

Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

# READING and PHONICS INTENT



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## English – Curriculum Statement

At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing.

Our English curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) resources and further information about the curriculum can be accessed at <https://www.unity-curriculum.co.uk/clusp/>



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# Reading

Our Reading curriculum is deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school as a competent, confident reader. Drawing on the latest research around explicit vocabulary instruction, reading fluency and key comprehension strategies, this curriculum is a synthesis of what we know works in helping children make outstanding progress in reading and a distillation into consistent, well-structured practice.

Pupils will receive a daily diet of excellent reading teaching and this will be supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community. The clear structure and principles ensure that teaching is progressive, challenging and engaging and the rich, diverse literature spine acts as both a mirror so that every child can see themselves in the core texts and as a mirror to engage pupils with experiences beyond their own field of reference.



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# Early Years

In EYFS, Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS, we aim to expose children to a range of books that not only develop a love of reading, but have been specifically chosen to develop their oracy, vocabulary and comprehension.

Books will be embedded in our provision through activities, daily story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. While we do not specifically follow the CUSP structure used in Key Stage 1, our curriculum is carefully constructed to prepare children and ensure that there is cohesion and consistency with our approach through:

- The inclusion of high-quality texts which are age and stage appropriate modelled reading and re-telling opportunities across each session
- Structured comprehensions questions based on Blooms Taxonomy
- A focus on Tier 1, 2 and 3 Vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence.
- Children are encouraged to apply their phonics in independent and supported writing opportunities across the curriculum from letters, to recipes, short stories and information reports



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# Our Overall English Offer

IMPLEMENT

<b>Reading</b>	<b>Writing</b>	<b>VGPS</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• Curriculum structure and outline</li><li>• Long term overview</li><li>• Y1-6 weekly planning including pre-coded questions</li><li>• Literature Spine</li><li>• Published extracts</li></ul>	<ul style="list-style-type: none"><li>• Curriculum structure and outline</li><li>• Long term overview</li><li>• Y1-6 weekly planning including pre-coded questions</li><li>• Model texts</li><li>• Ingredients for Success checklists</li><li>• Text convention Knowledge Notes</li></ul>	<ul style="list-style-type: none"><li>• VGPS Programme of Study with key concept definitions</li><li>• Long term sequence for introduction, revisiting and consolidation</li><li>• Content mapped into the Writing curriculum</li></ul>	<ul style="list-style-type: none"><li>• Unity Plus Vocabulary curriculum for etymology, morphology and idioms</li><li>• Unity Plus Vocabulary curriculum for the language of emotion, life and character</li></ul>
<ul style="list-style-type: none"><li>• Extensive CPD library for subject knowledge</li><li>• Extensive CPD library for implementation</li></ul>			

EYFS

## High Quality Texts

Structured Story Time Texts	The Colour Monster Goes to School. What Makes Me a Me? My Family and Me I'm Almost Always Kind The Squirrels Who Squabbled. The Invisible	Pumpkin Soup The Story of Diwali The Little Red Hen Celebrations Around The World. Stickman	Each Peach Pear Plum Goldilocks and The Three Bears. The Three Little Pigs The Gingerbread Man Shu Lins Grandpa Mr Wolf's Pancakes	Martha Maps It Out Train Ride William Bees – Things That Go The Journey The Naughty Bus	Mini Beast Madness The Very Hungry Caterpillar Tad Snail and the Whale Anansi and the Golden Pot Winnie the Pooh Helps the Bees	Commotion in the Ocean Welcome to a Rock pool Dear Greenpeace Clean Up! Somebody Swallowed Stanley
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### Barrow CEVC Primary School – Reception Long Term Plan – Curriculum Overview

Additional supporting texts linked to theme	Incredible You Have You Filled a Bucket Today? Things I like Let's Make Faces I Love My Hair	Kipper's Birthday Rosie's Walk What the Ladybird Heard The Christmas Story	You Choose Fairy Tales Little People Big Dreams – Hans Christian Anderson Guess How Much I love you? Jack and the Beanstalk	Little People Big Dreams – Amelia Earhart Little People Big Dreams – King Charles What the Ladybird Heard on Holiday Handa's Surprise	The Bee Book	My Friend Whale Sally and the Limpet The Pirates Next Door What the Ladybird Heard on Holiday
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# INTENT





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# INTEGRATION

PRIME AREAS – Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Marvellous Me, My Family and Friend</b>	<b>Fun, Food and Celebrations!</b>	<b>We Love Stories</b>	<b>Are we there Yet?</b>	<b>Mad About Minibeasts!</b>	<b>Under the Sea.</b>
<b>Communication and Language</b>	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children’s language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, talking snack time, News time, PSHE times, stories, singing, speech and language interventions (Welcom)	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Settling in activities Making friends Children talking about experiences that are familiar to them What do you like? What are you good at? Talk about family routines. Show an interest in the lives of other people	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Welcom Intervention Tell me a story - retelling stories. Story language Listening and responding to stories. Joining in with rhymes and songs. Following instructions Takes part in discussion	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Develop vocabulary: Welcom Intervention Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Learn and recite, rhymes and songs: Rhyme of the week Tell me a story – retelling familiar stories Listen to and engage in and talk about selected non-fiction Articulate ideas and thoughts into well-formed sentences Ask questions to find out more.	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Learn and recite, poems and songs: Rhyme of the week Listen to, engage in and talk about non-fiction Describe events in some detail: farm trip, butterfly life cycle Ping the Panda Diary – tell us what happened when Ping came to stay with you.	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Learn and recite, poems and songs: Rhyme of the week Talk about similarities and differences between things in the past and now (seasides) Talk about the experiences I have had at different points in the school year
<b>Daily story time using high quality texts (from the EYFS brilliant reads list/Diversity Texts/CUSP Literacy Spine)</b>	Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Answering “What?” questions Ping the Panda Diary Describe your time with Ping. Listening to rhymes and songs	Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Rhyme of the Week	has been said to them. Describe events (Chinese New Year, News Time) Listen to and talk about stories to build familiarity and understanding. Listening to poems. Asking how questions. Rhyme of the Week	Asking why questions. Ping the Panda Diary – asking questions		Ping the Panda Diary – compare and contrast common themes/experiences



## SPECIFIC AREAS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>						
	<b>Marvellous Me, My Family and Friends</b>	<b>Fun, Food and Celebrations!</b>	<b>We Love Stories</b>	<b>Are we there Yet?</b>	<b>Mad About Minibeasts!</b>	<b>Under the Sea.</b>
<b>Literacy</b>						
<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)</p>						
<p><b>Comprehension</b> (using Blanks Levels of Questioning)</p> <p>Developing a passion for reading</p>	<p>Show a preference for a book, song or rhyme.</p> <p>Talk about favourite stories.</p> <p>Join in with simple rhymes</p> <p>Naming and matching objects from the environment and books</p> <p>Weekly Library Visit</p>	<p>Talk about events and characters in a story read to me.</p> <p>Join in with stories.</p> <p>Fill in missing words from simple rhymes.</p> <p>Describing objects or people from the environment and books</p> <p>Weekly Library Visit</p>	<p>Show interest and answer simple questions about the text</p> <p>Recite simple rhymes by heart.</p> <p>Re-telling what has happened in a story</p> <p>Weekly Library Visit</p>	<p>Beginning to notice if my reading makes sense.</p> <p>Repeat words or phrases to check my reading</p> <p>Predicting what might happen next in a story.</p> <p>Weekly Library Visit</p>	<p>Think about what I already know to help me with my reading</p> <p>Demonstrate understanding when talking about what I have read</p> <p>Reasoning and justifying responses to a story.</p> <p>Weekly Library Visit</p>	<p>Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Weekly Library Visit</p>

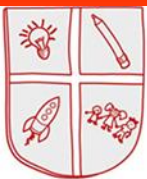


# INTENT

<p><b>Word Reading – Phonics</b></p> <p>Children will be working through the Twinkl Phonics scheme in whole class daily phonics sessions</p>	<p><b>Phonics Levels 1 &amp; 2</b> Handle books correctly and follow print left to right, top to bottom</p> <p>Locate the title</p> <p>Blend words orally</p> <p>Recognise words that rhyme</p> <p>Begin to develop Level 2 GPC</p>	<p><b>Phonics Level 2</b> Beginning to blend in order to read vc and cvc words.</p> <p>Beginning to match spoken word to written word</p> <p>Recognise all Level 2 GPC</p> <p>Read Level 2 tricky words.</p>	<p><b>Phonics Level 3</b> Confidently blend taught GPC</p> <p>Read with 1-1 correspondence</p> <p>Re-read captions/sentences to increase fluency and understanding.</p> <p>Begin to recognise Level 3 tricky words.</p>	<p><b>Phonics Level 3</b> Begin to recognise vowel digraphs/trigraphs.</p> <p>Confidently blend taught GPC</p> <p>Read and understand simple sentences</p> <p>Continue to recognise Level 3 tricky words.</p>	<p><b>Phonics Level 3 &amp; 4</b> Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>Re-read books showing increased accuracy and fluency.</p> <p>Recognise all Level 3 tricky words.</p> <p>Begin to recognise Level 4 tricky words.</p>	<p><b>Phonics Level 4</b> Read polysyllabic words</p> <p>Read words containing adjacent consonants</p> <p>Read Level 4 tricky words</p>
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We have formulated this document to show how reading develops from EYFS and how it continues and develops into the Year 1 curriculum.

NC Subject	Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p><b>English</b> Word Reading</p>	<p><b>Literacy: Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</li> <li>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>Re-read these books to build up fluency and confidence in word reading.</li> </ul>
<p><b>English</b> Comprehension</p>	<p><b>Communication and Language: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><b>Literacy: Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>Comprehension</b> <b>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</li> <li>being encouraged to link what they read or hear to their own experiences;</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</li> <li>recognising and joining in with predictable phrases;</li> <li>learning to appreciate rhymes and poems, and to recite some by heart;</li> <li>discussing word meanings, linking new meanings to those already known.</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher;</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading;</li> <li>discussing the significance of the title and events;</li> <li>making inferences on the basis of what is being said and done;</li> <li>predicting what might happen on the basis of what has been read so far;</li> <li>participating in discussions about what is read to them, taking turns and listening to what others say;</li> <li>explaining clearly their understanding of what is read to them.</li> </ul>



## English

### Writing

#### Literacy: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

#### Transcription Spelling

##### Children should be taught to spell:

- words containing each of the 40+ phonemes already taught;
- Common exception words;
- days of the week.

##### Children should be taught to:

- name the letters of the alphabet in order;
- use letter names to distinguish between alternative spellings of the same sound;
- apply simple spelling rules;
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
- use the prefix un;
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

#### Composition

##### Write sentences by:

- saying out loud what they are going to write about;
- composing a sentence orally before writing it;
- sequencing sentences to form short narratives;
- re-reading what they have written to check that it makes sense.

##### As well as:

- discuss what they have written with the teacher or other pupils;
- read aloud their writing clearly enough to be heard by their peers and the teacher.

#### Vocabulary, Grammar and Punctuation

##### Children should develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words;
- joining words and joining clauses using and;
- beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;
- using capital letter for names of people, places, the days of the week, and the personal pronoun I.

#### Grammar

##### Words

- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.

##### Sentences

- How words can combine to make sentences.
- Joining words and joining clauses using 'and'.

##### Text

- Sequencing sentences to form short narratives.

##### Punctuation

- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation

NC Subject	Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p><b>English</b> Handwriting</p>	<p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> <p><b>Literacy: Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<p><b>English</b> Spoken Language</p>	<p><b>Communication and Language: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Communication and Language: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</li> <li>Speak audibly and fluently with an increasing command of standard English.</li> <li>Participate in discussion, presentations, performances, role play, improvisations and debates.</li> <li>Gain, maintain and monitor the interest of the listener(s).</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Select and use appropriate registers for effective communication.</li> </ul>

Phonics



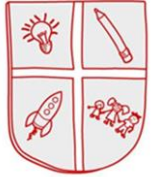
# Phonics

There is a clear structure and sequence to the teaching of phonics. It is taught systematically in response to ongoing assessments and the needs of individual children. Phonics teaching follows a six level programme, starting at EYFS and continuing through KS1. A Phonics overview document is used consistently throughout EYFS and KS1, specifying when children are taught each phase. Phonics sessions are taught daily through 'Twinkl phonics' which is a systematic, synthetic phonics programme which meets the national curriculum expectations in grapheme-phoneme correspondence and word reading. This ensures that systematic synthetic phonics is the prime approach to decoding print. Children are encouraged to start learning phonic knowledge and skills early in reception, this ensures most children exceed or meet the expected standard in the Year 1 phonics screening check.

Phonics lessons include opportunities for the children to revisit previous learning, as well as practice and apply new learning. Our approach enables all pupils to learn how to decode words before they move on to develop fluency and greater comprehension. For additional reinforcement and for those falling behind, we signpost parents to the phonics classroom on Google Classroom which contains a series of phonics videos and lessons. Phonics websites are also signposted which provide opportunities for reinforcement and model correct enunciation of sounds.

In Reception, children are assessed against Level 3 sounds, in Year 1 they are taught Level 5 and will be assessed as part of the National Phonics Screening Check (if a child does not pass the phonics screening check in Year 1, they will be given additional support in Year 2 and will be re-tested). Upon going in to Year 3 and beyond, if a child needs further support with their phonics, alternative provision will be provided. Year 2 pupils will receive phonics teaching but also lessons dedicated to spelling, punctuation and grammar. Following the DFE Reading Framework guidance additional phonics teaching is happening in KS1. Children are also taught to read tricky words and common exception words by sight.

We have robust assessment procedures to regularly check progress and identify pupils in need of intervention across EYFS, Key stage 1 and if needed Key stage 2.



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## Barrow CEVC Progression in Phonics

At Barrow we follow the progression set out in the six "Levels" from the DFE Validated scheme Twinkl Phonics.

	Autumn Term	Spring Term	Summer Term
Reception	<p><b>Level 1</b> To develop an understanding of alliteration To be able to recognise and continue an alliterative string To develop awareness of rhyme - be able to recognise and continue a rhyming string To recite favourite nursery To orally blend and segment words.</p> <p><b>Level 2</b> To learn to say a discrete phoneme and recognise the grapheme that represents the phoneme.  <ul style="list-style-type: none"> <li>• Set 1: s, a, t, p.</li> <li>• Set 2: i, n, m, d.</li> <li>• Set 3: g, o, c, k.</li> <li>• Set 4: ck, e, u, r.</li> <li>• Set 5: h, b, f, ff, l, ll, ss</li> </ul> </p>	<p><b>Level 3</b> To learn to say a discrete phoneme and recognise the grapheme that represents the phoneme.            Set 6: j, v, w, x            Set 7: y, z, zz, qu            Consonant digraphs: ch, sh, th, ng            Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p>	<p><b>Level 3 Recap</b></p> <p><b>Level 4</b> To learn to spell and read words with adjacent consonant using phase 2 and 3 graphemes (CVCC, CCVC ) To read and spell polysyllabic words using phase 2 and 3 graphemes.</p>
Year 1	<p><b>Level 5</b> To learn alternative graphemes for phase 3 vowel digraphs E.g. ay day, oy boy, wh when, a-e make, ou out, ir girl, ph photo, e-e these, ie tie, ue blue, ew new, i-e like, ea eat, aw saw, oe toe au Paul, o-e home, u-e rule</p>	<p><b>Level 5</b> To learn alternative graphemes for phase 3 vowel digraphs E.g. ay day, oy boy, wh when, a-e make, ou out, ir girl, ph photo, e-e these, ie tie, ue blue, ew new, i-e like, ea eat, aw saw, oe toe au Paul, o-e home, u-e rule</p>	<p><b>Level 5</b> To learn alternative phonemes for phase 3 vowel digraphs. E.g. i, fin, find ow cow, blow y yes, by, very, o hot, cold, ie tie, field ch chin, school, chef c cat, cent ea eat, bread ou out, shoulder, could, you g got, giant er farmer, her u but, put (south) a hat, what</p>
Year 2	<p><b>Level 6</b> To read and spell words in the past tense. To read and spell words with suffixes s, es, ed, er, est, ing To learn techniques for spelling longer words.</p>	<p><b>Level 6</b></p>	<p><b>Level 6</b></p>

This shows how and where each level is taught from Reception to Year 2. Each year allows for a recap/consolidation in Autumn 1.

## How Phonics is taught daily – Twinkl Phonics

Our daily phonics lessons in EYFS and Key Stage One, all follow a similar structure ensuring good consistency in teaching strategies across the school:

**1. Revisit:** Previously taught graphemes and phonemes/words are practised; the teacher may use flashcards, ask the children to write the graphemes or whole words on whiteboards/outside with chalk/in the air or play bingo to recap these.

**2. Teach:** A new phoneme, grapheme or spelling rule is introduced. Teachers model the new phoneme/grapheme/word/rule and explain what the children need to know.

**3. Practise:** The children will have a go at using the new phoneme/grapheme/spelling rule. This part of the lesson should be as active as possible and provide opportunities for children to talk about what they are learning. It will provide many opportunities for the children to practice their blending and segmenting skills.

**4. Apply and assess:** Children will be given an opportunity to demonstrate whether or not they have understood what they have been taught; they may have to use what they have learnt to read a caption/sentence/question or write a word/sentence down (dictation)

## Level 2

### Reception Autumn Term

**By the end of Level 2, children should be able to:**

- give the phoneme when shown any Level 2 grapheme;
- find any Level 2 grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Week							
	1	2	3	4	5	6	7
<b>Sounds</b>	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l	ff, ll, ss, s saying /z/	Level 2 Revision
<b>Tricky Words</b>				to, the	no, go, I		

## Level 3

### Reception Spring Term

**By the end of Level 3, children should be able to:**

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read and spell some two-syllable words using Level 2 and Level 3 graphemes;
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Sounds</b>	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	Recap Sounds from Weeks 1-4	Recap Sounds from Weeks 5-7	Trigraphs and Consonant Digraphs	Graphemes and Vowel Digraphs	Level 3 Revision
<b>Tricky Words Reading</b>	Revise Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	Level 3 Revision
<b>Tricky Words Spelling</b>		the, to		no, go, I								the, to, no, go, I

## Level 4

### Reception Summer Term

**By the end of Level 4, children should be able to:**

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;
- be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;
- be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;
- write each letter, usually correctly.

Week					
	1	2	3	4	5
<b>Sounds</b>	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
<b>Tricky Words Reading</b>	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Level 4 Revision
<b>Tricky Words Spelling</b>	he, be, we, she, me	was, you	they, are, all	my, here	Level 4 Revision

## Year 1 Autumn Term

### Week

	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' aying /igh/ 'o_e' aying /oa/	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	'ou' saying /ow/	Long Vowel Sounds	'ch' saying /c/ 'ch' saying /sh/
<b>Regular Spellings</b>	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef prachute chute
<b>Common Exception Words Reading</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words Spelling</b>	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

## Year 1 Spring Term

### Week

	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'ir' saying /ur/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
<b>Regular Spellings</b>	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
<b>Common Exception Words Reading</b>	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
<b>Common Exception Words Spelling</b>	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye

## Year 1 Summer Term

### Week

	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	'ie' saying /ee/	Adding -ed	Adding -s and -es	Adding -er and -est	'tch' saying /ch/	Adding -ing and -er to Verbs	'are' and 'ear' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding un-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gaspd yelled hunted started shouted wished	skirts raincoats hairbrushes bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
<b>Common Exception Words Reading</b>	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
<b>Common Exception Words Spelling</b>	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure



## Year 2 Autumn Term

### Week

	1	2	3	4	5	6	7	8	9	10
<b>Spelling Pattern</b>	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding -es to Words Ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding -ed and -ing to Words Ending in 'y'	'wr' saying /r/	'le' saying /l/	Adding -er and -est to Words Ending in 'y'	'el' saying /l/
<b>Regular Spellings</b>	by dry shy fly spy reply pylon python	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
<b>Common Exception Words Spelling</b>	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak
<b>Grammar</b>	Capital Letters and Full Stops	Proper Nouns (Names)	Plural Nouns	Alphabetical Order (1) - First/ Second Letter	Alphabetical Order (2) - Second/ Subsequent Letters	Verbs	Adverbs	Common Nouns (Revision)	Adjectives and Expanded Noun Phrases	Commas in Lists

## Year 2 Spring Term

### Week

	11	12	13	14	15	16	17	18	19	20
<b>Spelling Pattern</b>	'al' and 'il' saying /l/	Adding -ed and -er to Words Ending in 'e'	'eer' saying /ear/	ture	Adding -est and -y to Words Ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding -ing, -ed to CVC/CCVC words	'o' saying /u/	'ey' saying /ee/
<b>Regular Spellings</b>	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
<b>Common Exception Words Spelling</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
<b>Grammar</b>	Proper Nouns (Place Names)	Regular Past Tense	Regular Present Tense	Question Marks and Commands	Exclamations and Statements	Using a Dictionary (1) - Finding Definitions	Coordinating Conjunctions	Irregular Past Tense	Exciting Words (1) - Alternative Words For 'said'	Exclamation Marks - To show Emotion/Shouting

## Year 2 Summer Term

Year 2 Summer Term										
Week										
	21	22	23	24	25	26	27	28	29	30
<b>Spelling Pattern</b>	Adding -er, -est, -y to CVC and CVCC Words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Suffixes -ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	Suffixes -ful, -less and -ly	Homophones/ Near Homophones	Prefix dis-
<b>Regular Spellings</b>	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
<b>Common Exception Words Spelling</b>	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early
<b>Grammar</b>	Improving Sentences (1) - Adjectives and Nouns	Contractions	Subordinating Conjunctions	Improving Sentences (2) - Verbs and Adverbs	Exciting Words (2) - Using a Thesaurus	Possessive Apostrophe	Improving Sentences (3) - when, if, because	Speech Marks	Commas in Speech	Using a Dictionary (2) - Checking Spellings

Reading

## Teaching timetable for reading

In key stage 1 children have 2 reading lessons a week (Each unit is based on 4 lessons, so split over 2 weeks.)

Some are linked to a writing lesson or a foundation subject, others are stand alone.

The first two days in a unit are for **summarising, predicting, retrieval and sequencing.**

The first two days on the second week are for **inference and personal responses.**

All are taught in sequence and build on previous learning.

Alongside English is a 20 minute daily phonic lesson for all Key stage 1. (Phonics/ grammar for Year2)

KS1	Day 1	Day 2		Day 1	Day 2
Week 1	-Reading fluency -Explicit vocabulary instruction -Summarising/ predicting	-Reading fluency -Explicit vocabulary instruction -Retrieval sequencing	Week 2	-Reading fluency -Explicit vocabulary instruction -Inference	-Reading fluency -Explicit vocabulary instruction -Personal response/ understanding themes.

### Daily Phonics Teaching

#### KS2 CUSP Reading structure

	1	2	3	4	5
<b>Week 1</b>	<b>Core text</b> <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Summarising/ comparing/ predicting</li> </ul>	<b>Supplementary text</b> <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> </ul>	<b>Supplementary text</b> <ul style="list-style-type: none"> <li>Timed practice</li> <li>Explicit vocabulary instruction</li> </ul>	<b>Multiple text study</b> <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> </ul>	<b>Core text</b> <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> <li>Understanding themes</li> <li>Authorial intent</li> <li>Personal response</li> </ul>
<b>Week 2</b>		<b>Understanding the detail of the text</b>			
		<b>Supplementary text</b> <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> </ul>	<b>Supplementary text</b> <ul style="list-style-type: none"> <li>Timed practice</li> <li>Explicit vocabulary instruction</li> </ul>	<b>Multiple text study</b> <ul style="list-style-type: none"> <li>Reading fluency</li> <li>Explicit vocabulary instruction</li> </ul>	
		<b>Thinking deeply about the text</b>			

In Key stage 2 children have a reading and writing lesson daily, as with Key stage 1 some are linked to a foundation subjects. The lesson are taught in sequence, building on from previous learning.

# Each lesson is underpinned by:

- Progression of core domains
- Suggested lesson structure
- Evidence informed approach to prosody training
- Evidence informed approach to vocabulary instruction

<b>5 mins</b>	<b>5 mins</b>	<b>5 mins</b>	<b>10-15 mins</b>
Engaging with the text Reading fluency/timed practice	Vocabulary instruction: Read, Define, Analyse, Use, Connect	Teacher modelling the main skill or focus of the lesson	Independent application of the skill to the text, orally or in writing Addressing common errors or misconceptions Continued instruction where required

And supported by;

- Weekly learning sequences
  - Pre-coded proportionate questions
  - High-quality extracts
  - Diverse and ambitious literature spine
  - Response frameworks

MENT

These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>EYFS</b>	<p>Colour Monster Goes to School</p> <p>What Makes Me a Me Family and Me!</p> <p>Things I Like</p> <p>The Invisible</p> <p>The Squirrels Who Squabbled</p>	<p>Pumpkin Soup</p> <p>The Story of Diwali</p> <p>Celebrations Around the World</p> <p>Stick Man</p>	<p>Each Peach Pear Plum</p> <p><u>G</u>olidlocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>The <u>G</u>ingerbread Man</p> <p>Shu Lins</p> <p>Grandpa</p> <p>Mr Wolfs Pancakes</p>	<p>Martha Maps it Out</p> <p>The Naughty Bus</p> <p>Train Ride</p> <p>The Journey</p> <p>William Bees – Things That Go</p> <p>Little People Big Dreams – Amelia Earhart</p>	<p>The Very Hungry Caterpillar</p> <p>Snail and the Whale</p> <p>Mini Beast Madness</p> <p>Winnie the Pooh Helps the Bees</p> <p>Tad</p> <p>Anansi and the Golden Pot</p>	<p>Commotion in the Ocean</p> <p>Somebody Swallowed Stanley</p> <p>Welcome to a Rock pool</p> <p>My Friend Whale</p> <p>Dear Greenpeace</p> <p>The Pirates Next Door</p> <p>Clean Up!</p>
<b>Year 1</b>	<p>Structured Story time strong start- 3 weeks</p> <p>Family &amp; Me</p> <p>This is Our House</p> <p>Super Me</p> <p>Beegu</p> <p>Where the Wild Things Are</p>	<p>The Storm Whale</p> <p>The Owl and the Pussycat</p> <p>Aesop’s Fables- The Boy Who Cried Wolf.</p>	<p>The Tale of Peter Rabbit</p> <p>Look Up!</p>	<p>Here We Are</p> <p>Chocolate Cake- Michael Rosen</p>	<p>There’s a Rang-Tan in My Bedroom</p> <p>And Tango Makes Three</p>	<p>The Lion Inside</p> <p>Aesop’s Fables- The Hare and the Tortoise</p> <p>The Proudest Blue</p>
<b>Year 2</b>	<p>Grandad’s Island</p> <p>Aesop’s Fables- The Goose that Laid Golden Eggs</p> <p>Mrs Noah’s Pockets</p>	<p>Paddington</p> <p>A Planet Full Of Plastic</p>	<p>The Quangle Wangle’s Hat- Edward Lear</p> <p>Coming to England</p> <p>The Street Beneath My Feet</p>	<p>The Rhythm of the Rain</p> <p>Little People, Big Dreams- David Attenborough</p>	<p>Fantastically Great Women who Changed the World.</p> <p>Aesop’s Fables- The Sun and the Wind</p>	<p>Fantastic Mr Fox</p>
<b>Year 3</b>	<p>Greta and the Giants</p> <p>The Pebble in My Pocket</p>	<p>Leon and the Place Between</p> <p>‘Twas the Night Before Christmas’</p>	<p>Sam Wu is Not Afraid of the Dark</p> <p>My Shadow- Robert Louis Stephenson</p>	<p>Operation Gadgetman</p>	<p>The Dancing Bear</p>	<p>The Magician’s Nephew</p>



<b>Year 4</b>	The land of roar What a waste	The Girl Who Stole an Elephant	Varjak Paw	Young, gifted and black.	The Boy at the Back of the Class	The Borrowers
<b>Year 5</b>	Shackleton's Journey	Secrets of a Sun King If- Rudyard Kipling	A Midsummer Night's Dream I Am Not a Label	Boy in the Tower Daffodils- William Wordsworth	The Explorer	Five Children and IT
<b>Year 6</b>	Rooftoppers The Listeners- Walter De La Mare	Pig Heart Boy How to Live Forever	All Aboard the Empire Windrush The Island	Skellig A Carol from Flanders	Introduction to Dickens- Oliver Twist	Dare to be You

### Environmental responsibility

Understanding and embracing our duty to care for and protect the planet



### The natural world

Exploring the natural world and understanding how humans interact with it



### Understanding others

Celebrating the rich diversity of human-kind



### Celebrating British heritage

Learning about how we live in modern Britain today and how this has been influenced over time



### Community, citizenship and the wider world

Developing a sense of how we live positively together in our diverse world



### Overcoming adversity

Inspiring and empowering young people to navigate the challenges that life may bring



### Migration

Studying the cause and effects of the movement of people throughout history and how it impacts on our life today



### Technology and the advancement of humanity

Recognising the advances that have been made throughout history and how these impact on life today



### Friendship and kindness

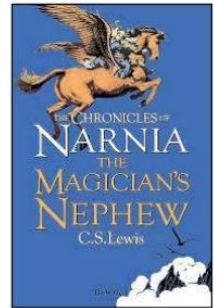
Teaching young people about the importance of kindness, tolerance and wellness in modern society



Our texts have been carefully selected to cover a range of themes to give children a window beyond their own world.

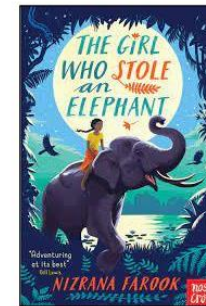
## Explicit schema building through literature:

Y3

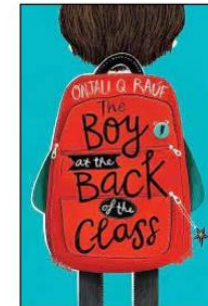


### Friendship and kindness

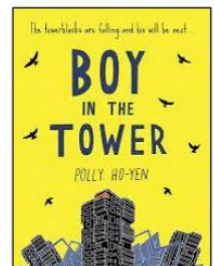
Teaching young people about the importance of kindness, tolerance and wellness in modern society



Y4



Y5



# Continuity of author

## Heritage text

## BAME author or protagonist

## Strong female role model

## Specific social, ethical, moral issue

Our texts have been carefully selected to cover a range of themes to give children a window beyond their own world.

# Year 2: Thematic mapping

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Grandad's Island</b> Contemporary narrative picture book Same author as Y1 – Storm Whale Addresses bereavement through story. Vibrant images, gentle narrative Themes of love, family and loss</p>	<p><b>Paddington</b> Heritage text Classic picture book Essential cultural reference Themes of kindness, family and coping with change</p>	<p><b>The Quangle Wangle's Hat</b> <b>Edward Lear</b> Heritage poem and seminal poet Archaic language and nonsense words Builds on study of The Owl and the Pussy Cat in Y1</p>	<p><b>Rhythm of the Rain</b> Contemporary narrative picture book Explores aspects of the water cycle and the circle of life Strong themes of environmental responsibility, belonging and world perspectives</p>	<p><b>Great Women Who Changed the World</b> Illustrated anthology of biographies of women who have had a significant impact in their lifetime including Mary Anning, Rosa Parks and Frida Kahlo. Themes of bravery, tenacity, resilience and ingenuity</p>	<p><b>Fantastic Mr Fox</b> Classic short novel An introduction to chapter books Light and humorous Representations of anthropomorphism Strong themes of morality, patience, family, community and tenacity</p>
<p><b>Aesop's Fables – The Goose that laid the Golden Eggs</b> Heritage text Story with a moral Essential cultural reference. Themes of greed, patience, contentment and foolishness</p>		<p><b>Coming to England</b> Contemporary narrative picture book Female Black protagonist and author. Tells the true story of Floella Benjamin's relocation to the UK as part of the Windrush generation. Themes of prejudice, coping with change and belonging</p>			
<p><b>Mrs Noah's Pockets</b> Contemporary narrative picture book Female author and protagonist (Illustrator local to Suffolk) Essential cultural reference Recontextualises the biblical story Themes of kindness, inclusion and hope</p>	<p><b>The Christmas Pine</b> Julia Donaldson Contemporary narrative poem Told from the perspective of a Christmas tree Celebrates Christmas traditions and values. Includes cultural references to British landmarks</p>	<p><b>The Street Beneath My Feet</b> Contemporary non-narrative picture book Female author Large, fold out format Documents the Earth from the street to the core High volume Tier 3 Science vocabulary Strong themes of environmental responsibility.</p>	<p><b>Little People Big Dreams: David Attenborough</b> Illustrated biography Explores the life and work of Sir David Attenborough and the importance of understanding the natural world Specific links to Living things and Animals... science units High volume Tier 3 Science vocabulary</p>	<p><b>Aesop's Fables – The Sun and The Wind</b> Heritage text Story with a moral Essential cultural reference Themes of pride, vanity and self-awareness</p>	