

Priors Hall – a learning community

Phonics and Reading Handbook 2023 - 2024



‘Ready for Learning, Ready for Life’



**Curiosi
tv**



Kindness



Resilience



Section 1 Reading and Phonics at Priors Hall

Priors Hall's Curriculum Intent

Our curriculum aims to ensure every child knows that they are valued and that their primary school journey is important to all of us. Not only does our curriculum encourage academic excellence and success but it is carefully designed to offer balance, challenge and relevance to the children of Priors Hall.

A successful curriculum not only develops children academically but also holistically and Priors Hall prides itself on its approach to character education. Character education prepares our children to be well-rounded humans who understand, accept and embrace differences, challenges and new opportunities. By doing this, children are able to successfully contribute to, and be confident in understanding, their place in society.

Our leaders believe it is important that our curriculum design is viewed as a 'never-ending journey' for all within our school community; we constantly adapt and tweak our curriculum to ensure that it reflects the needs of our children, their families and our local community. Our core curriculum principles remain unwavering: a broad, balanced and knowledge-rich curriculum available to all children with a relentless focus on both academia and building character.

The motto "*Ready for Learning, Ready for Life*" runs through the heart of Priors Hall. We believe it is important that everyone has the opportunity to learn about diversity, the protected characteristics outlined in the Equality Act 2010 and feel that the school environment and curriculum represents them. Learning is adapted to meet the needs of all children at all developmental stages ensuring everyone can be successful; this includes making our curriculum accessible to those children with disabilities and special educational needs. By offering an inclusive and diverse curriculum, we believe all children will be ready for the next steps in their education when they leave us in Year 6.

English at Priors Hall

At Priors Hall ALC we strongly believe that all our pupils deserve the highest quality education in English. Through 'quality first' teaching, our children will learn to speak and

write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, they will understand and evaluate the views of others.

We encourage a love of reading in particular, as it will give our pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually. We ensure we have a daily 'protected' story time for the children to listen to books being read by an adult. Reading also enables pupils both to acquire knowledge and to build on what they already know. By exposing children to a range of high-quality texts, we aim to increase and improve their vocabulary beyond that which they hear or use in everyday speech. In addition to this, every year group is introduced to a new 'Word of the Week', where the children develop a deep understanding of the word, which contributes to a rich bank of vocabulary.

All the skills of language are essential to participating fully as a member of society. Our pupils therefore, will learn to speak, read and write fluently and confidently; they will be prepared for a future in which they have all the tools to succeed.

EYFS Phonics and Early Reading

Our EYFS curriculum provides our youngest pupils with varied learning opportunities to explore all seven areas of development. Literacy, communication and language taking place within the specified areas to form the springboard of our aims as a school for our pupils within our English curriculum. Within our EYFS learning environment our pupils are given access to a variety of reading materials to explore and share to ignite their interest in reading and texts. This supplements the learning of and recognition of sounds and letters as pupils begin their journey as readers and writers. Our EYFS teaching team provide a language and vocabulary rich environment for pupils to develop their confidence in speaking, listening and self-expression within a variety of contexts.

As a school, we have fidelity to the Little Wandle phonics programme. This programme comprises of phonics teaching daily in groups based on pupil's recognition and application of phonetic sounds. Pupils are assigned a phonic decodable reading book to read at home and at school as a dedicated approach to early reading. Our pupils participate in the national Year 1 Phonics Screening Assessment. The very small number of pupils who do not meet the screening criteria continue to take part in daily discrete phonics before being provided with a further opportunity to participate in the Phonics Screening as appropriate.

Y1 -Y6 Whole Class Reading

For the teaching of reading in our Y1 to Y6 learning environments, we provide four specific reading lessons each week focused on not only age-related expectations but also on cross curricular opportunities for our pupils to acquire knowledge through text exploration (see long term plan). Each year group reads a class novel daily; this text is used to access deeper thinking activities during two of the reading sessions. The other two sessions are based on different text extracts, these extracts are varied to include fiction, non-fiction, notable people, historical themes, geographical themes, poetry, science and SMSC themes.

Opportunities are utilised for individual pupil thinking or response to texts/themes alongside shared discussion and presentation of opinion based on the text with the aim to enhance oracy and vocabulary development.

Class teachers work towards the Priors Hall Reading Lesson Design frameworks to ensure consistency across our learning environments- see Lesson Design. These sessions provide opportunity for all pupils to be heard read by their class teacher weekly to support assessment for learning in session. This also provides further evidence for triangulation of teacher assessments (teacher evidence, formal assessment and in lesson record) completed each term.

Section 2: Lesson Designs and Book Expectations

Our Lesson designs outline the standardised expectations in each phase of the teaching and learning of reading.

[Early Years Lesson Design Flow Chart](#)

Early Reading Experiences

Teacher Led

Daily exposure to familiar stories and new texts. A variety of texts (non-fiction, poems) to compliment main story and maintain links. Children are

VIPERS

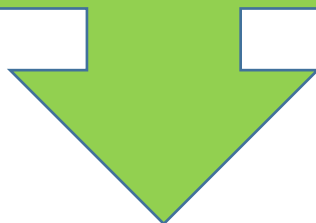
VIPERS are used within group time focus and used within the continuous provision to ensure early exposure to and awareness of key skills. Practitioners use language to scaffold learning and support children in demonstrating their understanding within the Comprehension ELG.



Immersive Environments

Opportunities to use storytelling language, re-tell stories and engage with reading in both indoor and outdoor environments. 'Story Spot' to be enhanced with book and resources to explore, read and retell key story; enabling children as purposeful story tellers. Small world and role-play areas to provide opportunities for children to develop their reading learning.

A range of suitable and contextual texts are strategically placed alongside all learning



Structure of a Reading lesson

Teacher Led

Book as a hook: Slow reveal of story throughout the week. Teacher to model storytelling language. Children to join in with repeated



VIPERS

VIPERS focus indicated on planning to show which comprehension skills are being targeted. Teacher to scaffold learning to support children to demonstrate their understanding within the



Independent Readers

1:1 readers carried out weekly – books closely matched to children's phonics knowledge. Regular sound assessments and teacher observations to inform book stage.



Immersive Environments

Opportunities to use storytelling language, re-tell stories and engage with reading in both indoor and outdoor environments. Small world and role-play areas to provide opportunities for children to develop their reading learning.



	Nursery	Reception	Year 1	Year 2	Year 3+
Lesson Length	In Nursery, phase 1 phonics is taught through a combination of 'in the moment' teaching during continuous provision and discrete teaching at daily group times 2x per day. Early language development, listening to stories, phonological awareness, oral blending, recognition of initial sounds begin in Nursery, in preparation for discrete teaching of Phase 2 phonics in Reception.	Taught daily. introduced as short 10-minute sessions, building up throughout the year to 20-minute and then 30-minute sessions.	30 minutes taught daily.	Rapid catch up sessions (30 minutes) daily for those children who did not meet the Year 1 Phonics Screening Check pass mark.	Rapid catch up sessions (20 minutes) daily for the small percentage of children who did not meet the standard in Year 2.
Unit Length		Termly units organised by year group.	Termly units organised by year group.	Catch up units organised by phase.	Catch up units organised by phase.
Planning		Planning taken from Little Wandle – Letters and Sounds Revised: https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/ Teachers may adapt planning to meet the needs of the learners in their class / group without deviating from the lesson stricture or scheme.	Planning taken from Little Wandle – Letters and Sounds Revised: https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/planning-rapid-catch-up/ Matched to children's current phonic knowledge to address gaps.	Planning taken from Little Wandle – Letters and Sounds Revised: https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/planning-rapid-catch-up/ Matched to children's current phonic knowledge to address gaps.	Planning taken from Little Wandle – Letters and Sounds Revised: https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/planning-rapid-catch-up/ Matched to children's current phonic knowledge to address gaps.
Lesson Structure		Revisit and Review: <ul style="list-style-type: none">- Previously taught GPCs Teach and Practise: <ul style="list-style-type: none">- New phoneme: pronunciation- Initial / end sound- New GPC- Oral blending- Teacher-led blending- Independent reading- Tricky words	Revisit and Review: <ul style="list-style-type: none">- GPCs- Oral blending- Review words- Tricky words Teach and Practise: <ul style="list-style-type: none">- New GPC- Oral blending- Independent reading- Alien words- Tricky words	Revisit and Review: <ul style="list-style-type: none">- GPCs- Review words- Tricky words Teach and Practise: <ul style="list-style-type: none">- New phoneme- New GPCs- Oral blending- Teacher-led blending- Independent reading- Tricky words	Revisit and Review: <ul style="list-style-type: none">- GPCs- Review words- Tricky words Teach and Practise: <ul style="list-style-type: none">- New phoneme- New GPCs- Oral blending- Teacher-led blending- Independent reading- Tricky words

		Practise and Apply: <ul style="list-style-type: none"> - Read phrase / sentence - Spelling 	Practise and Apply: <ul style="list-style-type: none"> - Read the sentence - Spelling 	Practise and Apply: <ul style="list-style-type: none"> - Blending practise - Spelling with grapheme cards - Spelling - Spelling tricky words 	Practise and Apply: <ul style="list-style-type: none"> - Blending practise - Spelling with grapheme cards - Spelling - Spelling tricky words
				<i>*Slight variation by phase</i>	<i>*Slight variation by phase</i>
Feedback		<p>Verbal feedback given through positive praise and “copy me” strategy to address misconceptions / pronunciation errors.</p> <p>Teacher modelling used in response to AfL.</p> <p>Teachers scaffold independent application in the provision.</p> <p>Phonics feedback sheets used to inform ‘keep up’ sessions.</p>	<p>Verbal feedback given through positive praise and “copy me” strategy to address misconceptions / pronunciation errors.</p> <p>Teacher modelling used in response to AfL.</p> <p>Phonics feedback sheets used to inform ‘keep up’ sessions.</p>	<p>Verbal feedback given through positive praise and “copy me” strategy to address misconceptions / pronunciation errors.</p> <p>Teacher modelling used in response to AfL.</p>	<p>Verbal feedback given through positive praise and “copy me” strategy to address misconceptions / pronunciation errors.</p> <p>Teacher modelling used in response to AfL.</p>
Formative Assessment		<p>Teacher’s formative assessment from the lesson to be recorded on Phonics Feedback Sheets, which are then used to identify which children need:</p> <ul style="list-style-type: none"> - 1:1 keep up - Group keep up - Repeated practice - Targeted in provision 	<p>Teacher’s formative assessment from the lesson to be recorded on Phonics Feedback Sheets, targeting children for group or individual feedback.</p>	<p>Teacher’s formative assessment from the lesson to be recorded on Phonics Feedback Sheets, to identify gaps and inform next steps.</p>	<p>Teacher’s formative assessment from the lesson to be recorded on Phonics Feedback Sheets, to identify gaps and inform next steps.</p>
Summative assessment		<p>Little Wandle Letters and Sounds Revised assessments carried out 1:1 every 6 weeks.</p>		<p>Initial assessment to identify teaching pathway.</p>	<p>Initial assessment to identify teaching pathway.</p>

		Online assessment tool used to track progress, identify gaps and highlight next steps in learning. New children to undergo placement assessment.	Assess every 4 weeks of the teaching cycle.	Assess every 4 weeks of the teaching cycle.
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Lesson Design	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson Length	2x daily 20 minute sessions	20 minutes	25 minutes		35-60 minutes			
Unit Length & Text Focus	Bank of ‘favourite’ stories, consistent texts revisited regularly to build love of early reading. Texts introduced link to interest and motivation. Stories and non fiction text added to learning opportunities to immerse children’s learning experiences in print create links between text, seeking information and extending thinking.	Literacy lessons to have a weekly or 2-weekly focus incorporating both reading and writing.	Two blocks weekly split into Class Novel (2 lessons) and Themed/Alternative Text Lesson (2 lessons).		Two blocks weekly split into Class Novel (Monday and Friday) and Themed lessons (Tuesday-Thursday).		Book Study approach (Class Novel Monday – Friday)	
Quick Quiz/ Quick Start Quiz	Targeted key questioning throughout story time linked to retrieval of information. Linked to vipers skill retrieval. Early letter recognition – letters of significance and development of symbolic meaning of letters.	Quick re-call and retrieval questions to be built into planning. Oral discussion and targeted questioning for individuals.	One Quick Quiz completed for each block (1 out of 2 Class Novel lessons and 1 out of 2 Themed/Alternative Text lesson). Children coached to self-mark in purple pen.		Quick Start Quiz to start each reading lesson and self-marked by children using purple pen. Quiz ranging from a minimum of four questions to a maximum of 10. Key skill focus is retrieval. As per WCR research (citing EEF) repetition model to be used to support lowest 20% for class novel days.			

VIPERS Vocabulary Inference Prediction Explanation Retrieval Sequence or summarise	Exposure to 'VIPERS' terminology in daily story time sessions and during incidental reading in the environment. Children become familiar with language used and can respond to contextual questioning.	Weekly literacy planning to indicate the VIPERS focus for that week as well as the questioning focus to support children's learning. The VIPERS focus should be evident on the reading working wall, which should be updated to match the adult directed input.	Weekly teaching is split into two blocks consisting of two lessons each. The first lesson of each block has a retrieval based Quick Quiz followed by one VIPERS skill focused question. The second lesson consists of two VIPERS skills focused questions selected based on pupils knowledge gaps and so the lesson will therefore have taught elements to each VIPERS question. A variety of all VIPERS skills must be taught and assessed across each two-lesson block. This approach is in preparation for End of Key Stage 1 Assessments.	Each reading lesson begins with a retrieval based Quick Start Quiz and is followed by three VIPERS questions. At least two different VIPERS being used every lesson.	Each reading lesson begins with a retrieval based Quick Start Quiz and is followed by four (or more as appropriate) VIPERS questions. At least two different VIPERS being used every lesson.
				The skills and questions must selected using formative assessment analysis in order to not only fill gaps identified but to also develop pupils reading skills. Gaps identified through assessment for learning within sequences of lessons or summative assessments carried out termly should be included and impact on planning. The questions should provide specific teaching/coaching opportunity to enable pupils to develop within those identified gap areas. This is likely to include creating question formats that mirror those that pupils find most challenging.	
Inclusive Teaching QFT	Personalised learning approach based on next steps identified through observations and assessments on Arc Pathway. Target children identified on pupil slides (FS2) and continuous provision planning. Learning in		Lower attaining pupils and inclusion groups must be appropriately differentiated for using Quality First Teaching and inclusive practise. Small steps learning and cognitive load considerations need to be evident within lessons. Scaffolding for lower attaining should support pupils in accessing the WCR session rather than providing as alternative activity. All pupils should have access to Digging Deeper opportunities within each VIPERS		

	Action documents identify next steps for individual children.		question. Higher attainers need to access Digging Deeper opportunities with a view to extending their knowledge and understanding further within sessions. See WCR Differentiation Documentation for VIPERS examples			
Feedback	Verbal feedback provided and in the moment next steps provided to children to extend their early mark making/progressing to emergent writing. Learning in Action documents.	Recorded through observations using Arc Pathway. Child's voice displayed in environment to capture chn's learning in this area. Learning in Action documents.	As per the school's marking policy, pink pen should be visible in books to indicate feedback given by teachers. The majority of this should be within the lesson in the form of live feedback; however, there may be examples in books of times when teachers have written feedback after the lesson in preparation for the next reading session. E1 and E2 errors can also be corrected in reading journals (especially where the accuracy of a written answer would impact on whether children would gain marks in summative reading assessments); however the main means of feedback should focus on the development of reading skills			
Formative Assessment	Observation of children's early reading recorded on Arc and feeding into weekly planning.	Ongoing assessment seen through Arc obs and learning in action documents. Target chn identified on continuous provision planning.	Formative assessments for all pupils within reading must be completed using O-Track every fortnight to reflect assessment for learning findings across lesson sequences but also to inform planning for the next sequence.		Formative assessments for statements beyond summative assessment objectives for End of Key Stage 2.	
Summative Assessment	Children's observation and teacher judgement used to inform summative data drop using Arc Pathway Autumn 2, Spring 2, Summer 2. Chn identified and gaps in	Observations and teacher judgment to inform summative data drop. Progress towards GLD tracked after	Cornerstones reading assessment papers from Spring Term 2	End of Key Stage 1 SATs Papers Half Termly	Cornerstones reading assessment papers; Autumn 2 Spring 2 Summer 2	End of Key Stage 2 SATs Papers Half Termly

Year 2

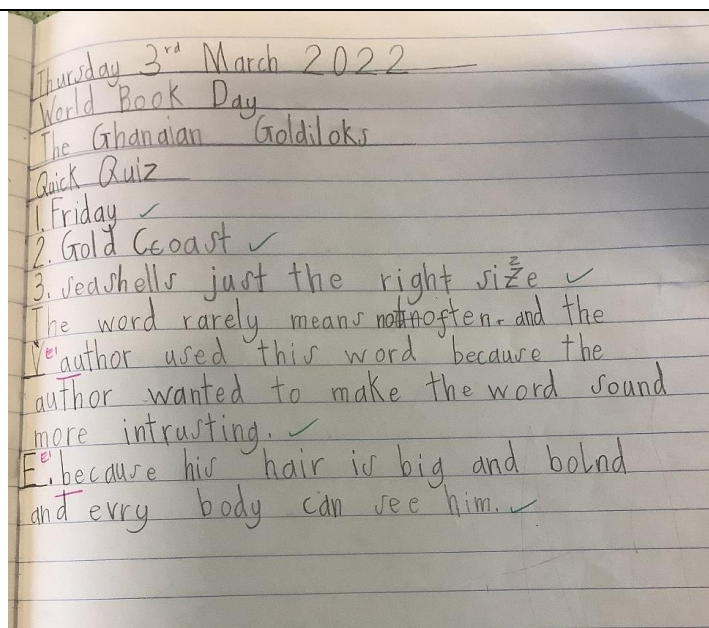
Reading journal example in line with lesson design expectations.

-Quick Quiz with numbered pupil response.

-Pupil response to two different VIPERS questions which are labelled in the margin.

-Evidence of self-marking (Quick Quiz)

Example to be updated to include pink pen feedback (supportive and moving learning on).



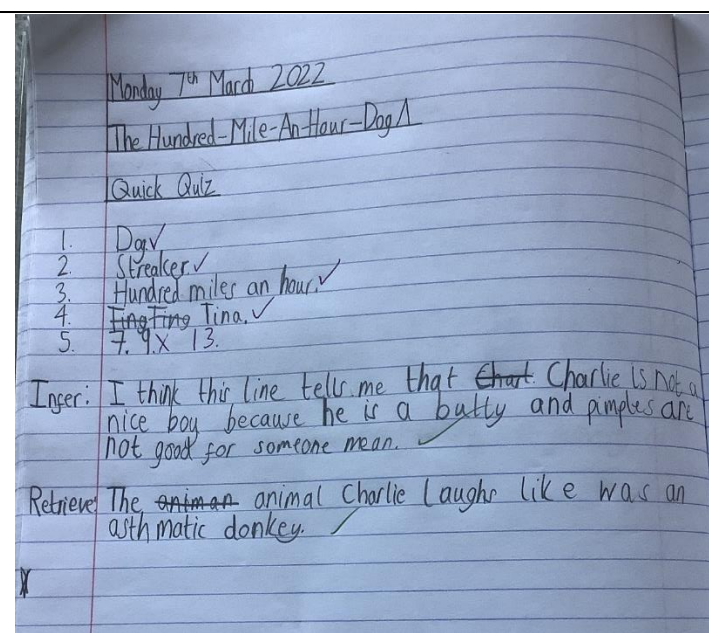
Year 3

Reading journal example in line with lesson design expectations.

-Quick Quiz with numbered pupil response.

-Pupil response to two different VIPERS questions which are labelled in the margin.

-Evidence of self-marking (Quick Quiz)



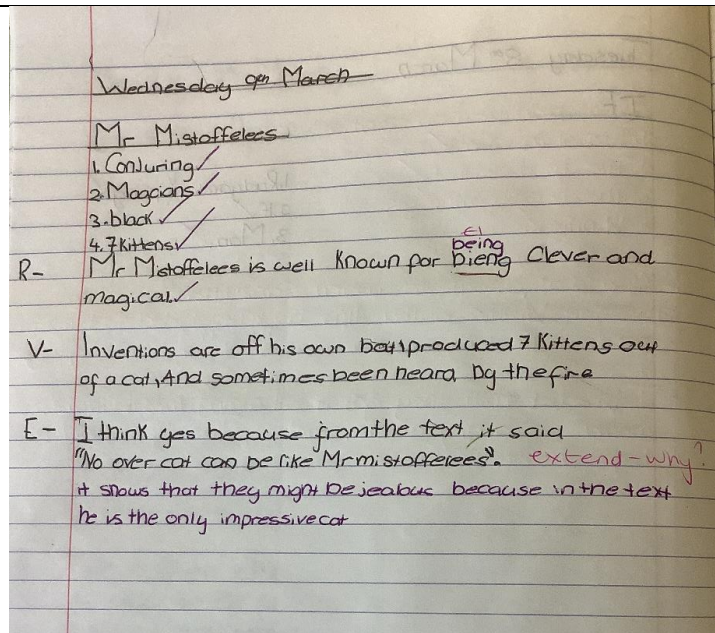
Year 4

Reading journal example in line with lesson design expectations.

-Quick Quiz with numbered pupil response.

-Pupil response to different VIPERS questions which are labelled in the margin.

-Evidence of self-marking (Quick Quiz)



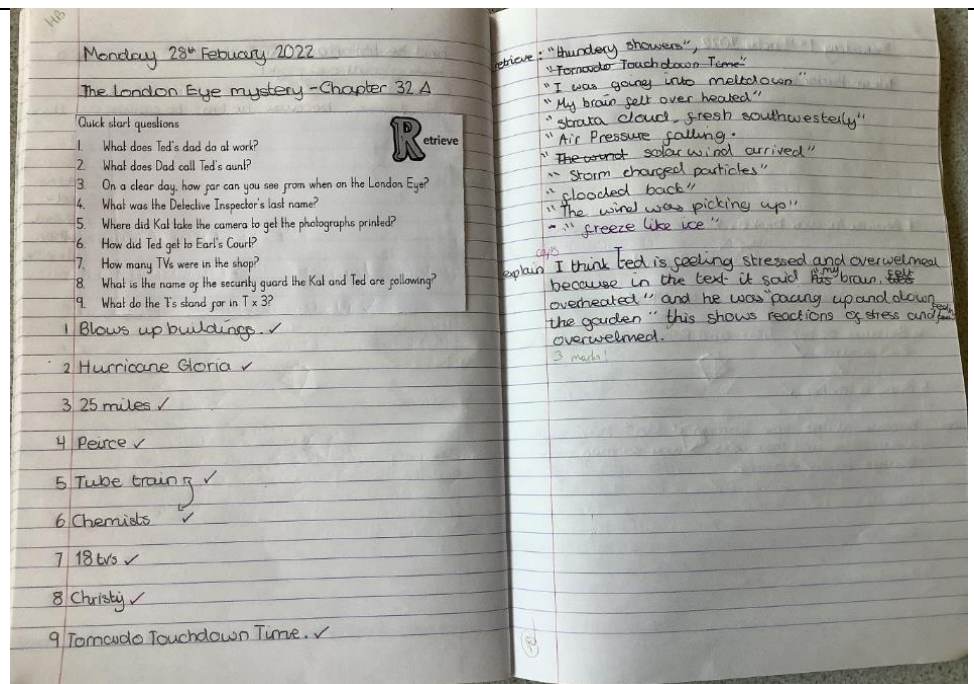
Year 5

Reading journal example in line with lesson design expectations.

-Quick Quiz with numbered pupil response.

-Pupil response to different VIPERS questions which are labelled in the margin.

-Evidence of self-marking (Quick Quiz)



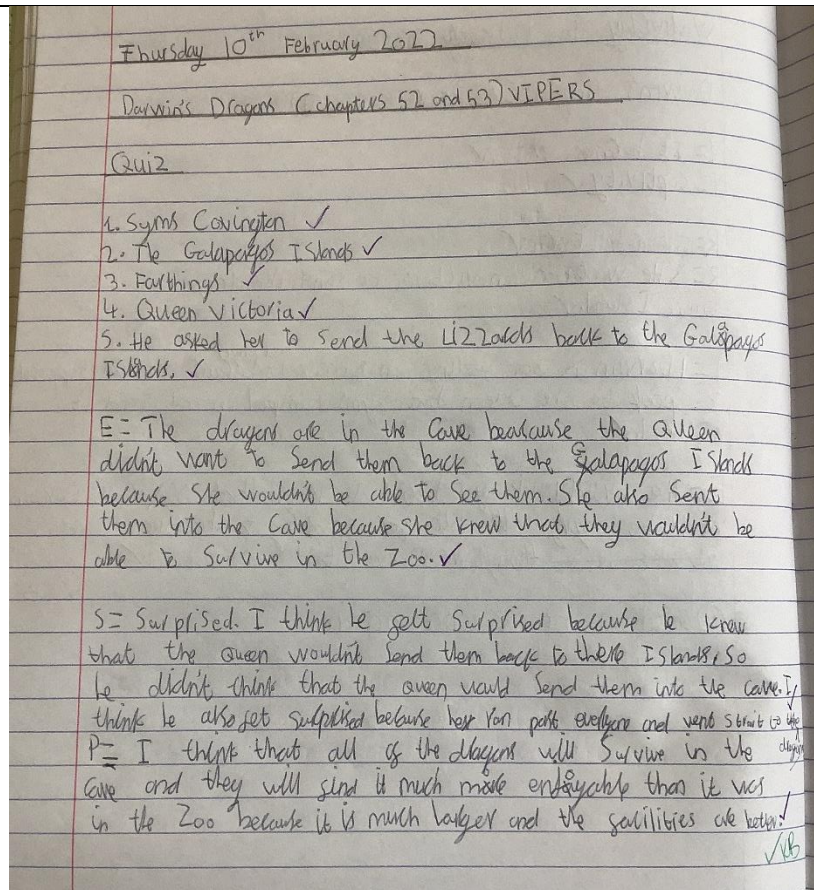
Year 6

Reading journal example in line with lesson design expectations.

-Quick Quiz with numbered pupil response.

-Pupil response to different VIPERS questions which are labelled in the margin.

-Evidence of self-marking (Quick Quiz)



Section 3: Adaptive Teaching Whole Class Reading Lessons



Adaptive Teaching in Whole Class Reading



What does this look like?

Reasonable adjustments to support lower attaining pupils

- Giving a hint
- Sentence stem as a scaffold
- Closed format questioning
- Vocabulary hints linked to desired answer
- Look at the paragraph beginning...
- Flipping the question to make it more accessible
- Partial answer given

Digging Deeper for higher attaining pupils

- Why is this incorrect/correct?
- What else would have worked?
- Create your own question
- If this is the answer, what is the question?
- Mixed domain questions
- Follow up questions
- Thoughts or speech to convey meaning
- What if...



Adaptive Teaching in Whole Class Reading

Making it more accessible

Closed format questioning

Tick the word closest in meaning to 'frail'.

Scared ☐ Weak ☐

Powerful ☐ Small ☐

Giving a hint

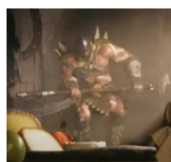
What does the word frail mean in the text above?
(Hint – think about how the soldiers are different in comparison to the warrior).

Sentence stem as a scaffold

What does the word frail mean in the text above? Use this sentence stem to help you. The soldiers are... compared to the warrior so frail might mean...



vocabulary



Plates, chairs, food and glass flew through the air as the fierce battle raged on. The soldiers were frail in comparison to the mighty, barbaric warrior

ARE question

What does the word frail mean in the text above?

Throne of Eldraine

<https://www.youtube.com/watch?v=mzBrfW7lpzg>

Digging Deeper

Follow up questions

- 1a) What does the word frail mean in the text above?
1b) Re-write the text in your own words keeping the meaning is the same.

Why is this incorrect?

What does the word frail mean in the text above?
Ahmed says that frail means strong. Explain why Ahmed is wrong using evidence from the text.

Create your own question

- 1a) What does the word frail mean in the text above? 1b) Create your own vocabulary based question on the text and then swap books for your partner to answer it.

Example source





Adaptive Teaching in Whole Class Reading

Making it more accessible

Closed format questioning

Tick the following statements to say whether you think they are true or false.

Statement	T	F
'...electricity in the atmosphere.' suggests the class were doing a Science lesson.		
'...electricity in the atmosphere.' suggests the class were excited.		
It was raining outside.		
Neil was eager to join in on the conversation.		

Flipping the question to make it more accessible

What does, 'Joyous chatter' and '...electricity in the atmosphere', suggest about how the class are feeling?

Giving a hint

Look at the paragraph beginning, 'It was a Thursday...' What two phrases suggest the children of Class 6 were excited? (Hint – think about how a class might react when they do their favourite lesson or sport).



Vocabulary

It was a Thursday and Class 6 were getting ready for their PE lesson; they were doing their favourite sport – football. It was a chilly afternoon and the field was muddy due to the deluge of rain that had poured the night before. Joyous chatter filled the room and there was electricity in the atmosphere. Class 6 were finally getting a full hour of PE. "Get in! A full hour of football!" Mark whispered to Frederick. "I know. About time as well. Normally, we are lucky to get forty-five minutes," he replied. Neil stood in close proximity and was edging forward to join the conversation, he butted in, "You reckon it will be boys and girls separate again? I reckon we can mix now as the girls are getting really good."

ARE question

Look at the paragraph beginning, 'It was a Thursday...' What two phrases suggest the children of Class 6 were excited?

Digging Deeper

What else would have worked?

Look at the paragraph beginning, 'It was a Thursday...'

1a) What two phrases suggest the children of Class 6 were excited?

1b) Write another sentence that would show the pupils were excited.

Follow up questions

Look at the paragraph beginning, 'It was a Thursday...'

1a) What two phrases suggest the children of Class 6 were excited?

1b) Why are they excited for this particular PE lesson?

Mixed domain questions

Look at the paragraph beginning, 'It was a Thursday...'

1a) What two phrases suggest the children of Class 6 were excited?

1b) Why were they excited?

Example source



Adaptive Teaching in Whole Class Reading

Making it more accessible

Giving a sentence stem

Why is the dad's heart beating fast at this point? Use the sentence stem to help you.

His heart begins to beat fast because...

Giving a hint

Why is the dad's heart beating fast at this point? (Hint – think about what is happening that might be making his heart beat faster).

Closed format

Why is the dad's heart beating fast at this point?

Tick one.

He is excited to see his wife. ☐

He is panicking about doing his daughter's hair. ☐

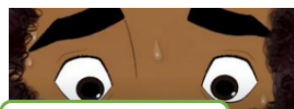
He has just been exercising. ☐

He is panicking about doing his own hair. ☐

I

ARE question

When the dad picks up the comb, the camera zooms in and we can hear his heartbeat. What does this tell us about how the dad is feeling?



Hair Love

https://www.youtube.com/watch?v=kNw8V_Fkw28

Digging Deeper

Why is this incorrect?

1a) Why is the dad's heart beating fast at this point?

1b) Ali argues that this is because he is looking in the mirror and worried about how he will style his hair. Why is Ali wrong?

What else could have worked?

At this point, the dad's heartbeat becomes faster and you can see he is sweating as he is panicking about styling his daughter's hair.

How else could the director have shown his panic?

Thoughts or speech to convey meaning.

1a) Why is the dad's heart beating fast at this point?

1b) What might he be thinking at this time?

Example source





Adaptive Teaching in Whole Class Reading

Making it more accessible

Giving a sentence stem

Why might Mr Bell be hurrying? Justify your answer using evidence from the text. Use this sentence stem to help you.

Mr Bell is hurrying because...

This is evident in the text as it says...

Giving vocabulary hints

Why might Mr Bell be hurrying? Justify your answer using evidence from the text. Use the following word in your answer – weather

Closed format

Why might Mr Bell be hurrying? Tick one.

He wants to find an umbrella. ☐

He wants to get to his destination to get out of the terrible weather. ☐

He has just been exercising. ☐

He is running late for an appointment. ☐



Mr Bell hurried down a dark street, holding onto his bowler hat so that the harsh breeze couldn't steal it. The wind blew harder, almost blowing the short, stout man off-course. Eyes narrowed, Mr Bell tried again to walk into the path of the determined gale. A hazy drizzle of misty rain drifted down in sheets, making him shiver and cough. He drew his coat tighter around his large figure. As he clamped his hat to his head, he spotted something black and flapping on the pavement – an umbrella!

ARE question

Why might Mr Bell be hurrying? Justify your answer using evidence from the text.

Digging Deeper

If this is the answer, what is the question?

...because the weather was terrible. I know this because it says, 'the wind blew harder' and, 'the rain drifted down in sheets'.

What could the question be for this answer?

Thoughts or speech to convey meaning.

1a) Why might Mr Bell be hurrying? Justify your answer using evidence from the text.

1b) What might he be thinking?

What else could have worked?

1a) Why might Mr Bell be hurrying? Justify your answer using evidence from the text.

1b) What else could have been written in the text to show this?

Example source



Making it more accessible

Giving a hint

Do you think Death will do anything differently next time people try to cross the river? Explain your answer fully. (Hint – would he want people to be able to avoid dying in the river again?)

Closed format questioning

Do you think Death will do anything differently next time people try to cross the river? Number these predictions from 1-4 based on what is most likely to happen. 1 being the most likely and 4 being the least likely.

Death will build a bridge so people could cross safely.

If travellers survive the river crossing, he will leave them in peace.

Death will make the river more treacherous and difficult to cross.

Death will prevent travellers from using magic to cross the bridge

Partial answer given

Do you think Death will do anything differently next time people try to cross the river? Explain your answer fully. Part of the answer has been given to you.

Death was angered by the brothers surviving the river and tricked them so they would eventually die. So next time, I think...

Adaptive Teaching in Whole Class Reading



ARE question

Do you think Death will do anything differently next time people try to cross the river? Explain your answer fully?

Digging Deeper

Follow up questions

1a) Do you think Death will do anything differently next time people try to cross the river? Explain your answer fully.

1b) Make a prediction that is unlikely to happen.

Why is this incorrect?

1a) Do you think Death will do anything differently next time people try to cross the river? Explain your answer fully.

1b) Timmy thinks that Death will leave travellers in peace if they manage to cross the river safely from now on. Explain why he may be incorrect.

Thoughts or speech to convey meaning

1a) Do you think Death will do anything differently next time people try to cross the river? Explain your answer fully.

1b) What might Death have said to himself after he took the last brother?

The tale of three brothers

https://www.youtube.com/watch?v=bN1_h_eGtE

Example source



Adaptive Teaching in Whole Class Reading

Making it more accessible

Partial answer given

Rock is kind, gentle and caring. Rock is violent, aggressive and fierce. Explain how both of these statements are true. The start of the answer has been given to you. Rock is kind, gentle and caring because he warns Paper of coming danger, this is also evident because...

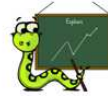
Giving a hint

Rock is kind, gentle and caring. Rock is violent, aggressive and fierce. Explain how both of these statements are true. (Hint – think about how he acts towards Paper and how he acts towards Scissors).

Flipping the question to make it more accessible

Partial answer given Rock is violent, aggressive and fierce which can be seen when he attacks Scissors. There is a deep frown on his face and he grits his teeth before crushing Scissor. How can Rock also be seen as kind, gentle and caring.

Explain



ARE question

Rock is kind, gentle and caring.
Rock is violent, aggressive and fierce.

Explain how both of these statements are true.



Broken Rock, Paper, Scissors

<https://www.youtube.com/watch?v=GymppwZ7IU4>

Digging Deeper

Mixed domain questions

Rock is kind, gentle and caring. Rock is violent, aggressive and fierce.

1a) Explain how both of these statements are true.

1b) What might Rock say to Paper and what might he say to Scissors?

What if..

Rock is kind, gentle and caring. Rock is violent, aggressive and fierce.

1a) Explain how both of these statements are true.

1b) What if Rock was never violent, aggressive and fierce? How might the ending have been different?

Follow up question Rock is kind, gentle and caring. Rock is violent, aggressive and fierce.

1a) Explain how both of these statements are true.

1b) Write a character description of Rock in no more than 50 words.

Example source



Adaptive Teaching in Whole Class Reading

Making it more accessible

Giving a sentence stem

Why did Death give the brothers a prize? Use this sentence stem to help you. Death gave the brothers a prize because they were able to...

Giving vocabulary hints

Why did Death give the brothers a prize? Use the following word in your answer – evade

Closed format

Draw 3 lines to match the statements

The eldest brother

gave the brothers a prize for being able to evade him.

Death

asked for a wand.

The youngest brother

gave the cloak to his son

Retrieve



ARE question

Why did Death give the brothers a prize?



The tale of three brothers

https://www.youtube.com/watch?v=bN1_h eGitE

Digging Deeper

Follow up questions

1a) Why did Death give the brothers a prize?

1b) Was this prize genuine or did Death have ulterior motives? Explain your choice.

Why is this incorrect?

Why did Death give the brothers a prize? Ali says, Death gave the brothers a prize because they had built a bridge to pass over the river and he was impressed with the quality of it. Explain why is Ali wrong?

Mixed domain questions

1a) Why did Death give the brothers a prize?

1b) What do you think Death was thinking to himself as he was offering the brothers a prize.

Example source





Making it more accessible

Partial answer given

Number these events in the order that they happened. One has been done for you –

Lucy asked her brother to play hide and seek

Lucy was wandering around the house

Lucy's mother yelled from the kitchen

Lucy heard strange noises coming from the walls



Adaptive Teaching in Whole Class Reading

Wandering around the cluttered house, Lucy was fed up and itching for something to do. She decided to see if her brother wanted to play even though this was unlikely as all he does is play single player computer games. With her arms waving by her sides, Lucy strolled into the living room and let out a loud and deliberate sigh. "Tim, I am so bored! Fancy a game of hide and seek?" Lucy asked – almost desperately. "Nah, I'm good ta," Tim replied without looking away from the flashing screen. A frown filled Lucy's face as she stormed off. She knew Tim wouldn't have played with her but she was annoyed nonetheless. Dragging herself along the yellowed walls of the house, Lucy began tapping them to compose some sort of tune. As she did, she suddenly heard eerie sounds coming back – scratching, low-growling and faint howls. Lucy jerked her head back and stared at the walls with widened eyes. She abruptly snapped out of her trance when she heard her mother yelling from the kitchen. The sounds, that had now stopped, left Lucy very worried indeed.

ARE question

Number these events in the order that they happened

Lucy asked her brother to play hide and seek

Lucy was wandering around the house Lucy's mother yelled from the kitchen

Lucy heard strange noises coming from the walls

Digging Deeper

Fill the gap

Number these events in the order that they happened. Write a statement in the blank space so the sequence is correct.

Lucy asked her brother to play hide and seek

Lucy was wandering around the house

Lucy's mother yelled from the kitchen

Lucy heard strange noises coming from the walls

3

Example source



Lesson slide example: Digging Deeper



Adaptive Teaching in Whole Class Reading



How do beetles protect themselves?
Find three ways.

DD: How would these things help against a predator?

For each VIPERS question a Digging Deeper should be included.

Pupils can then write DD in the margin and respond in purple pen.

Section 4: VIPERS Skills Progression

EYFS

	<u>Vocabulary</u>	<u>Infer</u>	<u>Predict</u>	<u>Explain</u>	<u>Retrieve</u>	<u>Sequence</u>
Definition	<i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i>	<i>Demonstrate understanding of what has been read to them</i>	<i>Anticipate – where appropriate – key events in stories</i>	<i>Demonstrate understanding of what has been read to them</i>	<i>Demonstrate understanding of what has been read to them</i>	<i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</i>
Key Vocab	<i>Rhyme Repeat</i>	<i>Clue Suggest Guess</i>	<i>Predict Next Later</i>	<i>Explain Agree Disagree Idea Plan</i>	<i>Find Which word Spot</i>	<i>Sequence Order Re-tell</i>
Questioning	<i>What does the word....mean in this sentence? Which word means the same as...? Which word tells us that...?</i>	<i>Why was....feeling....? Why did....happen? Why did....say....?</i>	<i>What do you think will happen next? What makes you think that? Can you make a prediction? What will happen to ... ? How will the story end?</i>	<i>Do you like this story? Why? Why not? What is your favourite part of the story? Who is your favourite character? Where is this story set?</i>	<i>Who did....? Where did....? When did....? What happened when....? Why did....happen? How did....? How many....?</i>	<i>What happened after...? What was the first thing that happened in the story? What happens in the beginning / middle / end?</i>

KS1

	<u>Vocabulary</u>	<u>Infer</u>	<u>Predict</u>	<u>Explain</u>	<u>Retrieve</u>	<u>Sequence</u>
Definition	<i>Drawn upon knowledge of vocabulary in order to</i>	<i>Make inferences from the text</i>	<i>Predict what you think will happen based on information</i>	<i>Explain your preferences, thoughts and opinions about the text</i>	<i>Identify and explain the key features of fiction and non-fiction texts such as:</i>	<i>Sequence the key events in the story.</i>

	<i>understand the text</i>		<i>that you have been given</i>		<i>characters, events, titles and information.</i>	
Key Vocabulary	<i>Engaging</i> <i>Elaborate</i> <i>Powerful</i> <i>Repetition</i> <i>Unusual</i> <i>Choice</i>	<i>Suggests</i> <i>Discover</i> <i>Conclude</i> <i>Reason</i> <i>Reveals</i> <i>Speculate</i>	<i>Propose</i> <i>Estimate</i> <i>Suggest</i> <i>Certain</i> <i>Guess</i> <i>Present</i> <i>Project</i> <i>Consider</i>	<i>Personally</i> <i>Evokes</i> <i>Precise</i> <i>Influence</i> <i>Agree</i> <i>Disagree</i>	<i>Produce</i> <i>Select</i> <i>Locate / Find</i> <i>Recall</i> <i>Proof</i> <i>Identify</i> <i>Discovered</i>	<i>Chosen</i> <i>Know</i> <i>Relate</i> <i>Think</i>
Questioning	<p>What does the word....mean in this sentence?</p> <p>Find and copy a word which means...</p> <p>What does this word or phrase tell you about....?</p> <p>Which word in this section do you think is the most important? Why?</p> <p>Which of the words best describes the character and setting?</p> <p>Can you think of any other words the author could have used to describe this?</p>	<p>Why was....feeling....?</p> <p>Why did.....happen?</p> <p>Why did.....say.....?</p> <p>Can you explain why.....?</p> <p>What do you think the author intended when they said.....?</p> <p>How does.....make you feel?</p> <p>This sentence is</p>	<p>Look at the book cover/blurb- what do you think this book will be about?</p> <p>What do you think will happen next? What makes you think this?</p> <p>How does the choice of character or setting affect what will happen next?</p> <p>What is happening? What do you think happened before? What do you think will happen after?</p> <p>What do you think the last paragraph</p>	<p>Who is your favourite character? Why?</p> <p>Why do you think all the main characters are girls in this book?</p> <p>Would you like to live in this setting? Why/why not?</p> <p>Is there anything you would change about this story?</p> <p>Do you like this text? What do you like about it?</p>	<p>What kind of text is this?</p> <p>Who did....?</p> <p>Where did....?</p> <p>When did....?</p> <p>What happened when....?</p> <p>Why did.....happen?</p> <p>How did.....?</p> <p>How many....?</p> <p>What happened to....?</p>	<p>Can you order these events in the order that they happened?</p> <p>What happened after...?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these chapter headings come in the story?</p>

	Why do you think....is repeated in this section?	evidence for...	suggests will happen next?			
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Lower Key Stage 2 Y3 & Y4

Definiton	<u>Vocabulary</u>	<u>Infer</u>	<u>Predict</u>	<u>Explain</u>	<u>Retrieve</u>	<u>Summarise</u>
	<p><i>Find and explain the meaning of words in context.</i></p> <p><i>Opportunities to learn and extend dictionary skills.</i></p> <p><i>Opportunities to learn and extend thesaurus skills.</i></p>	<p><i>Make and justify inferences using evidence from the text.</i></p> <p><i>Extend character thought and action</i></p> <p><i>Authorial intent.</i></p>	<p><i>Predict what might happen from the details given and implied.</i></p>	<p><i>Explain how content is related and contributes to the meaning as a whole.</i></p> <p><i>Explain how meaning is enhance through choice of language.</i></p> <p><i>Explain the themes and patterns that develop across the text.</i></p>	<p><i>Retrieve and record information and identify key details from fiction and non-fiction.</i></p>	<p><i>Summarise the main ideas from more than one paragraph.</i></p>

	<i>Understanding of synonyms and antonyms.</i>			<i>Explain how information contributes to the overall experience.</i>		
Key Vocabulary	<i>Enhance</i> <i>Magnify</i> <i>Evoke</i> <i>Impact</i> <i>Persuade</i> <i>Rearrange</i> <i>Result</i> <i>Influence</i> <i>Function</i> <i>Highlight</i>	<i>Supports</i> <i>Indicates</i> <i>Hints</i> <i>Convinced</i> <i>Combine</i> <i>Reasoning</i> <i>Infer</i> <i>Interpretation</i> <i>Implies</i> <i>Deduce</i>	<i>Supposition</i> <i>Hypothesise</i> <i>Sense</i> <i>Inclination</i> <i>Mind</i> <i>Conjecture</i> <i>Justify</i> <i>Impression</i> <i>Suggest</i> <i>Judgement</i>	<i>Contraction</i> <i>Confirmation</i> <i>Correlates</i> <i>Indication</i> <i>Relates</i>	<i>Select</i> <i>Collect</i> <i>Reinforces</i> <i>Relates</i>	<i>Summary</i> <i>Message</i> <i>Theme</i>
Questioning	<p>What do the words....and.... suggest about the character and /or setting.</p> <p>Which words tell you that?</p> <p>Which keyword tells you about the character and setting?</p> <p>Find one word in the text which means....</p> <p>Description is strong in this part of the story when.....</p> <p>The most/least effective</p>	<p>Find and copy a group of words which show that...</p> <p>How do these words make the reader feel?</p> <p>How do the descriptions of....show that they are....</p> <p>How can you tell that?</p>	<p>From the cover what do you think this text is going to be about?</p> <p>What is happening now? What happened before this? What will happen after?</p> <p>At this stage of the story, we believe that.....</p> <p>We can justify our prediction about</p>	<p>Why is the text arranged in this way?</p> <p>What structures has the author used?</p> <p>What is the purpose of this text feature?</p> <p>The mood of the character changes throughout the text.</p> <p>What is the author's point of view?</p> <p>How does the author engage the reader here?</p> <p>Which section was the</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <p>How did...?</p> <p>How often...?</p> <p>Who had...? Who is...? Who did....?</p> <p>What happened to...?</p> <p>What does.... Do?</p> <p>How.... Is?</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after....?</p> <p>What was the first thing that happened in the story?</p> <p>Using information from the whole text, identify which statements are true.</p>

	language in the text is.....	What voice might these characters use? Who is telling the story?		most/interesting and exciting part? We believe this book is like 'real life' because.....		
Upper Key Stage 2 Y5& Y6						
Definition	<u>Vocabulary</u> <i>Find and explain the meaning of words in context.</i> <i>Opportunities to learn and extend dictionary skills.</i> <i>Opportunities to learn and extend thesaurus skills.</i> <i>Understanding of synonyms and antonyms.</i>	<u>Infer</u> <i>Make and justify inferences using evidence from the text.</i> <i>Extend character thought and action</i> <i>Authorial intent.</i>	<u>Predict</u> <i>Predict what might happen from the details given and implied.</i>	<u>Explain</u> <i>Explain how content is related and contributes to the meaning as a whole.</i> <i>Explain how meaning is enhanced through choice of language.</i> <i>Explain the themes and patterns that develop across the text.</i> <i>Explain how information contributes to the overall experience.</i>	<u>Retrieve</u> <i>Retrieve and record information and identify key details from fiction and non-fiction.</i>	<u>Summarise</u> <i>Summarise the main ideas from more than one paragraph.</i>
Key Vocabulary	<i>Enhance</i> <i>Magnify</i> <i>Evoke</i> <i>Impact</i> <i>Persuade</i> <i>Rearrange</i> <i>Result</i> <i>Influence</i>	<i>Supports</i> <i>Indicates</i> <i>Hints</i> <i>Convinced</i> <i>Combine</i> <i>Reasoning</i> <i>Infer</i>	<i>Supposition</i> <i>Hypothesise</i> <i>Sense</i> <i>Inclination</i> <i>Mind</i> <i>Conjecture</i> <i>Justify</i> <i>Impression</i>	<i>Contraction</i> <i>Confirmation</i> <i>Correlates</i> <i>Indication</i> <i>Relates</i>	<i>Select</i> <i>Collect</i> <i>Reinforces</i> <i>Relates</i>	<i>Summary</i> <i>Message</i> <i>Theme</i>

	<i>Function Highlight</i>	<i>Interpretation Implies Deduce</i>	<i>Suggest Judgement</i>			
Questioning	<p>What do the words....and.... suggest about the character, setting and mood?</p> <p>Which keyword tells you about the character, setting and mood?</p> <p>Find a word or phrase which shows/suggest that.....</p> <p>Find and highlight the word that is closest in meaning to....</p> <p>To engage the reader, the writer has deployed a technique.....</p> <p>The language in this non-fiction/fiction text is typical/not typical of.....</p>	<p>How does this paragraph suggest how the reader feels?</p> <p>What impression of....do you get from these paragraphs?</p> <p>What was....thinking when.....</p> <p>Who is telling the story? Explain your reasons</p> <p>We are convinced through several references to.... that.....</p>	<p>What does this paragraph suggest will happen next? What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think...will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p> <p>This non-fiction/fiction is predictable/unpredictable in the following ways....</p>	<p>Is the use of.....effective?</p> <p>What is the author's message?</p> <p>What affect does....have on the audience?</p> <p>Which words and phrases did.....effectively ?</p> <p>Which section was the most/interesting and exciting part? How are these sections linked?</p> <p>This book does/does not reflect today's society because....</p>	<p>What can you learn from.....from this section?</p> <p>Give one example of....</p> <p>The story is told from whose perspective?</p> <p>Statement about the text:..... The supporting statement for this is....</p>	<p>Can you summarise in a sentence the opening/middle/end of story?</p> <p>In what order do these chapter headings come in the story?</p> <p>Which statement is the best summary for the whole page?</p> <p>Look at the first two paragraphs. Which sentence below best describes the.....</p>

Section 5: Reading Books and Reading at home

All children still receiving daily phonics lessons are supported in selecting phonic decodable books to read at home. Our phonic decodable texts are in the library, organised by phonics phase in line with our phonics scheme Little Wandle. Children who take home a phonic

decodable book are also encouraged to take home a sharing text. The text a child selects as a sharing text is one that is selected based on reading for pleasure and will therefore be one that will likely need to be read to them. Once children pass the phonics screening, they move onto our Oxford Reading Tree levelled books. The Oxford Reading Tree levelled books are accessible within the shared areas outside classrooms. Class teachers are responsible for using the Oxford Reading Tree assessment materials to support their judgements as to which level pupils should be reading.

Oxford Reading Tree have provided a rough guide to age related reading levels;

Year Group	Reading Level (ARE) Guide	
Reception	Phonic decodable texts A choice 'sharing text' to be shared with an adult.	
Year 1	Phonic decodable texts A choice 'sharing text' to be shared with an adult.	
Year 2	Standard 3: Developing Standard 3: Secure Standard 3: Advanced	Levels 7/8 Levels 9/10 Levels 11
Year 3	Standard 4: Developing Standard 4: Secure Standard 4: Advanced	Levels 11/12 Levels 13 Level 14
Year 4	Standard 5: Developing Standard 5: Secure Standard 5: Advanced	Level 14 Level 15 Level 16
Year 5	Standard 6: Developing Standard 6: Secure Standard 6: Advanced	Level 16 Level 17 Level 18
Year 6	Standard 7: Developing Standard 7: Secure Standard 7: Advanced	Level 18 Level 19 Level 20

Expectations

All children have a reading record (KS1) or planner (KS2). These resources have allocated space to record reading at home. As a school we expect that children will read a minimum of three times a week and record this in their reading record or planner. Ideally children will read five times a week and record this. As a school we celebrate children reading five times a week as well as an accumulation of reads over time. Each classroom Y1-Y6 has a reading at home chart to celebrate pupils' achievements in consistently reading at home. Prizes are awarded to pupils who achieve 10 reads in Key Stage 1 and 20 reads in Key Stage 2.

Section 6: Reading Long Term Plan

Reading Long Term Plan					
Reception					
Autumn 1 – Marvellous Me Suggested texts:	Autumn 2 – Suggested texts:	Spring 1 – Suggested texts:	Spring 2 – Suggested texts:	Summer 1 - Suggested texts:	Summer 2 – Suggested texts:
Year 1					
Autumn Term 1	Class Novel (2 Sessions)		Texts Focus Area WCR Sessions		
Autumn T1 Wk1	The Owl who was afraid of the dark		Fiction – Ourselves		
Autumn T1 Wk2	The Owl who was afraid of the dark		Author Study – Julia Donaldson		
Autumn T1 Wk3	The Owl who was afraid of the dark		Author Study – Rachel Bright		
Autumn T1 Wk4	The Owl who was afraid of the dark		Fiction – What makes me a me? (PSHE books)		
Autumn T1 Wk5	The Owl who was afraid of the dark		Non-Fiction – Big Book of the UK		
Autumn T1 Wk6	The Owl who was afraid of the dark		Poetry – Autumn		
Autumn T1 Wk7	The Owl who was afraid of the dark		Non-Fiction – Animals and Living things / Nocturnal animals		
Autumn Term 2	Class Novel (2 Sessions)		Texts Focus Area WCR Sessions		
Autumn T2 Wk1	The Hodgeheg		Fiction – Halloween books		
Autumn T2 Wk2	The Hodgeheg		Non – Fiction - Bonfire night / Guy Fakes		
Autumn T2 Wk3	The Hodgeheg		Non-Fiction / Fiction Brochures – Holiday Brochure to a city.		
Autumn T2 Wk4	The Hodgeheg		Non-Fiction and Weather – Weather in the UK capital cities.		
Autumn T2 Wk5	The Hodgeheg		Fiction – Cultures		
Autumn T2 Wk6			Mixed – Christmas		
Autumn T2 Wk7			Poetry (Disney Songs)		
Spring Term 1	Class Novel (2 Sessions)		Texts Focus Area WCR Sessions		
Spring T1 Wk1	Enchanted Woodland		Non-Fiction Plants		
Spring T1 Wk2	Enchanted Woodland		Fiction – Picture books		
Spring T1 Wk3	Enchanted Woodland		Fiction – Picture books		
Spring T1 Wk4	Enchanted Woodland		Non-Fiction – Woodland Animals.		
Spring T1 Wk5	Enchanted Woodland		Fiction – Traditional Tales (Little Red Riding Hood, 3 Little Pigs, Hansel and Gretel...)		
Spring T1 Wk6	Enchanted Woodland		Poetry – Enchanted Woodland		
Spring Term 2	Class Novel (2 Sessions)		Texts Focus Area WCR Sessions		
Spring T2 Wk1	Paddington		Non-fiction- Victorians		
Spring T2 Wk2	Paddington		Fiction-Author study (Charles Dickens)		
Spring T2 Wk3	Paddington		Mixed- Recycling		
Spring T2 Wk4	Paddington		Mixed-Recycling		
Spring T2 Wk5	Paddington		Poetry-School		
Spring T2 Wk6	Paddington		Mixed- Mental health		
Summer Term 1	Class Novel (2 Sessions)		Texts Focus Area WCR Sessions		
Summer T1 Wk1	The hen who wouldn't give up		Fiction- Africa		
Summer T1 Wk2	The hen who wouldn't give up		Non-fiction- Africa		
Summer T1 Wk3	The hen who wouldn't give up		Fiction-Picture books		

Summer T1 Wk4	The hen who wouldn't give up	Non- Fiction- Internet safety
Summer T1 Wk5	The hen who wouldn't give up	Poetry- Animals
Summer T1 Wk6	The hen who wouldn't give up	Mixed
Summer Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Summer T2 Wk1	Fantastic Mr Fox	Non-Fiction- Animals
Summer T2 Wk2	Fantastic Mr Fox	Fables
Summer T2 Wk3	Fantastic Mr Fox	Poetry- nursery songs
Summer T2 Wk4	Fantastic Mr Fox	Mixed- frozen planet
Summer T2 Wk5	Fantastic Mr Fox	Fiction- Children's classic
Summer T2 Wk6	Fantastic Mr Fox	Fiction- Picture books
Summer T2 Wk7	Fantastic Mr Fox	Mixed
Year 2		
Autumn Term 1	Class Novel (2 Sessions) The Dragon Sitter	Author Study – Benji Davies
Autumn T1 Wk1	The Dragon Sitter	Author Study – Dr Seuss
Autumn T1 Wk2	The Dragon Sitter	Non – Fiction – Diary Entries
Autumn T1 Wk3	The Dragon Sitter	Fiction – Children's Classics
Autumn T1 Wk4	The Dragon Sitter	Poetry
Autumn T1 Wk5	The Dragon Sitter	Fiction – PSHE: Mac Barnett
Autumn T1 Wk6	The Dragon Sitter	Fiction – PSHE: Mac Barnett
Autumn T1 Wk7	The Dragon Sitter	Black History Month Texts
Autumn Term 2	Class Novel (2 Sessions) Mr. Penguin and The Lost Treasure	Texts Focus Area WCR Sessions
Autumn T2 Wk1	Mr. Penguin and The Lost Treasure	Non-fiction: Weather
Autumn T2 Wk2	Mr. Penguin and The Lost Treasure	Poetry – Autumn / Weather
Autumn T2 Wk3	Mr. Penguin and The Lost Treasure	Non-fiction Time Trials Rainforest
Autumn T2 Wk4	Mr. Penguin and The Lost Treasure	Fiction: Rainforest
Autumn T2 Wk5	Mr. Penguin and The Lost Treasure	Mixed: cold climates
Autumn T2 Wk6	Mr. Penguin and The Lost Treasure	Mixed – Hanukkah
Autumn T2 Wk7	Mr. Penguin and The Lost Treasure	Fiction – Christmas Songs / Authors at Christmas
Spring Term 1	Class Novel (2 Sessions) The Magic Faraway Tree	Texts Focus Area WCR Sessions
Spring T1 Wk1	The Magic Faraway Tree	Fiction – Inside the Villains (twist on traditional tale)
Spring T1 Wk2	The Magic Faraway Tree	Non-fiction instructions: How to grow.
Spring T1 Wk3	The Magic Faraway Tree	Fiction – Mama Miti / Secret Sky Garden
Spring T1 Wk4	The Magic Faraway Tree	Mixed – Chinese New Year
Spring T1 Wk5	The Magic Faraway Tree	Poetry
Spring T1 Wk6	The Magic Faraway Tree	Disney Songs
Spring Term 2	Class Novel (2 Sessions) George's Marvelous Medicine	Texts Focus Area WCR Sessions
Spring T2 Wk1	George's Marvelous Medicine	Fiction – Don't Look in this book
Spring T2 Wk2	George's Marvelous Medicine	World Book Day
Spring T2 Wk3	George's Marvelous Medicine	Non-fiction: Amelia Earhart
Spring T2 Wk4	George's Marvelous Medicine	Non-fiction: Horrible Histories (Groovy Greeks)
Spring T2 Wk5	George's Marvelous Medicine	Mixed - Shakespeare Week
Spring T2 Wk6	George's Marvelous Medicine	Mixed – Easter
Summer Term 1	Class Novel (2 Sessions) Planet Omar	Texts Focus Area WCR Sessions
Summer T1 Wk1	Planet Omar	Fiction – Dr Xargle's Book of Earthlets
Summer T1 Wk2	Planet Omar	Non-fiction: The big book of why (encyclopedia)
Summer T1 Wk3	Planet Omar	Poetry – Sea Shanties
Summer T1 Wk4	Planet Omar	Non-fiction – Anne Bonny

Summer T1 Wk5	Planet Omar	Author Study – Jeremy Strong
Summer T1 Wk6	Planet Omar	Non-fiction: The big book of why (encyclopedia)
Summer Term 2	Class Novel (2 Sessions) The Nothing To See Here Hotel	Texts Focus Area WCR Sessions
Summer T2 Wk1	The Nothing To See Here Hotel	Fiction – Opening chapters of magic themed books (Mr Majeika)
Summer T2 Wk2	The Nothing To See Here Hotel	Fiction – Opening chapters of magic themed books.
Summer T2 Wk3	The Nothing To See Here Hotel	Non-fiction – Bugs
Summer T2 Wk4	The Nothing To See Here Hotel	Fiction – Bugs (omnibobulator)
Summer T2 Wk5	The Nothing To See Here Hotel	Mixed - Bugs
Summer T2 Wk6	The Nothing To See Here Hotel	Fiction – Transition Books
Summer T2 Wk7	The Nothing To See Here Hotel	Summer Activities
Year 3		
Autumn Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Autumn T1 Wk1	Big Sky Mountain- Chapters 1-2	Moussaka Recipe The Role Of Women In Ancient Greece
Autumn T1 Wk2	Big Sky Mountain- Chapters 3-4	Theseus and the Minotaur
Autumn T1 Wk3	Big Sky Mountain- Chapters 5-6	Bill's New Frock Bill's New Frock
Autumn T1 Wk4	Big Sky Mountain- Chapters 7-8	The Gingerbread Star The BFG
Autumn T1 Wk5	Big Sky Mountain- Chapters 9-10	How Far I'll Go The Bear Necessities
Autumn T1 Wk6	Big Sky Mountain- Chapters 11-12	Fantastic Mr Fox Fantastic Mr Fox
Autumn T1 Wk7	Big Sky Mountain- Chapters 13-14	Isadora Moon Goes On Holiday by Harriet Muncaster Isadora Moon Goes On Holiday by Harriet Muncaster
Autumn Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Autumn T2 Wk1	The Twits	Raindrops Keep Falling On My Head by BJ Thomas How Are Rainbows Formed
Autumn T2 Wk2	The Twits	Stuart Little by EB White The Magic Faraway Tree by Enid Blyton
Autumn T2 Wk3	The Twits	This is me When I grow up - songs
Autumn T2 Wk4	The Twits	Settlements Tokyo
Autumn T2 Wk5	The Twits	Advent Advent
Autumn T2 Wk6	The Twits	Bessie Coleman Katherine Johnson
Autumn T2 Wk7	The Twits	The History of Christmas Traditions T'was the night before Christmas
Spring Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Spring T1 Wk1	Iron Man chapter 1	Sir Isaac Newton and the Apple Story Sir Isaac Newton and the Apple Story
Spring T1 Wk2	Iron Man chapter 2	Magnes The Shepherd and the discovery of magnets Magnes The Shepherd and the discovery of magnets
Spring T1 Wk3	Iron Man chapter 3	Henry's Freedom Box by Ellen Levine Henry's Freedom Box by Ellen Levine
Spring T1 Wk4	Iron Man chapter 4	The man who walked between the towers The Tunnel

Spring T1 Wk5	Iron Man chapter 5	Count On Me by Bruno Mars Fight Song by Rachel Platten
Spring T1 Wk6	Poetry week	The Lighthouse Keeper's Lunch by David Armitage and Rhonda Armitage My lighthouse - song
Spring Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Spring T2 Wk1	Stig of the Dump chapters 1-2	How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley? Stone Age Boy by Satoshi Kitamura
Spring T2 Wk2	Stig of the Dump chapters 3-4	The Hodgeheg Henry Pond The Poet
Spring T2 Wk3	Stig of the Dump chapters 5-6	A Seed Is Sleepy by Dianna Hutts Aston Why Are Tomatoes A Fruit?
Spring T2 Wk4	Stig of the Dump chapters 7-8	Assessment week
Spring T2 Wk5	Stig of the Dump chapters 9	Mandate Of Heaven The Yellow River
Summer Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Summer T1 Wk1	The boy who grew dragons	The Pebble In My Pocket by Meredith Hooper and Chris Coady
Summer T1 Wk2	The boy who grew dragons	The Pebble In My Pocket by Meredith Hooper and Chris Coady Pugs Of The Frozen North
Summer T1 Wk3	The boy who grew dragons	The Day The Crayons Quit by Drew Daywalt I'll Take You To Mrs Cole by Nigel Gray
Summer T1 Wk4	The boy who grew dragons	Pugs of the frozen north
Summer T1 Wk5	The boy who grew dragons	Broken Bones Food for bones
Summer T1 Wk6	The boy who grew dragons	Brian Moses Poetry Brian Moses Poetry Walking with my iguana
Summer Term 2	Class Novel (2 Sessions) Harry Potter Philosopher's Stone	Texts Focus Area WCR Sessions
Summer T2 Wk1	Harry Potter Philosopher's Stone chapters 1-3	Sam Wu is not afraid of zombies The legend of Spud murphy
Summer T2 Wk2	Harry Potter Philosopher's Stone chapters 4-6	From a railway carriage Be glad your nose is on your face
Summer T2 Wk3	Harry Potter Philosopher's Stone chapters 7-9	True colours Assessment week
Summer T2 Wk4	Harry Potter Philosopher's Stone chapters 10-12	Ottoline and the yellow cat
Summer T2 Wk5	Harry Potter Philosopher's Stone chapters 13-15	Oliver and the seawigs Colour monster
Summer T2 Wk6	Harry Potter Philosopher's Stone chapters 16-17	
Summer T2 Wk7		
Year 4		
Autumn Term 1	Class Novel (2 Sessions):	Texts Focus Area WCR Sessions
Autumn T1 Wk1	Budgie – Joseph Coelho	Why do people wear poppies? Tail End Charlie by Mick Manning No Man's Land by Bogle
Autumn T1 Wk2	Budgie – Joseph Coelho	A Bear Called Paddington by Michael Bond

		The Lion, The Witch and The Wardrobe by CS Lewis Alice's Adventure's in Wonderland by Lewis Carroll
Autumn T1 Wk3	Buried Alive – Jacqueline Wilson	Pippi Longstocking by Astrid Lindgren The Demon Headmaster by Gillian Cross The Animals Of Farthing Wood by Colin Dann
Autumn T1 Wk4	Buried Alive – Jacqueline Wilson	Chinese New Year The Firework Maker's Daughter by Phillip Pullman Th Story of the Chinese Zodiac
Autumn T1 Wk5	Buried Alive – Jacqueline Wilson	Under the Sea (The Little Mermaid) Reflection (Mulan) Let It Go (Frozen)
Autumn T1 Wk6	Buried Alive – Jacqueline Wilson	The History of Electricity Thomas Edison Electricity from Billy Elliot
Autumn T1 Wk7	Buried Alive – Jacqueline Wilson	Stitch head Skeleton Keys Skeleton Keys
Autumn Term 2	Class Novel (2 Sessions):	Texts Focus Area WCR Sessions
Autumn T2 Wk1	Rooftoppers	Unusual Adaptions to Habitats Dolphins In The River Mersey The Brilliant Deep: Rebuilding The World's Coral Reefs by Kate Messner
Autumn T2 Wk2	Rooftoppers	Emmeline Pankhurst Rosa Parks Marie Curie
Autumn T2 Wk3	Rooftoppers	Alex Sparrow and the Really Big Stink Mo, Lottie and the Junkers Crater Lake
Autumn T2 Wk4	Rooftoppers	Life with ADHD Life with ADHD One Wave at a time by Holly Thompson
Autumn T2 Wk5	Rooftoppers	Refugees by Brian Bilston My Beautiful Birds by Suzanne Del Rizo The Boy at the back of the class by Onjali Rauf
Autumn T2 Wk6	Rooftoppers	What is Money? By Katie Marsico Brother, Can You Spare a dime? By Bing Cosby It's a no-money day by Kate Milner
Autumn T2 Wk7	Rooftoppers	Mary, Queen of Scots Boudicca Pocahontas
Spring Term 1	Class Novel (2 Sessions): Demon Dentist	Texts Focus Area WCR Sessions
Spring T1 Wk1	Demon Dentist	Howard Gayle Dr Barnardo Frida Kahlo
Spring T1 Wk2	Demon Dentist	Little Badman and Invasion of the Killer Aunties Fizzbert Stump: The Boy who ran away and joined the circus The great chocoplot by Chris Callaghan
Spring T1 Wk3	Demon Dentist	Kid Normal by Greg James and Chris Smith The Girl who stole an elephant Running on the roof of the world by Jess Butterworth

Spring T1 Wk4	Demon Dentist	Cloth Lullaby: The Woven Life of Louise Bourgeois by Amy Novesky Varmints by Helen Ward Voices in the Park by Anthony Browne
Spring T1 Wk5	Demon Dentist	The Journey by Francsca Senna How to Live Forever by Colin Thompson After the Fall by Dan Santat
Spring T1 Wk6	Demon Dentist	If by Rudyard Kipling Mr Mistoffelees by T S Elliot Chocolate Cake by Michael Rosen
Spring Term 2	Class Novel (2 Sessions):	Texts Focus Area WCR Sessions
Spring T2 Wk1	It's a no Monday Day	Life Doesn't frighten me at all by Maya Angelou The Adventures of Isabel by Ogden Nash Oh the Places You'll Go by Dr Seuss
Spring T2 Wk2	It's a no Monday Day	The Legend of Podkin One-Ear by Kieran Larwood The Velveteen Rabbit by Margery Williams The Miraculous Journey of Edward Tulane by Kate DiCamillo
Spring T2 Wk3	It's a no Monday Day	Recycle Week Greta's Story by Valentina Camerini The Great Paper Caper by Oliver Jeffers
Spring T2 Wk4	The breakfast club adventures	A River's Journey by Angela Yardy A River by Marc Martin Just Around The Riverbend
Spring T2 Wk5	The breakfast club adventures	Ancient Rome: BBC Romulus and Remus by Rudyard Kipling Boudicca: A Celtic Folk Song
Spring T2 Wk6	The breakfast club adventures	Who's Laughing Now? By Jessie J Bridge Over Troubled Water by Simon and Garfunkel Read all About It by Emeli Sande
Summer Term 1	Class Novel (2 Sessions):	Texts Focus Area WCR Sessions
Summer T1 Wk1	Viking Boy	The Place where the Lost Things Go from Mary Poppins Returns Castle on a Cloud from Les Miserables A spoonful of sugar from Mary Poppins
Summer T1 Wk2	Viking Boy	Muhammad Ali Simone Biles Serena and Venus Williams
Summer T1 Wk3	Viking Boy	The Rhythm of the Rain by Grahame Baker Smith Plasma What's the Matter? By Tom McGowen
Summer T1 Wk4	Viking Boy	Tooth by Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine Dentist Dan by Shel Silverstein and The Toothless Wonder by Phil Bolsta Demon Dentist by David Walliams
Summer T1 Wk5	Viking Boy	Nat Geo Kids – Everything Vikings Viking Gods Fact Cards How to Be A Viking by Cressida Cowell
Summer T1 Wk6	Viking Boy	The Witches by Roald Dahl The Worst Witch by Jill Murphy Harry Potter and The Philosopher's Stone by JK Rowling
Summer Term 2	Class Novel (2 Sessions):	Texts Focus Area WCR Sessions

Summer T2 Wk1	The boy at the back of the class	The Place where the Lost Things Go from Mary Poppins Returns Castle on a Cloud from Les Miserables
Summer T2 Wk2	The boy at the back of the class	Muhammad Ali Simone Biles
Summer T2 Wk3	The boy at the back of the class	Plasma What's the Matter? By Tom McGowen
Summer T2 Wk4	The boy at the back of the class	
Summer T2 Wk5	The boy at the back of the class	Tooth by Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine Dentist Dan by Shel Silverstein and The Toothless Wonder by Phil Bolsta
Summer T2 Wk6	The boy at the back of the class	Nat Geo Kids – Everything Vikings How to Be A Viking by Cressida Cowell
Summer T2 Wk7	The boy at the back of the class	The Witches by Roald Dahl The Worst Witch by Jill Murphy
Year 5		
Autumn Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Autumn T1 Wk1	Cosmic	<u>Beetles</u> Beetles (Non-Fiction) Beetle Boy, MG Leonard
Autumn T1 Wk2	Cosmic	<u>Children's Classics Vol 1</u> Around the World in Eighty days, Jules Verne The Jungle Book, Rudyard Kipling
Autumn T1 Wk3	Cosmic	<u>Changing Materials</u> Chromatography Mentos and Coke
Autumn T1 Wk4	Cosmic	<u>Children's Classics Vol 2</u> The Wind in the Willows, Kenneth Grahame The Secret Garden, Francis Hodgson
Autumn T1 Wk5	Cosmic	<u>Brazil</u> Pele (Non-Fiction) Trains to Brazil by The Guillemots
Autumn T1 Wk6	Cosmic	<u>Circuses</u> Leon and the Place, Angela McAllister Wild Boy, Rob Lloyd Jones
Autumn T1 Wk7	Cosmic	<u>Energy & Forces</u> William Kamkwamba How parachutes work
Autumn Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Autumn T2 Wk1	London Eye Mystery	<u>Equality</u> International Womens Day The youngest marcher,
Autumn T2 Wk2	London Eye Mystery	<u>Frank Cottrell-Boyce</u> The Unforgotten Coat Millions
Autumn T2 Wk3	London Eye Mystery	<u>Great Openings</u> The clockwork crow Cogheart
Autumn T2 Wk4	London Eye Mystery	<u>Islands and leprosy</u> Leprosy

		The Island at the end of Everything
Autumn T2 Wk5	London Eye Mystery	<u>Kate DeCamillo</u> Flora and Ulysses Raymie Nightingale
Autumn T2 Wk6	London Eye Mystery	<u>Life Cycles</u> Cicada Life cycle of a butterfly
Autumn T2 Wk7	London Eye Mystery	VIPERS focus sessions based on gaps evident following Autumn Term Assessment Week.
Spring Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Spring T1 Wk1	Kensuke's Kingdom	VIPERS focus sessions based on gaps evident following Autumn Term Assessment Week.
Spring T1 Wk2	Kensuke's Kingdom	<u>Middle Eastern Countries</u> Searching for hidden beauty Gertrude Bell
Spring T1 Wk3	Kensuke's Kingdom	<u>Nigeria</u> Poverty Exploring Nigeria
Spring T1 Wk4	Kensuke's Kingdom	<u>Notable People</u> Vol 1 Lilian Bader Mae Jemison
Spring T1 Wk5	Kensuke's Kingdom	<u>Notable People</u> Vol 2 Ada Lovelace John Archer
Spring T1 Wk6	Kensuke's Kingdom	<u>Novels</u> Vol 1 The gauntlet Floodland
Spring Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Spring T2 Wk1	The Explorer	<u>Novel</u> Vol 2 Street Child Wonder
Spring T2 Wk2	The Explorer	<u>Picture Books</u> Vol 1 Greenling Fantastic Flying Books of Mr Morris Lessmore
Spring T2 Wk3	The Explorer	<u>Picture Books</u> Vol 2 The Wolves in the Wall The promise
Spring T2 Wk4	The Explorer	<u>Poetry</u> Vol 1 The Highwayman The Listeners
Spring T2 Wk5	The Explorer	<u>Poetry</u> Vol 2 Do not stand at my grave and weep We refugees
Spring T2 Wk6	The Explorer	VIPERS focus sessions based on gaps evident following Spring Term Assessment Week.
Summer Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Summer T1 Wk1	Who Let The God's Out?	VIPERS focus sessions based on gaps evident following Spring Term Assessment Week.
Summer T1 Wk2	Who Let The God's Out?	<u>Songs</u> Where is the love? Piece by Piece
Summer T1 Wk3	Who Let The God's Out?	<u>Musicals</u> Do you hear the people sing?

		You will be seen
Summer T1 Wk4	Who Let The God's Out?	<u>Space</u> Margaret Hamilton The Jamie Drake equation
Summer T1 Wk5	Who Let The God's Out?	<u>Titanic</u> The unsinkable Molly Brown RMS Titanic Information Sheet
Summer T1 Wk6	Who Let The God's Out?	<u>Michael Morpurgo</u> Private Peaceful Kensuke's Kingdom
Summer Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Summer T2 Wk1	Magicborn	Medieval Monarchs Henry II King Richard and King John
Summer T2 Wk2	Magicborn	Rainforests Running Wild The Great Kapok Tree
Summer T2 Wk3	Magicborn	<u>Sia</u> Titanium Elastic Heart
Summer T2 Wk4	Magicborn	VIPERS focus sessions based on gaps using ARE text extracts i.e. test based strategies, specific genre's, question types
Summer T2 Wk5	Magicborn	VIPERS focus sessions based on gaps using ARE text extracts i.e. test based strategies, specific genre's, question types
Summer T2 Wk6	Magicborn	VIPERS focus sessions based on assessment Week Summer Term to aid transition to Y6
Summer T2 Wk7	Magicborn	VIPERS focus sessions based on assessment Week Summer Term to aid transition to Y6
Year 6		
Autumn Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Autumn T1 Wk1	Holes – Louis Sachar	The Dot by Peter Reynolds The Graveyard book- Neil Gaiman
Autumn T1 Wk2	Holes – Louis Sachar	Treasure Island- Robert Stevenson Oliver Twist- Charles Dickens
Autumn T1 Wk3	Holes – Louis Sachar	Rooftoppers The Wolf Wilder
Autumn T1 Wk4	Holes – Louis Sachar	The Parts Of the Eye The Good Thieves
Autumn T1 Wk5	Holes – Louis Sachar	Sulwe by Lupita The Viewer by Gary Crew
Autumn T1 Wk6	Holes – Louis Sachar	Farther – Grahame Baker-Smith Way Home by Libby Hathorn
Autumn T1 Wk7	Holes – Louis Sachar	The living years by Mike and the Mechanics When You Love Someone
Autumn Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Autumn T2 Wk1	Darwin's Dragons	Drive by Incubus
Autumn T2 Wk2	Darwin's Dragons	Russian Population and Population Sparsity Crowding and Dense Populations (Monaco)
Autumn T2 Wk3	Darwin's Dragons	The Crossover by Kwame Alexander Other words for Home-Jasmine Warga
Autumn T2 Wk4	Darwin's Dragons	Media Representations

		The True Story of The Three Little Pigs
Autumn T2 Wk5	Darwin's Dragons	The Arrival by Shaun Tan x2
Autumn T2 Wk6	Darwin's Dragons	The Arrival by Shaun Tan The Culture Impact of the Beetles
Autumn T2 Wk7	Darwin's Dragons	Liverpool FC History of the Liverpool Docks
Spring Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Spring T1 Wk1	Letters from the Lighthouse	How Burglar Alarms work Wires by Athlete
Spring T1 Wk2	Letters from the Lighthouse	Charles Darwin x2
Spring T1 Wk3	Letters from the Lighthouse	I'm a Muslim Woman Proud
Spring T1 Wk4	Letters from the Lighthouse	Carolus Linnaeus x2
Spring T1 Wk5	Letters from the Lighthouse	Odd, Egg-Laying Mammals The last spell breather
Spring T1 Wk6	Letters from the Lighthouse	The Nowhere Emporium Nevermoor by Jessica
Spring Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Spring T2 Wk1	Shackleton's Journey	Orphans Of the Tide The Star Spun Web
Spring T2 Wk2	Shackleton's Journey	Mortal Engines The Goldfish Boy
Spring T2 Wk3	Shackleton's Journey	The Last Wild by Piers The Lost Magician
Spring T2 Wk4	Shackleton's Journey	Pompeii and Mount Vesuvius Pompeii by Bastille
Spring T2 Wk5	Shackleton's Journey	Silver Fin x2
Spring T2 Wk6	Shackleton's Journey	The Dreamsnatcher Room Thirteen
Summer Term 1	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Summer T1 Wk1	SATs Revision	Speechless from Aladdin Defying the Gravity from Wicked
Summer T1 Wk2	SATs Revision	Once by Morris Goodnight Mr Tom
Summer T1 Wk3	SATs Revision	Amna Al Haddad and Mary Kom Michelle Obama
Summer T1 Wk4	SATs Revision	Alan Turing Mala Yousafzai
Summer T1 Wk5	SATs Revision	John Brodie Kitty Wilkinson
Summer T1 Wk6	SATs Revision	Ozymandias x2
Summer Term 2	Class Novel (2 Sessions)	Texts Focus Area WCR Sessions
Summer T2 Wk1	The Nowhere Emporium	Tyger Jabberwocky
Summer T2 Wk2	The Nowhere Emporium	The Raven x2
Summer T2 Wk3	The Nowhere Emporium	Thomas Eddison Mary Walton
Summer T2 Wk4	The Nowhere Emporium	Red Blood Cells

		Preventing Coronary Heart Disease
Summer T2 Wk5	The Nowhere Emporium	Can You See Me? The London Eye Mystery
Summer T2 Wk6	The Nowhere Emporium	Rosa Parks Caged Bird
Summer T2 Wk7	The Nowhere Emporium	The Risk Factors of Smoking Stories from Former Smokers