

VIPERS Progression Grid: Reception to Year 6

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Skills	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>Draw upon knowledge of vocabulary in order to understand the text. Discuss word meanings, linking new meaning to those already known.</p> <p>Discuss his/her favourite words and phrases</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Draw on what they already know, on background information or known vocabulary to discuss a topic.</p> <p>Pupil can recognise some simple recurring literary language in stories and poetry.</p>	<p>Identify and discuss the meaning of words in context.</p> <p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text.</p>	<p>Identify the language conventions of non-fiction in relation to the text type.</p> <p>Explain the meaning of new words in context.</p> <p>Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text.</p> <p>Use age appropriate dictionaries</p>	<p>Explore the meaning of words in a given context within fiction and non-fiction.</p> <p>Evaluate how authors use language to impact the reader.</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words.</p>	<p>Explore the meaning of words in different contexts within fiction and non-fiction.</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader.</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words.</p>
	Sample Questions	<p>What does this word mean?</p>	<p>What does the word mean in this sentence?</p> <p>Find and copy a word, which means</p> <p>What does this word or phrase tell you about</p> <p>Which word in this section do you think is the most important?</p> <p>Why?</p> <p>Which of the words best describes the character/setting/mood etc?</p>	<p>What does the word mean in this sentence?</p> <p>Find and copy a word, which means</p> <p>What does this word or phrase tell you about</p> <p>Which word in this section do you think is the most important?</p> <p>Why?</p> <p>Which of the words best describes the character/setting/mood etc?</p> <p>Can you think of any other words the author could have used to describe this?</p>	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text, which means.....</p> <p>Find a word or phrase which shows/suggests that.....</p> <p>Can you think of any other words the author could have used to describe this?</p> <p>Why do you think is repeated in this section?</p>	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text, which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which shows/suggests that.....</p> <p>Can you think of any other words the author could have used to describe this?</p> <p>Why do you think is repeated in this section?</p>	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text, which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which shows/suggests that.....</p> <p>Can you think of any other words (synonyms) the author could have used to describe this?</p>	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text, which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which suggests that.....</p> <p>Can you think of any other words (synonyms) the author could have used to describe this?</p>



	Skills	<p>To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Discuss the link between events and the text title. Demonstrate simple inference from the text based on what is said and done.</p>	<p>Make inferences on the basis of what is said and done in a book he/she is reading independently. Modify their inferences by answering and asking questions.</p>	<p>Draw inferences about characters' thoughts and actions. Justify inferences with a single piece of evidence from the text to support one specific point.</p>	<p>Draw inferences about characters' feelings and motives. Justify inferences with several pieces of evidence from the text to support one specific point.</p>	<p>Draw inferences from within the text about themes and characters' and authors' viewpoints. Justify inferences and views with a variety of references from across the text.</p>	<p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes. Justify their inferences and views with a variety of inferences and views from across texts and by comparing sources and considering the reliability of information.</p>
Inference	Sample Questions	<p>Looking at the pictures) What might they be feeling? How do you know?</p>	<p>Why was.....feeling..... ? Why did happen? Why did..... say ? Can you explain why ? What do you think the author intended when they said... ? How does make you feel?</p>	<p>Why was..... feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How does make you feel?</p>	<p>Find and copy a group of words which show that... How do these words make the reader feel? How do the descriptions ofshow that they are ? How can you tell that ? What voice might these characters use? What was thinking when ? Who is telling the story?</p>	<p>Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions ofshow that they are ? How can you tell that ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when ? Who is telling the story?</p>	<p>Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions ofshow that they are ? How can you tell that ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when ? Who is telling the story?</p>	<p>Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions ofshow that they are ? How can you tell that ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when ? Who is telling the story?</p>



	Skills	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.	Predict what might happen with responses linked to the story characters and plot.	Predict what might happen with responses linked closely to the story characters, plot and language read so far.	Predict what may happen based on both what has been stated (obvious) and implied (less obvious).	Predict what may happen based on what has been implied.	Predict what may happen based on their understanding of the content and the themes within the text.	Predict what may happen based on their wider understanding of content and themes.
Prediction	Sample Questions	<p>What might happen at the end of the story? What might happen in the story? What might happen next?</p>	<p>Look at the book cover/blurb –what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What will happen next?</p>	<p>Look at the book cover/blurb –what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last line suggests? What will happen next?</p>	<p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What do you think the last paragraph suggests? What will happen next?</p>	<p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What do you think the last paragraph suggests? What will happen next?</p>	<p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What do you think the last paragraph suggests? What will happen next?</p>	<p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What do you think the last paragraph suggests? What will happen next?</p>



Explain	Skills	To demonstrate understanding when talking with others about what they have read.	Explain clearly their understanding of what is read to them. Express views about events or characters.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Identify the language conventions of non-fiction in relation to the text type. Identify the overarching theme of a text. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify the author's message about the theme. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify an author's treatment of the same theme across one or several of their books/poems. Explain their thinking through making reference to key details. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact and opinion.	Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. Explain their thinking through making reference to key details and comparisons. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact and opinion.
	Sample Questions	Do you like this book? Why?	Who is your favourite character? Why? Why do you think all the main characters are girls/boys in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	Who is your favourite character? Why? Why do you think all the main characters are girl/boys in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	Why is the text arranged in this way? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? Which section was the most interesting /exciting part?	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which section was the most interesting/exciting part?	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use ofeffective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting / exciting part?	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use ofeffective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/ exciting part?



Retrieval	Skills	To describe main story settings, events and principal characters.	Ask and answer 'how' and 'why' questions about what they have read and know where to look for information. Check that the text makes sense to them as they read and go back to self-correct inaccurate reading. Contribute ideas and thoughts to discussion, remembering significant events/key information.	Monitor their reading, checking that words they have decoded make sense and fit in with what they have already read. Identify key features in a non-fiction text and use these to help them find information. Remember significant events/key information from a text that has been read to them or that they have read independently.	Use contents and subheadings to locate relevant information. Identify a main topic to research, independently and through shared reading.	Use contents, indexes, glossaries and subheadings to locate specific information. Use skimming and scanning to locate main ideas in the text. Independently identify key questions to research about a topic.	Use skimming and scanning to locate information efficiently across a range of sources.	Use skimming and scanning to locate information selectively and precisely across a range of sources. Independently devise key questions and identify themes to research.
	Sample Questions	What did you find out? What can you see on the front cover?	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did happen? How did... .. ? How many..... ? What happened to.....?	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did happen? How did... .. ? How many..... ? What happened to.....?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did. .. ? What happened to ? What does do? How is ? What can you learn about from this section? Give one example of.....	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did. .. ? What happened to ? What does do? How is ? What can you learn about from this section? Give one example of..... The story is told from whose perspective?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did. .. ? What happened to ? What does do? How is ? What can you learn about from this section? Give one example of..... The story is told from whose perspective?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did. .. ? What happened to ? What does do? How is ? What can you learn about from this section? Give one example of..... The story is told from whose perspective?



Sequence (KS1) / Summarise (KS2)	Skills	To begin to be aware of the way stories are structured. To follow a story without pictures or props.	Recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics.	Accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales. Discuss the order of events in books and explain how items of information are related.	Summarise the main idea/s within a paragraph or section. Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words.	Make notes from one source to answer key questions through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping. Summarise ideas from across several paragraphs or sections.	Summarise ideas, events and information from the text as a whole. Make notes from several sources to gather information. Explore and use their own techniques to make notes.	Summarise ideas, events and information from the text as a whole. Make notes from several sources to gather information. Explore and use their own techniques to make notes. Refine notes by disregarding irrelevant information.
	Sample Questions	Can you order these parts of the story? What happened first, next....?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? Sequence the key events in the story.	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? Sequence the key events in the story.	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these events come in the chapter.	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these events come in the chapter.

Queen Edith: Whole School Text Map

Here you will find our key reads for each year group. These are a mix of texts used for writing stimulus or reading for pleasure with the class teacher. The development of reading fluency, confidence and understanding is a key priority at the Queens' Federation. It is our aim to foster a lifelong love of reading in all pupils and believe that reading is key for academic success. We aim to provide pupils with a literacy-rich environment, high quality texts and inspiring learning opportunities.

Within Guided Reading sessions (Y2 upwards) we use shorter extracts to enthuse a love of reading for pleasure. These books are not listed below. Our VIPERS progression is at the end of this document. *TWS signifies a 'Write Stuff' unit linking to our writing scheme.*

Nursery	Dear Zoo	Little Red Hen	Goldilocks	Mr Gumpy's Outing	We're Going on a Bear Hunt	The Very Hungry Caterpillar
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reads	Dear Zoo – Rod Campbell	Little Red Hen (traditional)	Goldilocks and the three bears (traditional)	Mr Gumpy's Outing – John Burningham	We're Going on a Bear Hunt – Michael Rosen	The Very Hungry Caterpillar – Eric Carle
Linked texts	The birthday presents – Paul Stewart and Chris Riddell I love guinea pigs – Dick King-Smith Mog and the V-E-T – Judith Kerr Kitten Day - Jan Ormerod Sleepy Kitten – Julie Scott Jamie and Vincent – Pantellis Georgiou Hairy Maclary from Donaldson's Dairy – Lynley Dodd Toffee takes a nap – Sally Chambers	Little Chicken Chicken – David Martin Lullabyhullabaloo! – Mick Inkpen Sleepy me – Marni McGee Tom's cat – Charlotte Voake I am Duck – Louise Voce My cat likes to hide in boxes – Eve Sutton The mole who needed glasses – Adam Storer Good morning chick – Mirra Ginsburg Little mouse and the big red apple – A. H. Benjamin	Bear stays up – Karma Wilson Bedtime little bear – John Lancer A brave bear – Sean Taylor Brown bear, brown bear, what do you see? – Eric Carle Bears, bears and more bears – Jackie Morris Different versions of Goldilocks Ice bear – Nicola Davies	The Magic Bed - John Burningham Come Away from the Water - John Burningham Mr Gumpy's Motorcar - John Burningham Oi! Get off our train - John Burningham Motor Miles- John Burningham Who sank the boat? - Pamela Allen	Peace at last – Jill Murphy Let's go home little bear – Martin Waddell Goodnight, sleep tight! Claire Freedman Bear's magic pencil – Anthony Browne Oh where, oh where? John Prater This is the bear and the picnic lunch – Sarah Hayes It's a bear's life – Anna Wilson Whatever next! Jill Murphy	Brown bear, brown bear, what do you see? – Eric Carle From Head to Toe – Eric Carle Augustus and his Smile- Catherine Ryaner One Little Butterfly – Lesley Sims The Very Busy Spider- Eric Carle Who Goes Buzz? -Alison Boyle Squash the Spider- Nick Ward Tiny Creatures Does a kangaroo have a mother too? – Eric Carle Incey Wincey Spider- Penny Dann Polar Bear, Polar Bear, What do you hear? – Eric Carle

Songs and rhymes	How much is that doggy in the window? One grey elephant	Hickory dickory dock I went to the farm A hedgehog is very prickly Baa, baa black sheep	When Goldilocks went to the house of the bears	Row, row row your boat Wheels on the bus I'm a little teapot Pirate ship	Teddy bear, teddy bear turn around There were 10 in the bed Bear is sleeping	Incey wincey spider 10 fat sausages There's a tiny caterpillar on a leaf
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Nursery			Train Ride	The Tiny Seed	The Tiger Who Came To Tea	The Gruffalo
2022-2023	Autumn 1	Autumn 2	Spring 1 <i>Alternate</i>	Spring 2 <i>Alternate</i>	Summer 1	Summer 2
Class Reads			The Train Ride – June Crebbin	The Tiny Seed – Eric Carle	The Tiger Who Came To Tea – Judith Kerr	The Gruffalo – Julia Donaldson
Linked texts			Terrific Trains – Tony Mitton The Lighthouse Keeper's Picnic – Ronda & David Armitage Night flight for the little red train – Benedict Blathwayt That's not my train – Usborne Toot toot – Brian Wildsmith All aboard! – Corinne Albaut School bus saves the day - Peter Bently and Louise Conway Trains – Usborne Choo choo clickety clack – Margaret Mayo	A little seed – John Mcilwain Jasper's Beanstalk – Nick Butterworth Life as a sunflower – Little Nippers Summer- Karen Byrant – Mole What can you see in summer? – Raintree Seasons on a farm – Acorn Kids in the garden	Augustus and his Smile - Catherine Rayner Tigerella - Kit Wright I don't want to have a bath - Julie Sykes I am a tiger – Karl Newson	Tabby McTat – Julia Donaldson The Gruffalo's Child - Julia Donaldson Zog - Julia Donaldson Hidden in the trees Animals of the night – Brimax Looking at Animals in the Trees – Moira Butterfield
Poetry			Down at the station Clickety clack The food train	5 little seeds 5 little peas	I'm a little teapot Down in the jungle	A snake is very hissy Gruffalo song

Reception	The Enormous Turnip	The Gingerbread Man	The Snow Queen	The Three Billy Goats Gruff	The Three Little Pigs	Little Red Riding Hood
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reads	The Enormous Turnip (oral retelling)	The Gingerbread Man (oral retelling)	The Snow Queen (oral retelling)	The Three Billy Goats Gruff (oral retelling)	The Three Little Pigs (oral retelling)	Little Red Riding Hood (oral retelling)
Linked texts	<p>The Gigantic Turnip by Alexei Tolstoy</p> <p>Pumpkin Soup by Helen Cooper</p> <p>Oliver's Vegetables by Vivian French</p> <p>Oliver's Fruit Salad By Vivian French</p> <p>Starting School by Janet and Allan Ahlberg</p> <p>Wiffy Wilson The Wolf Who Wouldn't go to School by Caryl Hart</p>	<p>The Happy Hedgehog Band by Waddle & Martin</p> <p>Percy The Park Keeper stories Nick Butterworth</p> <p>Biscuit Bear by Minnie Grey</p> <p>The Gingerbread Boy by Ian Beck</p> <p>Wow Said the Owl by Tim Hopgood</p> <p>The Three Billy Goats Gruff By Henriette Barkaw</p>	<p>The Emperor's Egg by Martin Jenkins</p> <p>Lost and Found by Oliver Jeffers</p> <p>The Polar Bear and the Snow Cloud by Jane Cabrera</p> <p>Little Penguin Lost by Tracy Corderoy and Gavin Scott</p> <p>The Lights that Dance in the Night by Yuval Zommer</p> <p>Under the Same Sky by Britta Teckentrup</p>	<p>Troll Stroll by Elli Wooard</p> <p>The Greedy Goat by Petr Horacek</p> <p>Troll by Julia Donaldson</p> <p>Titu Troublesome Tooth by Linda Jennings</p> <p>The Billy Goats Gruff by Jenny Graham</p>	<p>The Three little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>Who's Afraid of the Big Bad Book by Lauren Child</p> <p>Stanley's Stick by John Hegley</p>	<p>What the Ladybird Heard by Julia Donaldson</p> <p>Eric Carle Minibeast books</p> <p>The Lost Words by Robert Macfarlane</p> <p>A Dress with Pockets by Lilly Murray and Jenny Lovlie</p> <p>Errol's Garden by Gillian Hibbs</p> <p>The Sharing Shell by Julia Donaldson</p>

Year 1	Me, Myself and I	Action & Adventure	All Around the World	Knights and Castles	How Does Your Garden Grow?	Under The Sea
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key reads	The Gruffalo by Julia Donaldson	Traction Man by Mini Grey	Wombat Goes Walkabout by Michael Morpurgo	The Queen's Hat by Steven Antony	Jack and the Beanstalk (traditional)	The Storm Whale by Benji Davies
Linked texts	Bold women in black history – Little Leaders by Vashti Harrison Silly Billy by Anthony Browne Augustus and his Smile by Catherine Rayner	Toys from the past TWS Leon and Bob by Simon James Floss the Playground Boss by Corinne Averiss Tiddler by Julia Donaldson The Gotcha Smile by Rita Phillips Mitchell Scaredy Squirrel Makes a Friend by Melanie Watt We are Family by Patricia Hegarty Grace and Family by Mary Hoffman	Travel Journal TWS Amazing Grace by Mary Hoffman Toby's Dollhouse by Ragnhild Scamell Rosie Revere, Engineer by Andrea Beaty The Truth About Old People by Elina Ellis	Mini Rabbit Must Help by John Bond Shout Daisy Shout by Jane Simmons George the Sun Safe Superstar by Chantal Fionda and Kathryn Clifford	The Very Hungry Caterpillar by Eric Carle Oliver's Vegetables by Alison Bartlett and Vivian French	Our Trip to the Woods TWS
Poetry		Firework TWS		When I am by myself? TWS		
Some of our Class Readers	Bad Nana by Sophy Henn The Koala Who Could by Rachel Bright and Jim Field The Detective Dog by Julia Donaldson That Rabbit Belongs to Emily Brown by Cressida Cowell and Neal Layton		The Dragon in the Library by Louie Stowell There's a Tiger in the Garden by Lizzy Stewart The Slightly Annoying Elephant by David Walliams		The Accidental Prime Minister by Tom McLaughlin The Twits by Roald Dahl Claude at the Circus by Alex T. Smith	
				Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees		

Year 2	The High Street	Fairytales	Fire and Ice	Body Topic	Nature Detectives	Up and Away: Flight and Freedom
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reads	The High Street by Alice Melvin	Collection of traditional and alternative tales	Ice Trap by Meredith Hooper	The Giraffe, The Pelly and Me by Roald Dahl	The Lorax by Dr Zeus	James and The Giant Peach by Roald Dahl
Linked texts	<p>Jolly Pocket Postman (PoR) – Allan and Janet Allberg</p> <p>You Can't take an Elephant on the Bus – Patricia Cleveland-Peck</p> <p>George's Marvellous Medicine - Roald Dahl</p>	<p>Rapunzel – Bethan Woolvin (PoR)</p> <p>The Three Little Pigs - Traditional tale</p> <p>The Three Little Wolves and the Big Bad Pig – Alex Scheffler</p>	<p>Beginning History. The Great Fire of London – Liz Gogerly</p> <p>The Story of The Great Fire of London – Anita Ganeri</p> <p>Little People, Big Dreams – Ernest Shackleton</p> <p>Solo: The Little Penguin - Paul Geraghty</p> <p>Stardust – Jeanne Willis TWS</p>	<p>The Day the Crayons Quit – Oliver Jeffers TWS</p> <p>Usbourne Young Reading – Florence Nightingale TWS</p> <p>Hoorah for Mary Seacole – Trish Cooke</p>	The Crow's Tale – Naomi Howarth TWS	<p>The Umbrella – Dieter and Ingrid Schubert</p> <p>Leaf (PoR) – Sandra Dieckman</p> <p>Wright Brothers (The First Flight)</p>

Year 3	What did the Ancient Greeks do for us?	How is France the same and different from England?	Prehistory	Beneath My Feet	Growing in Cambridgeshire
2022-2023	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Key Reads	Greek Myths by Marcia Williams The Firework Maker's Daughter by Phillip Pullman	A Walk in Paris by Salvatore Rubbino	Skara Brae by Dawn Finch Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes	The Street Beneath my Feet and The Skies Above my Eyes both by Charlotte Guillain and Yuval Zommer	Pillow Talk by Roger McGough <i>Poem</i> The Incredible Book Eating Boy by Oliver Jeffers
Linked texts	EYEWITNESS Ancient Greece by DK Groovy Greeks by Terry Deary Ancient Greeks by Stephanie Turnbull So You Think You've Got It Bad? A Kid's Life in Ancient Greece By Chae Strathie You Wouldn't Want to be A Greek Athlete! By John Malam You Wouldn't Want to be A Greek Slave! By John Malam Icarus was Ridiculous by Pamela Butchart	This is Paris by Miroslav Sasek FRANCE for Kids by Baby Professor Ella in the Garden of Giverny by Daniel Fehr and Monika Vaicenaviciene The Magical Garden of Claude Monet by Laurence Anholt Katie and the Waterlily Pond by James Mayhew Katie meets the Impressionists by James Mayhew	The Wild Way Home by Sophie Kirtley UG by Raymond Briggs The Savage Stone Age by Terry Deary Prehistoric Mammals by Anne MCord Little Explorer: Skara Bae by Louise Forshaw The Stolen Spear by Saviour Pirota So You Think You've Got It Bad? A Kid's Life in Prehistoric Times By Chae Strathie You Wouldn't Want to be A Mammoth Hunter! by John Malam	RHS Under Your Feet: Soil, Sand and Everything Underground by RHS/ DK Under Earth by Aleksandra Mizielinski and Daniel Mizielinski Above and Below: Dusk till Dawn by Harriet Evans and Nic Jones A Rock is Lively by Dianna Hutts Aston and Sylvia Long The Rock Factory by Jacqui Bailey How Animals Build by Moira Butterfield and Tim Hutchinson Hidden Under the Ground by Peter Kent	The No-Dig Children's Gardening Book by Charles Dowding The Farm That Feeds Us: A year in the life of an organic farm by Nancy Castaldo It all Starts with a Seed: How Food Grows by Emily Bone The Extraordinary Gardener by Sam Boughton A Year on Adam's Farm by Adam Henson Oliver's Vegetables by Vivian French Usborne Atlas of Britain and Northern Ireland
Poetry		The Puffin Book of Utterly Brilliant Poetry by Brian Patten			Pillow Talk by Roger McGough

Year 4	Changes	Roman Britain	Across the Atlantic	The Golden Islamic Age	Race to the Pole	The Great Outdoors
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reads	Window by Jeannie Baker	Roman Diary: The Journal of Iliona by Richard Platt	The Great Kapok Tree by Lynne Cherry	Aladdin by Philip Pullman	The Whale by Ethan & Vita Murrow	The Bluest of Blues: Anna Atkins and the First Book of Photographs by Fiona Robison
Linked texts	The Angel of Nitshill Road by Anne Fine We're All Wonders by R.J. Palacio	The Romans in Britain by Pitkin Across the Roman Wall by Theresa Breslin	The Butterfly Lion by Michael Morpurgo Welcome to California by DoubleDay	Quentin Blake's The Seven Voyages of Sinbad the Sailor 1001 Inventions – National Geographic Ramadan by Suhaib Hamid Ghazi The Seven Voyages of Sinbad the Sailor How the Whale Became by Ted Hughes	Tom Crean's Rabbit by Meredith Hooper The World of Whales by Darcy Dobell Captain Scott: Journey to the South Pole by Adrian Bradbury	A Series of Unfortunate Events by Lemony Snicket The Boy Who Biked the World by Alistair Humphreys

Year 5	Space Academy	Ancient Britain	Amazing Africa	Climbing Mountains	Ancient Egypt	Mini Enterprise
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reads	Cosmic by Frank Cottrell Boyce Space Explorers by Libby Jackson	Wolf Brother by Michelle Paver Viking Boy by Tony Bradman	Journey to Jo'Burg by Beverley Naidoo	Running on the Roof of the World by Jess Butterworth	The London Eye Mystery by Siobhan Dowd Cleopatra Queen of Egypt – a short biography for children	Floodland by Marcus Sedgwick
Linked texts	Survival in Space by David Long The Mysteries of the Universe by Will Gater Space by Peter Bond The Moon by Leslie Sims	Anglo-Saxon Boy by Tony Bradman You Wouldn't want to be an Anglo-Saxon Peasant by Jacqueline Morley Everything: Anglo-Saxons: Uneath history with facts, photos and fun! by National Geographic Kids My Story – Viking Blood by Andrew Donkin Invasion. Let the battle Begin by June Crebbin Freedom for Bron: The Boy Who Saved a Kingdom by N S Blackman The Vikings everything you need to know by Philip Steele Vikings by Jane Bingham	Little Leaders. Visionary Women around the world by Vashti Harrison African designs by Rebecca Jewel Masai and I by Virginia Kroll The Story of Nelson Mandela: A Biography Book for New Readers by Floyd Stokes The Zoo by Anthony Browne Wild Life: The Extraordinary Adventures of Sir David Attenborough by Leisa Stewart -Sharpe National Parks of the USA by Chris Turnham	Life in the Freezer by Alastair Fothergill Weather by Brian Cosgrove River Journey by Fiona Macdonald Oranges in No Man's Land by Elizabeth Laird The Boy at the Top of the Mountain by John Boyne	Fantastically Great Women Who Made History' by Kate Pankhurst Discovering Tutankhamen's Tomb by Juliet Kerrigan My best book of Mummies by Philip Steele Pyramid of Secrets By Jim Eldridge Ancient Egypt by George Hart Mummies, Tombs and the afterlife by Elspeth Graham Tales from Ancient Egypt by George Hart	Be a Young Entrepreneur by Adam Sutherland The Startup Squad by Brian Weisfeld The Ultimate Muffin Book: Recipes for Sweet and Savory Muffins by Bruce Weinstein & Mark Scarbrough
Poetry	Space Poems and Rhymes chosen by Grace Jones					The Malfeasance poem by Alan Bold Life Doesn't Frighten Me by Maya Angelou

Year 6	World War Two	South America	Fairtrade	Buddhism	Fairgrounds and Fairytales	Cambridge
2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reads	Anne Frank by Josephine Poole and Angela Barrett Goodnight Mister Tom by Michelle Magorian	The Explorer by Katherine Rundell Wonder Garden by Jenny Broom	One Plastic Bag by Isatou Ceesay A range of Choose Your Own Adventure stories.	The Mysteries of Harris Burdick by Chris Van Allsburg How to Live Forever by Colin Thompson	A collection of twisted tales.	Wonder by R J Palacio Go Big: The Secondary School Survival Guide by Matthew Burton
Linked texts	When the Sky Falls by Phil Earle Skyward: The Story of Female Pilots in WW2 by Sally Deng My Secret War Diary by Flossie Albright The Diary of Anne Frank (Abridged for young readers) Anne Frank's Diary. The Graphic Adaptation by Ari Foldman Now or Never: A Dunkirk Story – Bali Rai <u>Other texts:</u> Letters from the Lighthouse by Emma Carroll I, Spy: a Bletchley Park mystery by Rhian Tracey After the War: From Auschwitz to Ambleside by Tom Palmer Battle of Britain by Gillian Clements Ethel and Ernest by Raymond Briggs The Trenches by Jim Eldridge	Holes by Louis Sachar The Island by Armin Greder On the Origin of the Species by Sabina Radeva Darwin's Tree Of Life by Michael Bright & Margaux Carpentier What Mr Darwin Saw by Mick Manning & Brita Granstrom <u>Other texts:</u> Disasters by David Burnie Journey to the River Sea by Eva Ibbotson Volcano Eruption by Richard and Louise Spilsbury Fire, friends or Enemy by Kaleidoscopes Volcano by Dorling Kindersley I Wonder Why Volcanoes Blow Their Tops by Rosie Greenwood Pompeii The Lost City by Fiona Macdonald Earthquakes & Natural Wonders	The Abominable Snowman by R A Montgomery Journey Under The Sea by R A Montgomery Lost In Lion Country by Blair Polly & D M Potter Pirate Island by Blair Polly & D M Potter In The Magician's House by Blair Polly & D M Potter Explore Fairtrade by Jillian Powell My Chocolate Bar and other foods by Helen Greathead Brazil. The Land and the People by Susie Brooks The True Cost of Food by Katie Dicker <u>Other texts:</u> My T-Shirt and other foods by Helen Greathead The True Cost of Fashion by Louise Spilsbury World Issues. Fair Trade? by Adrian Cooper Mortal Engines by Philip Reeve	The Chronicles of Harris Burdick by Chris Van Allsburg The Iron Horse by R.M. Ballantyne Uncle Montague's Tales of Terror by Chris Priestley Short and Scary by Louise Cooper Buddhist Stories by Anita Ganeri The Story of the Buddha by Geshe Kelsang Gyatso Buddhist Temple by Angela Wood Buddhism: Yuranan's Story by Holly Wallace The Buddhist World by Anne Bancroft	Instructions by Neil Gaiman The Errand by Leo LaFleur & Adam Oehlers The Atlas of Fairy Tales by Claudia Bordin Grimm Tales: For Young and Old by Phillip Pullman Hansel & Gretel by Neil Gaiman The True Story of The Three Little Pigs by Jon Scieszka Snow White in New York by Fiona French A Postcard from Prison TWS <u>Other texts:</u> #Goldilocks by Jeanne Willis The Three Little Wolves and the Big Bad Pig by Eugene Trivizas & Helen Oxenbury Seriously, Cinderella is so Annoying by Trisha Shaskan	The Cambridge Scene by M.G. Graham-Cameron Victorian Cambridge by Glynn Thomas You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything by Matthew Syed <u>Other texts:</u> Mistakes That Worked by Charlotte Foltz Jones The Red Tree by Shaun Tan Hair in Funny Places by Babette Cole

	<p>The Day War Came by Nicola Davies</p> <p>See inside The Second World War by Rob Lloyd Jones and Maria Cristina Pritelli</p> <p>D-Day by Michael Noble</p> <p><u>WW1 Intro:</u></p> <p>One Minute's Silence by David Metzenthén</p> <p>War Horse by Michael Morpurgo</p> <p>Poppy Field by Michael Morpurgo</p> <p>War Girls by Adèle Geras</p>	<p>Fearsome forces of nature by Anita Ganeri</p> <p>Three Monsters by David Mckee</p> <p>Girls by Lauren Lace & Jenny Lovlie</p>	<p>Here We Are by Oliver Jeffers</p> <p>The Book of Hopes by Katherine Rundell</p> <p>There's a Boy in the Girls' Bathroom by Louis Sachar</p>		<p>Honestly, Red Riding Hood was Rotten by Trisha Shaskan</p> <p>Goldilocks and the Just One Bear by Leigh Hodgkinson</p> <p>Hansel & Gretel by Anthony Browne</p> <p>Once Upon a Dream, A Twisted Tale by Liz Braswell</p> <p>As Old As Time, A Twisted Tale by Liz Braswell</p> <p>Explore Fairgrounds by Jane Bingham</p> <p>Roller Coasters from Concept to Consumer by Kevin Cunningham</p> <p>High Speed Thrills by Nathan Lepora</p> <p>How Things Work by Scholastic</p>	
Poetry	Wait For Me by Konstantin Simonov	Moth by Isobel Thomas		The Hope-O-Potamus by Greg James & Chris Smith	Revolting Rhymes by Roald Dahl	