



# **British School Al Hamra (BSH)**

## **Reading and Phonics**

### **Primary School (Key Stage 1 and Key Stage 2) Curriculum Book**

## Reading and Phonics Curriculum Guidebook

### Intent

- To create a love of reading that ensures our children are lifelong readers.
- To develop secure knowledge and understanding of the key skills of reading: Vocabulary, Inference, Predicting, Evaluating, Retrieving information, Summarising.
- To apply the key reading skills across the curriculum in a wide range of contexts.
- To provide a robust synthetic phonics programme that ensures children are working through and learning the phonics phases to underpin their early reading (decoding) skills.
- To develop competent readers who can recommend books to their peers, have a thirst for reading, a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.
- To expose children to a variety of genres, themes and authors to strengthen their 'cultural capital' and inspire future readers and writers.

### Implementation

#### **Reading & Phonics at BSH:**

- All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps. This will be focussed around key National Curriculum objectives.
- Through reading lessons children are exposed to a wide range of different texts.
- A list of vocabulary displayed in the classrooms, from unfamiliar words as well as each class having their own shared vocabulary wall.
- All staff will use a systematic approach to teaching of phonics in order for the children to become fluent readers by the end of Key Stage One.
- Phonics is delivered in line with Letters and Sounds which ensures progression from phase 1-6 where each phase builds on the previous skills and phonic sound acquisition. Phonics is delivered from Pre-K to Grade 5.
- All children have reading books that are well matched to their reading level.
- Guided reading to be taught minimum of 4 sessions a week and focus on targeted reading skills
- Teachers read to the whole class to ensure a child hears reading and are developing their love of reading.
- We actively plan opportunities for developing reading skills across the curriculum, especially in science, history and geography
- Any children not making the expected progress receive interventions as decided in Pupil Progress Meetings.
- All classrooms have their own class reading areas with books, and it is intended that these areas are further enhanced this year.
- BSH Library lessons provide extra resources and skill-based lessons as well as vitally important story time.

### Impact

#### **As a result of our Reading and Phonics teaching at BSH you will see:**

- Children become fluent readers by the end of Key Stage One. This way, children can focus on developing their comprehension skills as they move through the school.
- Children are avid and well-rounded readers who are confident, articulate and critical in their discussions around reading.
- Children's attainment in reading, including phonics, is at least in line with National Curriculum expectations and international benchmarking standards
- All children will make good progress in reading from their individual starting points.

Grade KG2

| Number of Lessons Per Week   |        | 5      |
|--|--------|--------|
| Topics Covered   |        |        |
| Term 1   | Term 2 | Term 3 |
| <p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p style="text-align: center;"><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p style="text-align: center;">VIPERS stands for</p> <p style="text-align: center;">Vocabulary<br/>Inference<br/>Prediction<br/>Explanation<br/>Retrieval<br/>Sequence or Summarise</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> <p style="text-align: center;"><u>Phonics</u></p> <p>Phonics builds a foundation used to help children learn to read by breaking down words into sounds and building letter and word recognition to support reading. Applying phonics can enable a child's ability to apply phonics to decode unknown words in the future.</p> <p>Phonics at BSH is based on the Letters and Sounds Phonics Programme from the UK. There are 6 phases of phonics where pupils learn to identify and apply sounds to support reading and writing. It has been found that learning sounds in specific order encourages children to read and write at an accelerated pace.</p> |        |        |
| Skills Developed   |        |        |
| <p><b>Phonics - Phase Coverage 1-6</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>• Early phonics teaching in pre-school, at the start of Reception focuses on developing children's listening skills. 'In Phase 1 phonics, children are taught about:</li> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion (e.g. clapping and stamping)</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')</li> <li>• Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.</li> <li>• This phase is intended to develop children's listening, vocabulary and speaking skills.</li> </ul> <p><b>Phase 2</b></p>   |        |        |

- In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds. 'These are broken down into smaller sets of about six sounds to make them more achievable for children to learn,' says Sara.
- Although the order in which sounds are taught will depend on which scheme your child's school follows, usually, they will learn the most commonly used phonemes first, starting with: /s/, /a/, /t/, /i/, /p/, /n/.
- By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.' This phase usually lasts about six weeks.

#### Phase 3

- Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, depending on which scheme is followed, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/. 'We need these sounds to be able to read and form useful words,' says Sara.
- Alongside this, children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'. They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song.
- Phase 3 takes most children around 12 weeks. By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes, read 12 new tricky words and write letters correctly when given an example to copy.

#### Phase 4

- By now, children should be confident with each phoneme. 'From here on, phonics teaching is about consolidating and refining their knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary,' Sara says.
- In Phase 4 phonics, children will, among other things:
  - Practise reading and spelling CVCC words ('bump', 'nest', 'belt', 'milk', etc.)
  - Practise reading and spelling high frequency words
  - Practise reading and writing sentences
  - Learn more tricky words, including 'have,' 'like,' 'some,' 'little'
- Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly. This phase usually takes four to six weeks, and most children will complete it around the end of Reception.

#### Phase 5

- Phase 5 generally takes children the whole of KG2. 'Here, we start introducing alternative spellings for sounds, like 'igh','" says Sara. 'Children master these in reading first, and as their fluency develops, we begin to see them using them correctly in spelling.'
- Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.
- They should become quicker at blending and start to do it silently.
- They learn about split digraphs (the 'magic e') such as the a-e in 'name.'
- They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.'
- By the end of Year 1, children should be able to:
  - Say the sound for any grapheme they are shown
  - Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
  - Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
  - Read all of the 100 high frequency words, and be able to spell most of them
  - Form letters correctly.

#### Phase 6

- By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud
- Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading. They will also learn, among other things:
- Prefixes and suffixes, e.g. 'in-' and '-ed'
- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'
- Spelling rules
- Although formal phonics teaching is usually complete by the end of Grade 1, children continue to use their knowledge as they move up the school. 'The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling,' explains Sara. 'Everything leads on to independent reading and writing.'

#### **Reading - Words**

- I can read words by breaking them down into sounds.
- I quickly read my given letters or groups of letters.
- I read new words by blending letter sounds together.
- I can read some unusual words.
- I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.
- I can correctly read the longer words in my word list.
- I can read words that contain missing letters such as I'm, I'll, and we'll.
- I correctly read aloud the words from my book.
- I re-read my books so that I become a better reader

#### **Reading Comprehension**

- I listen and discuss what I have read, including poems, stories and non-fiction books.
- When I read, I can tell you of similar things that have happened to me.
- I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.
- I like to join in with the class at special times of a story when the teacher is telling certain stories.
- I have learned some rhymes or poems.
- I discuss what words mean
- I understand the books I can read.
- I check what I am reading makes sense as I am reading through it.
- I discuss the titles and events from the books I read.
- I can tell you about why a character does or says some things.
- I like to predict what happens next based on what I have read so far.
- I take turns to listen and discuss when I am in a group.
- I can explain what has happened in the story someone has just read to me.

| Assessment   |   |  |
|--|---|--|
| Phonics Screening Test<br>PM Benchmarking<br>GL Assessments<br>Ongoing Teacher Assessment of the reading skills  |   |  |
| Cross Curricular Links   |   |  |
| If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.<br>Reading opportunities in science, history and other subjects are planned for.   |   |  |
| Home Learning  |   |  |
| <a href="http://www.razkids.co.uk">www.razkids.co.uk</a><br><a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a><br><a href="http://www.phonicsplay.com">www.phonicsplay.com</a><br>Home Readers<br>Library Books  |   |  |
| Reading List & E-books   |   |  |
| The selection of books in this list are a guide for children aged 5-6 in KG2 at school. The books range various genres to cover all interests.   |   |  |
| <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar - Eric Carle</li> <li>• The Bad-Tempered Ladybird - Eric Carle</li> <li>• We're Going on A Bear Hunt - Michael Rosen</li> <li>• Lullabyhullaba - Mick Inkpen</li> <li>• Peace at Last - Jill Murphy</li> <li>• Funny Bones - Allan Ahlberg</li> <li>• Cops and Robbers - Allan Ahlberg</li> <li>• The Gruffalo - Julia Donaldson</li> <li>• The Smartest Giant in Town - Julia Donaldson</li> <li>• The Paper Dolls - Julia Donaldson</li> <li>• A Bear Called Paddington - Michael Bond • A Lion in the Meadow - Margaret Mahy</li> <li>• Hairy Maclary from Donaldson's Diary by Lynley Dodd</li> </ul> | <ul style="list-style-type: none"> <li>• Owl Babies - Martin Waddell</li> <li>• A Kitten Called Moonlight - Martin Waddell</li> <li>• The Emperor of Absurdia - Chris Riddell</li> <li>• There are Cats in this Book - Viviane Schwarz</li> <li>• Mister Magnolia - Quentin Blake</li> <li>• Mrs Armitage on Wheels - Quentin Blake</li> <li>• Katie Morag's Island Stories by Mairi Hedderwick • My Friend Bear - Jez Alborough</li> <li>• Avocado Baby - John Burningham</li> </ul> | <ul style="list-style-type: none"> <li>• The Tiger who came to Tea - Judith Kerr</li> <li>• Meg and Mog - Helen Nichol</li> <li>• Not Now Bernard - David McKee</li> <li>• A Dark, Dark Tale - Ruth Brown</li> <li>• Dogger - Shirley Hughes</li> <li>• The Trouble with Jack - Shirley Hughes</li> <li>• I Want My Hat Back - Jon Klassen</li> <li>• The Dark - Lemony Snicket</li> </ul> |
| Useful Websites  |   |  |
| <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a><br><a href="http://www.getepic.com">www.getepic.com</a><br><a href="http://www.storylineonline.net">www.storylineonline.net</a><br><a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a><br><a href="http://www.education.com/games/word-patterns/">www.education.com/games/word-patterns/</a><br><a href="http://www.turtlediary.com/games/phonics.html">www.turtlediary.com/games/phonics.html</a><br><a href="http://www.phonicsplay.com">www.phonicsplay.com</a>   |   |  |
| Setting (if any)   |   |  |
| Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.  |   |  |
| Staff  |   |  |
| Miss Thompson, Miss Esau, Mrs Akram and Mrs Morales  |   |  |

## Grade 1

| Number of Lessons Per Week   |        | 5      |
|--|--------|--------|
| Topics Covered   |        |        |
| Term 1   | Term 2 | Term 3 |
| <p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <ul style="list-style-type: none"><li>Vocabulary</li><li>Inference</li><li>Prediction</li><li>Explanation</li><li>Retrieval</li><li>Sequence or Summarise</li></ul> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> <p><u>Phonics</u></p> <p>Phonics builds a foundation used to help children learn to read by breaking down words into sounds and building letter and word recognition to support reading. Applying phonics can enable a child's ability to apply phonics to decode unknown words in the future.</p> <p>Phonics at BSH is based on the Letters and Sounds Phonics Programme from the UK. There are 6 phases of phonics where pupil learn to identify and apply sounds to support reading and writing. By Grade 1 pupils should have reached Phase 6 in readiness to read fluently.</p> |        |        |
| Skills Developed   |        |        |
| <p>Phonics - Phase 6</p> <ul style="list-style-type: none"><li>By Phase 6, children should be able to read hundreds of words using one of three strategies:</li><li>Reading them automatically</li><li>Decoding them quickly and silently</li><li>Decoding them aloud</li><li>Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading. They will also learn, among other things:</li><li>Prefixes and suffixes, e.g. 'in-' and '-ed'</li><li>The past tense</li><li>Memory strategies for high frequency or topic words</li><li>Proof-reading</li><li>How to use a dictionary</li><li>Where to put the apostrophe in words like 'I'm'</li></ul>   |        |        |

- Spelling rules
- Although formal phonics teaching is usually complete by the end of Grade 1, children continue to use their knowledge as they move up the school. 'The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling,' explains Sara. 'Everything leads on to independent reading and writing.'

#### Reading - Words

- I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- I can read accurately words of two or more syllables that contain the same graphemes as above
- I can read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- I can re-read these books to build up their fluency and confidence in word reading.

#### Reading Comprehension

- I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.
- When I read, I am able to tell you about things in the order they happen and if they are connected.
- I can tell you about all the different stories I have read.
- I enjoy finding out about non-fiction books and how they are set out.
- I can recognise simple language patterns in stories and poems.
- I discuss the meaning of words.
- I am happy to tell you my favourite words and phrases from my reading.
- I can say out loud a number of poems I have learnt.
- I understand the books I can read.
- I check what I am reading makes sense as I read through it.
- I can tell you why certain things happen in a book or why a character says the things they do.
- I can answer and ask questions about what I have read.
- I like to guess what happens next in a story, using what I already know has gone on before.
- I take turns to discuss and listen to others about what I have read.
- I can explain and discuss what has happened in books that either I have read or have been read to me.

#### Assessment

Phonics Screening if still required  
PM Benchmarking  
GL Assessments  
Ongoing Teacher Assessment of the reading skills

#### Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.  
Reading opportunities in science, history and other subjects are planned for.



| Home Learning  |  |   |
|--|--|---|
| <a href="http://www.razkids.co.uk">www.razkids.co.uk</a><br><a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a><br><a href="http://www.phonicsplay.com">www.phonicsplay.com</a><br>Home Readers<br>Library Books  |  |   |
| Reading List & E-books   |  |   |
| The selection of books in this list are a guide for children aged 5-6 in KG2 at school. The books range various genres to cover all interests.   |  |   |
| <b>Animals</b> <ul style="list-style-type: none"> <li>The Story of Babar, the Little Elephant - Jean De Brunhoff</li> <li>Mog Time Treasury: Six Stories about Mog the Forgetful Cat - Judith Kerr</li> <li>The Cat Who Lost its Purr - Michelle Coxon</li> <li>Choosing Crumble - Michael Rosen</li> </ul> <b>Spooky/Mystery</b> <ul style="list-style-type: none"> <li>Jinnie Ghost - Berlie Doherty</li> <li>Gobolino the Witch's Cat - Ursula Williams</li> <li>The Dunderheads - Paul Fleischman</li> <li>The Tear Thief - Carol Ann Duffy</li> <li>How to Live Forever - Colin Thompson</li> <li>The Jolly -Rogers and the Ghostly Galleon - Jonny Duddle</li> </ul> | <b>Humour</b> <ul style="list-style-type: none"> <li>The Day the Crayons Quit - Drew Daywatt</li> <li>Clarice Bean, That's Me - Lauren Child</li> <li>The Diary of a Killer Cat - Anne Fine</li> <li>Fungus the Bogeyman - Raymond Briggs</li> <li>Mrs Wobble the Waitress - Allan Ahlberg</li> <li>Pirate School: Just a Bit of Wind - Jeremy Strong</li> <li>Uncle Gobb and the Dread Shed - Michael Rosen</li> <li>Fluff the Farting Fish - Michael Rosen</li> <li>Clever Polly and the Stupid Wolf - Catherine Storr</li> </ul> <b>Fantasy</b> <ul style="list-style-type: none"> <li>Mr Majeika - Humphrey Carpenter</li> <li>Beaver Towers - Nigel Hinton</li> <li>I Was a Rat! Or, the Scarlet Slippers - Philip Pullman</li> <li>Nim's Island - Wendy Orr</li> <li>The Dragonsitter series - Josh Lacey</li> </ul> | <b>Adventure/Action</b> <ul style="list-style-type: none"> <li>The Adventures of Captain Underpants - Dav Pilkey</li> <li>The Man Whose Mother was a Pirate - Margaret Mahy</li> <li>Mr Wolf's Pancakes - Jan Fearnley</li> <li>Press Here - Herve Tullet</li> <li>The Penderwicks - Jeanne Birdsall</li> <li>Frightened Fred - Peta Coplans</li> <li>Flat Stanley - Jeff Brown</li> <li>The Heart and the Bottle - Oliver Jeffers</li> </ul> <b>Well-loved Authors</b> <ul style="list-style-type: none"> <li>Emily's Legs - Dick King-Smith</li> <li>The Guard Dog - Dick King-Smith</li> <li>The Magic Finger - Roald Dahl</li> <li>The Giraffe and the Pelly and Me - Roald Dahl</li> <li>The Enchanted Wood - Enid Blyton</li> <li>The Snow Lady - Shirley Hughes</li> </ul> |
| Useful Websites  |  |   |
| <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a><br><a href="http://www.getepic.com">www.getepic.com</a><br><a href="http://www.storylineonline.net">www.storylineonline.net</a><br><a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a><br><a href="http://www.education.com/games/word-patterns/">www.education.com/games/word-patterns/</a><br><a href="http://www.turtlediary.com/games/phonics.html">www.turtlediary.com/games/phonics.html</a><br><a href="http://www.phonicsplay.com">www.phonicsplay.com</a>   |  |   |
| Setting (if any)   |  |   |
| Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.  |  |   |
| Staff  |  |   |
| Mrs Cable, Mrs Hutchinson and Ms Kirkland  |  |   |

Grade 2

| Number of Lessons Per Week   |        | 5      |
|--|--------|--------|
| Topics Covered   |        |        |
| Term 1   | Term 2 | Term 3 |
| <p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <ul style="list-style-type: none"><li>• Vocabulary</li><li>• Inference</li><li>• Prediction</li><li>• Explanation</li><li>• Retrieval</li><li>• Sequence or Summarise</li></ul> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>  |        |        |
| Skills Developed   |        |        |
| <p><b>Reading - Words</b></p> <ul style="list-style-type: none"><li>• I can use my existing knowledge to help myself read aloud.</li><li>• I am aware that some words sound different to how they are spelt.</li><li>• I can segment and blend unknown words.</li><li>• I can read at grade level (phase 5) high frequency and tricky words.</li></ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"><li>• I can understand a range of texts I have read.</li><li>• I am able to choose from a range of books to find the information I require.</li><li>• I can use a dictionary to check the meaning of words.</li><li>• I can talk about some different types of stories I have read.</li><li>• I can identify some themes in a range of books I read.</li><li>• I can perform poems and play scripts to read aloud.</li><li>• I can discuss words and phrases that interest me.</li><li>• I know that poetry comes in different forms.</li><li>• I can reread to make sure I understand what I have read and that it makes sense.</li><li>• I can ask questions about a text or book.</li><li>• I can use inference to determine how a character is feeling or what has happened to them in the story.</li><li>• I can predict events in stories from what has happened up to now.</li></ul> |        |        |

- I can tell what the main ideas are from reading a number of paragraphs.
- I can retell a story in my own words.
- I can see that books are set out in ways that help the reader to read the texts.
- I can identify and use the features of non-fiction books to find information.
- I can take turns when discussing books I have read.
- I can apply different reading skills and strategies to develop understanding (VIPERS).

#### Assessment

Phonics Screening if still required  
PM Benchmarking  
GL Assessments  
Ongoing Teacher Assessment of the reading skills

#### Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.  
Reading opportunities in science, history and other subjects are planned for.

#### Home Learning

[www.razkids.com](http://www.razkids.com)  
[www.getepic.com](http://www.getepic.com)  
[www.squigglepark.com/dreamscape](http://www.squigglepark.com/dreamscape)  
Home Readers  
Library Books

#### Reading List & E-books

The selection of books in this list are a guide for children aged 7-8 in Grade 2 at school. The books range various genres to cover all interests.

#### Animals

- Willa and Old Miss Annie - Berlie Doherty
- Picasso Perkins - Adele Geras
- All Because of Jackson - Dick King-Smith
- Mrs Cockle's Cat - Phillipa Pearce
- The Owl Who Was Afraid of the Dark - Jill Tomlinson
- The Railway Cat - Phyllis Arkle
- Charlotte's Web - E.B White

#### Spooky/Mystery

- Dog in the Dungeon - Lucy Daniels
- The Charlie Moon Series - Shirley Hughes

#### Humour

- Dilly the Dinosaur Series - Tony Bradman
- Pippi Longstocking - Astrid Lindgren
- Who's in the Loo? - Jeanne Willis
- Freckle Juice - Judy Blume
- Fudge Series - Judy Bloom

#### Fantasy

- The Secret World of Polly Flint - Helen Cresswell • The Reluctant Drago - Kenneth Grahame
- Mrs Pepperpot Stories - Alf Proyen
- The Worst Witch Series - Jill Murphy
- Cosmo and the Great Witch Escape - Gwyneth Rees
- Cosmo and the Secret Spell - Gwyneth Rees
- A Necklace of Raindrops - Joan Aiken

#### Adventure/Action

- The World According to Humphrey - Betty G Birney
- Beast Quest Series - Adam Blade
- Astrosaurs Series - Steve Cole
- Harry the Poisonous Centipede - Lynne Reid Banks
- The Invisible Boy - Trudy Ludwig
- Wilf the Mighty Worrier Saves the World - Georgia Pritchett
- Unusual Day - Sandi Toksvig
- Milly Molly Mandy Series - Joyce Lankster Brisley

#### Well-loved Authors

- Fantastic Mr Fox - Roald Dahl
- The Magic Finger - Roald Dahl
- James and the Giant Peach - Roald Dahl
- The Twits - Roald Dahl

#### Useful Websites

[www.razkids.com](http://www.razkids.com)  
[www.getepic.com](http://www.getepic.com)  
[www.squigglepark.com/dreamscape](http://www.squigglepark.com/dreamscape)  
[www.storylineonline.net](http://www.storylineonline.net)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)  
[www.phonicsplay.com](http://www.phonicsplay.com)  
<https://spellingframe.co.uk/spelling-rule/3/Year-3-and-4>  
<https://thereaderteacher.com/year3/>

#### Setting (if any)

Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.

#### Staff

Miss Bull, Ms Smith and Miss Chapman

### Grade 3

| Number of Lessons Per Week   |        | 5      |
|--|--------|--------|
| Topics Covered   |        |        |
| Term 1   | Term 2 | Term 3 |
| <p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p style="text-align: center;"><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p style="text-align: center;">VIPERS stands for</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explanation</li> <li>• Retrieval</li> <li>• Sequence or Summarise</li> </ul> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> |        |        |
| Skills Developed   |        |        |
| <p><b>Reading - Words</b></p> <ul style="list-style-type: none"> <li>• I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</li> <li>• I am aware that some words sound different to how they are spelt.</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• I can show you I have understood an increasing wide range of texts I have read.</li> <li>• I am able to choose from a range of books that are set out differently but give me the information I require.</li> <li>• I can use a dictionary to check the meaning of new words.</li> <li>• I can talk about different types of stories I have read.</li> <li>• I can identify different themes and conventions in a wide range of books I read.</li> <li>• I will perform poems and play scripts to read aloud to keep the listener interested.</li> <li>• I will discuss words and phrases that interest me.</li> </ul>  |        |        |

- I can recognise different types of poetry.
- I check what I am reading makes sense by talking about it.
- I ask questions to help me understand more about a book.
- I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- I can predict events in stories from what I have read.
- I can tell what the main ideas in a book are from reading a number of paragraphs.
- I understand that the way books are set out help the reader to identify the meaning.
- I can use non-fiction books to find out about things.
- I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

#### Assessment

PM Benchmarking  
GL Assessments  
Ongoing Teacher Assessment of the reading skills

#### Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.  
Reading opportunities in science, history and other subjects are planned for.

#### Home Learning

[www.razkids.com](http://www.razkids.com)  
[www.getepic.com](http://www.getepic.com)  
[www.squigglepark.com/dreamscape](http://www.squigglepark.com/dreamscape)  
Home Readers  
Library Books

#### Reading List & E-books

The selection of books in this list are a guide for children aged 8-9 in Grade 3 at school. The books range various genres to cover all interests.

|  |   |   |
|--|---|---|
| <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Dumb Creatures - Jeanne Willis</li> <li>• The Butterfly Lion - Michael Morpurgo</li> <li>• The Peppermint Pig - Nina Bowden</li> <li>• Doctor Dolittle - Hugh Lofting</li> <li>• The Village Dinosaur - Phyllis Arkle</li> <li>• The Tales of Olga da Polga - Michael Bond</li> <li>• The Great Elephant Chase - Gillian Cross</li> </ul> <p><b>Spooky/Mystery</b></p> <ul style="list-style-type: none"> <li>• The Way to Sattin Shore - Phillipa Pearce</li> <li>• The Legend of Captain Crow's Teeth - Eoin Colfer</li> <li>• The Sandman and the Turtles - Michael Morpurgo</li> <li>• Beaver Towers - Nigel Hinton</li> <li>• The Watchers - Helen Cresswell</li> <li>• The Snow Spider Trilogy - Jenny Nimmo</li> </ul> | <p><b>Humour</b></p> <ul style="list-style-type: none"> <li>• Jeremy James Series -David Henry Wilson</li> <li>• Vlad the Drac Series - Ann Jungman</li> <li>• Walking the Bridge of your Nose - Michael Rosen</li> <li>• Little Wolf - Ian Whybrow</li> <li>• Just William - Richard Crompton</li> <li>• Vernon Bright Series - Steve Barlow</li> <li>• Eddie Dicken Series - Philip Ardagh</li> <li>• Desirable - Frank Cottrell Boyce</li> <li>• The 13 Storey Treehouse - Andy Griffiths</li> <li>• Mr Stink - David Walliams</li> </ul> <p><b>Fantasy</b></p> <ul style="list-style-type: none"> <li>• Earth Giant - Melvyn Burgess</li> <li>• Angels Unlimited - Annie Dalton</li> <li>• The Spiderwick Chronicles - Tony Diterlizzi</li> <li>• Araminta Spook series - Angie Sage</li> <li>• The Strongest Girl in the World - Sally Gardner</li> <li>• The Boy Who Could fly - Sally Gardner</li> </ul> | <p><b>Adventure/Action</b></p> <ul style="list-style-type: none"> <li>• Cows in Action - Steve Cole</li> <li>• Emil and the Detectives - Erich Kastner</li> <li>• Operation Gadgetman! - Malorie Blackman</li> <li>• How to Train Your Dragon - Helen Cresswell</li> <li>• The Great Elephant Chase - Gillian Cross</li> <li>• The Last Castaways - Harry Horse</li> <li>• The Falcon's Malteser - Anthony Horowitz</li> <li>• The House that Sailed Away - Pat Hutchins</li> <li>• Dimanche Diller - Henrietta Bradford</li> <li>• Toots Underwater - Carol Shields</li> <li>• Lizzie Dripping - Helen Cresswell</li> <li>• Ice Palace - Robert Swindells</li> <li>• How to Steal a Dragons Sword - Cressida Cowell</li> </ul> <p><b>Well-loved Authors</b></p> <ul style="list-style-type: none"> <li>• The BFG - Roald Dahl</li> <li>• The Twits - Roald Dahl</li> </ul> |
|--|---|---|

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• The Invisible Boy - Sally Gardner</li> <li>• The Smallest Girl Ever - Sally Gardner</li> </ul> | <ul style="list-style-type: none"> <li>• Charlie and the Chocolate Factory - Roald Dahl</li> <li>• George's Marvellous Medicine - Roald Dahl</li> <li>• The Secret Seven Series - Enid Blyton</li> <li>• The Famous Five - Enid Blyton</li> <li>• The Narnia Books - C.S Lewis</li> <li>• Sleepovers - Jacqueline Wilson</li> <li>• Clifffhanger - Jacqueline Wilson</li> <li>• The Lottie Project - Jacqueline Wilson</li> <li>• Double Act - Jacqueline Wilson</li> <li>• Take a Good Look - Jacqueline Wilson</li> <li>• The Suitcase Kid - Jacqueline Wilson</li> <li>• Mary Poppins Series - P.L Travers</li> <li>• A Christmas Carol - Charles Dickens</li> <li>• Tom's Midnight Garden - Phillipa Pearce</li> </ul> |
| <b>Useful Websites</b>   |   |  |
| <a href="http://www.razkids.com">www.razkids.com</a><br><a href="http://www.getepic.com">www.getepic.com</a><br><a href="http://www.squigglepark.com/dreamscape">www.squigglepark.com/dreamscape</a><br><a href="http://www.storylineonline.net">www.storylineonline.net</a><br><a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a> |   |  |
| <b>Setting (if any)</b>  |   |  |
| Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.  |   |  |
| <b>Staff</b>   |   |  |
| Mrs. McFall, Mrs. Harris and Miss Shimeles   |   |  |

#### Grade 4

| Number of Lessons Per Week   |        | 5      |
|--|--------|--------|
| Topics Covered   |        |        |
| Term 1   | Term 2 | Term 3 |
| <p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <p>Vocabulary</p> <p>Inference</p> |        |        |

Prediction  
Explanation  
Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

### Skills Developed

#### Reading - Words

- I use some of the words and word parts that understand already to think about what new words mean and sound like

#### Reading Comprehension

- I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.
- I understand books are set out in different ways for different purposes.
- I am becoming familiar with a range of books.
- I recommend books I have read to my friends.
- I am able to identify and discuss themes across a range of writing.
- I can make simple comparisons across books I have read.
- I have learnt a few poems by heart.
- I am able to read aloud and perform poems and plays.
- I check my understanding of a text through discussion and exploring the meaning of words.
- I can ask questions about what I have read.
- I can see that characters do the things they do because of their feelings.
- I can predict what may happen in a story by thinking about what has happened up to now.
- I am able to make simple summaries of a given number of paragraphs I have read.
- I can show how words, phrases and structure all contribute to make different meanings in texts I read.
- I know authors use words or phrases which will have impact on a reader.
- I know the difference between a fact and an opinion.
- I can find and make notes on information from non-fiction.
- I am beginning to participate in discussions about books I have read by listening to others' ideas.
- I can debate topics I have read about.
- I am able to explain my views.

### Assessment

PM Benchmarking  
GL Assessments

Ongoing Teacher Assessment of the reading skills

### Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.  
Reading opportunities in science, history and other subjects are planned for.

### Home Learning

[www.razkids.com](http://www.razkids.com)  
[www.getepic.com](http://www.getepic.com)

[www.squigglepark.com/dreamscape](http://www.squigglepark.com/dreamscape)

# Home Readers

## Library Books

### Reading List & E-books

The selection of books in this list are a guide for children aged 9-10 in Grade 4 at school. The books range various genres to cover all interests.

|   |  |   |
|---|--|---|
| <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Black Beauty - Anna Sewell</li> <li>• The Midnight Fox - Betsy Byars</li> <li>• The Hundred and One Dalmations - Dodie Smith</li> <li>• The Marble Crusher - Michael Morpurgo</li> <li>• Wild Lives series - Nick Arnold</li> <li>• Sandy Lane Stables - Michelle Bates</li> <li>• The Rover Adventures - Roddy Doyle</li> <li>• Tooth and Claw - Stephen Moore</li> <li>• Mrs Frisby and The Rats of Nihm - Robert C. O'Brien</li> <li>• Dreamseeker Trilogy - Jenny Oldfield</li> <li>• Varjak Paw series - S. F. Said</li> <li>• The Jungle Book, Rudyard Kipling</li> </ul> <p><b>Spooky/Mystery</b></p> <ul style="list-style-type: none"> <li>• I Know What You Did Last Wednesday - Anthony Horowitz</li> <li>• Holes - Louis Sachar</li> <li>• Pig Heart Boy - Malorie Blackman</li> <li>• Hacker - Malorie Blackman</li> <li>• The Magician's House Quartet - William Corlett</li> <li>• Secret of Platform 13 - Eva Ibbotson</li> <li>• Dial a Ghost - Eva Ibbotson</li> <li>• The Ghost of Thomas Kempe - Penelope Lively</li> <li>• A Stitch in Time - Penelope Lively</li> <li>• Goosebumps Series - R. L. Stine</li> <li>• Room 13 - Robert Swindells</li> </ul> | <p><b>Humour</b></p> <ul style="list-style-type: none"> <li>• Double Act - Jacqueline Wilson</li> <li>• There's a Boy in the Girls' Bathroom - Louis Sachar</li> <li>• Dork Diaries Collection - Rachel Renee Russell</li> <li>• Diary of a Wimpy Kid Collection - Jeff Kinney</li> <li>• The Last Polar Bears - Harry Horse</li> <li>• Jiggy McCue series - Michael Lawrence</li> <li>• Demon Dentist - David Walliams</li> <li>• Billionaire Boy - David Walliams</li> <li>• Grandpa's Great Escape - David Walliams</li> </ul> <p><b>Fantasy</b></p> <ul style="list-style-type: none"> <li>• The Hobbit - JRR Tolkein</li> <li>• Harry Potter Series - J K Rowling</li> <li>• Watership Down - Richard Adams</li> <li>• Northern Lights - Philip Pullman</li> <li>• Dragon Rider - Cornelia Funke</li> <li>• Artemis Fowl - Eoin Colfer</li> <li>• Mister Monday - Garth Nix</li> <li>• Boy in the Tower - Polly Ho-Yen</li> <li>• The Indian in the Cupboard series - Lynne Reid Banks</li> <li>• Frog Princess - E. D. Baker</li> <li>• Dragon's Breath - E. D. Baker</li> <li>• The Boggart - Susan Cooper</li> <li>• Dragon books - Cressida Cowell</li> <li>• Harvey Angell - Diana Hendry</li> <li>• Dogsboddy - Diana Wynne Jones</li> <li>• A Tale of Time City - Diana Wynne Jones</li> <li>• Skulduggery Pleasant - Derek Landy</li> <li>• Playing with Fire - Derek Landy</li> <li>• The Witch Trade - Michael Molly</li> <li>• The Dog So Small - Phillipa Pearce</li> <li>• Dakota of the White Flats - Philip Ridley</li> <li>• Scribbleboy - Philip Ridley</li> <li>• A Series of Unfortunate Events Lemony Snicket - Daniel Handler</li> </ul> | <p><b>Adventure/Action</b></p> <ul style="list-style-type: none"> <li>• Tom's Midnight Garden - Philippa Pearce</li> <li>• Aquila - Andrew Norris</li> <li>• The Sleeping Sword - Michael Morpurgo</li> <li>• The Shapeshifter Collection - Ali Sparkes</li> <li>• A.N.T.I.D.O.T.E. - Malorie Blackman</li> <li>• Thief - Malorie Blackman</li> <li>• Dead Georgeous - Malorie Blackman</li> <li>• The Last Free Cat - John Blake</li> <li>• Jimmy Coates Sabotage - Joe Craig</li> <li>• Iron Heads - Susan Gates</li> <li>• Diamond Brothers series - Anthony Horowitz</li> <li>• Wicked - Anthony Masters</li> <li>• Storm Runners - Barbara Mitchelhill</li> <li>• The Invisible Detective series - Justin Richards</li> <li>• Stormsearch - Robert Westall</li> <li>• In the Nick of Time - Robert Westall</li> </ul> <p><b>Well-loved Authors</b></p> <ul style="list-style-type: none"> <li>• The Cats of Seroster - Robert Westall</li> <li>• Matilda - Roald Dahl</li> <li>• Danny the Champion of the World - Roald Dahl</li> <li>• Boy - Roald Dahl</li> <li>• Going Solo - Roald Dahl</li> <li>• Charm School - Anne Fine</li> <li>• The Water Horse - Dick King-Smith</li> <li>• Escape from Shangri-La - Michael Morpurgo</li> <li>• Long Way home - Michael Morpurgo</li> <li>• The White Horse of Zennor - Michael Morpurgo</li> <li>• Toro! Toro! - Michael Morpurgo</li> <li>• Farm Boy - Michael Morpurgo</li> <li>• Kensuke's Kingdom - Michael Morpurgo</li> <li>• Wreck of Zanzibar - Michael Morpurgo</li> <li>• Tracy Beaker - Jacqueline Wilson</li> <li>• Best Friends - Jacqueline Wilson</li> <li>• Secrets, Midnight - Jacqueline Wilson</li> <li>• The Indian in the Cupboard Series - Lynne Reid Banks</li> <li>• Harry Potter Series - J.K</li> </ul> |
|---|--|---|



|  |  |  |
|--|--|--|
|  |  | Rowling<br>• Famous Five - Enid Blyton |
| <b>Useful Websites</b>   |  |  |
| <a href="http://www.razkids.com">www.razkids.com</a><br><a href="http://www.getepic.com">www.getepic.com</a><br><a href="http://www.squigglepark.com/dreamscape">www.squigglepark.com/dreamscape</a><br><a href="http://www.storylineonline.net">www.storylineonline.net</a><br><a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a> |  |  |
| <b>Setting (if any)</b>  |  |  |
| Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.  |  |  |
| <b>Staff</b>   |  |  |
| Mr. Hutchinson   |  |  |

### Grade 5

| Number of Lessons Per Week   |        | 5      |
|--|--------|--------|
| Topics Covered   |        |        |
| Term 1   | Term 2 | Term 3 |
| <p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explanation</li> <li>Retrieval</li> <li>Sequence or Summarise</li> </ul> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> |        |        |
| Skills Developed   |        |        |
| <b>Reading - Words</b> <ul style="list-style-type: none"> <li>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</li> </ul>  |        |        |

## Reading Comprehension

- I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- I understand what I read, even though books are set out in different ways and are written for different purposes.
- I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
- I like to recommend books I have read to my friends.
- I am able to identify and discuss themes and conventions in and across a wide range of writing.
- I can make comparisons within and across books I have read.
- I have learnt a wider range of poems by heart.
- I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- I check my understanding of books I have read through discussion and exploring the meaning of words.
- I can ask questions about what I have read to further improve my understanding.
- I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
- From my reading, I can predict what may happen in a story from details given and suggested in the text.
- I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
- I can show how language, structure and presentation all contribute to meaning in texts I read.
- I know authors use particular language which will have impact on me, the reader.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
- I can present or debate on topics I have read about, using notes if necessary.
- I am able to justify my views.

### Assessment

PM Benchmarking  
GL Assessments  
Ongoing Teacher Assessment of the reading skills

### Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.  
Reading opportunities in science, history and other subjects are planned for.

### Home Learning

[www.razkids.com](http://www.razkids.com)  
[www.getepic.com](http://www.getepic.com)  
[www.squigglepark.com/dreamscape](http://www.squigglepark.com/dreamscape)  
Home Readers  
Library Books

### Reading List & E-books

The selection of books in this list are a guide for children aged 10- 11 in Grade 5 at school. The books range various genres to cover all interests.

| Animals  | Humour  | Adventure/Action  |
|--|---|---|
| <ul style="list-style-type: none"><li>• Dumb Creatures - Jeanne Willis</li><li>• The Butterfly Lion - Michael Morpurgo</li><li>• Anna Sewell, Black Beauty</li></ul> | <ul style="list-style-type: none"><li>• Aliens Don't Eat Dog Food - Dinah Capparucci</li><li>• Killer Mushrooms Ate My Gran - Susan</li></ul> | <ul style="list-style-type: none"><li>• Treasure Island - R. L, Stevenson</li><li>• The Adventures of Tom Sawyer - Mark Twain</li><li>• Around the World in 80 Days - Jules</li></ul> |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• The What on Earth? Wallbook Timeline of Nature - Christopher Lloyd</li> <li>• The Crowstarver - Dick King-Smith</li> <li>• Lionboy - Zizou Corder Tiger Wars - Steve Backshall</li> </ul> <p><b>Spooky/Mystery</b></p> <ul style="list-style-type: none"> <li>• The Haunting - Maragret Mahy</li> <li>• Mokee Joe Series - Peter J Murray</li> <li>• Cirque Du Freak - Darrren Shan</li> <li>• The Vampire's Assistant - Darrren Shan</li> <li>• Vampirates series - Justin Sompter</li> <li>• The Thousand Eyes of Night - Robert Swindells</li> <li>• Eren - Simon P Clark</li> <li>• Abomination - Robert S</li> </ul> | <p>Gates</p> <ul style="list-style-type: none"> <li>• Trust Me I'm a Trouble Maker - Pete Johnson</li> <li>• Jones Charmed Life - Diana Wynne</li> <li>• Night of the Living Veg - Phillip Reeve</li> <li>• Night of the Living Dead - Phillip Reeve</li> <li>• Harry and the Wrinklies - Alan Temperley</li> <li>• Fruit and Nutcase - Jean Ure</li> <li>• Granny - Anthony Horowitz</li> </ul> <p><b>Fantasy</b></p> <ul style="list-style-type: none"> <li>• Midnight is a Place - Joan Aiken</li> <li>• Skellig - David Almond</li> <li>• Heaven Eyes - David Almond</li> <li>• Artemis Fowl series - Eion Colfer</li> <li>• The Supernaturalist - Eion Colfer</li> <li>• The Dark is Rising sequence - Susan Cooper</li> <li>• Icefire - Chris D'Lacey</li> <li>• Shrinking Ralph Perfect - Chris D'Lacey</li> <li>• The Salt Pirates of Skegness - Chris D'Lacey</li> <li>• Ingo - Helen Dunmore</li> <li>• Inkheart - Cornelia Funke</li> <li>• Inkspell - Cornelia Funke</li> <li>• The Thief Lord - Cornelia Funke</li> <li>• The Owl Service - Alan Garner</li> <li>• Elidor - Alan Garner</li> <li>• Warriors of the Raven - Alan Gibbons</li> <li>• Little White Horse - Elizabeth Goudge</li> <li>• The Power of Five series - Anthony Horowitz</li> </ul> | <p>Verne</p> <ul style="list-style-type: none"> <li>• An Angel for May - Melvin Burgess</li> <li>• The Young Bond books - Charlie Higson</li> <li>• Alex Rider series - Anthony Horowitz</li> <li>• Kensuke's Kingdom - Michael Morpurgo</li> <li>• Orange's in No Man's Land - Elizabeth Laird</li> </ul> <p><b>Well-loved Authors</b></p> <ul style="list-style-type: none"> <li>• Witches - Roald Dahl</li> <li>• Tales of the Unexpected - Roald Dahl</li> <li>• Malory Towers Series - Enid Blyton</li> <li>• Five Find Outers Series - Enid Blyton</li> <li>• Oliver Twist - Charles Dickens</li> <li>• Northern Lights - Philip Pullman</li> <li>• The Amber Spyglass - Philip Pullman</li> <li>• Stop the Train - Geraldine McCaughrean</li> <li>• The Stones are Hatching - Geraldine McCaughrean</li> <li>• A Little Lower than Angels - Geraldine McCaughrean</li> <li>• Peter Pan in Scarlet - Geraldine McCaughrean</li> <li>• Out of the Ashes - Michael Morpurgo</li> <li>• Private Peaceful - Michael Morpurgo</li> <li>• Alone on the Wide Sea - Michael Morpurgo</li> <li>• Adolphus Tips - Michael Morpurgo</li> <li>• Why the Whales Came - Michael Morpurgo</li> <li>• The Illustrated Mum - Jacqueline Wilson</li> <li>• Vicky Angel - Jacqueline Wilson</li> <li>• My Sister Jodie - Jacqueline Wilson</li> <li>• E. Nesbit, The Railway Children</li> <li>• The Lion the Witch and the Wardrobe - C.S Lewis</li> </ul> |
| Useful Websites  |   |  |
| <a href="http://www.razkids.com">www.razkids.com</a><br><a href="http://www.getepic.com">www.getepic.com</a><br><a href="http://www.squigglepark.com/dreamscape">www.squigglepark.com/dreamscape</a><br><a href="http://www.storylineonline.net">www.storylineonline.net</a><br><a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a>   |   |  |
| Setting (if any)   |   |  |
| Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.  |   |  |
| Staff  |   |  |
| Mr. Kirt   |   |  |

