

Reading - EYFS to Y6 - 2024-25

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p style="text-align: center;">Statutory Framework for the EYFS</p> <p>Therefore, a range of different texts are introduced to the children. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Stories and rhymes are explicit on topic plans, weekly plans and daily plans. Practitioners have considered which core books, songs and rhymes they want children to become familiar with and grow to love – they are too numerous to list here so can be found in topic plans, weekly plans and daily plans. Practitioners provide children with a rich language environment by sharing books and activities with them. Practitioners encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language. At least one daily story time takes place as well as sharing books throughout the session.</p>					
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1	<p>Funnybones – Janet & Allan Ahlberg</p> <p>Links with grammar - finding synonyms. Use of repetition. Links to drama and performance.</p>	<p>The Jolly Postman – Allan Ahlberg</p> <p>Children will explore the importance of letter writing and start to write greeting cards, postcards and letters. Linked with Christmas</p>	<p>The Tiger Who Came to Tea – Judith Kerr</p> <p>Children will explore the story of the Tiger who Came to Tea and look at speech, character descriptions, writing from different perceptions,</p>	<p>Dogger – Shirley Hughes</p> <p>A classic children's story children can relate to. Cross curricular links to History 'Toys'</p>	<p>Peace at Last – Jill Murphy</p> <p>Using the picture book children will first sequence and then retell the tale in their own words. Children will use this adapted story map to</p>	<p>The Day the Crayons Quit - Drew Daywalt</p> <p>Our last book will be the bridge from Year 1 to Year 2. Using this colourful, fun book, children will explore the</p>



		<p>The Lighthouse Keeper Christmas – Ronda & David Armitage</p> <p>Children will look at the importance of family and also about change. Linked to Christmas.</p>	<p>describing characters and comparing the story to 'The Very Hungry Caterpillar'</p> <p>The Lighthouse Keeper's Lunch – Ronda & David Armitage</p> <p>Children will consider links to the seaside and family relationships.</p>		<p>write their own version of the story.</p> <p>Zog – Julia Donaldson</p> <p>Children will learn about the importance of helping others even when they have differences in opinion.</p>	<p>different crayons and their vibrant personalities and continue the story into Year 2.</p> <p>Where the Wild Things Are Maurice Sendak</p> <p>Children will learn about imagination and friendship.</p>
2	<p>The Day the Crayons Came Back – Drew Daywalt</p> <p>Cross curricular links to Geography as the crayons go to different places around the world.</p>	<p>Charlie Cooks Favourite Book – Julia Donaldson</p> <p>Links to different character which the children are familiar with and also promotes reading for pleasure.</p>	<p>The Tunnel – Anthony Browne</p> <p>The book concentrates on relationships between a brother and sister and how they care for each other. Curricular links to PSHE.</p>	<p>Paddington – Michael Bond</p> <p>A classic children's story with cross curricular links to Geography 'Where I live'</p>	<p>The Twits – Roald Dahl</p> <p>Allows the children to discuss humour and human behaviour. The children will be able to discuss what is acceptable and what is not. Curricular links to PSHE.</p>	
3	<p>Voices in the Park – Anthony Browne</p>	<p>Stone Age Boy – Satoshi Kitamura</p>	<p>Double Act – Jacqueline Wilson</p>	<p>Gangster Granny – David Walliams</p>	<p>The Faraway Tree – Enid Blyton</p>	<p>The Witches – Roald Dahl</p>



	Reflects the value of friendship and that we are all equal in God's eyes, as well as diversity and acceptance of others.	Cross curricular links to Stone Age. Reflects the value of friendship and courage and resilience.	Reflects that we all have our own talents and are unique in our own way.	Reflects the value of tolerance and the importance of a loving, caring family, respect and responsibility.	Reflects the value of friendships, cross curricular links with geography and different lands.	Reflects the value of fairness, and friendships and understanding right and wrong.
4	<p>Cloud Busting – Malorie Blackman</p> <p>Written in verse- allowing children to explore poetry. Good transitional book into year 4. Explores the challenges of friendships and feelings- great to explore and think deeply about emotions within writing. Cross Curricular: RE- Relationships and values; understanding and actions.</p>	<p>Charlottes Web -E B White</p> <p>Cross curricular links: -History (thoughts; feelings; empathy for how life might have been) - R.E. (relationships; values; understanding actions) - Science (food chains) Reflects feelings, empathy and emotions.</p>	<p>The Boy at The Back of the Class – Onjali Q Rauf</p> <p>- History (battles and impacts of war) -R.E. (one father, one family and equality) -British Values_ - PHSE (social issues and relationships) Reflects refugee crisis, friendship and kindness. Cross curricular links:</p>	<p>Artemis Fowl – Eoin Colfer</p> <p>Cross curricular links: - History (battles and comparisons). -Geography (Ireland/UK comparisons) Reflects battle, fairies and fantasy.</p>	<p>War Horse – Michael Morpurgo</p> <p>Looking at plays, scripts and films including classical works Cross curricular links: -History (famous battles and war)</p>	<p>Harry Potter and The Philosophers Stone – JK Rowling</p> <p>Cross curricular links: -History (heritage) -PHSE (friendships and working together) Reflects fantasy, mystery and magic.</p>

	PSHE- Relationships, friendships.					
5	<p>Beowulf – Michael Morpurgo</p> <p>Cross Curricular links with Anglo Saxons. Reflects on difference between good and just and evil and unjust. Theme of immortality.</p>	<p>Wonder – R. J. Palacio</p> <p>Children will reflect on how they treat others and our differences.</p>	<p>Room 13 - Robert Swindells</p> <p>Links with themes of good triumphing over evil and friendships.</p>	<p>Frankenstein – Mary Shelley</p> <p>Links with themes of mortality, creation, who has the right to give life, outside images v inside values and diversity.</p>	<p>Percy Jackson and The Lightning Thief</p> <p>-</p> <p>Cross Curricular Links with History Topic taught last year - Ancient Greeks. Reflects on diversity.</p>	<p>Cosmic – Frank Cotrell-Boyce</p> <p>Cross Curricular links with Earth and Space, Science Topic. Reflects on how it feels to see the World from space- being part of Creation</p>
6	<p>Kensuke's Kingdom – Michael Morpurgo</p> <p>Cross curricular links to conflicts WW2 and biomes. Reflects the value of friendship.</p>	<p>Skellig – David Almond</p> <p>Links in with poetry due to William Blake references. Reflects the value of friendship and treating others the way we wish to be treated.</p>	<p>Once – Morris Gleitzman</p> <p>Cross curricular links to conflicts and WW2. Reflects the value that we are all equal in God's eyes and that we have acceptance of all and friendships are key.</p>	<p>A Kind of Spark – Ellie Nichol</p> <p>Cross curricular links to crime and punishment. Reflects the values of diversity and equality.</p>	<p>The Titanic Detective Agency – Lindsay Littleton</p> <p>Reflects the value that we are all equal in God's eyes, as well as diversity and acceptance of others.</p>	<p>Holes – Louis Sacher</p> <p>Cross curricular links to crime and punishment. Reflects the strength that comes from friendship and honesty.</p>



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						<p>The Final Year – Matt Goodfellow</p> <p><i>This will help the children reflect on their next transition to secondary school.</i></p>
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