



Blyton cum Laughton Church of England Primary School

Reading-Inspired Curriculum

CURRICULUM KNOWLEDGE & SKILLS PROGRESSION: READING

Subject Responsibility: Mrs Newbury (English) & Mrs Holt (Phonics)

	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Strands	<ul style="list-style-type: none"> • Take pleasure in reading • Read independently and in groups. Enjoy listening to books read to them • Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say • Extend their range of reading 	<ul style="list-style-type: none"> • Use prior knowledge to support understanding • Check that books make sense to them • Ask questions to improve their understanding • Skim, scan and read closely • Use strategies to locate or infer the meaning of unfamiliar words • Annotate text • Visualise their understanding of what they read • Make predictions • Summarise understanding • Adapt reading strategies for different purposes or according to the text type 	<ul style="list-style-type: none"> • Build a wide vocabulary • Use a dictionary effectively • Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand) 	<ul style="list-style-type: none"> • Develop and express their understanding • Answer questions about a text and record their understanding • Justify their ideas about a text • Annotate the text to support understanding • Demonstrate understanding of stories, poetry and plays through retelling and reciting orally 	<ul style="list-style-type: none"> • Identify main ideas and themes in a wide range of books and understand how these are developed over a text • Identify how structure and presentation contribute to meaning • Make comparisons within and across texts • Identify how language contributes to meaning • Evaluate the text 	<ul style="list-style-type: none"> • Retrieve and record information from texts • Retrieve the meaning of unfamiliar vocabulary where this is explained in the text • Identify how language, structure and presentation contribute to meaning • Ask retrieval questions about a text 	<ul style="list-style-type: none"> • Infer from what characters say and do • Predict what might happen • Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices • Ask inferential questions • Adapt reading strategies in order to make inferences 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts • Ask questions to find out • Identify how the structure and presentation of non-fiction texts contributes to meaning • Identify how language contributes to meaning • Apply strategies for reading non-fiction texts

EYFS	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
	<p>Aut1 Listen and enjoy sharing a range of books.</p> <p>Aut1 Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Aut1 Enjoy joining in with rhyme, songs, and poems.</p> <p>Aut1 Join in with repeated refrains and key phrases</p> <p>Aut2 Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Sum2 When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p>	<p>Aut1 Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Spr1 Use picture clues to help read a simple text.</p> <p>Sum1 Recognise repetition of words or phrases in a short passage of text.</p>	<p>Spr1 Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Spr2 With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Sum2 With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>	<p>Aut2 Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Spr1 Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Spr1 Play is influenced by experience of books (small world, role play).</p> <p>Spr1 Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Spr2 Give a simple opinion on a book they have read, when prompted.</p> <p>Spr2 Innovate a well-known story with support.</p> <p>Sum1 Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Sum2 Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary.</p>	<p>Aut1 Know the difference between text and illustrations.</p> <p>Spr2 Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Sum1 Correctly sequence a story or event using pictures and/or captions.</p> <p>Sum1 Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Sum2 Innovate a known story.</p> <p>Sum2 Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>	<p>Aut2 Sequence two events from a familiar story, using puppets, pictures from book or role-play</p> <p>Sum2 Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>	<p>Aut2 Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Spr2 Suggest how an unfamiliar story read aloud to them might end.</p> <p>Sum1 Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Sum1 Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p>	<p>Aut2 Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p>

YEAR 1	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Learning	1.1 Enjoy listening to books read to them 1.2 Discuss books they like and give reasons for their preferences 1.3 Select books to read, listen to and share at home and with others.	2.1 Think about what they know about events or topics prior to reading, e.g. the beach, the shops, the park. 2.2 Speculate about the possible meanings of unfamiliar words met in reading. 2.3 Check whether the suggested meanings make sense in the context of the text. 2.4 Make predictions based on clues such as pictures, illustrations, titles.	3.1 Make collections of interesting words and use them when talking about books and stories. 3.2 Use simple dictionaries and begin to understand their alphabetical organisation 3.3 Speculate about the possible meanings of new or unfamiliar words met in reading. 3.4 Explain the meaning of the words they meet in a text.	4.1 Discuss reasons why things happen in the texts that are read to them. 4.2 Express their understanding orally, and use words, illustrations and given formats to record their understanding. 4.3 Answer simple questions where they recall information from a text. 4.4 Retell stories and parts of stories, using some of the features of story language. 4.5 Learn and recite simple poems and rhymes, with actions, and re-read them from the text.	5.1. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away 5.2. Identify and compare basic story elements, e.g. beginnings and endings in different stories. 5.3. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. 5.4. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme. 5.5. Talk about aspects of the text that they like.	6.1 Discuss characters' appearance, behaviour and the events that happen to them, using details from the texts read to them. 6.2 Find information in a text about an event, character or topic. 6.3 Ask questions to understand what has happened in stories they have read or been read to them.	7.1 Discuss what is suggested about a character from the way or how he/ she speaks. 7.2 Ask questions to explore what characters say and do. 7.3 Link what they are reading to their own experience.	8.1 Pose questions and use a text to find answers.

YEAR 2	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Learning	<p>1.1 Read and listen to whole books, make choices for their personal reading</p> <p>1.2 Read independently and in groups.</p> <p>1.3 Enjoy listening to books read to them</p> <p>1.4 Justify their choices of books and their preferences from the books they have read or have had read to them</p>	<p>2.1 Link the events or topic from a text to their own experience and/ or information they know, e.g. going to school</p> <p>2.2 Recognise how books are similar to others they have read or heard, e.g. theme, author, language</p> <p>2.3 Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding. (self-monitoring)</p> <p>2.4 Scan pages to find specific information, using key words or phrases and headings.</p> <p>2.5 Read sections of text more carefully, e.g. to answer a specific question.</p> <p>2.6 Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.</p> <p>2.7 Put what they've read or heard into their own words.</p>	<p>3.1 Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.</p> <p>3.2 Use dictionaries to locate words by the initial letter</p> <p>3.3 Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</p>	<p>4.1 Discuss themes, plots, events and characters.</p> <p>4.2 Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p> <p>4.3 Retell stories giving the main points or events in sequence and highlighting significant moments or incidents.</p> <p>4.4 Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.</p>	<p>5.1 Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</p> <p>5.2 Make comparisons of characters and events in narratives.</p> <p>5.3 Explain why they like a particular text.</p>	<p>6.1 Identify what is known for certain from the text about characters, places and events in narrative.</p> <p>6.2 Locate information using contents, index, sub headings, page numbers etc.</p> <p>6.3 Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.</p> <p>6.4 Notice how information is presented.</p> <p>6.5 Ask what, where, and when questions about a text to support and develop their understanding.</p>	<p>7.1 Make inferences about characters from what they say and do, focusing on important moments in a text.</p> <p>7.2 Make plausible predictions showing an understanding of the ideas, events or characters they are reading about</p> <p>7.3 Re-read sections of texts carefully to find answers to questions about characters and events..</p>	<p>8.1 Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</p> <p>8.2 Pose and record questions prior to reading to find something out.</p> <p>8.3 Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.</p> <p>8.4 Scan a text to find specific sections using key words or phrases, sub headings.</p>

Curriculum Books (Cycle 1)	<p>Key Books: Beegu by Alexis Deacon We're All Wonders by R J Palacio Man on the Moon by Simon Bartram The Darkest Dark by Chris Hadfield & the Fan Brothers Leaf by Sandra Dieckmann The Way Home for Wolf by Rachel Bright & Jim Field The Great Kapok Tree by Lynne Cherry Handa's Surprise by Eileen Browne The Mystery of the Golden Wonderflower by Benjamin Flouw The Secret of Black Rock by Joe Todd-Stanton The Dinosaurs of Waterhouse Hawkins by Barbara Kerley & Brian Selznick Dear Dinosaur by Chae Strathie & Nicole O'Byrne</p> <p>History: Shackleton's Journey by William Grill The Sea of Tranquility by Mark Haddon & Christian Birmingham The Fossil Girl: Mary Anning's Dinosaur Discovery by Catherine Brighton Stone Girl Bone Girl by Laurence Anholt & Sheila Moxley</p>	<p>Design & Technology: Lifesize by Sophie Henn Oliver's Fruit Salad by Vivien French & Alison Bartlett</p> <p>Computing: Instructions Not Included by Tami Lewis Brown, Debbie Loren Dunn & Chelsea Beck</p> <p>Science: Storm by Sam Usher Brilliant Ideas by Wonderful Women by Aitziber Lopez & Luciano Luzano Fanatical About Frogs by Owen Davey Tad by Benji Davies HerStory by Katherine Halligan & Sarah Walsh Rain by Sam Usher Flower Garden by Eve Bunting & Kathryn Hewit The Bluest of Blues by Fiona Robinson The Big Book of Blooms by Yuval Zommer Sun by Sam Usher</p>	<p>PSHE: I'm Sticking With You by Smriti Halls & Steve Small Sweep by Louise Greig & Julia Sarda Iced Out by CK Smouha & Isabella Bunnell The Mystery of the Golden Wonderflower by Benjamin Flouw The Sea Saw by Tom Percival Green Lizards, Red Rectangles & the Blue Ball The Day the Crayons Quit by Drew Daywalt & Oliver Jeffers Do Not Lick This Book by Idan Ben-Barak & Julian Frost One Little Bag by Henry Cole On Sudden Hill by Linda Sarah & Benji Davies Somebody Swallowed Stanley by Sarah Roberts & Hannah Peck Greta and the Giants by Zoe Tucker & Zoe Persico</p> <p>Geography: Maps of the United Kingdom by Rachel Dixon & Livi Gosling Katie Morag by Mairi Hedderwick</p>
Curriculum Books (Cycle 2)	<p>Key Books: Iggy Peck Architect by Andrea Beaty & David Roberts The Great Fire of London: Anniversary edition of The Great Fire of 1666 by Emma Adams & James Weston Lewis Meerkat Mail by Emily Gravett Amazing Grace by Mary Hoffman & Caroline Binch The Boy Who Grew Dragons by Andy Shepherd Florette by Anna Walker The Tin Forest by Helen Ward & Wayne Anderson The Adventures of Robin Hood by Marcia Williams Child of St Kilda by Beth Waters Amazing Islands by Sabrina Weiss & Kerry Hyndman What Mr Darwin Saw by Mick Manning & Brita Granstrom Island: A Story of the Galapagos by Jason Chin</p> <p>Computing: Instructions Not Included by Tami Lewis Brown, Debbie Loren Dunn & Chelsea Beck</p>	<p>Science: Mad About Monkeys by Owen Davey From Tiny Seeds by Amelia Vost I Ate Sunshine for Breakfast by Michael Holland & Philip Giordano What Mr Darwin Saw by Mick Manning & Brita Granstrom Marie Curie and her Daughters by Imogen and Isabel Greenberg</p> <p>Art: The Lost Words by Robert MacFarlane & Jackie Morris</p> <p>PSHE: The Invisible by Tom Percival Book: Welcome To Our World by Moira Butterfield & Harriet Lynas Unspoken by Henry Cole Fantastically Great Women Who Changed the World by Kate Pankhurst For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-Jones & Janna Bock Weslandia by Paul Fleischman & Kevin Hawkes Professor Astro Cat's Human Body Odyssey by Dr Dominic Wallman & Ben Newman</p>	<p>History: Child of St Kilda by Beth Waters Island: A Story of the Galapagos by Jason Chin The Great Fire of London by Emma Adams & James Weston Lewis London Through Time by Rachel Platt and Manuela Capton Samuel Pepys by Izzi Howell What Mr Darwin Saw by Mick Manning & Brita Granstrom</p> <p>Wild Life: Sir David Attenborough by Leisa Stewart Sharpe & Helen Shoesmith</p> <p>Geography: A Lion in Paris by Beatrice Alemagna</p> <p>Religious Education: Under my Hijab by Hena Khan & Aaliyah Jaleel Refuge by Anne Booth & Sam Usher Crescent Moons & Pointed Minarets by Hena Khan & Mehrdokht Amini</p> <p>Music: What a Wonderful World by Tim Hopgood</p>

YEAR 3	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Learning	<p>1.1 Sustain their reading for enjoyment and to find out</p> <p>1.2 Discuss why they like particular books or authors with others, giving reasons.</p> <p>1.3 Extend the range of books read by browsing and selecting texts, including poetry, to read independently.</p>	<p>2.1 Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.</p> <p>2.2 Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.</p> <p>2.3 Scan contents, indexes and pages to locate specific information accurately.</p> <p>2.4 Identify sections of a text that they need to read carefully in order to find specific information or answer a question.</p> <p>2.5 Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>2.6 Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p> <p>2.7 Retell main points of a story in sequence.</p>	<p>3.1 Locate words in a dictionary by the first two letters.</p> <p>3.2 Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</p> <p>3.3 Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p>	<p>4.1 Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.</p> <p>4.2 Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.</p> <p>4.3 Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p> <p>4.4 Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.</p> <p>4.5 Read, prepare and present poems and play scripts.</p>	<p>5.1 Discuss how characters' feelings, behaviour and relationships change over a text.</p> <p>5.2 Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>5.3 Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>5.4 Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs</p> <p>5.5 Say why they prefer one text to another.</p>	<p>6.1 Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).</p> <p>6.2 Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words.</p> <p>6.3 Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>6.4 Notice how information is presented across a range of texts.</p>	<p>7.1 Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</p> <p>7.2 Infer characters' feelings in fiction.</p> <p>7.3 Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</p> <p>7.4 Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p> <p>7.5 Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated.</p>	<p>8.1 Express and record understanding of information orally, using simple graphics, or in writing.</p> <p>8.2 Use the organisational features of non-fiction texts in their own reading and research.</p> <p>8.3 Develop their understanding of key words met in reading non-fiction texts.</p> <p>8.4 Skim and scan a text to locate information quickly and accurately.</p> <p>8.5 Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.</p>

YEAR 4	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Learning	<p>1.1 Read independently complete short texts and sections from information books</p> <p>1.2 Describe and review their own reading habits</p> <p>1.3 Develop their reading stamina as they read longer texts</p>	<p>2.1 Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text</p> <p>2.2 Skim read a text to get an overview of it, scan for key words, phrases and headings.</p> <p>2.3 Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning.</p> <p>2.4 Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</p> <p>2.5 Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out.</p> <p>2.6 Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</p> <p>2.7 Summarise a sentence or paragraphs by identifying the most important elements.</p> <p>2.8 Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading.</p>	<p>3.1 Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</p> <p>3.2 Investigate the meaning of technical or subject specific words they meet in their reading.</p> <p>3.3 Locate words in a dictionary by the third and fourth place letters.</p> <p>3.4 Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference.</p>	<p>4.1 Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so.</p> <p>4.2 Support their ideas about a text by quoting or by paraphrasing from it.</p> <p>4.3 Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p> <p>4.4 Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>4.5 Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</p>	<p>5.1 Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.</p> <p>5.2 Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>5.3 Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>5.4 Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.</p>	<p>6.1 Pick out key sentences and phrases that convey important information.</p> <p>6.2 Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>6.3 Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.</p> <p>6.4 Use knowledge of different organisational features of texts to find information effectively.</p>	<p>7.1 Use information about characters to make plausible predictions about their actions</p> <p>7.2 Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>7.3 Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</p>	<p>8.1 Pick out key sentences and phrases that convey important information.</p> <p>8.2 Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>8.3 Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.</p> <p>8.4 Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.</p> <p>8.5 Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information.</p>

Curriculum Books Willow Cycle 1	<p>Key Books: The Wild Way Home by Sophie Kirtley The Pebble In My Pocket by Meredith Hooper & Chris Coady The Legend of Podkin One-Ear by Kieran Larwood Quest by Aaron Becker Roman Invasion by Jim Eldridge The Roman Record How to Train Your Dragon by Cressida Cowell Viking Voyagers by Jack Tite Tell Me A Dragon by Jackie Morris</p> <p>History: A Street/City Through Time by Steve Noon A Farm Through Time by Angela Wilkes & Eric Thomas The First Drawing by Mordicai Berstein Boudicca by Paul Harrison 100 Facts: Roman Britain by Miles Kelly A Port Through Time by Anne Millard & Steve Noon</p> <p>Geography: Maps of the United Kingdom by Rachel Dixon & Livi Gosling River Stories by Timothy Knapman, Ashling Linsdsay & Irene Montano River Adventures: Nile by Paul Manning Mountains of the World by Dieter Braun</p>	<p>Science: The Fossil Girl: Mary Anning’s Dinosaur Discovery by Catherine Brighton Grand Canyon by Jason Chin Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino Water is Water by Miranda Paul and Jason Chin Rhythm of the Rain by Grahame Baker-Smith Who Owns These Bones? by Henri Cap, Raphael Martin & Renaud Vigourt When We Became Humans by Michael Bright & Hannah Bailey What’s Inside a Flower by Rachel Ignotofsky The Big Book of Blooms by Yuval Zommer Seeds of Change by Jen Cullerton Johnson & Sonia Lynn Sadle Light Waves by David A Adler & Anna Raff Swimming with Sharks: The Daring Discoveries of Eugenie Clark by Heather Lang & Jordi Solano Saving Species by Jess French & James Gilleard</p> <p>MFL: ‘The Very Hungry Caterpillar’ <i>Mme Arc en Ciel</i></p> <p>Music: Moon River by Johnny Mercer, Henry Mancini, Tim Hopgood</p>	<p>Art: The First Drawing by Mordicai Berstein When We Became Humans by Michael Bright & Hannah Bailey 100 Facts: Roman Britain by Miles Kelly</p> <p>PSHE: Tree Lady by H. Joseph Hopkins & Jill McElmurry One Green Apple by Eve Bunting & Ted Lewin Fantastically Great Women Who Saved the World by Kate Pankhurst Sweep by Louise Greig & Julia Sarda The Memory Tree by Britta Teckentrup The Stone Giant by Anna Hoglund On Sudden Hill by Linda Sarah & Benji Davies All Are Welcome by Alexandra Penfold & Suzanne Kaufman We Are Family by Patricia Hegarty & Ryan Wheatcroft The Journey by Francesca Sanna People of Peace by Sandrine Mirza & Le Duo For the Right to Learn: Malala Yousafzai’s Story by Rebecca Langston-George & Janna Bock Weslandia by Paul Fleischman & Kevin Hawkes</p>
Curriculum Books Willow Cycle 2	<p>Key Books: Frostheart by Jamie Littler Into the Jungle by Katherine Rundell The Lost Book of Adventure by unknown Defenders: Pitch Invasion by Tom Palmer & Cinderella of the Nile by Beverley Naidoo & Marjan Vafaeian Greta Zargo and the Amoeba Monsters from the Middle of Earth by AF Harrold Lights on Cotton Rock by David Litchfield Anglo- Saxon Boy by Tony Bradman</p> <p>History: Everest: The Remarkable Story of Edmund Hillary and Tensing Norgay by Alexandra Stewart & Joe Todd-Stanton Everest by Sangma Francis & Lisa Feng Found: Iron Age by Moira Butterfield A Street Through Time by Steve Noon A Farm Through Time by Angela Wilkes & Eric Thomas Found: Anglo-Saxon Britain by Moira Butterfield Viking Voyagers by Jack Tite</p>	<p>Science: Fossil Girl: Mary Anning’s Dinosaur Discovery by Catherine Brighton The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer Who Owns These Bones? by Henri Cap, Raphael Martin & Renaud Vigourt Crazy About Cats by Owen Davey The Big Book of Blooms by Yuval Zommer Brilliant Ideas by Wonderful Women by Aitziber Lopez & Luciano Luzano</p> <p>Art: A River by Marc Martin Portrait of an Artist: Claude Monet by Lucy Brownridge & Caroline Bonne Muller Found: Anglo-Saxon Britain by Moira Butterfield</p> <p>MFL: ‘The Very Hungry Caterpillar’ <i>Mme Arc en Ciel</i></p>	<p>Geography: Atlas of Adventures: Wonders of the World by Ben Handicott & Lucy Leatherland The Boy Who Grew A Forest (Jadav Payeng) by Sophia Gholz & Kayla Harren Atlas of Adventures by Lucy Letherland The Rhythm of the Rain by Grahame Baker-Smith River Stories by Timothy Knapman, Ashling Lindsay & Irene Montano Maps of the United Kingdom Peter’s Place by Sally Grindley & Michael Foreman</p> <p>PSHE: Brave Molly by Brooke Boynton-Hughes Girls/ Boys by Lauren Ace & Jenny Lovlie Lunch at 10 Pomegranate Street by Felicita Sala Henry’s Freedom Box by Ellen Levine & Kadir Nelson Jerome by Heart by Thomas Scotto & Olivier Tallec The Girl With Two Dads by Mel Elliott Weslandia by Paul Fleischman & Kevin Hawkes Finn’s Feather by Rachel Noble & Zoey Abbott</p>

YEAR 5	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Learning	<p>1.1 Read favourite authors and choose books to read on the recommendation of others</p> <p>1.2 Talk about books referring to details and examples in the text</p> <p>1.3 Plan personal reading goals which reflect their interests and extend their range</p>	<p>2.1 Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.</p> <p>2.2 Locate information accurately through skimming to gain an overall sense of the text.</p> <p>2.3 Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.</p> <p>2.4 Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</p> <p>2.5 Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</p> <p>2.6 Make regular, brief summaries of what they've read, identifying the key points.</p> <p>2.7 Summarise a complete short text or substantial section of a text.</p> <p>2.8 Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.</p> <p>2.9 Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it</p>	<p>3.1 Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.</p> <p>3.2 Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</p>	<p>4.1 Discuss and comment on texts, and present their ideas in appropriate and helpful formats.</p> <p>4.2 Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.</p> <p>4.3 Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text.</p> <p>4.4 Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.</p> <p>4.5 Identify and summarise evidence from a text to support a hypothesis.</p> <p>4.6 Annotate a text to identify to identify key information or identify elements.</p> <p>4.7 Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.</p>	<p>5.1 Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p> <p>5.2 Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</p> <p>5.3 Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p> <p>5.4 Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</p> <p>5.5 Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p> <p>5.6 Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</p>	<p>6.1 Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.</p> <p>6.2 Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically</p> <p>6.3 Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text.</p> <p>6.4 Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</p>	<p>7.1 Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> <p>7.2 Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</p> <p>7.3 Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions.</p> <p>7.4 Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully</p> <p>7.5 Summarise their current understanding at regular intervals when reading an extended text.</p>	<p>8.1 Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>8.2 Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.</p> <p>8.3 Prepare for research by identifying what they already know and what they need to find out.</p> <p>8.4 Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.</p> <p>8.5 Clarify unfamiliar vocabulary met in information texts.</p> <p>8.6 Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking.</p> <p>8.7 Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</p>

Curriculum Books Fig Cycle 1	<p>Key Books: The Invention of Hugo Cabret by Brian Selznick The Lost Thing by Shaun Tan A Farm Through Time by Angela Wilkes & Eric Thomas Malamander by Thomas Taylor Flotsam by David Wiesner The Explorer by Katherine Rundell Wild Animals of the South by Dieter Braun Secrets of the Sun King by Emma Carroll The Story of Tutankhamun by Patricia Cleveland-Peck & Isabel Greenberg The Legend of Tutankhamun by Ben Handicott & Lucy Letherland</p> <p>Art: The Big Book of Blue by Yuval Zommer</p>	<p>Science: Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino Cool Circuits and Wicked Wires by Susan Martineau, Nick Bushell & Kim Hankinson Egg Drop by Mini Grey In the Sky by Harriet Evans & Goncalo Viana Obsessive About Octopuses by Owen Davey Insect Detective by Steve Voake & Charlotte Voake Peter’s Place by Sally Grindley and Michael Foreman Gut Garden by Katie Brosnan Solving the Puzzle Under the Sea by Robert Burleigh & Raul Colon Joan Procter Dragon Doctor by Patricia Valdez & Felicita Sala Counting on Katherine by Melanie Becker & Dow Phumiruk Planetarium by Chris Wormell and Raman Prinja</p> <p>History: The Invention of Hugo Cabret by Brian Selznick Smile: Charlie Chaplin by Gary Golio & Ed Young A Farm Through Time by Eric Thomas & Angela Wilkes The Seeker of Knowledge by James Bumford Egyptology by Dugald Steer</p>	<p>Geography: Maps of the United Kingdom River Stories by Timothy Knapman, Ashling Lindsey & Irene Montano Great Rivers of the World by Volker Mehnert & Martin Haake Volcano Wakes Up by Lisa Westberg Peters & Steve Jenkins Everything Volcanoes & Earthquakes by National Geographic</p> <p>PSHE: Books: A Street Through Time by Steve Noon & The Germ Lab by Richard Platt & John Kelly The Island by Armin Greder Mixed by Arree Chung We Are Family by Patricia Hegarty and Ryan Wheatcroft Kamala Harris: Rooted in History by Nikki Grimes and Laura Freeman ‘We Climb that Hill’ poem by Amanda Gorman Moses: When Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford & Kadir Nelson Malala’s Magic Pencil by Malala Yousafzai The Name Jar by Yangsook Choi</p>
Curriculum Books Fig Cycle 2	<p>Key Books: Outlaw by Michael Morpurgo The Book of Trees by Piotr Socha & Wojciech Grajkowski Christmas Carol by Charles Dickens and Roberto Innocenti A Christmas Carol: Graphic Novel by Dickens, David Roach and Terry Wiley Charles Dickens Charlotte’s Web by EB White 50 Cities of the USA by Gabrielle Balkan & Sol Linero You Wouldn’t Want to Be a Mayan Soothsayer by Rupert Matthews & David Antram The Ancient Maya by Jackie Maloy The Jamie Drake Equation by Christopher Edge Hidden Figures by Margot Lee Shetterly & Laura Freeman</p>	<p>Science: Inventions: Pop-up models from the drawings of Leonardo da Vinci Edison by Torben Kuhlmann Stories for South Asian Super Girls by Raj Kaur Khaira Little People, Big Dreams: Jane Goodall by Isabel Sanchez Vegara & Beatrice Cerocchi The Big Book of Beasts by Yuval Zommer Brilliant Ideas by Wonderful Women by Aitziber Lopez & Luciano Luzano</p> <p>Art: Discovering Heraldry by Jacqueline Fearn Rain Player by David Wisniewski</p> <p>Design & Technology: Guitar Genius: Les Paul by Kim Tomsic & Brett Helquist Django by Levi Pinfold</p>	<p>Geography: 50 Adventures in the 50 States by Kate Siber & Lydia Hill 50 Cities of the USA by Gabrielle Balkan & Sol Linero Atlas of Adventures - Wonders of the World by Ben Handicott & Lucy Letherland</p> <p>History: The Ancient Maya by Jackie Maloy Rain Player by David Wisniewski</p> <p>PSHE: We Are Family by Patricia Hegarty and Ryan Wheatcroft The Germ Lab by Richard Platt & John Kelly Malala’s Magic Pencil by Malala Yousafzai The Name Jar by Yangsook Choi People of Peace by Sandrine Mirza & Le Duo The Island by Armin Greder Rosa Parks by Lauren Burke & Shane Clester</p>

YEAR 6	Theme 1 Develop positive attitudes to reading	Theme 2 Skills and strategies to read for understanding	Theme 3 Understanding vocabulary used in texts	Theme 4 Express, record and present their understanding	Theme 5 Understand the whole text	Theme 6 Retrieve information from texts	Theme 7 Inferential understanding	Theme 8 Reading to find out
Learning	<p>1.1 Sustain their reading of longer and more challenging texts.</p> <p>1.2 Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.</p> <p>1.3 Develop their reading stamina and complete the independent reading of some longer texts.</p>	<p>2.1 Make comparisons between a text and others they have read</p> <p>2.2 Ask effective questions that will help them clarify their understanding of the text or the topic they are researching</p> <p>2.3 Read carefully sections of texts to research information and to answer questions</p> <p>2.4 Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning</p> <p>2.5 As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding a commentary where this is helpful.</p> <p>2.6 Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.</p> <p>2.7 Make regular, brief summaries of what they’ve read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they’ve just read.</p> <p>2.8 Summarise ‘evidence’ from across a text to explain events or ideas.</p> <p>2.9 Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information</p>	<p>3.1 Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</p> <p>3.2 Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</p> <p>3.3 Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p> <p>3.4 Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</p>	<p>4.1 Contribute constructively to a discussion about reading, responding to and building on the views of others.</p> <p>4.2 Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.</p> <p>4.3 Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.</p> <p>4.4 Identify and summarise evidence from a text to support a hypothesis.</p> <p>4.5 As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding a commentary where this is helpful.</p> <p>4.6 Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.</p>	<p>5.1 Understand how a writer develops themes, ideas or points of view over a text.</p> <p>5.2 Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</p> <p>5.3 Understand how writers use the features and structures of information texts to help convey their ideas or information.</p> <p>5.4 Make comparisons and draw contrasts between different elements of a text and across texts.</p> <p>5.5 Compare and contrast the work of a single author.</p> <p>5.6 Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.</p> <p>5.7 Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.</p>	<p>6.1 Use evidence from across a text to explain events or ideas.</p> <p>6.2 Identify similarities and differences between characters, places, events, objects and ideas in texts.</p> <p>6.3 Retrieve information from texts.</p> <p>6.4 Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.</p> <p>6.5 Use knowledge of different organisational features of texts to find information effectively.</p>	<p>7.1 Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters.</p> <p>7.2 Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</p> <p>7.3 Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully.</p> <p>7.4 Build ‘thinking time’ into their reading, identifying questions that they want answered.</p> <p>7.5 Summarise their current understanding at regular intervals when reading an extended text.</p>	<p>8.1 Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.</p> <p>8.2 Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.</p> <p>8.3 Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts.</p> <p>8.4 Compare different types of information texts, including texts which are a mix of text.</p> <p>8.5 Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</p> <p>8.6 Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate.</p> <p>8.7 Plan research in other subjects, considering how best to read different sources, and find and record the information they need.</p> <p>8.8 In non-fiction texts distinguish between explicit and implicit points of view.</p>

Curriculum Books Clover Cycle 1	<p>Key Books: Brightstorm by Vashti Hardy The Arrival by Shaun Tan The Matchbox Diary by Paul Fleischman & Bagram Ibatoulline The Story of Flight by Jakob Whitfield & Us Now Flight for Freedom by Kristen Fulton & Torben Kuhlmann Letters from the Lighthouse by Emily Carroll The Harmonica by Tony Johnston & Ron Mazellan Rose Blanche by Christophe Gallaz & Roberto Innocenti Erika's Story by Ruth Zee & Roberto Innocenti Where the Mountain Meets the Moon by Grace Lin Fourteen Wolves by Catherine Barr & Jennie Desmond The Lost Book of Adventure by Unknown Adventure</p> <p>Geography: A Port Through Time by Dr Anne Millard & Steve Noon London Through Time by Richard Platt & Manuela Cappon Earth Shattering Events by Robin Jacobs & Sophie Williams</p>	<p>Science: Charles Darwin's On the Origin of the Species by Sabina Radeva When the Whales Walked by Dougal Dixon & Hannah Bailey Audobon: On the Wings of the World by Fabien Grolleau & Jeremie Royer Karl, Get Out of the Garden by Anita Sanchez & Catherine Stock Moth by Isabel Thomas & Daniel Egneus Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino Nature's Light Spectacular by Katy Flint and Cornelia Li Gut Garden by Katie Brosnan</p> <p>Art: The Arrival by Shaun Tan Hello Lighthouse by Sophie Blackall</p> <p>Design & Technology: Hello Lighthouse by Sophie Blackall How Does a Lighthouse Work? by Roman Belyaev</p>	<p>History: A Street Through Time by Steve Noon London Through Time by Richard Platt & Manuela Cappon D-Day by Michael Noble & Alexander Mostov River Adventures: Yangtze China Through Time by Du Fei Great Rivers of the World by Volker Mehnert & Martin Haake</p> <p>PSHE: Small in the City by Sydney Smith Julian is a Mermaid by Jessica Love Small Things by Mel Tregonning Humpty Dumpty Lived Near a Wall by Derek Hughes & Nathan Christopher</p>
Curriculum Books Clover Cycle 2	<p>Key Books: The Island at the End of Everything by Kiran Millwood Hargrave Charles Darwin on the Origin of the Species by Sabina Radeva Charles Darwin & the Beagle Adventure by A J Wood Alfred Russell Wallace: Darwin's Rival and the Search for Evolution by Christiane Dorion & Harry Tennant The Storm Keeper's Island by Catherine Doyle Island by Mark Janssen The Mousehole Cat by Antonio Barber & Nicola Bayley Nature's Light Spectacular by Katy Flint and Cornelia Li Who Let the God's Out by Maz Evans Mythologica by Steve Kershaw & Victoria Topping Greek Gods & Heroes by Sylvie Baussier & Almasty</p>	<p>Science: When the Whales Walked by Dougal Dixon & Hannah Bailey Moth by Isabel Thomas & Daniel Egneus Words that Changed the World: On the Origin of the Species by Anna Brett & Nick Hayes Sensational Butterflies by Ben Rothery Brilliant Ideas by Wonderful Women by Aitziber Lopez & Luciano Luzano Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino Edison by Torben Kuhlmann</p> <p>Art: The Lost Words by Robert Macfarlane & Jackie Morris Greek Gods & Heroes by Sylvie Baussier & Almasty</p> <p>Design & Technology: Unlimited by Katherine Krull</p>	<p>Geography: Island: A Story of the Galapagos by Jason Chin Earth Shattering Events by Robin Jacobs & Sophie Williams Maps of the United Kingdom by Rachel Dixon & Livi Goslin At the Same Time Around the World by Clotilde Perrin</p> <p>History: Viking Voyagers by Jack Tite Wilma Unlimited by Kathleen Krull</p> <p>PSHE: Small in the City by Sydney Smith Julian is a Mermaid by Jessica Love Small Things by Mel Tregonning The Girl With Two Dads by Mel Elliott Humpty Dumpty Lived Near a Wall by Derek Hughes & Nathan Christopher</p>