Reading
Curriculum Rationale

Our Reading Curriculum
Our reading curriculum is planned out to provide a progression from listening to stories and poems in EYFS to reading classic and more complex texts in Y6. Many of the texts listed are classics, and others have been carefully selected from the Pie Corbett Reading Spine and leading UK and International Children's Literature Awards. Teachers may also add their own enthusiasms and new finds, but they must provide challenge beyond the instructional level, and be worthwhile reads which speak to the reader and promote deep discussion. The learning that takes place beyond reading lessons builds world knowledge and is, therefore, part of the reading curriculum. Our wider curriculum reading offer provides children with exposure to additional quality fiction and non-fiction texts within all subjects and across all year groups.

Year	Term	Rationale	Prior Knowledge/ Connections
Nursery		**Where's Spot** by Eric Hill 160L **Dear Zoo** by Rod Campbell 150L **You Choose** by Pippa Goodhart and Nick Sharratt **We're Going on a Bear Hunt** by Michael Rosen 280L **Brown Bear, Brown Bear, What Do You See?** by Bill Martin and Eric Carle 200L **Jasper's Beanstalk** by Nick Butterworth and Mick Inkpen 390L **The Very Hungry Caterpillar** by Eric Carle 460L **Hairy Maclary from Donaldson's Dairy** by Lynley Dodd 690L **Each Peach Pear Plum** by Allan and Janet Ahlberg **Hug** by Jez Alborough	**Curriculum links (EYFS):** Communication and Language – listening, joining in with repeated phrases and retelling; PSED – naming feelings and relationships; Understanding the World – familiar animals, homes and journeys; Expressive Arts and Design – songs, role-play, drawing and story-making. **Prior learning:** Children bring experiences of family, pets, journeys, toys and the natural world from home and Nursery provision.

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		The Train Ride by June Crebbin **Come on, Daisy!** by Jane Simmons **Why children should read these texts:** These texts give children an enjoyable introduction to books through repetition, rhyme, rhythm and engaging illustrations. Shared reading builds listening and attention, introduces new vocabulary, encourages children to predict and join in, and helps them connect stories with their own experiences.	
Reception		**Owl Babies** by Martin Waddell 500L **The Gruffalo** by Julia Donaldson 510L **Handa's Surprise** by Eileen Browne 420L **Mr Gumpy's Outing** by John Burningham 490L **Rosie's Walk** by Pat Hutchins **Six Dinner Sid** by Inga Moore 580L **Mrs Armitage on Wheels** by Quentin Blake 640L **Whatever Next** by Jill Murphy 500L **On the Way Home** by Jill Murphy 570L **Farmer Duck** by Martin Waddell	**Curriculum links (EYFS):** Understanding the World – woodland animals, farms, food, transport and the natural environment; PSED – family relationships, empathy and managing feelings; Expressive Arts and Design – small-world play, puppets, movement and story maps; Mathematics – counting, sequencing and positional language. **Prior learning:** Builds on Nursery repetition, picture clues, familiar routines and oral retelling.

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		420L **Goodnight Moon** by Margaret Wise Brown 360L **Shhh!** Sally Grindley 470L **Why children should read these texts:** These stories build on early shared reading in Nursery, while developing comprehension, vocabulary and confidence in retelling. They offer opportunities to discuss feelings, choices and relationships, notice details in illustrations, recognise story patterns and imagine alternative adventures.	
The picture books in Year 1 offer deeper exploration of emotions and wonder. They are mainly rooted in the everyday crises of life. Again, most of these books lend themselves to setting up a variety of play situations – using toys, costumes and puppets – but the children also need to be involved in the careful reading of the books, paying close attention to the detail and entering imagined worlds to experience the stories deeply – then talking it all through.			
Year 1	**Autumn 1**	**The Colour Monster** by Anna Llensa **The Naughty Bus** by Jan Oke **Why children should read these texts:** These texts invite children to explore feelings, viewpoints and storytelling choices. The Colour Monster supports emotional vocabulary; The Naughty Bus encourages inference from photographs and discussion of different perspectives. Both help children explain ideas and justify interpretations using clues from the text.	**Links to books in previous years:** Nursery – Brown Bear, Brown Bear, What Do You See? (repeated language and naming); Reception – Owl Babies (feelings and family). **Curriculum links:** PSHE/RHE – naming and managing emotions, relationships and growing up; History – All About Me, family histories and changes over time; Art and Design – colour mixing and using colour to communicate feelings. **Prior learning:** EYFS PSED and feelings vocabulary; Nursery patterned stories and Reception stories about family and emotions.
	Autumn 2	**The Weather Girls** by Aki Delphine Mach 380L **Where The Wild Things Are** by Maurice Sendak	**Links to books in previous years:** Nursery – We're Going on a Bear Hunt (rhythm and repeated language);

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		740L **Why children should read these texts:** These books develop children's imagination and understanding of the natural world while exposing them to rhyme, rich illustrations and diverse characters. They encourage children to discuss emotions, make predictions, notice visual details and appreciate that stories can represent experiences in different ways.	Reception – Handa's Surprise (animals and natural world); Year 1 Autumn 1 – The Colour Monster (emotions). **Curriculum links:** Science – seasonal changes, weather observations and the natural world; Geography – daily weather and local seasonal patterns; Art and Design – colour, illustration and visual storytelling; Music – rhyme, rhythm and repeated language. **Prior learning**: EYFS observation of weather, plants and animals; Year 1 Autumn 1 – recognising and describing emotions.
	Spring 1	**Lost in the Toy Museum** by David Lucas **Beegu** by Alexis Deacon 520L **Why children should read these texts:** These stories encourage close observation, descriptive language and empathy. Lost in the Toy Museum helps children notice how adjectives create pictures in the reader's mind, while Beegu opens discussion about difference, belonging and friendship.	**Links to books in previous years:** Nursery – You Choose (talking about choices); Reception – Mr Gumpy's Outing (character and events); Year 1 Autumn 2 – The Naughty Bus (viewpoints and storytelling through pictures). **Curriculum links:** History – toys from the past and comparing old/new toys; Art and Design – drawing, describing and designing a toy; Design and Technology – materials, mechanisms and how toys work; Computing – sequencing events and creating simple digital stories. **Prior learning:** EYFS toys, materials and imaginative play; Year 1 Autumn 1 – describing feelings and characters.
	Spring 2	**The Tiger Who Came to Tea** by Judith Kerr 550L **Elmer** by David Mackee 600L **Why children should read these texts:** These books encourage children to wonder, ask questions and consider how characters behave. They build vocabulary and inference through discussion of clues and endings, while Elmer provides a clear	**Links to books in previous years:** Reception – The Gruffalo (animal character and suspense); Year 1 Spring 1 – Beegu (belonging and empathy). **Curriculum links:** Design and Technology – preparing food and following instructions; Science – animals, diets and food; PSHE/RHE – hospitality, family routines, kindness and considering others;

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		starting point for talking about identity, diversity and acceptance.	Art and Design – character illustration and visual clues. **Prior learning:** EYFS food preparation and familiar routines; Year 1 Spring 1 – character description, difference and belonging.
	Summer 1	**Lost and Found** by Oliver Jeffers 780L Visually engaging and its themes of loneliness and friendship will resonate with children. **Cinderella** by Ruth Sanderson **Why children should read these texts:** These texts help children compare familiar tales with new versions and explore friendship, loneliness, courage and fairness. They strengthen understanding of story structure and character motivation and support discussion about how illustrations and details shape meaning.	**Links to books in previous years:** Nursery – Hug (love and relationships); Reception – Owl Babies (separation and reassurance); Year 1 Spring 1 – Beegu (friendship and belonging). **Curriculum links:** Geography – places, journeys and using simple maps; Art and Design – interpreting illustrations and expressing ideas visually; PSHE/RHE – friendship, loneliness, empathy and caring for others; Computing – sequencing and retelling a narrative. **Prior learning:** EYFS journeys and maps in play; Year 1 Spring 1 – Beegu (belonging) and character feelings.
	Summer 2	**Handa's Surprise** by Eileen Browne 420L **I am Rosa Parks** by Brad Meltzer 600L **Why children should read these texts:** These books support oral storytelling, careful picture reading and understanding how real people can make a difference. Handa's Surprise encourages prediction and sequencing, while I Am Rosa Parks introduces biography and gives children an accessible example of courage and standing up for what is right.	**Links to books in previous years:** Nursery – Brown Bear, Brown Bear, What Do You See? (repetition and picture clues); Reception – Handa's Surprise (animals and repeated structure). **Curriculum links:** Geography – comparing familiar environments and places in another part of the world; Science – animals, plants, food and the human body; Art and Design – pattern, colour and illustration; PSHE/RHE – friendship and sharing. **Prior learning:** EYFS plants, animals and food; Year 1 Autumn 2 – weather and the natural world; Year 1 Spring 2 – following instructions.

In Year 2, it is important to start to move from sharing picture books into sharing chapter books. These will not only provide a meaty read, but also demand that the children use their imagination. Many of the chosen books operate on different levels – from the satisfaction of good stories to the exploration of deeper themes.

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Year 2	**Autumn 1**	**That Rabbit Belongs to Emily Browne** by Cressida Cowell 760L Emily Brown is a strong and determined character who stands up for what she loves, even when facing a royal challenge. The story teaches about love, friendship, and the importance of standing up for what matters. **Why children should read this text:** Children can explore ownership, friendship and strong feelings through a relatable character who stands up for what matters. The story develops empathy, vocabulary for emotions and the ability to discuss characters' choices and motivations.	**Links to books in previous years:** Year 1 Autumn 1 – The Colour Monster (emotions); Reception – Owl Babies (family and feelings). **Curriculum links:** PSHE/RHE – emotions, friendship, determination and standing up for what matters; History – considering different viewpoints and how stories represent events; Art and Design – character design and illustration. **Prior learning:** Year 1 Colour Monster (feelings), Beegu (empathy and belonging) The Day the Crayons Quit (communicating needs).
	Autumn 2	**Vlad and the Great Fire of London** by Kate Cunningham 510L This book provides an experience of historical fiction in support of finding more about and developing an experience of the Great Fire of London. Also, this first person narrative from the point of view of a character (Vlad the Flea) develops children's awareness of the differences in pronouns and this strategy to draw upon emotion through personal experiences and feelings. **Why children should read this text:** This historical story brings the Great Fire of London to life through a character's point of view. Children can connect fiction with historical learning, develop an understanding of the past, and notice how first-person narration and pronouns help readers experience events.	**Links to books in previous years:** Year 1 Spring 1 – Lost in the Toy Museum (toys and descriptive language); Reception – Rosie's Walk (sequencing events). **Curriculum links:** History – Great Fire of London, chronology, evidence and life in the past; Geography – London as a place and how settlements change; Design and Technology – materials and fire-resistant building choices; Art and Design – depicting a historical event. **Prior learning:** Year 1 History – toys from the past and family history; EYFS discussions about homes, fire safety and community helpers.
	Spring 1	**The Hodgeheg** by Dick King-Smith 920L The Hodgeheg explores themes such as road safety, family, determination and speech difficulties.	**Links to books in previous years:** Year 1 Autumn 2 – The Weather Girls (animals and nature); Reception – Rosie's Walk (animal character and journey).

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		Why children should read these texts: This humorous animal story encourages children to persevere, solve problems and think about road safety. It supports discussion of family relationships and speech, while giving children practice in following a longer plot and understanding a character's point of view.	**Curriculum links:** Science – animal characteristics, habitats and caring for living things; PSHE/RHE – road safety, risk awareness and making safe choices; Geography – routes, roads and the local environment; Design and Technology – designing a safer route or model road. **Prior learning:** EYFS animal learning; Year 1 Handa's Surprise and The Weather Girls (animals and natural world).
	Spring 2	**Flat Stanley** by Jeff Brown 550L Themes of self-belief, overcoming challenges, and making judgements are explored through the adventures of Flat Stanley. **Why children should read these texts:** Flat Stanley encourages children to imagine unusual possibilities and think about how people respond to challenges. Its accessible adventure supports prediction, sequencing, recounting and discussion of self-belief and making thoughtful judgements.	**Links to books in previous years:** Year 1 Summer 1 – Lost and Found (friendship and overcoming a challenge); Reception – Mr Gumpy's Outing (journey and consequences**).** **Curriculum links:** Design and Technology – structures, materials and how objects can be changed; Science – materials and their properties; Geography – journeys and places; Art and Design – illustration and visual humour. **Prior learning:** Year 1 Lost in the Toy Museum (toys and description) and EYFS exploration of materials and construction.
	Summer 1	**The Twits** by Roald Dahl 750L This book is an example of the theme, "Always be Kind to Others". Other themes of the novel are morality of The Twits and friendship between the monkeys and the birds. **The Magic Finger** by Roald Dahl The message in the story is that we should be considerate; always put ourselves in someone else's position, to understand how they feel. **Why children should read these texts:** These comic stories give children a lively reason to think about kindness, cruelty and the consequences of behaviour. Humour encourages	**Links to books in previous years:** Year 1 Spring 2 – The Tiger Who Came to Tea (mischief and unexpected events); Reception – The Gruffalo (humour and memorable characters). **Curriculum links:** PSHE/RHE – kindness, fairness, consequences and respectful relationships; Science – animal needs and habitats; Design and Technology – simple mechanisms and making a bird feeder or cage model; Art and Design – caricature and expressive illustration. **Prior learning**: Year 1 Elmer (acceptance),

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		engagement, while the characters' choices prompt discussion about empathy, fairness and seeing situations from another person's perspective.	Beegu (empathy) and Year 2 The Hodgeheg (animals and safety).
	Summer 2	**The Day the Crayons Quit** by Drew Daywalt 730L **Why children should read these texts:** The letters from the crayons show that different people can experience the same situation differently. Children can develop empathy, consider how to communicate needs respectfully, and explore letter writing, voice and point of view.	**Links to books in previous years:** Year 1 Autumn 1 – The Colour Monster (recognising feelings and needs); Year 1 Spring 1 – Beegu (empathy and understanding others). **Curriculum links:** Art and Design – colour, line, pattern and communicating ideas; PSHE/RHE – expressing needs, listening to others and seeing different perspectives; Computing – digital communication and creating letters; Design and Technology – how everyday tools are designed and used. **Prior learning:** Year 1 The Colour Monster (colour and feelings), Elmer (difference) and Year 2 work on letters and instructions.
Year 3	**Autumn 1**	**Starbird** by Sharon King Chai 630L **Stone Age Boy** by Satoshi Kitamura 700L **Why children should read these texts:** These texts broaden children's knowledge through imaginative and historical storytelling. Starbird encourages courage and standing up for others; Stone Age Boy combines adventure with details about prehistoric life, helping children connect reading with history and ask questions about how people lived in the past.	**Links to books in previous years:** Year 1 Summer 2 – I Am Rosa Parks (standing up for others); Year 2 Summer 1 – The Twits (animals in captivity and helping others); Reception – Rosie's Walk (journey narrative). **Curriculum links:** PSHE/RHE – courage, fairness, freedom and speaking up for others; Science – birds and living things; Art and Design – visual storytelling and representing movement; Music – listening to and composing soundscapes for a story. **Prior learning:** Year 1 I Am Rosa Parks (standing up for what is right) and Year 2 The Twits (consequences of unkindness).
	Autumn 2	**The Christmasaurus** by Tom Fletcher 720L **Why children should read these texts:** This story combines fantasy and humour with an opportunity to consider disability, inclusion and how unkind behaviour affects others. Children	**Links to books in previous years:** Year 1 Spring 1 – Beegu (difference and inclusion); Year 1 Summer 1 – Cinderella (fantasy and adventure); Year 2 Spring 2 – Flat Stanley (adventure and overcoming challenges).

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		can develop empathy, discuss friendship and belonging, and sustain understanding across a longer narrative.	**Curriculum links:** PSHE/RHE – inclusion, disability, friendship and challenging stereotypes; Design and Technology – mechanisms and designing accessible products; Science – materials and forces in a festive/vehicle context; Art and Design – character and setting illustration. **Prior learning:** Year 1 Beegu and Elmer (difference and belonging); Year 2 The Day the Crayons Quit (different perspectives).
	Spring 1	**The Princess and the White Bear King** by Tanya Robyn Batt 650L **Why children should read this text:** This retelling introduces children to a traditional tale and rich, lyrical language. It encourages them to consider kindness, consequences and decision-making, while comparing familiar fairy-tale patterns with a different story and setting.	**Links to books in previous years:** Reception – The Gruffalo (traditional-style animal tale); Year 1 Summer 1 – Cinderella (fairy-tale conventions); Year 3 Summer 2 – Hansel and Gretel (retelling a traditional tale). **Curriculum links:** Geography – Norway, landscapes and comparing places; History – traditional tales and how stories are passed on; Art and Design – examining illustration, pattern and composition; PSHE/RHE – kindness and the consequences of choices. **Prior learning:** EYFS traditional tales and Year 3 Autumn 1 Starbird (freedom and courage).
	Spring 2	**The Boy Who Grew Dragons** 830L **Why children should read this text:** This imaginative adventure makes space to discuss friendship, family, perseverance and love. It develops vocabulary for emotions and helps children follow a longer plot, make predictions and reflect on how characters respond to unexpected events.	**Links to books in previous years:** Year 1 Autumn 1 – The Colour Monster (emotions); Year 1 Summer 1 – Lost and Found (friendship); Year 2 Spring 2 – Flat Stanley (imagination and adventure). **Curriculum links:** Science – plants, growth, habitats and living things; Art and Design – drawing dragons and creating imaginary creatures; Design and Technology – designing a habitat or model; PSHE/RHE – family, friendship, perseverance and emotions. **Prior learning:** Jasper's Beanstalk and The Very Hungry Caterpillar (growth);

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			Year 2 The Hodgeheg (animal characters).
	Summer 1	**Escape from Pompeii** NC920L **Why children should read this text:** Historical fiction gives children an accessible way into the eruption of Mount Vesuvius and life in Pompeii. It combines historical knowledge with human experiences, encouraging discussion of disaster, hope and recovery and helping children distinguish story from historical information.	**Links to books in previous years:** Year 2 Autumn 2 – Vlad and the Great Fire of London (historical fiction and disaster); Year 3 Stone Age Boy (historical setting and survival). **Curriculum links:** History – Roman Pompeii, daily life, archaeology and the eruption of Vesuvius; Geography – Italy, the Mediterranean, volcanoes and physical processes; Science – rocks, volcanoes and natural hazards; Art and Design – mosaics and Roman artefacts. **Prior learning:** Year 2 Vlad and the Great Fire of London (historical disaster); Year 3 Stone Age Boy (using narrative to explore the past).
	Summer 2	**Hansel and Gretel** by Anthony Browne 820L **Why children should read this text:** This retelling gives children a way to explore a familiar folktale while thinking critically about poverty, family, trust and appearance versus reality. Anthony Browne's illustrations reward close observation and support inference and discussion of difficult choices.	**Links to books in previous years:** Reception – The Gruffalo (traditional animal story); Year 1 Summer 1 – Cinderella (fairy-tale retelling); Year 3 Spring 1 – The Princess and the White Bear King (traditional tale). **Curriculum links:** History – traditional tales across time and culture; Geography – forests and rural environments; PSHE/RHE – safety, trust, family and choices; Art and Design – interpreting Anthony Browne's visual clues and motifs. **Prior learning:** Reception The Gruffalo and Year 3 The Princess and the White Bear King (traditional tales and suspense).
Year 4	**Autumn 1**	**Charlotte's Web** by E.B. White 680L	**Links to books in previous years:** Year 2 Spring 1 – The Hodgeheg (animal characters and family); Year 3 Spring 1 – The Princess and the White Bear King (kindness and decisions); Year 3 Autumn 2 – The Christmasaurus (friendship and inclusion).

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		Why children should read this text: Charlotte's Web offers a rich, emotionally engaging story through which children can explore friendship, kindness, responsibility, fear and loss. Its memorable characters and descriptive language build empathy, vocabulary and inference, and invite thoughtful discussion about the value of everyday life.	**Curriculum links:** Science – animal needs, habitats and life cycles; PSHE/RHE – friendship, kindness, responsibility and loss; Design and Technology – designing a suitable animal enclosure; Art and Design – illustration and observational drawing of animals. **Prior learning:** Year 2 The Hodgeheg (animal perspective and safety), Handa's Surprise (animals) and Year 3 The Boy Who Grew Dragons (animal/fantasy themes).
	Autumn 2	**The Spider and the Fly by Mary Howitt** 750L **The Winter Witch** by Tom Fletcher 720L **Why children should read these texts:** The Spider and the Fly helps children recognise persuasive language, flattery and deception in a memorable poem. The Winter Witch offers a longer, humorous seasonal story that supports discussion of family relationships and inclusion, including disability, while building reading stamina.	**Links to books in previous years:** Reception – The Gruffalo (animals and trickery); Year 2 Summer 1 – The Twits (deception and consequences); Year 3 Autumn 2 – The Christmasaurus (seasonal storytelling). **Curriculum links:** Science – minibeasts, food chains and animal behaviour; PSHE/RHE – persuasion, trust, staying safe and recognising manipulation; English/oracy – performance poetry, rhythm and rhyme; Art and Design – illustrating a narrative poem. **Prior learning:** EYFS and Year 1 animal stories; Year 2 The Twits (unkind behaviour and consequences).
	Spring 1	**The Firework Maker's Daughter** by Philip Pullman 870L **Why children should read these texts:** This adventure encourages children to value courage, perseverance and self-belief. Lila's journey offers a strong character to discuss, while the vivid setting and descriptive language develop vocabulary, visualisation and appreciation of how writers create atmosphere.	**Links to books in previous years:** Year 2 Spring 2 – Flat Stanley (adventure and self-belief); Year 3 Spring 2 – The Boy Who Grew Dragons (fantasy and perseverance); Year 3 Autumn 2 – The Christmasaurus (imaginative adventure). **Curriculum links:** Science – light, heat, combustion and firework safety; Geography – comparing settings and cultural landscapes; Art and Design – colour, light and pattern;

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			Design and Technology – designing, testing and improving a product; PSHE/RHE – resilience and challenging expectations. **Prior learning:** Year 1 The Weather Girls (weather and nature), Year 2 Flat Stanley (self-belief) and Year 3 The Boy Who Grew Dragons (perseverance).
	Spring 2	**Monster Slayer: A Beowulf Tale** by Brian Patten 590L **Why children should read these texts:** This accessible retelling introduces children to the Beowulf tradition and Anglo-Saxon storytelling. It supports understanding of heroism, courage and good versus evil, and provides a bridge between an older literary tradition and children's own reading experiences.	**Links to books in previous years:** Year 3 Summer 2 – Hansel and Gretel (good versus evil and traditional storytelling); Year 4 Summer 2 – The Saga of Eric the Viking (courage and historical adventure). **Curriculum links:** History – Anglo-Saxons, early Britain, kingdoms and sources; Art and Design – illuminated lettering, patterns and character design; Music – rhythm and performance of an epic tale; PSHE/RHE – courage, leadership and right versus wrong. **Prior learning:** Year 3 Stone Age Boy (chronology and evidence) and Year 3 traditional tales; prepares for Year 4 Viking history.
	Summer 1	**The Creakers** by Tom Fletcher 750L **Why children should read these texts:** The Creakers offers an imaginative, engaging adventure that encourages children to consider leadership, resilience and how people respond to uncertainty. It also gives readers an opportunity to explore another work by Tom Fletcher and compare his characters, humour and storytelling style.	**Links to books in previous years:** Year 3 Autumn 2 – The Christmasaurus (same author, inclusion and friendship); Year 2 Summer 1 – The Twits (humour and unkind behaviour). **Curriculum links:** PSHE/RHE – understanding difference, leadership, problem-solving and teamwork; Design and Technology – designing and testing solutions to a problem; Science – materials and habitats; Art and Design – creating imagined worlds. **Prior learning:** Year 3 The Christmasaurus (inclusion and disability) and Year 2 The Day the Crayons Quit (listening to different viewpoints).

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	Summer 2	**The Saga of Eric the Viking** by Terry Jones 8+ **Why children should read these texts:** This historical adventure builds interest in Viking life through an exciting narrative. Children can explore courage, determination and perseverance while connecting fictional events with historical learning and discussing how a character's choices shape a journey.	**Links to books in previous years:** Year 2 Autumn 2 – Vlad and the Great Fire of London; Year 3 Summer 1 – Escape from Pompeii; Year 4 Spring 2 – Monster Slayer: A Beowulf Tale (historical settings and heroic journeys). **Curriculum links:** History – Viking raids, exploration, trade and settlement; Geography – routes, seas and navigation; Design and Technology – Viking longships and their construction; Art and Design – Norse patterns and artefacts. **Prior learning:** Year 3 Escape from Pompeii (historical fiction) and Year 4 Monster Slayer (Anglo-Saxon Britain), supporting comparison of early medieval societies.
Year 5	**Autumn 1**	**Secrets of a Sun King** by Emma Carroll 720L **Why children should read these texts:** This carefully researched historical mystery supports children's knowledge of Ancient Egypt while keeping them engaged through suspense and character-driven storytelling. It encourages curiosity about the past and discussion of perseverance, morality and respect for difference.	**Links to books in previous years:** Year 2 Autumn 2 – Vlad and the Great Fire of London; Year 3 Summer 1 – Escape from Pompeii; Year 4 Summer 2 – The Saga of Eric the Viking (historical fiction across periods). **Curriculum links:** History – Ancient Egypt, chronology, archaeology, beliefs and artefacts; Geography – the River Nile, desert environments and settlement; Art and Design – Egyptian symbols and tomb art; Science – materials and preservation. **Prior learning:** Year 2 Vlad and the Great Fire of London, Year 3 Escape from Pompeii and Year 4 Viking/Anglo-Saxon history (comparing evidence from different periods).
	Autumn 2	**Varjak Paw** by SF Said 500L	**Links to books in previous years:** Year 1 Spring 1 – Beegu (difference and belonging); Year 2 Spring 1 – The Hodgeheg (animal protagonist);

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		Why children should read these texts: Varjak Paw combines adventure with thought-provoking themes of prejudice, identity and cultural heritage. Children can discuss how a character grows in confidence, consider the value of family knowledge and traditions, and develop inference through an increasingly complex narrative.	Year 4 Autumn 1 – Charlotte's Web (animal characters and loyalty). **Curriculum links:** PSHE/RHE – identity, prejudice, belonging and resilience; Science – animal adaptations and habitats; Geography – migration, place and environment; Art and Design – visualising character and setting. **Prior learning**: Year 1 Beegu (difference and belonging), Year 2 The Hodgeheg and Year 4 Charlotte's Web (animal protagonists).
	Spring 1	**Malamander** by Thomas Taylor 650L **Why children should read this text:** Malamander invites children into a mysterious setting and encourages them to follow clues, make predictions and tolerate uncertainty. Its treatment of loss offers a thoughtful way to discuss feelings, while suspense helps sustain engagement with a longer story.	**Links to books in previous years:** Year 1 Summer 1 – Lost and Found (loss and friendship); Year 3 Spring 2 – The Boy Who Grew Dragons (mystery and fantasy); Year 4 Autumn 1 – Charlotte's Web (friendship and loss). **Curriculum links:** Geography – coastal settings, maps, weather and place; Science – sea life, habitats and adaptation; Art and Design – creating atmosphere through illustration; Computing – mapping clues and sequencing a mystery. **Prior learning:** Year 1 Lost and Found (friendship and journeys), Year 3 The Boy Who Grew Dragons (fantasy) and Year 4 Charlotte's Web (loss and friendship).
	Spring 2	**Fantastic Beasts and where to Find Them** – JK Rowling 770L **Why children should read these texts:** This imaginative reference-style text encourages curiosity about magical creatures and how information books organise facts. It offers opportunities to compare fact and fiction, discuss care and responsibility towards animals, and explore themes of friendship and loyalty.	**Links to books in previous years:** Year 2 Spring 1 – The Hodgeheg (animal welfare and road safety); Year 4 Autumn 1 – Charlotte's Web (animal characters and care); Year 5 Autumn 2 – Varjak Paw (animal protagonist). **Curriculum links:** Science – classification, habitats, adaptation and ethical treatment of animals; Art and Design – designing creatures and studying visual conventions; PSHE/RHE – responsibility, loyalty and care; Computing – organising information into a guide or database.

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			Prior learning: Year 2 The Hodgeheg (animal welfare), Year 4 Charlotte's Web (animal care) and Year 5 Varjak Paw (animal perspective).
	Summer 1	**Wonder** by RJ Palacio 790L **Why children should read these texts:** Wonder helps children understand how experiences can look different from different people's perspectives. It supports thoughtful discussion of bullying, kindness, friendship and inclusion, while developing empathy and the ability to infer feelings from characters' words and actions.	**Links to books in previous years:** Year 3 Autumn 2 – The Christmasaurus (inclusion and disability); Year 1 Spring 1 – Beegu (difference, empathy and belonging); Year 2 Summer 2 – The Day the Crayons Quit (different perspectives and being heard). **Curriculum links:** PSHE/RHE – bullying, inclusion, empathy, friendship and respectful relationships; Art and Design – portraiture and expressing identity; Computing – communicating from different perspectives; RE – respect for beliefs and experiences different from our own. **Prior learning:** Year 1 Beegu and Elmer (belonging), Year 2 The Day the Crayons Quit (voice and perspective), and Year 3 The Christmasaurus (inclusion and disability).
	Summer 2	**Street Child** by Bertie Doherty 810L **Why children should read these texts:** Street Child introduces children to aspects of Victorian childhood through historical fiction based on a real child's possible experiences. It encourages reflection on poverty, fairness and resilience, and helps children connect historical context with an individual story.	**Links to books in previous years:** Year 2 Autumn 2 – Vlad and the Great Fire of London; Year 3 Summer 1 – Escape from Pompeii; Year 4 Summer 2 – The Saga of Eric the Viking; Year 5 Autumn 1 – Secrets of a Sun King (historical fiction across periods). **Curriculum links:** History – Victorian Britain, poverty, workhouses, children's lives and social reform; Geography – Victorian London and urban change; PSHE/RHE – rights, fairness and care for vulnerable people; Art and Design – comparing historical images and sources. **Prior learning:** Year 2 Vlad and the Great Fire of London (London's past), Year 3 Escape from Pompeii (historical fiction) and Year 5 Secrets of a Sun King (using fiction to explore a historical period).

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Year	Term	Rationale	Prior Knowledge/ Connections
Year 6	**Autumn 1**	**The Explorer** by Katherine Rundell 600L **Why children should read these texts:** The Explorer combines an exciting survival adventure with a vivid sense of the South American environment. It broadens geographical knowledge, develops descriptive vocabulary and inference, and encourages discussion of friendship, resourcefulness and responsibility towards the natural world.	**Links to books in previous years:** Year 3 Summer 1 – Escape from Pompeii (place, setting and survival); Year 3 Stone Age Boy (adventure in an unfamiliar setting); Year 5 Spring 1 – Malamander (mystery and adventure). **Curriculum links:** Geography – South America, the Amazon rainforest, biomes, rivers and mapping; Science – habitats, food chains, adaptation and environmental change; Art and Design – sketching landscapes and using perspective; PE – outdoor problem-solving and teamwork. **Prior learning:** Year 1 Handa's Surprise (different places and animals), Year 3 Escape from Pompeii (place and survival) and Year 5 animal/adventure narratives.
	Autumn 2	**Holes** by Louis Sachar 660L **Why children should read these texts:** Holes rewards careful reading through its interwoven timelines, clues and surprising connections. Children can develop skills in tracking plot, recognising flashbacks and making inferences, while discussing friendship, justice, responsibility and the consequences of choices.	**Links to books in previous years:** Year 2 Spring 2 – Flat Stanley (consequences and adventure); Year 3 Spring 2 – The Boy Who Grew Dragons (friendship and choices); Year 5 Summer 1 – Wonder (empathy and perspective). **Curriculum links:** PSHE/RHE – friendship, fairness, responsibility and consequences; History – chronology, family histories and how past events affect the present; Geography – place, environment and human impact; English – flashback, structure and shifting timelines. **Prior learning:** Year 2 Flat Stanley (consequences and adventure), Year 3 historical fiction and Year 5 Wonder (empathy and perspective).
	Spring 1	**Darwin's Dragons** by Lindsay Galvin 870L **Why children should read these texts:** Darwin's Dragons blends fantasy with historical and geographical detail, showing how factual knowledge can enrich an invented story. It encourages curiosity about exploration and evolution, while developing	**Links to books in previous years:** Year 3 Spring 2 – The Boy Who Grew Dragons (dragons and fantasy); Year 6 Autumn 1 – The Explorer (adventure and natural environments); Year 5 Autumn 1 – Secrets of a Sun King (historical detail within fiction).

Reading
Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
		children's ability to distinguish fact from imaginative elements and notice how writers create believable worlds.	**Curriculum links:** Science – evolution, adaptation, fossils and evidence; History – Darwin and the development of scientific ideas; Geography – exploration, mapping and environments; Art and Design – scientific illustration and observational drawing. **Prior learning:** Year 3 The Boy Who Grew Dragons (fantasy creatures), Year 6 The Explorer (natural environments) and earlier learning about living things and habitats.
	Spring 2	**Zootropolis: The Official Handbook** by Suzanne Francis 510L **Why children should read these texts:** This handbook gives children an accessible way to explore a fictional world while considering aspiration, effort and inclusion. Its information format supports skimming, locating details and using non-fiction features, as well as discussion of how characters challenge expectations.	Links to books in previous years: Year 1 Spring 1 – Beegu (difference and inclusion); Year 5 Summer 1 – Wonder (acceptance and kindness); Year 6 Autumn 1 – The Explorer (biomes and environments). **Curriculum links:** Geography – biomes, habitats and human impact; Science – classification, adaptation and ecosystems; PSHE/RHE – aspiration, teamwork, fairness and challenging stereotypes; Computing – organising facts into a reference guide. **Prior learning:** Year 1 Beegu (difference and inclusion), Year 5 Wonder (acceptance) and Year 6 The Explorer (environments and survival).
	Summer 1 **Summer 2**	**The Nowhere Emporium** by Emma Carroll 9+ **Why children should read these texts:** The Nowhere Emporium offers a richly imaginative story that encourages children to appreciate creativity, mystery and the power of stories. Its themes of friendship, courage, bullying and loss support mature discussion, while its descriptive writing provides models for children's own creative work.	**Links to books in previous years:** Year 1 Spring 1 – Beegu (belonging); Year 2 Summer 1 – The Twits (kindness and consequences); Year 5 Summer 1 – Wonder (bullying and empathy); Year 5 Spring 1 – Malamander (mystery and imagination). **Curriculum links:** Art and Design – descriptive language translated into visual design, perspective and imaginative spaces; Computing – planning and sequencing a narrative; PSHE/RHE – bullying, friendship, courage and empathy; History – comparing past and present through time-travel narratives.

Reading
Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
			Prior learning: Year 3 Stone Age Boy (time travel and historical setting), Year 5 Wonder (bullying and empathy) and Malamander (mystery and imagination).