



At the Cathedral School of St Mary we are committed to delivering a high quality, broad and balanced curriculum. We understand the importance of placing high quality, language rich texts at the heart of our curriculum. Children are encompassed by texts which allow them to explore the world, escape into magical worlds and engage with rich language in different contexts.

Children will escape, experience and explore these texts in English lessons, whole class guided reading sessions, curriculum lessons and dedicated times in classes where teachers read to their classes. The texts shared with our children will remain in our classrooms so children can read them again and again.

Intent – we aim to:

- ❖ foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.
- ❖ provide children with necessary life-long skills to ensure they can read confidently and with secure understanding
- ❖ build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents & other readers in our community.
- ❖ provide plenty of opportunities to read for pleasure
- ❖ ensure reading is a transferable skill and that children are reading across the wider curriculum
- ❖ develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard or higher.

Implementation – how do we achieve our aims?

We strive to put reading at the heart of our curriculum because we know that reading is not only the key to academic success but to social and emotional wellbeing too. We ensure that children read in and around reading and English lessons so children understand that reading is a transferable skill which allows them to learn about the world around them.

❖ **Learning to read**

- ***A systematic approach.*** In Foundation Stage and KS1, we use a systematic synthetic phonics programme – [‘Read, Write Inc’](#) (RWI). Phonics sessions are matched to the children’s needs according to the assessments they partake in each half term. During these sessions they participate in listening, speaking and reading activities.
- ***Support to catch up.*** Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their gaps and using RWI interventions to support.
- ***Accelerated Reader.*** Once children have graduated from Read, Write Inc they move to [Accelerated Reader](#). Where phonics is a primary focus in Foundation and year 1, in year 2 and KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of year 2. Accelerated Reader is a popular programme that assesses the children and gives them a reading age, which we use to match them to books suited to their reading level. Once they have read the book they then take a short quiz to ensure that they have understood what they have read. These quizzes are monitored regularly by teachers and the English lead to ensure that children are reading with care and understanding. At the end of each term, they complete a STAR assessment and their reading levels are changed as appropriate. In school, children are allocated a minimum of 20 minutes a day to read, quiz and change their books.
- ***Home reading.*** The expectation is that children read at least 4 times a week at home and this is monitored by staff in school by checking their reading records and a record is kept. We find that children who read regularly at home make more progress than those who do not engage with texts at home. We appreciate that supporting children with reading can be challenging and staff are on hand to support adults as best they can. Children in RWI groups will take home a decodable which matches the sounds they are learning in phonics lessons, whilst children who have moved across to Accelerated Reader will take home a book suited to their reading level.

❖ **Reading to learn**

- ***Clearly structured lessons.*** At the Cathedral School of St Mary, whole class guided reading lessons are taught daily to years 2-6. These lessons teach children how to become fluent readers who are able to comprehend what they have read. Comprehension is taught through comprehension strategies including 6 key reading skills: vocabulary, inference, prediction, explanation, retrieval and summarising (VIPERS). In year 1, these reading skills are taught in English lessons which are planned using the BookWrites (Babcock) teaching sequences. In year 2 and KS2 teachers teach daily whole class guided reading lessons. All children are exposed to a wide variety of texts which include different genres, structures and a broad range of rich vocabulary. Lessons are differentiated to ensure they are accessible to all children and allow all children to make progress. Any children who struggle during these lessons will be given extra support to ensure they are successful.

- **Supporting struggling readers.** The lowest 20% of readers read daily with a familiar member of staff who will support them with word reading and comprehension. Their progress is then monitored through either RWI assessments or STAR assessments. Children who are not meeting the expected standard for their age, read with a member of staff at least once a week.
- **Reading across the curriculum.** Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in PSHE). We work closely with the Plymouth Schools Library Service to ensure we have a selection of books available which match our topics and are suited to the wide range of reading ages in the class. Furthermore, we ensure we have a wide variety of books available in these libraries to support learning in key subject areas and to support our wider curriculum i.e. Laudato Si.

❖ Reading for pleasure

- **Access to quality books.** All children are encouraged to choose a book to read for pleasure alongside their RWI/Accelerated Reader book. This may be from the class library or the school library and can be at any level. Staff will help children to select a book which they are able to access either independently or with the support of an adult. We work closely with our local library to ensure that we have a wide range of books available to children and can request books that children have shown an interest in reading.
- **Storytime.** Every day children are read to by an adult. Books are chosen from the literary canon to ensure they are exposed to a wide range of genres, structures, cultures and language. These books are read for enjoyment and it is a valued part of the school day. In EYFS and Year 1, children enjoy rhymes, poems and songs daily.
- **Reading visits.** All classes visit the library every term as the librarian shares texts with them and allows them time to become familiar with the space. .Wherever possible we invite authors and storytellers into school to read to the children and take advantage of the many opportunities for authors to visit us virtually.

❖ Fluency and spoken language

- We understand the importance of fluency to improve children's reading. Children are given regular opportunities to practice fluency and it is a core part of the process when children are reading with adults.

Impact – How will we know we have achieved our aims?

- ❖ Children are enthusiastic readers who choose to read for pleasure
- ❖ As we believe that reading is key to academic success, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently
- ❖ Children read for pleasure and for meaning, Staff share texts enthusiastically and show themselves as readers and parents/visitors actively support us
- ❖ Children choose books that immerse them in a range of magical worlds, cultures and topics of interest, in lessons and beyond
- ❖ Children read in other subject areas and as a result their skills are enhanced and their understanding of the world is increased
- ❖ Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the KS2 curriculum
- ❖ A high number of children achieve the expected standard or higher and through targeted intervention, those who find reading challenging are helped to catch up

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Poetry out Loud, Laurie Stansfield Poetry		Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Grandad's Island, Benji Davies Narrative			The Tear Thief, Carol Anne Duffy Narrative			Non fiction to support topic (School's Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas Songs Song lyrics
Mastery focus	Recognise simple recurring literary language in stories and poetry		Introduce non-fiction books that are structured in different ways. Answer and ask questions		Make inferences on the basis of what is being said and done Discuss the sequence of events in the book and how items of information are related.			Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Discuss and clarify the meanings of words, linking new meanings to known vocabulary			Introduce non-fiction books that are structured in different ways Answer and ask questions			
Spring	The Lighthousekeepers lunch, Ronda Armitage Narrative		James and the Giant Peach Author Study, Roald Dahl				Tilda Tries Again, Tom Percival PSHE		Dirty Beasts Roald Dahl (Vocabulary/oracy) Poetry		Non fiction to support topic (School's Library Service/Literacy Shed Plus)			
Mastery focus	Make inferences on the basis of what is being said and done Discuss and clarify the meanings of words, linking new meanings to known vocabulary		Answer and ask questions Discuss the sequence of events in the book and how items of information are related. Discuss and clarify the meanings of words, linking new meanings to known vocabulary				Discuss the sequence of events in the book and how items of information are related.		Recognise simple recurring literary language in stories and poetry Discuss their favourite words and phrases.		Introduce non-fiction books that are structured in different ways Discuss and clarify the meanings of words, linking new meanings to known vocabulary			
Summer	Proudest Blue, Ibtihaj Muhammad Narrative- Multi cultural		Granny came here on the Empire Windrush, Patrice Lawrence Narrative- Diversity		Non fiction - Newspapers (News Shed)			Fantastic Mr Fox, Roald Dahl Playscript			The Friendship Bench Wendy Meddour Narrative - transitions			
Mastery focus	Make inferences on the basis of what is being said and done Discuss and clarify the meanings of words, linking new meanings to known vocabulary		Make inferences on the basis of what is being said and done Discuss the sequence of events in the book and how items of information are related.		Answer and ask questions Discuss and clarify the meanings of words, linking new meanings to known vocabulary			Answer and ask questions Discuss and clarify the meanings of words, linking new meanings to known vocabulary			Make inferences on the basis of what is being said and done			

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn	Mustard, Custard, Grumble Belly and Gravy, Michael Rosen Poetry		Non fiction to support topic (School’s Library Service/Literacy Shed Plus)		Escape from Pompeii, Christina Balit Historical narrative			After the fall, Dan Santat Narrative–Graphic Novel			History NF text (School’s Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas song lyrics	
Mastery focus	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader’s interest and imagination		Retrieve and record information from non-fiction Identify how language, structure, and presentation contribute to meaning Ask questions to improve understanding.		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence			Identify themes and conventions in a wide range of books Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied			Retrieve and record information from non-fiction Identify how language, structure, and presentation contribute to meaning			Identify how language, structure, and presentation contribute to meaning	
Spring	I talk like a river, Jordan Scott and Sydney Smith Picture books		The BFG Author Study, Roald Dahl				My Skin Your Skin, Laura Henry-Allain		My Shadow, R L Stevenson Poetry		Non fiction to support topic (School’s Library Service)				
Mastery focus	Identify themes and conventions in a wide range of books Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence		Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader’s interest and imagination Ask questions to improve understanding.				Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		Identify how language, structure, and presentation contribute to meaning		Retrieve and record information from non-fiction				
Summer	The Great Kapok Tree, Lynne Cherry Narrative – South America			Roald Dahl, Revolting Rhymes Poetry		Non fiction – Newspapers (News Shed)		Charlotte’s Web, EB White Children’s Classic				Once Upon an Ordinary School day, Colin McNaughton Narrative – transitions			
Mastery focus	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask questions to improve understanding.			Recognise some different forms of poetry [for example, free verse, narrative poetry] Discuss words and phrases that capture the reader’s interest and imagination		Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction		Use dictionaries to check the meaning of words that they have read Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarising these				Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence			

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Joseph Coelho Poetry		Non fiction to support topic (School’s Library Service/Literacy Shed Plus)		The Boy who stole the Pharaoh’s lunch, Karen McCobie & Anneli Bray Historical narrative			Stitch Head, Guy Bass & Pete Williamson Graphic Novel			History NF text (School’s Library Service/Literacy Shed Plus)		Assessment & conferencing	Xmas song lyrics
Mastery focus	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader’s interest and imagination		Retrieve and record information from non-fiction Identify how language, structure, and presentation contribute to meaning Ask questions to improve understanding.		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Use dictionaries to check the meaning of words that they have read Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence			Identify themes and conventions in a wide range of books Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied			Retrieve and record information from non-fiction Identify how language, structure, and presentation contribute to meaning			Identify how language, structure, and presentation contribute to meaning
Spring	Joan Procter Dragon Doctor, Patricia Valdez Picture books		Esio Trot Author Study, Roald Dahl				Yasmin and Sila, Marianne Levy PSHE		Tyger Poetry		Non fiction to support topic (School’s Library Service)			
Mastery focus	Identify themes and conventions in a wide range of books Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence		Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader’s interest and imagination Ask questions to improve understanding.				Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		Identify how language, structure, and presentation contribute to meaning		Retrieve and record information from non-fiction Identify how language, structure, and presentation contribute to meaning			
Summer	The Girl who Lost a Leopard, Nizrana Farook Narrative – Sri Lanka			Apes to Zebras, Stevens, Brownlee & Hardy-Dawson Poetry		Non fiction – Newspapers (News Shed)		Chariots & Champions Playscript			You are Awesome, Matthew Syed Non fiction- transitions			
Mastery focus	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask questions to improve understanding.			Recognise some different forms of poetry [for example, free verse, narrative poetry] Discuss words and phrases that capture the reader’s interest and imagination		Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction		Use dictionaries to check the meaning of words that they have read Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarising these			Identify how language, structure, and presentation contribute to meaning			

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Poetry Kate Wakeling		Non fiction to support topic (School’s Library Service/Literacy Shed Plus)		Treason, Berlie Doherty Historical narrative			El Deafo, Cece Bell Graphic Novel			Geography NF text (School’s Library Service/Literacy Shed Plus)		Assessment & conferencing	The Polar Express Chris Van Allsburg
Mastery focus	Evaluate author’s language choice, including figurative language.		Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.		Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views). Ask questions to improve understanding. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Distinguish between fact and opinion. Make comparisons within and across books.			Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.			Identify and discuss themes and conventions.
Spring	The Bird Within Me, Sara Lundberg Picture books		Danny Champion of the World Author Study, Roald Dahl				The boy, the mole, the fox and horse PSHE		Jabberwocky Poetry		Non fiction to support topic (School’s Library Service)			
Mastery focus	Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).		Ask questions to improve understanding. Predict what might happen from details stated and implied.				Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.		Evaluate author’s language choice, including figurative language. 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.		Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.			
Summer	The Lost Whale, Hannah Gold Narrative – America			Lost Words, Robert Macfarlane Poetry		Non fiction – Newspapers (News Shed)		Carrie’s War, Nina Bawden Children’s Classic			The Final Year, Matt Goodfellow Prose – transitions			
Mastery focus	Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views). Summarise main ideas from more than one paragraph, identifying key details.			Evaluate author’s language choice, including figurative language.		Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.		Identify and discuss themes and conventions. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Make comparisons within and across books. Ask questions to improve understanding.			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	The Undeclared, Kwame Alexander Poetry		Non fiction to support topic (School’s Library Service/Literacy Shed Plus)		The Wild Way Home, Sophie Kirtley Historical narrative			When Stars are Scattered, Victoria Jameson Graphic Novel			History NF text (School’s Library Service/Literacy Shed Plus)		Assessment & conferencing	Twas the Night Before Christmas Poetry
Mastery focus	Evaluate author’s language choice, including figurative language. Prepare 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.		Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.		Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views). Ask questions to improve understanding. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			Distinguish between fact and opinion. Make comparisons within and across books.			Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.			Identify and discuss themes and conventions.
Spring	Way Home, Libby Hathorn Picture books		The Witches Author Study, Roald Dahl				An Emotional Menagerie, The School of Life PSHE		The Listeners Poetry		Non fiction to support topic (School’s Library Service)			
Mastery focus	Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).		Ask questions to improve understanding. Predict what might happen from details stated and implied				Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.		Evaluate author’s language choice, including figurative language. 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.		Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.			
Summer	The Boy at the Back of the Class, Onjali Q Rauf Narrative - refugees			Rhythm & Poetry, Karl Nova Poetry		Non fiction – Newspapers (News Shed)		Harry Potter & The Cursed Child, J K Rowling Playscript				Go Big: The Secondary School Survival Guide, Matthew Burton Non fiction – Transitions		
Mastery focus	Summarise main ideas from more than one paragraph, identifying key details. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (provide reasoned justifications for their views).			Evaluate author’s language choice, including figurative language.		Identify how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction.		Identify and discuss themes and conventions. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.				Make comparisons within and across books. Ask questions to improve understanding.		

The Literary Canon is used to share high quality texts to support teachers when selecting texts to share with their classes and when making book recommendations.

	Diverse texts	PSHE	Award Winning Texts	Poetry	Non – fiction
EYFS	Handa's Surprise – Eileen Browne Lulu's First Day – Anna McQuinn Gold Domes and Silver Lanterns – Hena Khan Look Up! – Nathan Bryon Young, gifted and black	Barbara throws a Wobbler – Nadia Shireen Ruby's Worry – Tom Percival Fly Tiger Fly – Rikin Parekh Ish – Peter H Reynolds	The Last stop on Market Street – Matt De La Pena Daniel Finds a Poem – Micha Archer The Cafe at the Edge of the Woods – Mikey Please Look Out Hungry Snake – Paul Delaney Ten Little Ducklings – Lucy Rowland Whisper, Shout: Let it Out – Madhvi Ramani Into the Wild – Thomas Docherty Roarr! – Sam Taplin Groti – Leoni Lord A Wild Walk to School – Rebecca Cobb	My first book of Poetry – Pie Corbett Out and About: A First book of Poems – Shirley Hughes Caterpillar Cake – Matt Goodfellow Ready for Spaghetti – Michael Rosen Poems out Loud – various poets Mad About Dinosaurs – Giles Andreae	Hidden Worlds – Oceans by Libby Walden Do you love bugs? – Matt Robertson Lifesize Baby Animals – Sophy Henn The Tree Book – Hannah Alice Colours, Colours Everywhere – Julia Donaldson Stargazing – Dominic Walliman The Big Book of the Blue – Yuval Zommer Children of the World – Nicola Edwards All through the Night – Polly Faber
KS1	Ravi's Roar – Tom Percival Ruby's Worry – Tom Percival Lubna and Pebble – Wendy Meddour The Proudest Blue – Ibtihaj Muhammad Sofia Valdez, Future Prez – Andrea Beaty Little People, Big Dreams Look Up – Nathan Byron Lailah's Lunchbox – Reem Faruqi Sunny and the Birds – Wendy Meddour	The Koala that Could – Rachel Bright & Jim Field The Dot – Peter H Reynolds Tilda Tries again – Tom Percival Sammy Striker and the Football Cup – Catherine Emmett The Bridges – Tom Percival If I were Prime Minister – Trygve Skaug	Gina Kaminski Saves the Wolf – Craig Barr-Green Mountain and Cloud – Jana Curll Dim Sum Palace – X Fang The Cafe at the Edge of the Woods – Mikey Please Big bad wolf investigates fairy tales – Catherine Cawthorne Clever Crow – Chris Butterworth	The Owl and the Pussycat – Edward Lear Perfectly Peculiar Pets – Elli Woodard Smile Out Loud – Joseph Coelho Jelly Boots Smelly Boots – Michael Rosen A Ticket to Kalamazoo – James Carter Crazy Mayonnaisy Mum – Julia Donaldson	Can we really help the bees? – Katie Daynes Counting on Katherine – Helaine Becker A Day in the Life of Horses – Carly Anne York Darwin's Super Pooping Worm Spectacular – Polly Owen Iceberg – Claire Saxby Life Savers – Eryl Nash My Encyclopaedia of Very Important Sport – DK Frontiers of Space – Dominic Walliman The Big Book of Blooms – Yuval Zommer The Mellons Build an Eco House – Robin Jacobs The Sea Below my Toes – Charlotte Guillain
KS2	I Am Malala – Malala Yousafzai & Patricia McCormick The Girl who Stole and Elephant – Nizrana Farook A Pocketful of Stars – Aisha Busby Little People, Big Dreams Sofia the Dreamer and her Magical Afro – Jessica Wilson The Boy at the Back of the Class – Onjali Rauf Planet Omar, Accidental Trouble Magnet – Zanib Mian Nelson Mandela's Long Walk to Freedom – Chris van Myk Sulwe – Lupita Nyong'o Reggie Houser has the Power – Helen Rutter	The Last Bear – Hannah Gold Michael Rosen's Sad Book Small Things – Mel Tregonning Cloud Boy – Marcia Williams All the things that could go wrong – Steward Foster The Goldfish Boy – Lisa Thompson Finding her Feet – Eve Ainsworth	Rune: The Tale of a Thousand Faces – Carlos Sanchez Secrets of the Snakestone – Piu DasGupta Tidemagic: The Many Faces of Ista Flit – Clare Harlow The Final Year – Matt Goodfellow Impossible Creatures – Katherine Rundell Skandar and the Unicorn Thief – A.F Steadman Holes – Louis Sachar The Accidental Prime Minister – Tom McLaughlin. The Boy Who Grew Dragons by Andy Shepherd Rooftoppers – Katherine Rundell. I am Rebel – Ross Montgomery	The Undeclared – Kwame Alexander (poem) The Lost Words – Robert Macfarlane I am the Seed that Grew – Frann Preston-Gannon Revolting Rhymes – Roald Dahl Moon Juice – Kate Wakeling I am a Jigsaw – Roger Stevens I Don't Like Poetry – Joshua Siegel Apes to Zebras – Roger Stevens Overheard in a Tower Block – Joseph Coelho Funky Chickens – Benjamin Zephaniah My Heart is a Poem – various authors When Poems Fall from the Sky – Zaro Weil Belonging Street – Mandy Coe	The Diary of Anne Frank – Otto H Frank Brilliant Black British History – Atinuke A Day in the Life of a Caveman, a Queen and Everything in Between – Mike Barfield A Wild Child's Book of Birds – Dara McAunulty Amazing Islands – Sabrina Weiss Around the World in 80 Festivals – Nancy Dickmann Emperor of the Ice – Nicola Davies History's Biggest Show-Offs – Andy Seed Mummies Unwrapped – Tom Froese Rainforest Warrior – Anita Ganeri Human 2.0 – Patrick Kane I ate Sunshine for Breakfast – Michael Holland Marie Curie and her Daughters – Imogen Greenberg The Moon – Dr Sanlyn Buxner



The Cathedral School of St Mary Reading Curriculum

	(ADHD)		Rune: The Tale of a Thousand Faces – Carlos Sanchez Safiyyah’s War – Hiba Noor Khan I am Wolf – Alistair Chisholm The Wrong Shoes – Tom Percival Oliver & the Seawigs – Reeve & McIntyre The Christmas Pig – JK Rowling		
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