



## Reading: Progression of Knowledge

### National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ♣ word reading
- ♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Pupils should be taught in KS1:

Y1:

Word Reading:

Pupils should be taught to: ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading.

Comprehension:

Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them.

Y2:

### Word Reading:

Pupils should be taught to: ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading.

### Comprehension:

Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Pupils should be taught in KS2

Y3/4:

### Word Reading:

Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Comprehension:

Pupils should be taught to: ♣ develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books

♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Y5/6:

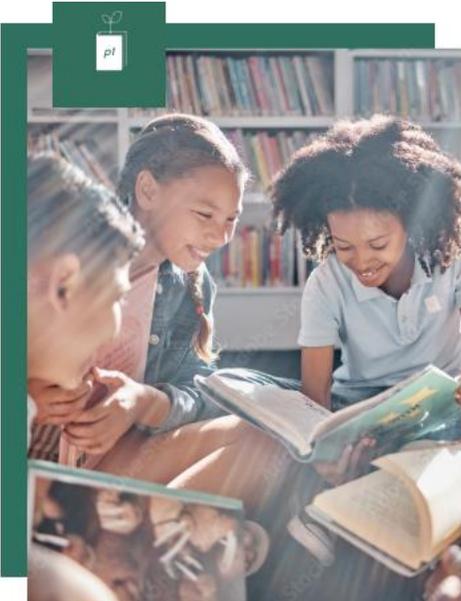
### Word Reading:

♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension:

Pupils should be taught to: ♣ maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.

***Comprehension skills in KS2 are very similar, but the level of challenge changes through selected texts. This is provided through our Guided Reading programme, Master Readers. Master Readers is a whole class guided reading programme, which is used after children finish our Phonics programme (Read, Write, Inc). Master Readers' missions is to: Help pupils successfully transition out of a phonics programme. The programme does this by inspiring headteachers and teachers to: Become experts in the use of a mastery approach to the teaching of reading, embracing the belief that every pupil can meet National Curriculum expectations; Help pupils successfully transition out of a phonics programme into the world of books; Plan a whole book approach when teaching reading so that pupils learn to enjoy reading a wide variety of genres written by a variety of authors; Ensure regular opportunities for pupils to be read to and with; Providing pupils with opportunity to discuss and share ideas so that they speak themselves into understanding; Develop pupils' vocabulary so that they become masters at selecting words for impact; Help pupils acquire the skills needed to show their understanding when answering questions in discussion and when writing answers.***



## THE TEACHING OF KNOWLEDGE

Progression is considered through the development of knowledge. In Master Readers® we consider knowledge in 4 ways.



### COMPONENT KNOWLEDGE:

**Definition:** The incremental steps within a curriculum. The small chunks of knowledge which together combine to form a skill.

- In Master Readers®, component knowledge is developed through the weekly teaching cycle and when pupils are lead through studying a book.
- The teaching steps ensure component knowledge is developed.

### COMPOSITE KNOWLEDGE:

**Definition:** A collection of component knowledge.

- Also referred to as a skill.
- In Master Readers® the primary composite knowledge taught is literary knowledge and comprehension knowledge.
- These are developed across the week.

### SUBSTANTIVE KNOWLEDGE:

**Definition:** The knowledge that students gain in Master Reader® lessons can be referred to as 'substantive' knowledge.

- These can include certain concepts comprehension skills, vocabulary, author choice and so on.
- When substantive knowledge connects to more substantive knowledge it creates meaning.

### DISCIPLINARY KNOWLEDGE:

**Definition:** This is more about how we have determined a conclusion or fact.

- In Master Readers® it is through the success criteria we provide that pupils can show how much they comprehend. It is also the process or the teaching steps we follow and model which builds comprehension.
- These concepts are interrelated and do not stand alone. Although, they can be identified individually if needed.

## SEQUENCING IN MASTER READERS®

In Master Readers® we break down and isolate components to help pupils practice before adding further components (novice to expert).

- **This is evident in:** the weekly teaching cycle; the teaching steps within each day; and the teaching opportunities we use as pupils progress from Year 2 through to Year 6.
- The sequencing ensures pupils activate prior knowledge and re-encounter knowledge and skills across the curriculum in different contexts.



## PROGRESSION IN MASTER READERS®

In Master Readers® we consider progression across keys aspects of reading.

“ Consider progression across keys aspects of reading. ”

### PROGRESSION ACROSS THE WEEK AND OVER TIME DAY 1 PROGRESSION\*

- Day 1 lessons are focussed on: introducing key vocabulary to pupils; adults reading to pupils; and pupils reading to each other.
- Progression while teaching vocabulary can be seen in the weekly key words teachers choose to teach pupils.
- These will be different for schools depending on the books they choose.
- Progression in vocabulary is seen in the volume and complexity of words pupils learn and understand over time.

- Over time pupils should internalise an average of 720 individual words. Most of these words will be second tier words. The Reading Framework (July 2023) defines these as ‘Words that children are unlikely to hear in everyday conversation but are likely to come across in stories.’ These words are an essential part of a reading

curriculum and are embedded in the weekly teaching cycle of Master Readers®. • Progression is also developed through fluency. In Master Readers® we ensure fluency is developed for all pupils when teachers select key paragraphs for pupils to read and re-read to a partner during the day 1 lesson. The opportunity to re-read ensures pupils continue to read at 100 words per minute after successfully stepping out of a phonics programme. • Developing fluency is complemented by expanding a pupil's vocabulary. Familiarity with a variety of words helps pupils to read these words with greater ease. As a result, it improves not only fluency but also leads to more effective comprehension.



“ Pupils in key stage 2 should: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ”

#### DAY 2 PROGRESSION

- The day 2 lesson is a Book Club lesson - focussed on quality discussions and developing a love of reading.
- The Reading Framework (July 2023), explains why a book club lesson is essential to developing a reading for pleasure culture.

If pupils rarely read at home, the responsibility therefore falls on schools to ensure these pupils have the time and motivation to read widely and often, as well as opportunities to discuss their reading.

As the national curriculum says, pupils in key stage 2 should:

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2 National Curriculum in England'

**The Department for Education (July 2023) 'The Reading Framework'**

- The Reading Framework (July 2023) also refers to the National Curriculum in regards to comprehension development.

The national curriculum emphasises that comprehension develops:

through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2 National Curriculum in England'

**The Department for Education (July 2023) 'The Reading Framework'**

- In Master Readers® we help pupils progress towards a quality Book Club experience by slowly introducing the comprehension skills and enabling pupils to engage with and use them effectively over time.
- The over use of modelling and scaffolding, particularly at the start of the journey is essential in helping pupils progress and become more independent.

#### DAY 3 AND 4 PROGRESSION

- Modelled Comprehension is the essential first step in helping pupils show how well they have understood what they have read.
- Progression within the Master Readers® approach ensures that pupils receive this vital step.
- To enhance this, the number and variety of question types are considered.

“ Modelled Comprehension is the essential first step in helping pupils show how well they have understood what they have read. ”



It is worth noting that at Master Readers® we know that pupils do not improve their ability to demonstrate their understanding by sitting quietly and answering a lot of questions. Pupils make progress through guided and modelled sessions using talk partners.

Comprehension strategies, on the other hand, are the actions and processes that skilled readers use, usually unconsciously, to understand a text. They include:

- activating and using background knowledge
- generating and asking questions
- making predictions
- visualising
- monitoring comprehension
- summarising.

**The Department for Education (July 2023) 'The Reading Framework'**

As suggested in the Reading Framework (July 2023), we know that reading lessons should not focus on limited objectives such as, 'We are learning to predict' or 'We are learning to infer'. Experienced readers draw on and use a variety of strategies concurrently; not just one in isolation.

“ In Master Readers® we help pupils to use these skills effectively by building towards holistic use of the comprehension skills. ”



## CHALLENGE IN MASTER READERS®

The national curriculum emphasises that:

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2 National Curriculum in England'

**The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2 National Curriculum in England'**

### What does this mean?

- Comprehension in Year 2 is similar to comprehension in Year 3, in Year 4 and onwards. Because of this, the teaching of comprehension should be similar in Year 2 through to Year 6. The sequencing of comprehension skills in Master Readers® enables schools to fulfil this aspect of the National Curriculum.
- Challenge is provided through the book choices leaders make. That is why all Master Readers® schools choose books which not only complement their curriculum but also exposes pupils to reading they might not naturally be drawn to. All Master Readers® schools ensure the books they choose include classics, modern books, fiction, non-fiction, poetry and play scripts.
- It is worth noting that challenge is not provided through 'challenge activities'. This is not an aspect of mastery teaching. Challenge is provided for all pupils and is planned into the curriculum.

Progression Map Overview (*Predict, Retrieve, Infer, Vocabulary, Author Choice, Reading Fluency/ Developing Knowledge of Text Types*)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>W</b>	Use phonic knowledge to decode regular words	Apply phonic knowledge to decode	Continue to apply phonic knowledge to decode until reading is fluent	Apply growing knowledge of root words, ... to read aloud and understand new words	Apply growing knowledge of root words, ... to read aloud and understand new words	Apply growing knowledge of root words, ... to read aloud and understand new words	Apply growing knowledge of root words, ... to read aloud and understand new words
<b>o</b>		Respond with correct sound to graphemes for all 40+ phonemes	Read accurately (words of two or more ... recognising alternative sounds for graphemes	Read further exception words	Read further exception words		
<b>r</b>		Blend sounds in unfamiliar words containing GPCs already taught	Read words containing common suffixes	Note unusual correspondence between spelling and sound	Note unusual correspondence between spelling and sound		
<b>d</b>		Read common exception words	Read further common exception words				
<b>R</b>	Read regular words aloud accurately	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings					
<b>e</b>		Read other words of more than one syllable					
<b>a</b>		Read words with contractions and understand role of apostrophe					
<b>d</b>	Read some common irregular words	Read aloud accurately books that are ... knowledge and re-read to build fluency					
<b>i</b>							
<b>n</b>							
<b>g</b>							

<p>C o m p r e h e n s i o n</p>	<p>Read and understand simple sentences</p> <p>Demonstrate understanding when talking with others about what they have read</p>	<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense</p> <p>Discuss significance of titles/events</p> <p>Predict and infer based on what they know and the text</p> <p>Take turns to explain their understanding</p>	<p>Discuss sequence of events in books</p> <p>Read a wider range of fairy stories, ... and recognise simple recurring language</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense</p> <p>Make predictions and inferences</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts explaining their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Listen to a wide range of challenging ... books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience ... intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p>	<p>Listen to a wide range of challenging ... books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience ... intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p>	<p>Continue to read/discuss a wide range of ... books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of ... heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience ... intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p>	<p>Continue to read/discuss a wide range of ... books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of ... heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience ... intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p>
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		<p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>		<p>Predict what might happen from details stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p>Retrieve and record information from non-fiction</p>	<p>Make reasoned predictions of what might ... derived from details both stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>	<p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>
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Topics Overview - EYFS & Year 1 – follow the RWI programme.

Year 2		Years 3 & 4		Years 5 & 6	
<b>Cycle A</b>	<ul style="list-style-type: none"> <li>Who do you think you are?</li> <li>Superheroes</li> <li>Arctic Adventures</li> <li>Life Long Ago</li> <li>Castles</li> <li>In the Jungle</li> </ul>	<b>Cycle A</b>	<ul style="list-style-type: none"> <li>Tomb Raiders</li> <li>Mountains and Rivers</li> <li>Straight to the Point</li> <li>Healthy Me</li> <li>Stars and Stripes</li> <li>Divide and Conquer</li> </ul>	<b>Cycle A</b>	<ul style="list-style-type: none"> <li>Great Greece</li> <li>Bletchley Park</li> <li>Space</li> <li>Sweet Like Chocolate</li> <li>Michael Morpurgo</li> <li>Extreme Explorers</li> </ul>
<b>Cycle B</b>	<ul style="list-style-type: none"> <li>Once upon a time</li> <li>The Great Fire of London</li> <li>Fantastic Transport</li> <li>Out of an Egg</li> <li>Land Ahoy!</li> <li>From Field to Fork</li> </ul>	<b>Cycle B</b>	<ul style="list-style-type: none"> <li>Rotten Romans</li> <li>Stone Age to Iron Age</li> <li>The Wizard of Oz</li> <li>Magical Worlds</li> <li>Volcanoes</li> <li>The Butterfly Lion</li> </ul>	<b>Cycle B</b>	<ul style="list-style-type: none"> <li>Titanic</li> <li>Vile Victorians</li> <li>Rivers</li> <li>Rainforests</li> <li>Romeo and Juliet</li> <li>Fitness and Football</li> </ul>

Master Readers – Books Overviews with Lexile Score

Year 2 – Lexile Range 400-850.		Years 3 & 4 – Lexile Range – 550 – 1350.		Years 5 & 6 Lexile Range – 600 – 1500.	
<b>Cycle A</b>	<ul style="list-style-type: none"> <li>Esio Trot</li> <li>The magic Finger</li> <li>Decodable books</li> <li>Dirty Bertie Fleas</li> <li>SATS practice</li> <li>Animal Atlas</li> </ul>	<b>Cycle A</b>	<ul style="list-style-type: none"> <li>Egyptian Treasures</li> <li>Ice Palace</li> <li>The Owl who was afraid of the dark</li> <li>The Giraffe the Pelly and me</li> <li>Harriet’s Hare</li> <li>Viking invader</li> </ul>	<b>Cycle A</b>	<ul style="list-style-type: none"> <li>The girl of ink and stars</li> <li>The mysteries of Harris Burdick-Allsburg</li> <li>Tom’s Midnight Garden</li> <li>Kensuke’s Kingdom</li> <li>Stormbreaker</li> </ul>
<b>Cycle B</b>	<ul style="list-style-type: none"> <li>Esio Trot</li> <li>The magic Finger</li> <li>Decodable books</li> <li>Dirty Bertie Fleas</li> <li>SATS practice</li> </ul>	<b>Cycle B</b>	<ul style="list-style-type: none"> <li>Men, women and children in Anglo Saxon times</li> <li>Escape from Pompeii</li> <li>Firework makers daughter</li> <li>Extreme Habitats and Biomes</li> </ul>	<b>Cycle B</b>	<ul style="list-style-type: none"> <li>Holes</li> <li>Zlata’s Diary</li> <li>Street Child</li> <li>The Highwayman</li> <li>Journey to the River Sea</li> </ul>

	<ul style="list-style-type: none"><li>• Animal Atlas</li></ul>		<ul style="list-style-type: none"><li>• Life in the Stone Age, Bronze Age and Iron Age</li><li>• Thief</li></ul>		<ul style="list-style-type: none"><li>• The Flaming Olympics</li></ul>
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Phonics RWI Overview

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk <b>Maximum two weeks</b>
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

<p><b>Purple</b></p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily</p>
<p><b>Pink</b></p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily</p>
<p><b>Orange</b></p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p>	<p>Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily</p>
<p><b>Yellow</b></p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>
<p><b>Blue</b></p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
<p><b>Grey</b></p>		<p>Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>

Red Ditty Books	Red Words in the story
Red Ditty Book 1 PIN IT ON	<i>put</i>
Red Ditty Book 2 GOT HIM	<i>the I put</i>
Red Ditty Book 3 CAT IN A POT	<i>the no of</i>
Red Ditty Book 4 JAM	<i>I of my the</i>
Red Ditty Book 5 PICK IT UP	
Red Ditty Book 6 WUFF WUFF	<i>my I the of</i>
Red Ditty Book 7 LET'S SING	<i>the I of</i>
Red Ditty Book 8 LET'S SWIM	<i>I put the of</i>
Red Ditty Book 9 CLUCK	<i>my the I for*</i>
Red Ditty Book 10 IN THE MUD	<i>I the of my he</i>

Green Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Green Storybook 1 ON THE BUS	<i>the your put I he of my put no the your he</i>	<i>the your</i>
Green Storybook 2 MY DOG NED	<i>the said I of my your he put no my your said</i>	<i>the I my of said</i>
Green Storybook 3 SIX FISH	<i>you I said of my the your he put no said you</i>	<i>said of you I</i>
Green Storybook 4 THE SPELL	<i>the you I said be of my your he put no be</i>	<i>you said the I my be the of</i>
Green Storybook 5 BLACK HAT BOB	<i>he said no my I you be of your the put said</i>	<i>he said my no I</i>
Green Storybook 6 TUG, TUG	<i>he said no I you be the of your my put he</i>	<i>I he said no</i>
Green Storybook 7 CHIPS	<i>I said of no you be the he your my put said</i>	<i>of I said no</i>
Green Storybook 8 THE WEB	<i>said the my are I you your be he put of no</i>	<i>are my said I the</i>
Green Storybook 9 PIP'S PIZZA	<i>I said the he no you your be are my of put</i>	<i>I put the he said no you</i>
Green Storybook 10 STITCH THE WITCH	<i>I the said you of your be are my no put he</i>	<i>said the you I of</i>

Purple Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Purple Storybook 1 KEN'S CAP	<i>the of to no my I said are your you be put</i>	<i>the of to no I my</i>
Purple Storybook 2 A BAD FOX	<i>I the me go are he be you your my of put</i>	<i>the me go I put</i>
Purple Storybook 3 BIG BLOB BABY BLOB	<i>the of he baby no to put(s) go be you your are</i>	<i>baby the he put(s) of</i>
Purple Storybook 4 TIM AND TOM	<i>said my are the I no of go to your you he</i>	<i>are said the I my</i>
Purple Storybook 5 TAG	<i>I said you me your are he put be of to go</i>	<i>I said you me</i>
Purple Storybook 6 ELVIS	<i>I you the my your are said go of to no be</i>	<i>I the you my</i>
Purple Storybook 7 FLIP FROG AND THE BUG	<i>I to said the you your no go to of are he</i>	<i>to said I the</i>
Purple Storybook 8 RED KEN	<i>he of the said paint* I my be he are you your</i>	<i>the of said I paint* he my</i>
Purple Storybook 9 BILLY THE KID	<i>said the I me you no are your he be go of</i>	<i>the me said no I put you</i>
Purple Storybook 10 IN THE BATH	<i>the said are your he be you to go of my me</i>	<i>the said put he your are</i>

Pink Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Pink Storybook 1 SCRUFFY TED	<i>all my like* I've the are said go you your are be to me of he</i>	<i>my the put I've like* all</i>
Pink Storybook 2 TAB THE CAT	<i>want you call we be no her are the said your go he I've all said</i>	<i>are the we no you be want her call</i>
Pink Storybook 3 IN THE SUN	<i>my of the your all call want no we her he to I've are said go</i>	<i>my the of</i>
Pink Storybook 4 THE DRESSING UP BOX	<i>all me you said the be her he call want I've to no my your we</i>	<i>you said the all me</i>
Pink Storybook 5 TAB'S KITTEN	<i>he she to no call her I've the we me all my want you your I've</i>	<i>the I've call(s) to she her no he</i>
Pink Storybook 6 SANJAY STAYS IN BED	<i>of are said you all no he call we put your to want I've she go</i>	<i>said no all of are you he</i>
Pink Storybook 7 THE GREEDY GREEN GREMLIN	<i>to my washing* the all I'm he we she want said I've are go no her</i>	<i>I'm the to my washing*</i>
Pink Storybook 8 IN THE NIGHT	<i>some no all of the your her I've call me I'm are we he she want</i>	<i>the some of I'm no all</i>
Pink Storybook 9 SNOW	<i>my you to me the she we no are want some I'm all call your he</i>	<i>me to the you my I'm</i>
Pink Storybook 10 SO COOL!	<i>be the my no so all I've she some want said he you your to her</i>	<i>my no of the all be so</i>

Orange Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Orange Storybook 1 PLAYDAY	what they do said you to the we want some I've all are your go no	said you what do to(day) the they
Orange Storybook 2 I THINK I WANT TO BE BEE	what to me be want my they said are some I've we he she her all	want to be what my me
Orange Storybook 3 A BAD FRIGHT	go my what be the want some said call all to we are you your they	be the my go what(s) to(night)
Orange Storybook 4 FOLLOW ME!	said he me you to do what no the your her she all I've are go	go the said me do you what to no he
Orange Storybook 5 TOO MUCH!	old my are said me he to do what no you some want call your all	my are old
Orange Storybook 6 A GOOD COOK?	said all he put my said so to the your what I'll want old are do	my said I'll to(say) put the all he so
Orange Storybook 7 COME ON MARGO!	was to are old so go you they the we said go do my her all	the old go to they was so you are
Orange Storybook 8 MY SORT OF HORSE	so of want all to do my the was what some your are old they go	of so all the want(s) to my do
Orange Storybook 9 HAIRCUTS	you want do of no the old was what some are I've be he me she	the of do you want no
Orange Storybook 10 MY BEST SHIRT	my said so she we me her to the do old want some what I'm be	me my said she so we the her I'm to
Orange Storybook 11 LOOK OUT!	want my do to the said he some so she we me her old what they	want(s) to the my do
Orange Storybook 12 HUNT THE TORTOISE	he be said no so go to all call the we old me she her of	he the call(ed) be said to go we all so no

Yellow Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Yellow Storybook 1 THE DUCKCHICK	some saw her to all was some they watch of are saw some said call your you want what saw	some saw her to all was they watch of
Yellow Storybook 2 OFF SICK	watch was to all said want you are of school her they some call what are want said your saw	watch(es) was to all said want you are of school her they
Yellow Storybook 3 TOM THUMB	small was to do said of what small their do all was what your saw watch they are school me	small was to do said of what their
Yellow Storybook 4 THE GINGERBREAD MAN	to was her said you you of was they their was want some small all are were do school what	to was her said you of they their
Yellow Storybook 5 ROBIN HOOD	your who tall you of to want they said call all one was are your do want some who school	your you of to want they said call all one was are who tall
Yellow Storybook 6 LOST	they call all are your you her what do to brother of were are they was who school want some	they call all are your you her what do to brother of were
Yellow Storybook 7 DO WE HAVE TO KEEP IT?	want all one to do you I'm I've baby was were of one they your call what school said are	want all one to do you I'm I've baby
Yellow Storybook 8 DANNY AND THE BUMP-A-LUMP	there watch small what some of was to watch you I've I'm all are there school call were said they	there watch small what some of was to you I've I'm all
Yellow Storybook 9 GROW YOUR OWN RADISHES	their you your want some they are small of fall* call any to school were they what watch there all	their you your want some they are small of call any to fall*
Yellow Storybook 10 THE FOOLISH WITCH	where some they was you said to were there are tall call wall* of school any their want watch what	where some they was you said to were there are tall call wall* of

Blue Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Blue Storybook 1 BARKER	<b>does</b> were all one said of to they were some any was want are where you you? watch there their	<b>does</b> were all one said of to they
Blue Storybook 2 THE POOR GOOSE	<b>any other two</b> one all her there said were I'm to watch your does their they want was are any	<b>any other two</b> one all her there said were I'm to
Blue Storybook 3 HAIRY FAIRY	<b>could</b> there all they any I'm I've to what do <b>ball</b> watch said call could were one two other their	<b>could</b> there all they any I'm I've to what do <b>ball</b>
Blue Storybook 4 KING OF THE BIRDS	<b>would</b> want their watch some there said all <b>water</b> were they are to was one wash* you would any could	<b>would</b> want their watch some there said all <b>water</b> were they are to was one wash* you
Blue Storybook 5 OUR HOUSE	<b>anyone over</b> who all one watch does they school you to were was said wasn't want water some their there	<b>anyone over</b> who all one watch does they school you to were was said wasn't
Blue Storybook 6 THE JAR OF OIL	<b>through once</b> there son there who your her was to you of one all over anyone does school any said	<b>through once</b> there son there who your her was to you of one all
Blue Storybook 7 JADE'S PARTY	brother all where said one was you of any son over does school once school there who are you? watch	brother all where said one was you of
Blue Storybook 8 JELLYBEAN	<b>any what</b> one was want does could said some of who brother there their I'm could all who where two	<b>any what</b> one was want does could said some of
Blue Storybook 9 A BOX FULL OF LIGHT	<b>all</b> who there their could some of was they to said saw what does any once want where one are	<b>all</b> who there their could some of was they to said saw what
Blue Storybook 10 THE HOLE IN THE HILL	<b>whole</b> want your any could what their was small tall all of to you were does <b>people</b> one are want	<b>whole</b> want your any could their was small tall all of to you were <b>people</b>

Grey Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Grey Storybook 1 REX TO THE RESCUE	<b>should</b> were there call want come could one through was you to said all of through any some does are	<b>should</b> were there call want come could one through was you to said all of through
Grey Storybook 2 THE LION'S PAW	<b>many</b> could one are were other through was call to there they said all does want what come any should	<b>many</b> could one are were other through was call to there they said
Grey Storybook 3 I DARE YOU	two there who were you said your one could what was school to of all should want does through many	two there who were you said your one could what was school to of all
Grey Storybook 4 LOOKING AFTER A HAMSTER	<b>mother</b> are you want to one your they come other of water school many there their some could should through	<b>mother</b> are you want to one your they come other of water
Grey Storybook 5 HOW SILLY!	<b>above</b> father son mother some here who there people water was to you all what come they were one should	<b>above</b> father son mother some here who there people water was to you all what come they were one
Grey Storybook 6 WAILING WINNY'S CAR BOOT SALE	<b>buy</b> bought do some to of said you bought some what father mother son here come could should through any	<b>buy</b> bought do some to of said you
Grey Storybook 7 TOAD	father one watch should there come said who anyone whole water was ball of what your could said you were	father one watch should there come said who anyone whole water was ball of what your could said you were
Grey Storybook 8 ANDREW	<b>great</b> brother above where could was what here someone through another there school water of were to all one want	<b>great</b> brother above where could was what here someone through another there school water of were to all one
Grey Storybook 9 DEAR VAMPIRE	<b>walk</b> said they were was what small are any here son who would there to you all great above through	<b>walk</b> said they were was what small are any here son who would there to you all

Grey Storybooks	Red Words listed in the Red Words grid in the Storybooks	Red Words in the story
Grey Storybook 10 VULTURE CULTURE	one some their where they many are were come two of above where there walk here any through who other	one some their where they many are were come two of above
Grey Storybook 11 CELEBRATION ON PLANET ZOX	<b>caught</b> worse come call was said their great everyone should who here watch all they of you were there another	<b>caught</b> worse come call was said their great everyone should who here watch all they of you were there another
Grey Storybook 12 A VERY DANGEROUS DINOSAUR	<b>talk</b> thought there where all through one would two was they other were caught worse what want their great should	<b>talk</b> thought there where all through one would two was they other
Grey Storybook 13 THE INVISIBLE CLOTHES	<b>love</b> wear some could buy bought thought everyone father any whole one you said was through there they were walk	<b>love</b> wear some could buy bought thought everyone father any whole one you said was through there they were walk

**Author Collections – Abbeys School – End of Day Reading**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Westminster	Janet and Allan Ahlberg	Jez Alborough	Julia Donaldson	Judith Kerr	Lynley Dodd	Eileen Browne
Cycle A	<ul style="list-style-type: none"> <li>• Funnybones</li> <li>• Each, Peach, Pear Plum</li> <li>• Peepo</li> <li>• It was a Dark and Stormy Night</li> <li>• Burglar Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Some Dogs Do</li> <li>• Where's My Teddy</li> <li>• My Friend Bear</li> <li>• Cuddly Duddly</li> <li>• Duck in the Truck</li> <li>• Hit the Ball Duck</li> </ul>	<ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• Tiddler</li> <li>• The Smartest Giant in Town</li> <li>• Snail and a Whale</li> <li>• Room on the Broom</li> <li>• Squash and a Squeeze</li> <li>• The Magic Paintbrush</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiger Who Came to Tea</li> <li>• Mog and the V.E.T.</li> <li>• Mog, the Forgetful Cat</li> <li>• Mog's Bad Thing</li> </ul>	<ul style="list-style-type: none"> <li>• Hairy Maclary from Donaldson's Dairy</li> <li>• Hairy Maclary's Showbusiness</li> <li>• Slinky Malinki</li> <li>• Hairy Maclary's Rumpus at the Vets</li> <li>• Hairy Maclary's Zachary Quack</li> </ul>	<ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Handa's Hen</li> <li>• Handa's Surprising Day</li> </ul>
Year 1 and 2 Whitby	Chris Wormell	Oliver Jeffers	Emily Gravett	Polly Dunbar	Catherine Rayner	Shirley Hughes
Cycle A	<ul style="list-style-type: none"> <li>• George and the Dragon</li> <li>• The Big Ugly Monster and the Little Stone Rabbit</li> <li>• In the Woods</li> <li>• The Sea Monster</li> <li>• One Smart Fish</li> </ul>	<ul style="list-style-type: none"> <li>• Way Back Home</li> <li>• Lost and Found</li> <li>• How to Catch a Star</li> <li>• Up and Down</li> <li>• New Jumper</li> <li>• Stuck</li> </ul>	<ul style="list-style-type: none"> <li>• The Wolves</li> <li>• Spells</li> <li>• Meerkat Mail</li> <li>• Little Mouse's Book of Fears</li> </ul>	<ul style="list-style-type: none"> <li>• Penguin</li> <li>• Flyaway Katie</li> <li>• Hello Tilly</li> <li>• Doodle Bites</li> </ul>	<ul style="list-style-type: none"> <li>• Harris Finds his Feet</li> <li>• Posy</li> <li>• Sylvia and Bird</li> <li>• Iris and Isaac</li> </ul>	<ul style="list-style-type: none"> <li>• Shirley Hughes Collection</li> <li>• Big Alfie</li> <li>• Evening at Alfie's</li> </ul>
Year 1 and 2 Woburn	Judith Kerr	Lynley Dodd	Eileen Browne	Chris Wormell	Oliver Jeffers	Emily Gravett
Cycle A	<ul style="list-style-type: none"> <li>• The Tiger Who Came to Tea</li> <li>• Mog and the V.E.T.</li> <li>• Mog, the Forgetful Cat</li> <li>• Mog's Bad Thing</li> </ul>	<ul style="list-style-type: none"> <li>• Hairy Maclary from Donaldson's Dairy</li> <li>• Hairy Maclary's Showbusiness</li> <li>• Slinky Malinki</li> <li>• Hairy Maclary's Rumpus at the Vets</li> </ul>	<ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Handa's Hen</li> <li>• Handa's Surprising Day</li> </ul>	<ul style="list-style-type: none"> <li>• George and the Dragon</li> <li>• The Big Ugly Monster and the Little Stone Rabbit</li> <li>• In the Woods</li> <li>• The Sea Monster</li> </ul>	<ul style="list-style-type: none"> <li>• Way Back Home</li> <li>• Lost and Found</li> <li>• How to Catch a Star</li> <li>• Up and Down</li> <li>• New Jumper</li> <li>• Stuck</li> </ul>	<ul style="list-style-type: none"> <li>• The Wolves</li> <li>• Spells</li> <li>• Meerkat Mail</li> <li>• Little Mouse's Book of Fears</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Westminster	Chris Wormell	Oliver Jeffers	Emily Gravett	Polly Dunbar	Catherine Rayner	Shirley Hughes
Cycle B	<ul style="list-style-type: none"> <li>George and the Dragon</li> <li>The Big Ugly Monster and the Little Stone Rabbit</li> <li>In the Woods</li> <li>The Sea Monster</li> <li>One Smart Fish</li> </ul>	<ul style="list-style-type: none"> <li>Way Back Home</li> <li>Lost and Found</li> <li>How to Catch a Star</li> <li>Up and Down</li> <li>New Jumper</li> <li>Stuck</li> </ul>	<ul style="list-style-type: none"> <li>The Wolves</li> <li>Spells</li> <li>Meerkat Mail</li> <li>Little Mouse's Book of Fears</li> </ul>	<ul style="list-style-type: none"> <li>Penguin</li> <li>Flyaway Katie</li> <li>Hello Tilly</li> <li>Doodle Bites</li> </ul>	<ul style="list-style-type: none"> <li>Harris Finds his Feet</li> <li>Posy</li> <li>Sylvia and Bird</li> <li>Iris and Isaac</li> </ul>	<ul style="list-style-type: none"> <li>Shirley Hughes Collection</li> <li>Big Alfie</li> <li>Evening at Alfie's</li> </ul>
Year 1 and 2 Whitby	Janet and Allan Ahlberg	Jez Alborough	Julia Donaldson	Judith Kerr	Lynley Dodd	Eileen Browne
Cycle B	<ul style="list-style-type: none"> <li>Funnybones</li> <li>Each, Peach, Pear Plum</li> <li>Peepo</li> <li>It was a Dark and Stormy Night</li> <li>Burglar Bill</li> </ul>	<ul style="list-style-type: none"> <li>Some Dogs Do</li> <li>Where's My Teddy</li> <li>My Friend Bear</li> <li>Cuddly Duddly</li> <li>Duck in the Truck</li> <li>Hit the Ball Duck</li> </ul>	<ul style="list-style-type: none"> <li>The Gruffalo</li> <li>Tiddler</li> <li>The Smartest Giant in Town</li> <li>Snail and a Whale</li> <li>Room on the Broom</li> <li>Squash and a Squeeze</li> <li>The Magic Paintbrush</li> </ul>	<ul style="list-style-type: none"> <li>The Tiger Who Came to Tea</li> <li>Mog and the V.E.T.</li> <li>Mog, the Forgetful Cat</li> <li>Mog's Bad Thing</li> </ul>	<ul style="list-style-type: none"> <li>Hairy Maclary from Donaldson's Dairy</li> <li>Hairy Maclary's Showbusiness</li> <li>Slinky Malinki</li> <li>Hairy Maclary's Rumpus at the Vets</li> <li>Hairy Maclary's Zachary Quack</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Handa's Hen</li> <li>Handa's Surprising Day</li> </ul>
Year 1 and 2 Woburn	Polly Dunbar	Catherine Rayner	Shirley Hughes	Janet and Allan Ahlberg	Jez Alborough	Julia Donaldson
Cycle B	<ul style="list-style-type: none"> <li>Penguin</li> <li>Flyaway Katie</li> <li>Hello Tilly</li> <li>Doodle Bites</li> </ul>	<ul style="list-style-type: none"> <li>Harris Finds his Feet</li> <li>Posy</li> <li>Sylvia and Bird</li> <li>Iris and Isaac</li> </ul>	<ul style="list-style-type: none"> <li>Shirley Hughes Collection</li> <li>Big Alfie</li> <li>Evening at Alfie's</li> </ul>	<ul style="list-style-type: none"> <li>Funnybones</li> <li>Each, Peach, Pear Plum</li> <li>Peepo</li> <li>It was a Dark and Stormy Night</li> <li>Burglar Bill</li> </ul>	<ul style="list-style-type: none"> <li>Some Dogs Do</li> <li>Where's My Teddy</li> <li>My Friend Bear</li> <li>Cuddly Duddly</li> <li>Duck in the Truck</li> <li>Hit the Ball Duck</li> </ul>	<ul style="list-style-type: none"> <li>The Gruffalo</li> <li>Tiddler</li> <li>The Smartest Giant in Town</li> <li>Snail and a Whale</li> <li>Room on the Broom</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 and 4 Missenden	Lauren Child	Mini Gray	Helen Cooper	David McKee	Jeremy Strong	Jeff Kinney
Cycle A	<ul style="list-style-type: none"> <li>• I Am Not Sleepy and I Will Not Go To Bed</li> <li>• I Am Absolutely Too Small for School</li> <li>• Wobbly Tooth</li> <li>• Look After your Dog</li> <li>• Woops But It Wasn't Me</li> <li>• Beware of the Storybook Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Traction Man</li> <li>• Biscuit Bear</li> <li>• The Pea and the Princess</li> <li>• Egg Drop</li> <li>• Toys in Space</li> </ul>	<ul style="list-style-type: none"> <li>• Pumpkin Soup</li> <li>• A Pipkin of Pepper</li> <li>• The Bear Under the Stairs</li> <li>• Tatty Ratty</li> </ul>	<ul style="list-style-type: none"> <li>• Elmer</li> <li>• Tusk Tusk</li> <li>• Not Now Bernard</li> <li>• Two Monsters</li> </ul>	<ul style="list-style-type: none"> <li>• The 100 Mile an Hour Dog</li> <li>• The Indoor Pirates</li> <li>• Crazy Kow</li> <li>• The Pharaoh in the Bathroom</li> <li>• Dad's got an Alligator</li> <li>• The Beak Speaks</li> </ul>	<ul style="list-style-type: none"> <li>• Squash and a Squeeze</li> <li>• The Magic Paintbrush</li> <li>• Rodrick Rules</li> <li>• Cabin Fever</li> <li>• Dog Days</li> <li>• The Ugly Truth</li> <li>• The Last Straw</li> <li>• Long Haul</li> </ul>
Year 3 and 4 Marham	Helen Ward	Steve Cole	Liz Pichon	Jane Ray	Antony Browne	John Scieszka
Cycle A	<ul style="list-style-type: none"> <li>• Wonderful Life</li> <li>• Tin Forest</li> <li>• The Dragon Machine</li> <li>• The Boat</li> <li>• 25 December Lane</li> </ul>	<ul style="list-style-type: none"> <li>• Twist of Time</li> <li>• Claws of Xmas</li> <li>• Forest of Evil</li> <li>• Sun Snatcher</li> </ul>	<ul style="list-style-type: none"> <li>• Everything Amazing</li> <li>• The Brilliant World of Tom Gates</li> <li>• Extra Special Treats (...not)</li> </ul>	<ul style="list-style-type: none"> <li>• Snow White</li> <li>• The Lost Happy Endings</li> <li>• Cinderella</li> <li>• Dollshouse Fairy</li> </ul>	<ul style="list-style-type: none"> <li>• Gorilla</li> <li>• The Tunnel</li> <li>• Zoo</li> <li>• Voices in the Park</li> <li>• Silly Billy</li> <li>• Into the Forest</li> </ul>	<ul style="list-style-type: none"> <li>• The Stinky Cheese Man and Other Fairly Stupid Tales</li> <li>• The True Story of the 3 Little Pigs</li> <li>• The Frog Prince Continued</li> <li>• Squids Will Be Squids</li> </ul>
Year 3 and 4 Melrose	Jane Ray	Antony Browne	John Scieszka	Lauren Child	Mini Gray	Helen Cooper
Cycle A	<ul style="list-style-type: none"> <li>• Snow White</li> <li>• The Lost Happy Endings</li> <li>• Cinderella</li> </ul>	<ul style="list-style-type: none"> <li>• Gorilla</li> <li>• The Tunnel</li> <li>• Zoo</li> <li>• Voices in the Park</li> </ul>	<ul style="list-style-type: none"> <li>• The Stinky Cheese Man and Other Fairly Stupid Tales</li> </ul>	<ul style="list-style-type: none"> <li>• I Am Not Sleepy and I Will Not Go To Bed</li> </ul>	<ul style="list-style-type: none"> <li>• Traction Man</li> <li>• Biscuit Bear</li> <li>• The Pea and the Princess</li> </ul>	<ul style="list-style-type: none"> <li>• Pumpkin Soup</li> <li>• A Pipkin of Pepper</li> <li>• The Bear Under the Stairs</li> </ul>

	<ul style="list-style-type: none"> <li>● Dollshouse Fairy</li> </ul>	<ul style="list-style-type: none"> <li>● Silly Billy</li> <li>● Into the Forest</li> </ul>	<ul style="list-style-type: none"> <li>● The True Story of the 3 Little Pigs</li> <li>● The Frog Prince Continued</li> <li>● Squids Will Be Squids</li> </ul>	<ul style="list-style-type: none"> <li>● I Am Absolutely Too Small for School</li> <li>● Wobbly Tooth</li> <li>● Look After your Dog</li> <li>● Woops But It Wasn't Me</li> <li>● Beware of the Storybook Rules</li> </ul>	<ul style="list-style-type: none"> <li>● Egg Drop</li> <li>● Toys in Space</li> </ul>	<ul style="list-style-type: none"> <li>● Tatty Ratty</li> </ul>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 and 4 Missenden	Helen Ward	Steve Cole	Liz Pichon	Jane Ray	Antony Browne	John Scieszka
Cycle B	<ul style="list-style-type: none"> <li>● Wonderful Life</li> <li>● Tin Forest</li> <li>● The Dragon Machine</li> <li>● The Boat</li> <li>● 25 December Lane</li> </ul>	<ul style="list-style-type: none"> <li>● Twist of Time</li> <li>● Claws of Xmas</li> <li>● Forest of Evil</li> <li>● Sun Snatcher</li> </ul>	<ul style="list-style-type: none"> <li>● Everything Amazing</li> <li>● The Brilliant World of Tom Gates</li> <li>● Extra Special Treats (...not)</li> </ul>	<ul style="list-style-type: none"> <li>● Snow White</li> <li>● The Lost Happy Endings</li> <li>● Cinderella</li> <li>● Dollshouse Fairy</li> </ul>	<ul style="list-style-type: none"> <li>● Gorilla</li> <li>● The Tunnel</li> <li>● Zoo</li> <li>● Voices in the Park</li> <li>● Silly Billy</li> <li>● Into the Forest</li> </ul>	<ul style="list-style-type: none"> <li>● The Stinky Cheese Man and Other Fairly Stupid Tales</li> <li>● The True Story of the 3 Little Pigs</li> <li>● The Frog Prince Continued</li> <li>● Squids Will Be Squids</li> </ul>
Year 3 and 4 Marham	Lauren Child	Mini Gray	Helen Cooper	David McKee	Jeremy Strong	Jeff Kinney
Cycle B	<ul style="list-style-type: none"> <li>● I Am Not Sleepy and I Will Not Go To Bed</li> <li>● I Am Absolutely Too Small for School</li> <li>● Wobbly Tooth</li> <li>● Look After your Dog</li> <li>● Woops But It Wasn't Me</li> <li>● Beware of the Storybook Rules</li> </ul>	<ul style="list-style-type: none"> <li>● Traction Man</li> <li>● Biscuit Bear</li> <li>● The Pea and the Princess</li> <li>● Egg Drop</li> <li>● Toys in Space</li> </ul>	<ul style="list-style-type: none"> <li>● Pumpkin Soup</li> <li>● A Pipkin of Pepper</li> <li>● The Bear Under the Stairs</li> <li>● Tatty Ratty</li> </ul>	<ul style="list-style-type: none"> <li>● Elmer</li> <li>● Tusk Tusk</li> <li>● Not Now Bernard</li> <li>● Two Monsters</li> </ul>	<ul style="list-style-type: none"> <li>● The 100 Mile an Hour Dog</li> <li>● The Indoor Pirates</li> <li>● Crazy Kow</li> <li>● The Pharaoh in the Bathroom</li> <li>● Dad's got an Alligator</li> <li>● The Beak Speaks</li> </ul>	<ul style="list-style-type: none"> <li>● Rodrick Rules</li> <li>● Cabin Fever</li> <li>● Dog Days</li> <li>● The Ugly Truth</li> <li>● The Last Straw</li> <li>● Long Haul</li> </ul>

Year 3 and 4 Melrose	David McKee	Jeremy Strong	Jeff Kinney	Helen Ward	Steve Cole	Liz Pichon
Cycle B	<ul style="list-style-type: none"> <li>● Elmer</li> <li>● Tusk Tusk</li> <li>● Not Now Bernard</li> <li>● Two Monsters</li> </ul>	<ul style="list-style-type: none"> <li>● The 100 Mile an Hour Dog</li> <li>● The Indoor Pirates</li> <li>● Krazy Kow</li> <li>● The Pharaoh in the Bathroom</li> <li>● Dad's got an Alligator</li> <li>● The Beak Speaks</li> </ul>	<ul style="list-style-type: none"> <li>● Rodrick Rules</li> <li>● Cabin Fever</li> <li>● Dog Days</li> <li>● The Ugly Truth</li> <li>● The Last Straw</li> <li>● Long Haul</li> </ul>	<ul style="list-style-type: none"> <li>● Wonderful Life</li> <li>● Tin Forest</li> <li>● The Dragon Machine</li> <li>● The Boat</li> <li>● 25 December Lane</li> </ul>	<ul style="list-style-type: none"> <li>● Twist of Time</li> <li>● Claws of Xmas</li> <li>● Forest of Evil</li> <li>● Sun Snatcher</li> </ul>	<ul style="list-style-type: none"> <li>● Everything Amazing</li> <li>● The Brilliant World of Tom Gates</li> <li>● Extra Special Treats (...not)</li> </ul>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 and 6 Beaulieu	Jacqueline Wilson	Cressida Cowell	Tony Diterlizzi	Michael Morpurgo	David Walliams	Roald Dahl
Cycle A	<ul style="list-style-type: none"> <li>● The Suitcase Kid</li> <li>● Double Act</li> <li>● The Story of Tracy Beaker</li> <li>● Cliffhanger</li> <li>● The Lottie Project</li> <li>● Starring Tracy Beaker</li> </ul>	<ul style="list-style-type: none"> <li>● How to Train Your Dragon</li> <li>● How to Steal a Dragon's Sword</li> <li>● How to be a Pirate</li> <li>● That Rabbit Belongs to Emily Brown</li> <li>● How to Speak Dragonese</li> </ul>	<ul style="list-style-type: none"> <li>● Seeing Stone</li> <li>● Lucinda's Secret</li> <li>● The Wrath of Mulgarath</li> <li>● Kenny and the Dragon</li> </ul>	<ul style="list-style-type: none"> <li>● Private Peaceful</li> <li>● The Butterfly Lion</li> <li>● Billy Kid</li> <li>● Kensuke's Kingdom</li> <li>● My Friend Walter</li> </ul>	<ul style="list-style-type: none"> <li>● Ratburger</li> <li>● The Boy in a Dress</li> <li>● Mr Stink</li> <li>● Bad Dad</li> <li>● Slightly Annoying Elephant</li> </ul>	<ul style="list-style-type: none"> <li>● The Twits</li> <li>● George's Marvellous Medicine</li> <li>● The BFG</li> <li>● Fantastic Mr Fox</li> <li>● The Magic Finger</li> </ul>
Year 5 and 6 Belmont	Shaun Tan	Michael Lawrence	David Weisner	Morris Gleitzman	Rick Riordan	Louis Sacher
Cycle A	<ul style="list-style-type: none"> <li>● The Red Tree</li> <li>● The Lost Thing</li> <li>● Tales from Outer Suburbia</li> <li>● The Arrival</li> </ul>	<ul style="list-style-type: none"> <li>● The Toilet of Doom</li> <li>● The Iron, the Switch and the Broom Cupboard</li> <li>● Ryan's Brain</li> <li>● The Poltergoose</li> <li>● Murder and Chips</li> </ul>	<ul style="list-style-type: none"> <li>● Tuesday</li> <li>● Flotsam</li> <li>● Freefall</li> <li>● Hurricane</li> <li>● The Three Pigs</li> </ul>	<ul style="list-style-type: none"> <li>● Toadrage</li> <li>● Boy Overboard</li> <li>● Belly Flop</li> <li>● Teacher's Pet</li> <li>● Girl Underground</li> <li>● Give Peas a Chance</li> </ul>	<ul style="list-style-type: none"> <li>● Percy Jackson and the Lightning Thief</li> <li>● P Jackson – The Son of Neptune</li> <li>● P Jackson – The Lost Hero</li> <li>● The Kane Chronicles: The Red Pyramid</li> <li>● Sea of Monsters</li> </ul>	<ul style="list-style-type: none"> <li>● There's a Boy in the Girl's Bathroom</li> <li>● Holes</li> <li>● Small Steps</li> <li>● Stanley Yelnats' Guide to Camp Green Lake</li> </ul>

Year 5 and 6 Bradwell	Michael Morpurgo	David Walliams	Roald Dahl	Shaun Tan	Michael Lawrence	David Weisner
Cycle A	<ul style="list-style-type: none"> <li>● Private Peaceful</li> <li>● The Butterfly Lion</li> <li>● Billy Kid</li> <li>● Kensuke's Kingdom</li> <li>● My Friend Walter</li> </ul>	<ul style="list-style-type: none"> <li>● Ratburger</li> <li>● The Boy in a Dress</li> <li>● Mr Stink</li> <li>● Bad Dad</li> <li>● Slightly Annoying Elephant</li> </ul>	<ul style="list-style-type: none"> <li>● The Twits</li> <li>● George's Marvellous Medicine</li> <li>● The BFG</li> <li>● Fantastic Mr Fox</li> <li>● The Magic Finger</li> </ul>	<ul style="list-style-type: none"> <li>● The Red Tree</li> <li>● The Lost Thing</li> <li>● Tales from Outer Suburbia</li> <li>● The Arrival</li> </ul>	<ul style="list-style-type: none"> <li>● The Toilet of Doom</li> <li>● The Iron, the Switch and the Broom Cupboard</li> <li>● Ryan's Brain</li> <li>● The Poltergoose</li> <li>● Murder and Chips</li> </ul>	<ul style="list-style-type: none"> <li>● Tuesday</li> <li>● Flotsam</li> <li>● Freefall</li> <li>● Hurricane</li> <li>● The Three Pigs</li> </ul>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 and 6 Beaulieu	Shaun Tan	Michael Lawrence	David Weisner	Morris Gleitzman	Rick Riordan	Louis Sacher
Cycle B	<ul style="list-style-type: none"> <li>● The Red Tree</li> <li>● The Lost Thing</li> <li>● Tales from Outer Suburbia</li> <li>● The Arrival</li> </ul>	<ul style="list-style-type: none"> <li>● The Toilet of Doom</li> <li>● The Iron, the Switch and the Broom Cupboard</li> <li>● Ryan's Brain</li> <li>● The Poltergoose</li> <li>● Murder and Chips</li> </ul>	<ul style="list-style-type: none"> <li>● Tuesday</li> <li>● Flotsam</li> <li>● Freefall</li> <li>● Hurricane</li> <li>● The Three Pigs</li> </ul>	<ul style="list-style-type: none"> <li>● Toadrage</li> <li>● Boy Overboard</li> <li>● Belly Flop</li> <li>● Teacher's Pet</li> <li>● Girl Underground</li> <li>● Give Peas a Chance</li> </ul>	<ul style="list-style-type: none"> <li>● Percy Jackson and the Lightning Thief</li> <li>● P Jackson – The Son of Neptune</li> <li>● P Jackson – The Lost Hero</li> <li>● The Kane Chronicles: The Red Pyramid</li> <li>● Sea of Monsters</li> </ul>	<ul style="list-style-type: none"> <li>● There's a Boy in the Girl's Bathroom</li> <li>● Holes</li> <li>● Small Steps</li> <li>● Stanley Yelnats' Guide to Camp Green Lake</li> </ul>
Year 5 and 6 Belmont	Jacqueline Wilson	Cressida Cowell	Tony Diterlizzi	Michael Morpurgo	David Walliams	Roald Dahl
Cycle B	<ul style="list-style-type: none"> <li>● The Suitcase Kid</li> <li>● Double Act</li> <li>● The Story of Tracy Beaker</li> <li>● Cliffhanger</li> <li>● The Lottie Project</li> <li>● Starring Tracy Beaker</li> </ul>	<ul style="list-style-type: none"> <li>● How to Train Your Dragon</li> <li>● How to Steal a Dragon's Sword</li> <li>● How to be a Pirate</li> <li>● That Rabbit Belongs to Emily Brown</li> <li>● How to Speak Dragonese</li> </ul>	<ul style="list-style-type: none"> <li>● Seeing Stone</li> <li>● Lucinda's Secret</li> <li>● The Wrath of Mulgarath</li> <li>● Kenny and the Dragon</li> </ul>	<ul style="list-style-type: none"> <li>● Private Peaceful</li> <li>● The Butterfly Lion</li> <li>● Billy Kid</li> <li>● Kensuke's Kingdom</li> <li>● My Friend Walter</li> </ul>	<ul style="list-style-type: none"> <li>● Ratburger</li> <li>● The Boy in a Dress</li> <li>● Mr Stink</li> <li>● Bad Dad</li> <li>● Slightly Annoying Elephant</li> </ul>	<ul style="list-style-type: none"> <li>● The Twits</li> <li>● George's Marvellous Medicine</li> <li>● The BFG</li> <li>● Fantastic Mr Fox</li> <li>● The Magic Finger</li> </ul>
Year 5 and 6	Morris Gleitzman	Rick Riordan	Louis Sacher	Jacqueline Wilson	Cressida Cowell	Tony Diterlizzi

Bradwell						
Cycle B	<ul style="list-style-type: none"> <li>● Toadrage</li> <li>● Boy Overboard</li> <li>● Belly Flop</li> <li>● Teacher's Pet</li> <li>● Girl Underground</li> <li>● Give Peas a Chance</li> </ul>	<ul style="list-style-type: none"> <li>● Percy Jackson and the Lightning Thief</li> <li>● P Jackson – The Son of Neptune</li> <li>● P Jackson – The Lost Hero</li> <li>● The Kane Chronicles: The Red Pyramid</li> <li>● Sea of Monsters</li> </ul>	<ul style="list-style-type: none"> <li>● There's a Boy in the Girl's Bathroom</li> <li>● Holes</li> <li>● Small Steps</li> <li>● Stanley Yelnats' Guide to Camp Green Lake</li> </ul>	<ul style="list-style-type: none"> <li>● The Suitcase Kid</li> <li>● Double Act</li> <li>● The Story of Tracy Beaker</li> <li>● Cliffhanger</li> <li>● The Lottie Project</li> <li>● Starring Tracy Beaker</li> </ul>	<ul style="list-style-type: none"> <li>● How to Train Your Dragon</li> <li>● How to Steal a Dragon's Sword</li> <li>● How to be a Pirate</li> <li>● That Rabbit Belongs to Emily Brown</li> <li>● How to Speak Dragonese</li> </ul>	<ul style="list-style-type: none"> <li>● Seeing Stone</li> <li>● Lucinda's Secret</li> <li>● The Wrath of Mulgarath</li> <li>● Kenny and the Dragon</li> </ul>