

Reading - EYFS to Y6 - 2025-26

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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>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> | | | | | |
| R | <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> | | | | | |
| 1 | <p>Funnybones – Janet & Allan Ahlberg</p> <p>Links with grammar - finding synonyms. Use of repetition. Links to drama and performance.</p> | <p>Jack and the Beanstalk – Ladybird books</p> <p>Children will look at fairytales and begin to retell basic tales.</p> <p>The Lighthouse Keeper Christmas – Ronda & David Armitage</p> | <p>One Snowy Night -</p> <p>Children will explore the season of winter and look at animals.</p> <p>The Lighthouse Keeper's Lunch – Ronda & David Armitage</p> | <p>Hansel and Gretel – Ladybird Books</p> <p>A classic children's story to help develop oracy and role play skills building simple sentences both verbally and written.</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 different crayons and their vibrant personalities and</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</p> |

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| | | Children will look at the importance of family and also about change. Linked to Christmas. | Children will consider links to the seaside and family relationships. | | continue the story into Year 2. Zog – Julia Donaldson Children will learn about the importance of helping others even when they have differences in opinion. | different perceptions, describing characters and comparing the story to 'The Very Hungry Caterpillar' Where the Wild Things Are Maurice Sendak Children will learn about imagination and friendship. |
| 2 | The Day the Crayons Came Back – Drew Daywalt Cross curricular links to Geography as the crayons go to different places around the world. | Charlie Cooks Favourite Book – Julia Donaldson Links to different character which the children are familiar with and also promotes reading for pleasure. | The Tunnel – Anthony Browne The book concentrates on relationships between a brother and sister and how they care for each other. Curricular links to PSHE. | Paddington – Michael Bond A classic children's story with cross curricular links to Geography 'Where I live' | The Twits – Roald Dahl 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. | |
| 3 | Voices in the Park – Anthony Browne | Stone Age Boy – Satoshi Kitamura | Double Act – Jacqueline Wilson | Gangster Granny – David Walliams | The Faraway Tree – Enid Blyton | The Witches – Roald Dahl |

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| | 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 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. PSHE- Relationships, friendships.</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> |

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| <p>5</p> | <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>The Witches of Whitby – Robin Jarvis</p> <p>Links to the importance of bravery and courage in facing fear, the power of friendship and hope, recognizing good versus evil, understanding that appearance can be deceiving, and the significance of listening to and respecting family.</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> |
| <p>6</p> | <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>The Final Year – Matt Goodfellow</p> | <p>Once – Morris Glietzman</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> <p>The First Year – Matt Goodfellow</p> |

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| | | Links to the importance of family and transition to secondary. | | | | This will help the children reflect on their next transition to secondary school and what it may be like. |
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