the children. It subverts traditional fairy tale tropes, making it a modern classic that resonates with both children and adults.	The story promotes positive themes like bravery, friendship, and perseverance.

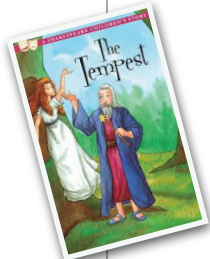


Year 2

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Autumn 2	Series of books with animal protagonists by Jim Field and Rachel Bright Series of non-fiction texts and videos about owls. Class reader: The Owl who was afraid of the dark by Jill Tomlinson	The language is simple enough for Year 2 readers to understand but includes descriptive vocabulary and varied sentence structures that stretch their comprehension and enrich their reading skills. Repetition of certain phrases (like “dark is exciting” or “dark is kind”) helps reinforce vocabulary and structure, aiding retention. As a short chapter book, it introduces Year 2 students to slightly longer, more complex texts while remaining manageable. Each chapter is self-contained (with a different character teaching Plop something new about the dark), which supports sequencing and summarising skills.	The story addresses common childhood fears—in this case, fear of the dark—in a gentle and reassuring way. Year 2 children are often still developing emotional awareness, so a book like this helps them explore and normalize their feelings through a safe and engaging narrative. The episodic structure and familiar settings (e.g. fireworks, camping) prompt class discussions, predicting activities, and personal connections. It also promotes reading for meaning, as children are invited to reflect on what Plop learns and how it might apply to their own experiences.	In Science, the children learn about animals and their habitats. In PSHE, the children explore themes of collaboration, bravery, resilience and friendship. Their motto becomes “Teamwork makes the dream work!”
Spring 1	Man on the moon by Simon Bertram	The book uses clear, descriptive language and introduces new words in context (e.g., orbit, crater, rocket). It supports the development of adjective use, sequencing, and recount writing—especially when used as a model for writing about daily routines or space adventures. There’s a playful tone throughout—Bob insists there are no such things as aliens, while children spot them in every illustration. This use of dramatic irony helps develop critical thinking and inference, as children enjoy being “in on the joke.”	The story follows Bob, an ordinary man with an extraordinary job—looking after the moon. It blends fantasy and reality in a humorous and accessible way, encouraging imagination and creative thinking—perfect for 6–7 year olds. Simon Bartram’s detailed, vibrant illustrations are packed with visual humour and hidden surprises (like sneaky aliens!). They support comprehension and inference skills, inviting children to look closely and read beyond the text—a key Year 2 reading objective. The pictures also stimulate discussion and predictions.	In History, the children learn about influential figures, including those involved in The Space Race.



Year 2

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Spring 2	The Tempest by William Shakespeare 	Adapted versions use clear, simplified language while preserving the play's themes. The complex plot invites children to sequence events, make predictions, and understand cause and effect—all key Year 2 reading skills. The multiple storylines challenge children to track characters and connect ideas. Poetry and rhyming devices.	This play provides a child-friendly gateway to Shakespeare, one of the most influential figures in English literature. Even in adapted versions, children experience key elements of Shakespeare's storytelling—rich characters, magical settings, and poetic language. It helps build early cultural capital, preparing them for deeper literary study later on. The story is full of magicians, mischief, mistaken identity, and spells—elements that capture the imaginations of 6–7-year-olds. Characters like Prospero, Ariel and Caliban are memorable and spark creative thinking and role-play.	The children explore the deeper themes within their PSHE lessons. A magician enhances our curriculum by performing magic tricks that could occur on a magical island! In Music, the children perform improvised music that replicates the sounds of the storm.
Summer 1	Grace Darling 	The Collins Big Cat version is carefully levelled to match Year 2 reading abilities, using clear language, headings, and supportive visuals. It helps children become familiar with non-fiction conventions: • Captions • Timelines • Fact boxes • Photographs or illustrations This builds key reading-for-information skills, which are part of the Year 2 curriculum It supports chronological understanding, comparison of past and present, and discussion of why Grace Darling is remembered.	Grace Darling's story introduces children to a real historical figure known for her bravery and selflessness. Her courageous rescue at sea provides a powerful role model, encouraging children to reflect on values like kindness, courage, and helping others.	The story is set in Victorian Britain, introducing children to life in the past—clothing, transport, and communication. We explore how holidays have changed between then and now, and what trips to the seaside were once like. The children read a variety of non-fiction biographies about key figures that they are learning about in history and PSHE.



Year 2

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Summer 2	The Lighthouse Keeper's Lunch by Ronda and David Armitage 	The repetition and problem-solving structure (new idea, failure, try again) engages children and supports predicting and sequencing skills. The book is full of descriptive and topic-specific language (e.g., “pulley,” “hamper,” “mischievous”). It's great for teaching adjectives, verbs, and adverbs, and for oral retelling or innovative writing (e.g., planning a new lunch menu or writing a letter to the seagulls). The book uses repetition and cumulative build-up, helping children build fluency, anticipate what comes next, and develop reading confidence.	The story of Mr Grinling, a lighthouse keeper whose lunch keeps getting stolen by pesky seagulls, is funny, clever, and easy to follow. Great for shared reading and group discussions about problem-solving and creativity. The illustrations are full of charm, detail, and visual humour, supporting children's understanding and helping with visual inference. They also aid children with lower reading confidence, making the book inclusive.	
	Don't Crunch Colin and Somebody Swallowed Stanley by Sarah Roberts 	This book provides a fun and engaging way to teach young children about the dangers of plastic pollution in the ocean. The children will be writing a campaign speech. The children's language and structure is well-suited for pupils of Year 2 age, with new concepts and vocabulary supported by vivid illustrations.	Author credibility: The book is written by <u>Sarah Roberts</u>, an environmental expert who has worked in conservation, adding to its credibility. The book is praised for its beautiful illustrations, humorous and thought-provoking story, and important environmental message that is easy for children to understand. It makes a complex issue accessible by following a plastic bag mistaken for a jellyfish and the harm it causes to sea creatures.	The children write campaign speeches and organise a protest against littering and plastic pollution. They work with the charity Kids Against Plastic.

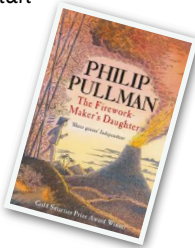


Year 3

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Autumn	Stone Age Boy by Satoshi Kitamura 	Dual timeline narrative structure directly links modern and prehistoric worlds, helping children connect emotionally and intellectually to the Stone Age period. Introduces basic story structure and vocabulary development, providing a strong foundation for future writing tasks. Teaches pupils how to embed knowledge into narrative and reflective formats.	Encourages imagination and historical empathy, forming the foundation for writing from a different point of view. Life in Stone Age Britain; tools, clothing, food, settlements. Natural landscapes and prehistoric migration.	Introduces basic story structure and vocabulary development, providing a strong foundation for future writing tasks.
Autumn	The Stolen Spear by Saviour Pirotta 	Accessible language and support story structure. Enables exploration of character voice and moral development. Provides accessible opportunities for building narrative and persuasive writing fluency. First longer chapter book in KS2 which allows for in-depth discussions and stamina across a text.	Stimulates curiosity and discussion around a real-world historic site, enhancing enquiry skills. An excellent link to our topic 'Through the Ages' and Stonehenge and Skara Brae. Encourages emotional reflection, resilience, and social awareness in writing.	.History link PSHE link – moral/ friendships
Autumn	How to Wash a Woolly Mammoth by Michelle Robinson 	Excellent model for instruction writing: clear structure, fun tone, and memorable steps. Encourages engagement while teaching formal sequencing and procedure.	A whimsical guide to washing a woolly mammoth, detailing each step with humour and vivid illustrations. Introduces formal structure writing. Bridges narrative writing to functional genres like reports and instructions. Reinforces non-fiction structure and scientific tone. Prepares pupils for instruction and explanatory writing.	Reinforces non-fiction structure and scientific tone. Prepares pupils for instruction and explanatory writing

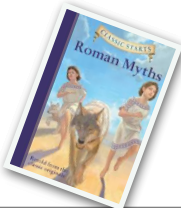
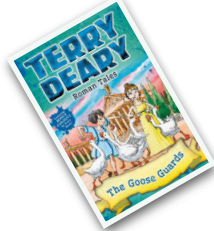


Year 3

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Spring	The Firework Maker's Daughter by Philip Pullman 	Enriches vocabulary and sentence structure through lyrical storytelling and vivid setting. A strong and positive female lead. Offers strong opportunities for expressive, persuasive, and informative writing linked to science and geography themes.	Expands from prior narrative, poetry, and report writing. Consolidates skills in a multi-genre, rich literary context, with strong cross-curricular connections.	PSHE: dreams and resilience
Spring	Pebble in My Pocket by Meredith Hooper 	Integrates scientific explanation with rich poetic narrative. Offers a high level of challenge while demystifying earth science concepts.	Transitions from instructional to explanatory writing. Elevates nonfiction through literary devices.	
Spring	Julius Shakespeare (Shakespeare Week)	Serves as a precursor to the summer term theme of leadership and power in "Emperors and Empires." Builds on persuasive writing techniques in a creative and character-driven context.	Bridges persuasive writing from Spring into Summer. Sets the stage for deeper exploration of Roman emperors, power, and propaganda through myth and biography in the next term.	

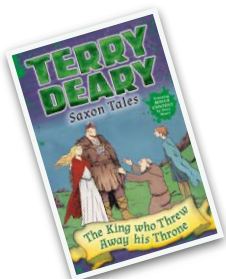


Year 3

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Summer	Roman Myths by Dianne Namm 	Develops understanding of narrative conventions within a historical/cultural frame. Strengthens use of poetic devices. Promotes ambitious vocabulary and moral reasoning	Builds on prior narrative writing by introducing elevated tone and structure.	
Summer	Roman Tales: The Goose Guards by Terry Deary 	Offers and underpins strong models prior learning for writing in role and script work. Deepens comprehension skill set	Combines humour with historical context.	Links to Year 4
Summer	Julius Zebra: Rumble with the Romans by Gary Northfield 	Accessible for all learners, especially those who benefit from visual cues and humour. Supports a gateway into biography and personal recount forms.	Final application of varied writing genres (narrative, non-fiction). Supports consolidation of grammar, tone, and structure taught throughout the year.	



Year 4

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Autumn	The King who throw away his throne by Terry Deary 	Episodic, selfcontained chapters – each chapter reads almost like a ministory, so we can choose a favourite chapter and adapt it without being overwhelmed by the whole book. Bold characters – the foolish king, the quickwitted servant, the exasperated courtiers: exaggerated personalities give young writers plenty of scope for expressive lines and voice choice as we begin to write our own dialogue. (playscripts) Clear settings and actions – scenes shift from throneroom to marketsquare with vivid cues (“The king stomped out, robes trailing...”), making it straightforward for pupils to add entrances, exits, stage directions and prop notes.	Dialoguedriven narrative – Terry Deary’s trademark humour comes through in short, snappy exchanges that are easy to initially lift straight into script format, helping children focus on punctuation, who is speaking and stage directions.	Link to Anglo Saxons history topic
Autumn	How to train your dragon by Cressida Cowell 	Strong narrative structure – the chapter includes a clear build-up, climax (Hiccup’s encounter with his dragon), and consequences, giving pupils a solid framework to support their retelling and creative additions. Rich descriptive detail – the author uses sensory language to bring the dragon cave and the creatures to life, providing excellent examples for children to mimic or build upon in their own descriptive writing. Ideal set-up for persuasive writing – the idea of dragons as companions naturally causes debate. Children write persuasive letters to the Vikings arguing for alternative animals, drawing on both logic and imagination.	Exciting, high-stakes chapter – the dragon selection scene is full of tension, humour and vivid action, making it perfect for children to retell using their own descriptive language, sentence structures and narrative voice. Distinctive characters – the contrast between brave and fearful Vikings, especially Hiccup’s quiet determination, helps children explore character perspectives that they can choose from when writing their retellings.	Link to Vikings history topic

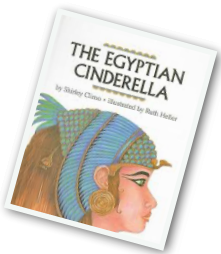


Year 4

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Spring	Class reader: Everest: The Remarkable story of Edmund Hillary and Tenzing Norgay 	The text uses clear, descriptive language that helps pupils visualise challenging environments such as mountains and glaciers. It includes factual information presented through a narrative style, helping children understand how non-fiction and storytelling can be combined. The structure supports comprehension, with short chapters and a chronological order that mirrors a real expedition, allowing the children to follow events step by step.	As an adventure and survival narrative based on real events, Everest links strongly to our geography topic on rivers and mountains. Themes of perseverance, teamwork, and human achievement provide opportunities for discussion about resilience and exploration. The story also connects to our history and geography learning about Edmund Hillary, helping pupils make meaningful cross-curricular links between reading and topic work.	Link to geography and history Real life story – Significant historical figures
Spring	Romeo and Juliet – Shakespeare 	Clear narrative – the structured plot with key turning points allows for focused narrative poetry that captures moments like the first meeting, the secret wedding, and the final farewell, using figurative language and rhyme patterns. Powerful imagery and themes – themes like love, conflict, and fate, alongside vivid settings inspire creative language choices in haikus and descriptive writing. Strong first-person potential – characters like Juliet and Romeo offer rich inner thoughts that pupils can explore in diary entries, practising empathy and character voice.	Age-appropriate retelling – the authors simplify Shakespeare's complex language and themes into accessible, engaging storytelling without losing the emotional depth, making it perfect for Year 4 readers and writers. Emotionally rich characters – the story is filled with strong feelings (love, anger, hope, sorrow) which gives pupils excellent material to explore through diary entries and narrative poetry.	Shakespeare trail Local history

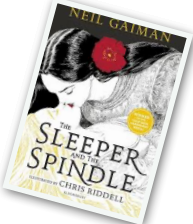


Year 4

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Summer	Marcy and the riddle of the sphinx by Joe Todd-Stanton 	Clear narrative – the story has a well-defined beginning, middle, and end, with obstacles along the way that build tension. This gives pupils a model for pacing – introducing clues, delaying the reveal, and building tension. Illustrations that inspire detail – the detailed visuals support comprehension, inference skills, and spark imagination, helping children plan suspenseful scenes with clear settings, character actions, and emotions.	Built-in suspense and danger – the story follows Marcy's journey through dark, mysterious tombs, secret chambers and mythical tests. These moments of uncertainty, bravery, and problem-solving provide a natural structure for building suspense. Ancient setting with magical elements – the richly imagined Egyptian world gives writers a chance to explore unfamiliar and atmospheric settings, using sensory detail to create tension and intrigue.	Link to Ancient Egyptians topic
Summer	Class reader: The Egyptian Cinderella by Shirley Climo 	A familiar structure with a unique twist – based on the well-known Cinderella tale, this version follows a similar plot but is set in ancient Egypt. This helps pupils make direct comparisons while noticing how setting, customs, and values differ across cultures.	Introduces diverse settings and traditions – from Egyptian landscapes and dress to the role of the Pharaoh and cultural beliefs, the story offers rich opportunities for pupils to explore how location and heritage shape storytelling. Builds cultural awareness and empathy – by learning about Rhodopis's life as a Greek slave in Egypt, children can begin to understand how different experiences and social roles influence character behaviour and challenges. Supports comparative thinking – the text is perfect for comparing with Western versions of Cinderella, allowing children to identify similarities (e.g. a lost slipper, a magical helper) and differences (e.g. the setting, characters, and resolution) in a meaningful way.	Link to Ancient Egyptians topic Alternative fairy tales Cultural links

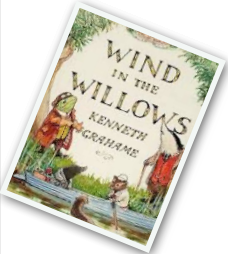


Year 5

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Autumn term	The sleeper and the spindle by Neil Gaiman 	Neil's writing is vivid and descriptive – helps us to explore how language creates mood and imagery Helps introduce variety of figurative language – metaphors, simile, alliteration and personification in an engaging way that is easy to identify Uses fairy tale language but with a modern twist so shows how language can be adapted for different effects. The structure is simple with a beginning, middle and end so helps them to understand story sequencing and plot development. The dual storyline encourages students to think how the structure can influence storytelling and audience expectations – gets the children considering the impact on the audience. Offers sophisticated language which is still accessible for Year 5 so offers challenge without frustration. Supports discussions about tones and mood in writing due to the blend of familiar fairy tale motifs with darker, more complex themes.	Fairy tales are familiar to the children so the genre offers a comfortable starting point while offering new twists to explore. Has all the elements and features of a typical fairy tale/ fantasy genre. Bravery, courage and friendship are prominent and are meaningful and relatable to Year 5 at the beginning of the year. The theme of overcoming obstacles resonates well with the children's experiences of challenge and growth at the start of a new year group It explores classic themes of good vs evil with a modern more empowering spin to show strong, active characters instead of passive ones. It raises questions about kindness, trust, judgement and initiates conversations about right and wrong, consequences and making good choices which are important social-emotional themes for Year 5 at this time in the year.	A range of other traditional tales Greater focus on Sleeping beauty and Snow White



Year 5

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Spring term	Wind in the Willows by Kenneth Graham 	Introduces children to classic literature text. Helps them experience traditional storytelling and develops cultural literacy. Offers rich language and structure that develops pupils understanding of descriptive writing, characterisation and narrative form. Has varied sentence structures. Provides examples of complex, compound and simple sentences ideal for exploring how sentence structure affects meaning and tone. Has advanced, ambitious vocabulary and dialogue that can enhance pupils language acquisition and support vocabulary development across the curriculum. It will strengthen reading comprehension and writing skills. The distinct personalities of the characters allows pupils to study how authors develop characters through dialogue, action and description. Helps children understand how descriptive detail and illustrations can convey meaning. Vivid setting descriptions support pupils developing imagery and setting descriptions and details in own writing. Engaging dialogue and humour make it excellent for reading aloud, promoting fluency, expression and confidence.	Links to science topic on life cycles as is set in the natural environment and about animals and reflects seasonal and natural changes – making cross curricular links between literature and science. Links with writing text 'Tuesday' as both involve animal characters and imaginative adventures. Studying both at the same time allows pupils to compare how authors use language and structure to create mood, setting and character. Themes of friendship, loyalty and kindness encourages discussions about relationships, choices and personal growth, linking to PSHE and emotional literacy. Themes of change and growth on Toad's journey allows children to explore personal growth, responsibilities and transformations. Allows children to explore classic adventure, journeys, challenges and discoveries that allow pupils to recognise common features of adventure stories such as quests, friendships and moral lessons. Introduction to classic literature allowing children to understand classic texts including timeless themes, rich language and enduring appeal, supporting their appreciation of traditional storytelling. Connections with nature providing opportunities to discuss human relationship with nature, seasonal cycles and respect for environment – link with science Has clear moral lessons and encourages pupils to reflect on character behaviour and consequences. Links fantasy, realism and comedy/ adventure allowing pupils to identify and compare mixed genre features.	Tuesday in writing



Year 5

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Spring term	Tuesday by David Wiesner 	Develops inference skills, visual literacy, prediction and helps children to analyse character emotions through expressions and actions, which helps to foster critical thinking, due to being a picture book and having limited words. This encourages children to interpret visual language (which they read and developed in the previous book) to explore how meaning is conveyed through pictures, expressions and sequences. It helps the children understand that language is more than words... images, symbols and context. It has a clear story arc and allowed children to follow the plot of beginning, middle and end without traditional text. It enables children to see how stories are constructed visually which enhances narrative comprehension. Shows how onomatopoeia can add to the mood or action. Supports expressive reading skills. Encourages creative interpretation and description as they can put into practise the descriptive writing learnt in previous terms to explain the pictures to describe the scenes, actions and feelings. Develops inference prediction and helps children to analyse character emotions through expressions and actions, which helps to foster critical thinking. Help children understand how illustrations can convey meaning.	Picture book, offering a unique way to explore storytelling without traditional text. Fantasy of a magical surreal event, stimulates imagination and creative thinking. The genre encourages children to think how stories can be told in different ways and broadens their understanding of literature. Has visual narrative techniques and shows the power of illustration in conveying plot and mood. The themes are wonder, imagination, mystery and the unexpected, encouraging children to see magic in the world around them. Inspires discussions on fantasy vs reality and the role of imagination. Engagement with visual literacy, interpretation and inference. Encourages children to think about the 'what if?' a key element of fantasy that links to develop curiosity and exploration. The children have to use their understanding of fantasy that they learnt from sleeper and the spindle to help them infer and create the narrative of what is happening	Different picture books such as flotsam and the arrival (not studied in depth but available for children to explore in reading time)



Year 5

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Summer term	Hidden figures by Margot Lee Shottery 	Accessible yet rich nonfiction language to explain complex ideas like mathematics, space exploration and histories. Introduction to biographical and historical vocabulary in context, supporting language development. A balance of factual information with engaging storytelling helping them to understand how to write clearly and informatively. Structured narrative with chronological order – moving on from term ½ where it was based on beginning, middle and end structure – as it follows the lives of Katherine and her colleagues. Helps children understand how to organise information logically, which is required for nonfiction writing and their reports. The chapters and sections allows the children to see how authors divide information into manageable parts clearly. Dialogue and quotes used to add personality and immediacy to the text. Helps the children understand how to integrate direct quotes effectively. Shows how non-fiction can be engaging and well-structured by combining with narrative and helping them to see how language can be adapted for different purposes – progressing from entertaining in term ½ to informing and explain. Language used encourages critical thinking and reflection on themes of equality, perseverance (important in spring term when learning in school get trickier) and scientific discovery. Allows us to discuss how language can be used to influence the reader's understanding and empathy.	Is a biographical nonfiction book, so introduces the children to real-life stories of inspiring people. It helps children understand how the facts are presented alongside personal stories, and encourages them to enjoy reading about real life people and events. Helps the children develop skills in distinguishing between fiction and non-fiction. Highlight racial equality and overcoming discrimination (links to PSHE too) and encourages children to discuss and reflect on these topics. Showcases perseverance and dedication to overcome social barriers. Encourages and interest in stem due to themes of scientific achievement and curiosity. Inspires children to consider fairness, resilience and impact of individuals on society. Provides a book of strong role models, particularly for women and minority groups – promotes confidence and ambition. Helps children see they can be capable of achieving great things despite challenges they may face. Promotes awareness of social change and history. Shows how literacy can have cross curricular link with history	Little people big dreams- Neil Armstrong I am Malala

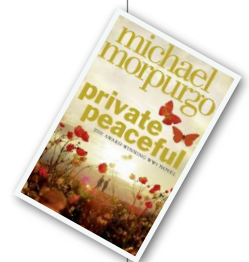


Year 5				
When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Summer term	Space detectives by Mark Powers	Clear, accessible, enriching space related language. Combines dialogue with descriptive language to build suspense and excitement, helping understand how language creates mood. A detective style narrative, with clear problem, clues and resolution. Similar style to Tuesday but now progressed to using text. First text to have clearer key elements of foreshadowing, questioning and making predictions. Shows realistic dialogue between characters and how speech can reveal the plot and characters. Allows children to analyse informal and formal language used for different effect in and out of speech. Mystery genre means children have to really develop inference as have to pick up on clues and help them develop higher level comprehension skills. They have to notice subtle hints in the language and structure that lead to the resolution.	Mystery with science elements make it exciting and accessible. Encourages curiosity, problem-solving and critical thinking as they follow clues Science fiction introduces imaginative, futuristic ideas about space, technology and exploration – sparks creativity and wonder. Themes are of investigation and discovery- encourages children to think like detectives by asking questions and searching for answers. Teamwork and collaboration are highlighted as characters work together to solve problems – promotes social and emotional learning. Promotes adventure and possibility. Engages with real-world science as it embeds real space facts and scientific concepts within the story, the book blends fiction with factual learning – cross curricular link to science.	Cosmic by Frank Cottrell-Boyce (Did Macbeth in Shakespeare week but not made connections to this book)



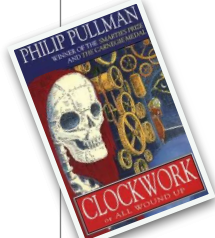


Year 6

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Autumn 1 	Kensuke's Kingdom – Michael Morpurgo	Character development Vivid imagery – figurative language, soundscapes, suspense and tension First person narrative	Themes ... Adventure Survival Friendship Resilience Hope Forgiveness Loss	Private Peaceful as author comparison
Autumn 2 	Private Peaceful – Michael Morpurgo	Complex structure ... Chronological flashback of peaceful memories set in present experience in the trenches – two alternating timelines Character development - how character's past shaped his present Character motivation and relationships First person narrative Rich language and vivid imagery Sentence structures	WWI narrative Themes ... Family Relationships Human cost/Impact of war War not being glorious Courage v Cowardice Justice v injustice Loyalty Sacrifice and loss	Kensuke's Kingdom as author comparison Dulce et Decorum Est by Wilfred Owen with strong theme of war not being glorious



Year 6

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Spring 1	Survivors – David Long 	How retelling of true stories can be very engaging How non-fiction texts can develop characters Character motivation	True stories of people who have survived against the odds, which is both perilous and inspirational Themes ... Perseverance and resilience Motivation Mental toughness Bravery How people from very different walks of life, in different times and from different cultures can have shared attributes	Kensuke's Kingdom and survival Shackleton's Journey and survival against all odds
Spring 2	Clockwork – Philip Pullman 	Has a complex structure - uses literary device of story within a story and multiple interlocking narratives (not alternating) Uses language well to develop suspense and atmosphere with lots of twists and turns Vivid imagery	Blend of fairy tale and dark suspense fitting well with later work on myths and horror – supportive way of introducing scary stories Themes ... Good v evil Hard work Perseverance Mortality and everlasting life Wishes and desires Fate	Links with Horror – Short and Scary in summer term



Year 6

When?	Which text?	Language and features	Genre and themes	Broader curriculum connections
Summer 2	Holes – Louis Sachar	Advanced plot structure – interweaving of related stories with flashbacks and three alternating timelines Well-developed characters Atmosphere and scene setting Starts right in the action then cleverly drops backstory in	Complex but accessible themes and meaningful messages ... Friendship and Conflict Family relationships Fate and destiny – consequence of choices Cruelty v kindness Justice Historical themes – prejudice (sexism, racism), crime and punishment, laws of the past (segregation and slavery)	Links with all Clockwork in the sense that it builds upon its complex narrative structure
	Short and Scary – Louise Cooper	Fast paced and quick reads. Chosen as final piece of writing in Y6 is a one-page horror style story. Composing a short story whilst maintaining plot, creating atmosphere, developing character and interweaving speech is a the most difficult writing we encounter – hence summer 2 Atmosphere and mood Skills – creating atmosphere, ordinary then ominous, tension, foreshadowing, build and reveal, escalating unease, ending - reader realisation or chilling twist	Unexpected horror lurking beneath everyday life To evoke a sense of fear, unease, or a chilling atmosphere within a concise narrative, often using elements like ghosts, supernatural occurrences, or unsettling situations.	Builds on dark suspense of Clockwork

