



Whole school reading progression

Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children are able to interpret and evaluate a range of literature. In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Once this knowledge is secure, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

If we give students the opportunity to talk about these substantive elements, understand how they do and don't work, and where these rules can be broken, and experiment with them, we are giving them knowledge to be great readers.

Disciplinary knowledge

Then we have the disciplinary knowledge. That is understanding how we look at things in English. What is it that literary critics and linguists do? What about writers and poets? How do they think differently? How do they plan and write? What lens are used to do this or is it simply 'I think'? If we want students to be able to read and write well, it is important that they have this knowledge available to them too.

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author.

Disciplinary knowledge is best described as the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge. To support this, as a school we apply approaches such as talk for writing and the reading roles to support the process of writing and reading.

We give them opportunities to shift their thinking from the last lesson where they were required to think and see like an artist, a historian or mathematician, to thinking like a critic or a writer.

RWI

Group	Sound Lesson Teaching	Assessment Criteria for next Group (Check children's ability/confidence reading next level book)
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	(Reading and Writing Sounds and Real Words, Reading of Alien Words)	
Wordtime	<ul style="list-style-type: none"> • m a s d t i n p g o c k u b f e l h r j v y w v x z • Teach blending of cvc words • Wordtime 1.1 – 1.4 	<ul style="list-style-type: none"> • Read single letter sounds • Independently sound blend cvc words using these sounds
Red (Ditty)	<ul style="list-style-type: none"> • sh th ch qu ng nk • Wordtime 1.4 – 1.6 	<ul style="list-style-type: none"> • Read sh th ch qu ng nk • Independently sound blend words using these sounds
Red Upper	<ul style="list-style-type: none"> • Revise all Set 1 sounds above • Wordtime 1.7 	<ul style="list-style-type: none"> • Sound blend 1.7 words (cvcc, ccvc, cccvc) • Read some cvc words on sight
Green/Purple	<ul style="list-style-type: none"> • ay ee igh ow oo oo ar or air ir ou oy sounds and words 	<ul style="list-style-type: none"> • Read ay ee igh ow oo oo and sounds blend words • Read some cvcc, ccvc words on sight
Pink	<ul style="list-style-type: none"> • ea oi a-e i-e o-e u-e e-e sound and words • revise ar or air ir ou oy 	<ul style="list-style-type: none"> • Read ar or air ir ou oy and sound blend words • Read some cvcc, ccvc words on sight



Orange	<ul style="list-style-type: none">ea oi aw are ur er ow ai oa ew ire ear ure tion cious sounds and words	<ul style="list-style-type: none">Read Set 2 words without having to sound out and blend.
Yellow	<ul style="list-style-type: none">revise Set 2 and 3 sounds and wordsrevise a-e i-e o-e u-e and sound blend words	<ul style="list-style-type: none">Read a-e i-e o-e u-e and sound blend wordsRead Yellow level text at around 70 words per minute
Blue	<ul style="list-style-type: none">Revise Set 2 and 3 sounds and words	<ul style="list-style-type: none">Read Set 3 sounds and words: ea ai oa ew oi ire ear er ow (-brown) ure are urRead a Blue level text at around 80 words per minute
Grey	<ul style="list-style-type: none">Revise Set 2 and 3 sounds and wordsTeach multi-syllabic words	<ul style="list-style-type: none">Read multi-syllabic words without sound blendingRead a Grey level text with accuracy at around 100 words per minuteRead with intonation that shows some comprehension
Rainbow	<ul style="list-style-type: none">I am a fluent reader of most wordsI am ready to read longer texts confidently	

Reading

Menu	<u>EYFS</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Decoding		<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
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Range of Reading		<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with texts		<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing



Poetry & Performance		*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings		*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		
Understanding		*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas







			read and correcting inaccurate reading				
Inference		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction		*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent				*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader











Non-fiction			*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading		*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views
				Objectives for Year 3 and Year 4 are and so are reprinted identically.		Objectives for Year 5 and Year 6 are and so are reprinted identically.	



EYFS and KS1

Symbol	Role	KPI Skill
	Translator <i>The translator is able to sound out unfamiliar words using their phonic knowledge. They may also be able to read fluently.</i>	Decode
	Reporter <i>The reporter finds and records facts and information from a text. They are able to explain what has happened so far in what they have read.</i>	Retrieve
	Detective <i>The detective searches for clues in a text. They can make inferences about what is being said and done.</i>	Infer
	Weather Forecaster <i>The weather forecaster uses information from a text to predict what will happen next.</i>	Predict

KS2

Symbol	Role	KPI Skill
	Translator <i>The translator knows and can explain what individual words in a text mean. They can also read fluently with intonation that demonstrates understanding.</i>	Meaning
	Detective <i>The detective works things out (makes conclusions) based on clues in a text. They can explain their understanding, drawing inferences and justifying these with evidence.</i>	Infer
	Weather Forecaster <i>The weather forecaster uses information from a text (stated and implied) to predict what will happen next. The weather forecaster uses information from the reporter and the detective.</i>	Predict
	Reporter <i>The reporter finds and independently records facts and information from a text.</i>	Retrieve
	Editor <i>The editor finds only the most important information in a text. They are able to summarise main ideas and themes within a paragraph, a chapter and a whole text.</i>	Summarise
	Interpreter <i>The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs. They are also able to evaluate how an author has used language to impact and engage the reader.</i>	Evaluate
	Librarian <i>The librarian thinks about all the information in the text and finds similarities and differences. They can make comparisons within and across books/authors.</i>	Compare
	Author <i>The author identifies language, presentation and structural choices that have been made, commenting on their purpose.</i>	Structure and Presentation (Y4-6)



EYFS	Project	Fiction	Non-Fiction	Poetry
	Only One You!	Happy to be Me, Happy in Our Skin, Together We Can,	The Family Book	Poetry from the EYFS poetry spine
	Bollywood Beats	Geeta's Day, Wheels on the Tuk Tuk	Going to School in India	Engine, Engine Poetry from the EYFS poetry spine
	Out of this World	Aliens Love Underpants, Whatever Next, Field Trip to the Moon, The Way Back Home	Usborne Space facts books.	Poetry from the EYFS poetry spine
	The First Christmas	Nativity Story, Jolly Christmas Postman, The Night before Christmas, The Dinosaur that pooped Christmas, Jesus' Christmas Party. *Advent – Book a day	The story of The First Christmas. Bethlehem	Songs for the Nativity Poetry from the EYFS poetry spine
	Ice, Ice Baby	Big Bear Little Bear, The Last Polar Bear, Lost and Found	Who is that? Arctic Animal,	Poetry from the EYFS poetry spine
	A Grand Tea Party	Tiger that came to Tea, How to babysit Grandma, My Grandpa is Amazing, My Grandma & me.	Magic Grandad - BBC	Poetry from the EYFS poetry spine
	Dinosaur Stomp	Dinosaur Roar, Dinosaurs love Underpants,	Big Book of Dinosaurs	Ten Terrible Dinosaurs
	Far, Far Away	Once Upon a Wild Wood, Cinderella, The Gingerbread Man, The Three Little Pigs.		Poetry from the EYFS poetry spine
	I want to ride my bicycle	Mrs Armitage on Wheels, Flying Fergus, Giraffe on a Bicycle,	On your Bike	Poetry from the EYFS poetry spine



	Down on the Farm	What the Ladybird Heard, Rosie's Walk, Farmer Duck.	On the Farm At the Market	Poetry from the EYFS poetry spine
	Save Our Seas	Somebody Swallowed Stanley, What a Waste,	A planet full of plastic, The Tale of a Toothbrush	Poetry from the EYFS poetry spine
Year 1	Project	Fiction	Non-Fiction	Poetry
	What if everybody did that?	What if everybody did that?		Poetry from the yr 1 poetry spine
	Where is the Gruffalo	The Gruffalo	Animal fact files	Poetry from the yr 1 poetry spine
	Hill View Bakery	Sam's Sandwich	Healthy eating Instructions	Poetry from the yr 1 poetry spine
	Fire! Fire!		Great Fire of London non-fiction text Samuel Pepys diary	Poetry from the yr 1 poetry spine
	Three bears in a fix	Goldilocks and the Three Bears	Materials and their properties	Poetry from the yr 1 poetry spine
	Jasper's Garden	Jasper's Garden Jack and the Beanstalk	Flowers and plants	Poetry from the yr 1 poetry spine
	Oh We Do Like To Be Beside The Seaside!	Katy Morag The beach Mrs Armitage and the Big Wave	At the seaside	Poetry from the yr 1 poetry spine



Year 2	Project	Fiction	Non-Fiction	Poetry
	The day the crayons quit	The day the crayons quit		Poetry from the yr 2 poetry spine
	The troll	Billy goats gruff The troll “The Three Little Wolves and the Big Bad Pig”	Materials and Their Properties BBC http://www.bbc.co.uk/bitesize/ks2/science/materials/material_properties/read/1/	Poetry from the yr 2 poetry spine
	Looking after me	Charlie and Lola Baked Bean Queen Princess who doesn't like her potty	Healthy me information books People who help us information books Human body information books	Poetry from the yr 2 poetry spine
	The great escape	Hansel and Gretel Other traditional tales (used for class reads)		Poetry from the yr 2 poetry spine
	Unsinkable	“Casper, Prince of Cats” Michael Morpergo	Would You Have Survived The Titanic? National Geographic http://www.ngkids.co.uk/history/would-you-have-survived-the-titanic The story of the Titanic (for children)	Poetry from the yr 2 poetry spine
	Heroes	Twinkl resources – the story of Nightingale	Biography Information books about Florence Nightingale	Poetry from the yr 2 poetry spine



	Walk on the wild side	Meerkat mail	Animal non-fiction books	Poetry from the yr 2 poetry spine
	Destination Unknown	Treasure Island		Poetry from the yr 2 poetry spine
Year 3	Project	Fiction	Non-Fiction	Poetry
	This is where we learn	Values stories		Poetry from the yr 3 poetry spine
	Books glorious books	“Legend of Spud Murphy” Eoin Colfer		Poetry from the yr 3 poetry spine
	Play the Game		Magnets BBC Bite-size http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/magnets/read/1/	Poetry from the yr 3 poetry spine
	Inside Out	The Story of Stone Soup – learn by heart	The Digestive System National Geographic http://www.ngkids.co.uk/science-and-nature/digestive-system	Poetry from the yr 3 poetry spine
	Lost In Time	“Stone Age Boy” Satoshi Kitamura	“History Detective Investigates Stone Age to Iron Age” Claire Hibbert Neolithic Britain – British Museum	Poetry from the yr 3 poetry spine



			http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/neolithic_britain.aspx	
	Trust Me I'm A Botanist	<p>"A Child's Garden"</p> <p>Michael Forman</p> <p>"The Secret Garden"</p> <p>Frances Hodgson Burnett</p>	<p>Gardening with Children – BBC</p> <p>http://www.bbc.co.uk/gardening/gardening_with_children/</p> <p>Seeds, Compost, Photosynthesis, Weeds, Flowers, Plantscences, Worms</p> <p>Plant Life Cycles BBC Bite -size</p> <p>http://www.bbc.co.uk/bitesize/ks2/science/living_things/plant_life_cycles/read/1/</p>	Poetry from the yr 3 poetry spine
	Off To The Lakes	Beatrix Potter	"Another Country: A Guide To Childrens Books of the Lake District and Cumbria" James Mackenzie	<p>"Daffodils"</p> <p>William Wordsworth</p> <p>Poetry from the yr 3 poetry spine</p>
Year 4	Project	Fiction	Non-Fiction	Poetry
	It's off to work I go!	<p>How to get a job by me the boss</p> <p>Sally Lloyd-Jones</p>		Poetry from the yr 4 poetry spine
	The Iron Man	"The Iron Man"		Poetry from the yr 4 poetry spine



	The Land of Fire and Ice	Icelandic Fairy tales and folk Truths, Myths and Legends- David Passes	Iceland World Guide http://www.kids-world-travel-guide.com/iceland-facts.html	Poetry from the yr 4 poetry spine
	Circle of Life		Non-fiction texts	Poetry from the yr 4 poetry spine
	Sound and light spectacular		Shadows BBC Bite-size http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/shadows/read/1/ Sound BBC Bite-size http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/sound/read/1/	10 poems about light Dream: A Tale of Wonder, Wisdom & Wishes by Susan V. Bosak Poetry from the yr 4 poetry spine
	Romans rule!	"The Roman Mysteries" Caroline Lawrence	Food in Roman Britain – The British Museum http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_roman_britain_food.aspx Emperors of Rome – The British Museum http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_emperors_of_rome.aspx Imperial Rome – The British Museum http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_imperial_rome.aspx	Poetry from the yr 4 poetry spine



			<p>Life In Roman Britain – British Museum</p> <p>http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_life_in_roman.aspx</p> <p>Roman Music British Museum</p> <p>http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_roman_music.aspx</p> <p>“The Roman Record (Newspaper History)”</p> <p>Paul Dowswell</p>	
	Fun At The Fair	<p>Mr Ferris and his Wheel-Katherine Gibbs-Davis</p> <p>Ripleys Amazing Machines</p> <p>Fairgrounds- Jane Bigham children</p> <p>How to Invent- Lyn Huggins-Cooper</p>	<p>Rollercoaster – how they are made</p> <p>http://www.madehow.com/Volume-6/Roller-Coaster.html</p> <p>History of fairground rides</p> <p>http://fairground-heritage.org.uk/learning/british-fairground-rides/</p> <p>or</p> <p>https://www.sheffield.ac.uk/nfca/researchandarticles/fairgroundrides</p> <p>Electrical Circuits BBC Bite-size</p> <p>http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/electrical_circuits/read/1/</p>	Poetry from the yr 4 poetry spine



	Acting Up	<p>"The BFG"</p> <p>Roald Dahl</p>		<p>"Shakespeare's Macbeth for Kids"</p> <p>Brendon P Kelso</p> <p>Poetry from the yr 4 poetry spine</p>
Year 5	Project	Fiction	Non-Fiction	Poetry
	Face to face	Rooftoppers by Katherine Rundell	Auto biographies/biographies	Poetry from the yr 5 poetry spine
	Chemical Chaos	Rooftoppers by Katherine Rundell	<p>The Water Cycle National Geographic</p> <p>http://www.ngkids.co.uk/science-and-nature/water-cycle</p>	<p>Riddles</p> <p>Poetry from the yr 5 poetry spine</p>
	Last Seat, Last Row	<p>There's A Boy in the Girl's Bathroom</p> <p>Louis Sacher</p>	Anti-bullying information texts	Poetry from the yr 5 poetry spine
	Tour Guides Wanted	<p>"Holes"</p> <p>Louis Sacher</p>	<p>Scientific reports</p> <p>Geographical information texts</p>	Poetry from the yr 5 poetry spine
	Persuade The Dragons	<p>"Holes"</p> <p>Louis Sacher</p>	<p>Advertisements</p> <p>Pitches</p>	Poetry from the yr 5 poetry spine
	My Many Coloured Days	Kensuke's Kingdom – Michael Morpurgo	<p>The Power of Red – Natural History Museum</p> <p>http://www.nhm.ac.uk/discover/the-power-of-red.html</p> <p>and</p>	<p>Emotive poetry</p> <p>Colour Poems</p> <p>Poetry from the yr 5 poetry spine</p>



			http://www.nhm.ac.uk/discover/rainbow-nature-ravishing-red.html Rainbow – the most colourful creatures – The Natural History Museum http://www.nhm.ac.uk/discover/rainbow-nature-most-colourful-creatures.html	
	The Vikings	Street Child – Berlie Doherty	Viking Craftwork – British Museum http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_viking_craftwork.aspx Ten Facts About The Vikings National Geographic http://www.ngkids.co.uk/history/10-facts-about-the-vikings	Poetry from the yr 5 poetry spine
	May The Force Be With You	Street Child – Berlie Doherty	Friction BBC Bitesize http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/friction/read/1/	Poetry from the yr 5 poetry spine
Year 6	Project	Fiction	Non-Fiction	Poetry
	This is me!	‘Cloud Busting’		Poetry Anthologies



		Malory Blackman		For the Birds animation- literacy shed Poetry from the yr 6 poetry spine
	Cloud Busting	“Cloud Busting” Malory Blackman	“Biography of Malory Blackman” http://www.famousauthors.org/ “Origin of the Species” Charles Darwin http://darwin-online.org.uk/	“Love’s Secret” “The Tyger” William Blake Poetry from the yr 6 poetry spine
	Journey to JoBurg	“Journey To Jo’Burg” Beverley Naidoo “If A Bus Could Talk” Faith Ringold	“Long Walk To Freedom” Nelson Mandela “I Have A Dream” speech Luther Martin King	Poetry from the yr 6 poetry spine
	How Civilised	Greek Myths and Legends	see British Museum website for non-fiction texts	Poetry from the yr 6 poetry spine
	Mr Nobody	“Skellig” David Almond	The Evolution of Vision (fossils) The Natural History Museum http://www.nhm.ac.uk/discover/eyes-on-the-prize-evolution-of-vision.html	



			<p>Tobias And The Angel - National Gallery</p> <p>https://www.nationalgallery.org.uk/media/13686/notes_verrochio-tobias.pdf</p> <p>Saint Michael triumphs over the Devil</p> <p>National Gallery</p> <p>https://www.nationalgallery.org.uk/media/13669/notes_bermejo_saint_michael_triumphant.pdf</p>	
	Where in the world?	The Explorer - Katherine Rundell	Peru travel board – Knightsbridge for resources	Poetry from the yr 6 poetry spine
	Have A Heart	<p>"Pig-Heart Boy"</p> <p>Malory Blackman</p>		Poetry from the yr 6 poetry spine
	I'm A Hamster – Get Me Out Of Here!		<p>"The World's Most Amazing Bridges"</p> <p>Michael Hurley</p> <p>"Thirteen Bridges Children Should Know"</p> <p>Brad Finger</p>	Poetry from the yr 6 poetry spine
	Our Last Horaah	Playscripts		Poetry from the yr 6 poetry spine