



**PORTFIELDS LONG TERM OVERVIEW- TALK FOR READING 2024/2025**

Year 5	Autumn 1 INTRODUCTORY TEXTS	Autumn 2 ARCHAIC TEXTS	Spring 1 NON-LINEAR TIME SEQUENCES	Spring 2 COMPLEXITY OF THE NARRATOR	Summer 1 COMPLEXITY OF THE PLOT	Summer 2 RESISTANT TEXTS
	<p><b><u>Fiction</u></b> <b>The Promise</b> Nicola Davies</p> <p><b>The Flower</b> John Light (independent application)</p>	<p><b><u>Fiction</u></b> <b>Tom's Midnight Garden</b> Phillipa Pearce</p> <p><b><u>Non-fiction</u></b> <b>Plants and Trees The Earth Book</b> Jonathan Litton</p> <p><b><u>Poetry</u></b> <b>Fog</b> Carl Sandburg</p>	<p><b><u>Fiction</u></b> <b>An Eagle in the Snow</b> Michael Morpurgo</p> <p><b><u>Non-fiction</u></b> <b>The Golden Eagle Anthology of Intriguing Animals</b></p> <p><b><u>Poetry</u></b> <b>In Flanders Fields</b> John McCrae</p>	<p><b><u>Fiction</u></b> <b>Cogheart</b> <i>Peter Bunzl</i></p> <p><b><u>Non-fiction</u></b> <b>You Wouldn't Want to be a Victorian Child</b> J Malam <b>The Victorians- innovation and industry</b> Bone and /Quigley</p> <p><b><u>Poetry</u></b> <b>The Door</b> Miroslav Holub</p>	<p><b><u>Fiction</u></b> <b>Skellig</b> <i>David Almond</i></p> <p><b><u>Non-fiction</u></b> <b>Griffins, Phoenixes and Dragons</b> <i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> p.98-101 T Di Terlizzi and H Black</p> <p><b><u>Poetry</u></b> <b>Silver</b> Walter de la Mare</p>	<p><b><u>Fiction</u></b> <b>Odd and the Frost Giants</b> Neil Gaiman</p> <p><b><u>Non-fiction</u></b> <b>Giants: The Secret Histories</b> Ari Burk <b>Giants (in Arthur Spiderwick's Field Guide to the Fantastical World Around You</b> p. 78</p> <p><b><u>Poetry</u></b> <b>The Pobble Who Had No Toes</b> Edward Lear</p>
	<p><b>Unit focus:</b> Exploring the relationship between setting and character as a story develops through using a range of comprehension skills to construct meaning from the partnership between image and text.</p>	<p><b>Unit focus:</b> Using retrieval and inference to understand atmosphere by building a picture of a setting; summarising to gather key points as you read. <b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer. <b>Deduction –</b> Drawing together pieces of information to make a logical conclusion. <b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Understanding how characters and setting reveal atmosphere in a story. <b>Unit focus:</b> Understanding the use of words to create a picture in a poem; understanding symbolism in a poem. <b>Unit focus: think critically; summarising</b> <b>Retrieval –</b> Retrieve information from a text and use this to explain an answer. <b>Deduction –</b> Put together known facts to draw a logical conclusion. <b>Summarising -</b> Explain the main ideas/information from a text, using quotations for illustration when necessary.</p>	<p><b>Unit focus:</b> Understanding differences in characters <b>Unit focus:</b> think critically; draw conclusions <b>Retrieval –</b> Retrieve information from a text and use this to explain an answer <b>Deduction –</b> Put together known facts and use them to come to a logical conclusion. <b>Unit focus:</b> Understanding the use of words to create a picture in a poem; understanding symbolism in a poem.</p>	<p><b>Unit focus:</b> Understanding how an author uses descriptive detail to create an image in our mind's eye and help us understand characters and situations. <b>Unit focus:</b> think critically; draw conclusions <b>Retrieval –</b> Retrieve information from a text and use this to explain an answer <b>Deduction –</b> Put together known facts and use them to come to a logical conclusion.</p>	<p><b>Unit focus:</b> Understanding how an author uses descriptive detail to create an image in our mind's eye and help us understand characters and situations. <b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer <b>Deduction –</b> Put together known facts and use them to come to a logical conclusion.  <b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>
	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>
	PREDICTION/RETRIEVAL/ INFERENCE/DEDUCTION/ SUMMARISING	PREDICTION/RETRIEVAL/ INFERENCE/DEDUCTION/ SUMMARISING	PREDICTION/RETRIEVAL/ INFERENCE/DEDUCTION/ SUMMARISING	PREDICTION/RETRIEVAL/ INFERENCE/DEDUCTION/ SUMMARISING	PREDICTION/RETRIEVAL/ INFERENCE/DEDUCTION/ SUMMARISING	PREDICTION/RETRIEVAL/ INFERENCE/DEDUCTION/ SUMMARISING

**PORTFIELDS LONG TERM OVERVIEW- TALK FOR READING 2024/2025**

<b>Year 4</b>	<b>Autumn 1 INTRODUCTORY TEXTS</b>	<b>Autumn 2 ARCHAIC TEXTS</b>	<b>Spring 1 NON-LINEAR TIME SEQUENCES</b>	<b>Spring 2 COMPLEXITY OF THE NARRATOR</b>	<b>Summer 1 COMPLEXITY OF THE PLOT</b>	<b>Summer 2 RESISTANT TEXTS</b>
	<p><b>Fiction</b> <b>Voices in the Park</b> Anthony Browne</p> <p><b>Hansel and Gretel</b> Anthony Browne Independent application</p>	<p><b>Fiction</b> <b>Five Children and It</b> E. Nesbit</p> <p><b>Non-fiction</b> <b>Elves (in <i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> p. 39</b></p> <p><b>Poetry</b> <b>From a Railway Carriage</b> Robert Louis Stevenson</p>	<p><b>Fiction</b> <b>The Midnight Fox</b> Betsy Byars</p> <p><b>Non-fiction</b> Temperate Woodlands in The Wonder of Trees Nicola Davies &amp; Lorna Scobie</p> <p><b>Poetry</b> <b>Moonlit Apples</b> John Drinkwater</p>	<p><b>Fiction</b> <b>The Legend of Podkin One-Ear</b> Keiran Larwood</p> <p><b>Non-fiction</b> <b>A Rabbit's Burrow</b> Niles Worthington</p> <p><b>Poetry</b> <b>Rabbit in Mixer Survives</b> Roger McGough</p>	<p><b>Fiction</b> <b>The Iron Man</b> Ted Hughes</p> <p><b>Non-fiction</b> <b>Iron Age Tools and Weapons</b> Bone &amp; Quigley p. 103</p> <p><b>Poetry</b> Poems from <b>A Kid in My Class</b> Rachel Rooney</p>	<p><b>Fiction</b> <b>Cloud Busting</b> Malorie Blackman</p> <p><b>Non-fiction</b> <b>Bullybuster Website</b> <a href="http://www.bullybusters.org.uk/kids/why_do_people_bully/">http://www.bullybusters.org.uk/kids/why_do_people_bully/</a></p> <p><b>Poetry</b> <b>Sonnet 104: To me, fair friend, you never can be old</b> William Shakespeare</p>
	<p><b>Unit focus:</b> Using a range of comprehension skills to construct understanding of character from image alongside words.</p>	<p><b>Unit focus:</b> Using retrieval and inference to understand how characters' behaviour and feelings change within a narrative; summarising the changes.</p> <p><b>Unit focus: Gain knowledge; read and think critically about a text. Retrieval</b> – Retrieve information from a text and use this to explain an answer.</p> <p><b>Deduction</b> – Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> How setting and mood support understanding of what is happening in a story.</p> <p><b>Unit focus: Gain knowledge; think critically. Retrieval</b> – Retrieve information from a text and use this to explain an answer.</p> <p><b>Deduction</b> – Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Understanding how atmosphere is created through settings in a story.</p> <p><b>Unit focus: Gain knowledge; think critically. Retrieval</b> – Retrieve information from a text and use this to explain an answer.</p> <p><b>Deduction</b> – Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Understanding how an author reveals character feelings by: making inferences and using evidence from the text to support reasoning.</p> <p><b>Explaining and evaluating</b> how the author's choice of words, and grammatical &amp; sentence patterns makes us feel. Reading aloud with intonation that shows understanding of authorial intent. <b>Summarising</b> by explaining the main ideas/ using quotations when necessary.</p> <p><b>Unit focus: Retrieval</b> –Retrieve information from a text and use this to explain an answer.</p> <p><b>Deduction</b> – Drawing together pieces of information to make a logical conclusion.</p>	<p><b>Unit focus:</b> Understanding how an author reveals character feelings by: making inferences and using evidence from the text to support reasoning.</p> <p><b>Explaining and evaluating</b> how the author's choice of words, and grammatical &amp; sentence patterns makes us feel. Reading aloud with intonation that shows understanding of authorial intent. <b>Summarising</b> by explaining the main ideas/ using quotations when necessary.</p> <p><b>Unit focus: Retrieval</b> –Retrieve information from a text and use this to explain an answer.</p> <p><b>Deduction</b> – Drawing together pieces of information to make a logical conclusion.</p>
	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>
	INFERENCE QUESTIONING	RETRIEVAL SUMMARISING	RETRIEVAL INFERENCE	INFERENCE SUMMARISING	INFERENCE SUMMARISING	INFERENCE PREDICTION

**PORTFIELDS LONG TERM OVERVIEW- TALK FOR READING 2024/2025**

Year 3	Autumn 1 INTRODUCTORY TEXTS	Autumn 2 ARCHAIC TEXTS	Spring 1 NON-LINEAR TIME SEQUENCES	Spring 2 COMPLEXITY OF THE NARRATOR	Summer 1 COMPLEXITY OF THE PLOT	Summer 2 RESISTANT TEXTS
	<p><b>Fiction</b> <b>Window</b> Jeannie Baker</p> <p><b>Belonging</b> Jeannie Baker Independent application</p>	<p><b>Fiction</b> <b>Charlotte’s Web</b> E. B. White</p> <p><b>Non-fiction</b> <b>Spider</b> Anthology of Intriguing Animals p210 The Black Widow Spider</p> <p><b>Poetry</b> <b>How doth the little crocodile</b> Lewis Carroll</p>	<p><b>Fiction</b> <b>The Firework Maker’s Daughter</b> Phillip Pullman</p> <p><b>Non-fiction</b> <b>Gunpowder and Fireworks</b> The Big Earth Book P150/152 <b>The Gunpowder Plot</b> P72 Bone and Quigley</p> <p><b>Poetry</b> <b>Fireworks</b> James Reeves in <b>A Poem for Everyday of the Year</b></p>	<p><b>Fiction</b> <b>The Witches</b> Roald Dahl</p> <p><b>Non-fiction</b> <b>The monster Book of Witches, Vampires, Spooks and Monsters</b> Colin Hawkins</p> <p><b>Poetry</b> <b>The Witch</b> Mary Elizabeth Coleridge</p>	<p><b>Fiction</b> <b>The Mousehole Cat</b> Antonio Barber</p>	<p><b>Non-fiction</b> <b>The Sphynx Cat</b></p> <p><b>Poetry</b> <b>The Kraken</b> Eve Merriam Alfred Lord Tennyson</p>
	<p><b>Unit focus:</b> Using a range of comprehension skills to construct meaning from image.</p>	<p><b>Unit focus:</b> Understanding character.</p> <p><b>Unit focus: Gain knowledge; think critically. Retrieval –</b> Retrieve information from a text and use this to explain an answer. <b>Deduction –</b> Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Understanding character.</p> <p><b>Unit focus: Gain knowledge; think critically. Retrieval –</b> Retrieve information from a text and use this to explain an answer. <b>Deduction –</b> Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Understanding how the author develops characters and events and helps us to imagine what a character looks like, how they behave and what was happening in key events.</p> <p><b>Unit focus: Gain knowledge; think critically. Retrieval –</b> Retrieve information from a text and use this to explain an answer. <b>Deduction –</b> Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Understanding how the author uses imagery to help us understand and enter into the story.</p>	<p><b>Unit focus: Gain knowledge; think critically. Retrieval –</b> Retrieve information from a text and use this to explain an answer. <b>Deduction –</b> Drawing together pieces of information to make a logical conclusion.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>
	<p><b>FOCUS FOR TEACHER MODELLING</b></p>	<p><b>FOCUS FOR TEACHER MODELLING</b></p>	<p><b>FOCUS FOR TEACHER MODELLING</b></p>	<p><b>FOCUS FOR TEACHER MODELLING</b></p>	<p><b>FOCUS FOR TEACHER MODELLING</b></p>	<p><b>FOCUS FOR TEACHER MODELLING</b></p>
	<p>PREDICTION RETRIEVAL</p>	<p>RETRIEVAL</p>	<p>PREDICTION RETRIEVAL</p>	<p>INFERENCE</p>	<p>INFERENCE</p>	<p>RETRIEVAL INFERENCE</p>

**PORTFIELDS LONG TERM OVERVIEW- TALK FOR READING 2024/2025**

Year 2	Autumn 1 INTRODUCTORY TEXTS	Autumn 2 ARCHAIC TEXTS	Spring 1 NON-LINEAR TIME SEQUENCES	Spring 2 COMPLEXITY OF THE NARRATOR	Summer 1 COMPLEXITY OF THE PLOT	Summer 2 RESISTANT TEXTS
	<p><b>Fiction</b> <b>The Umbrella</b> Ingrid Schubert</p> <p><b>The Lion and the Mouse</b> Jerry Pinkney Independent application</p>	<p><b>Fiction</b> <b>The Frog Prince</b> Brothers Grimm</p> <p><b>Non-fiction</b> <b>Frog</b> <b>Anthology of Intriguing Animals</b> P194 <b>How to make your Garden Frog Friendly</b> Guardian article</p> <p><b>Poetry</b> <b>The Frog</b> Hilaire Belloc</p>	<p><b>Fiction</b> <b>Granpa</b> John Burningham</p> <p><b>Non-fiction</b> <b>Out of Africa</b> <b>The Big Earth Book</b> P56/57</p> <p><b>Poetry</b> <b>My Grandpa</b> Kenn Nesbitt</p>	<p><b>Fiction</b> <b>Fantastic Mr Fox</b> Roald Dahl</p> <p><b>Non-fiction</b> <b>Fox</b> <b>Anthology of Intriguing Animals</b> P132 <i>Fox</i> factsheet</p> <p><b>Poetry</b> <b>Colour</b> Christina Rossetti</p>	<p><b>Fiction</b> <b>Dinosaurs and all that rubbish</b> Michael Foreman</p> <p><b>Non-fiction</b> <b>Neil Armstrong</b> P60 The Curriculum Companion: History Bone and Quigley <i>Dinosaurs in the Air</i> The Big Earth Book P82/83</p> <p><b>Poetry</b> <b>Hurt No Living Thing</b> Christina Rossetti</p>	<p><b>Fiction</b> <b>Wolves</b> Emily Gravett</p> <p><b>Non-Fiction</b> <b>Wolf</b> <b>Anthology of Intriguing Animals</b> p66 <a href="https://animalcorner.co.uk/animals/grey-wolf/">https://animalcorner.co.uk/animals/grey-wolf/</a></p> <p><b>Poetry</b> <b>A Wolf in the Park</b> Richard Edwards</p>
	<p><b>Unit focus:</b> Using a range of comprehension skills to construct meaning from image.</p>	<p><b>Unit focus:</b> Understanding a character and their actions</p> <p><b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer.</p> <p><b>Unit focus:</b> Understanding the use of words to create a picture in a poem.</p>	<p><b>Unit focus:</b> Using retrieval and inference to explain key parts of a story.</p> <p><b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer</p> <p><b>Unit focus:</b> Understanding the use of words to create a character in a poem.</p>	<p><b>Unit focus:</b> Using retrieval and inference to build a picture of a character.</p> <p><b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer</p> <p><b>Unit focus:</b> Understanding the use of words to create image in a poem.</p>	<p><b>Unit focus:</b> Using retrieval and inference to understand characters in a story.</p> <p><b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer.</p> <p><b>Unit focus:</b> Understanding the use of words to create image in a poem.</p>	<p><b>Unit focus:</b> Using retrieval and inference to build a picture of a character.</p> <p><b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer.</p> <p><b>Unit focus:</b> Understanding the use of words to create image in a poem.</p>
	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>
	PREDICTION INFERENCE	RETRIEVAL	PREDICTION RETRIEVAL	RETRIEVAL INFERENCE	RETRIEVAL INFERENCE	INFERENCE

**PORTFIELDS LONG TERM OVERVIEW- TALK FOR READING**

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Fiction</b> <b>On Sudden Hill</b> Linda Sarah	<b>Fiction</b> <b>Beegu</b> Alexis Deacon	<b>Fiction</b> Knuffle Bunny Mo Willems	<b>Fiction</b> Where the Wild Things Are Maurice Sendak	<b>Fiction</b> Good Little Wolf Nadia Shireen	<b>Fiction</b> The Lighthouse Keeper's Lunch Ronda Armitage
	<b>Unit focus:</b> Using retrieval and inference to understand characters in a story. Covers the themes of: friendship, play, acceptance, the outdoors and imagination.	<b>Unit focus:</b> Using retrieval and inference to explain key parts of a story/themes of hope, kindness, loneliness and being an outsider.	<b>Unit focus:</b> Using retrieval and inference to explain key parts of a story. Explores questions about our use of language and how exactly we communicate with each other.	<b>Unit focus:</b> Using retrieval and inference to understand characters in a story. The themes covered include: imagination, anger, growth and change.	<b>Unit focus:</b> Understanding a character and their actions  <b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer. Themes covered include: being true to oneself and defying stereotypes.	<b>Unit focus:</b> Understanding a character and their actions  <b>Unit focus: Retrieval –</b> Retrieve information from a text and use this to explain an answer. Topic of the sea, its history and the brave people who keep us safe at the seaside.
	<b>Additional Texts</b>  <b>Can't you Sleep Little Bear</b> - Martin Waddell Retrieval  <b>Lost and Found</b> - Oliver Jeffers Sequencing events  <b>Dogger</b> – Shirley Hughes Inference	<b>Additional Texts</b>  <b>Good Little Wolf</b> – Nadia Shireen Inference  <b>The Tiger who Came to Tea</b> – Judith Kerr Prediction  <b>Hairy Maclary from Donaldson's Dairy</b> – Lynley Dodd Sequencing events	<b>Additional Texts</b>  <b>The Way Back Home</b> Oliver Jeffers Prediction  <b>Mr Wolf's Pancakes</b> Jan Fearnley Character inference  <b>I want my hat back</b> Jon Klassen Sequencing events	<b>Additional Texts</b>  <b>Hermelin the Detective Mouse</b> – Mini Grey Retrieval  <b>The Elephant and the Bad Baby</b> – Elfrida Vipont Inference  <b>Peace at Last</b> Jill Murphy Retrieval	<b>Additional Texts</b>  <b>Man on the Moon</b> Simon Bartram Retrieval  <b>Something Else</b> Kathryn Cave Character inference  <b>Tadpole's promise</b> Jeanne Willis Prediction  <b>Cops and Robbers</b> Janet and Allan Ahlberg Prediction	<b>Additional Texts/Poetry</b>  <b>Now I am 6</b> AA Milne Vocabulary  <b>The Owl and the Pussycat</b> Edward Lear Vocabulary  <b>Please Mrs Butler</b> Allan Ahlberg Vocabulary  <b>Imagine the World</b> Moira Andrew Vocabulary
	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>	<b>FOCUS FOR TEACHER MODELLING</b>
	RETRIEVAL INFERENCE	RETRIEVAL INFERENCE	SEQUENCING EVENTS/RETRIEVAL	INFERENCE	INFERENCE	PREDICTION

**PORTFIELDS LONG TERM OVERVIEW- TALK FOR READING 2024/2025**

Year EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Fiction</u></b>  <b>I am Too absolutely small for school by Lauren Child</b>                      Discussions about emotions of starting school.</p> <p><b>The Gruffalo by Julia Donaldson &amp; Axel Scheffler</b>                      Rhyming aspect, repeated refrains and description.</p> <p><b>The Smeds and the Smoods by Julia Donaldson &amp; Alex Scheffler</b>                      Exploring feelings through character, focus on difference, tolerance and love.</p> <p><b>Harry and the bucketful of dinosaurs by Ian Whybrow and Adrian Reynolds</b>                      Introduction to the use of a library and knowing that information can be retrieved from books.</p> <p><b>Dinosaur Poems by John Foster</b>                      Introduction to poetry, rhyme and repetition.</p> <p><b>Tyrannosaurus Drip by Julia Donaldson</b>                      Rhyming text with a memorable refrain, difference and how to treat others</p>	<p><b><u>Fiction</u></b>  <b>Meg and Mog by Jan Pienkowski and Helen Nicoll</b>                      Vocabulary for clothes, food and animals</p> <p><b>The Story of Diwali Story</b>                      Structure of traditional Diwali story cross curricular link to religious beliefs</p> <p><b>The Scarecrow's Wedding by Julia Donaldson</b>                      Rhyming text, repeated refrains, vocabulary, lists.</p> <p><b>Kipper's Birthday by Mick Inkpen</b>                      Vocabulary focus, alternative endings</p> <p><b>The Jolly Christmas Postman by Janet and Allan Ahlberg</b>                      Rhyming text, different layouts for writing, letters, postcards.</p> <p><b>Jesus' Christmas Party by Nicholas Allan</b>                      Humour, looking at character viewpoint.</p>	<p><b><u>Fiction</u></b>  <b>Fairy Tales – Classics</b>  <b>Three Little Pigs</b>  <b>Little Red Hen</b>  <b>Gingerbread Man</b>  <b>Goldilocks and the three bears</b>  <b>Billy Goats Gruff</b>                      Traditional story telling language, character, plot and setting.</p> <p><b>The Great Race by Emily Hiles</b>                      Vocabulary focus, theme of fairness, cross curricular aspect Chinese New Year</p>	<p><b><u>Fiction</u></b>  <b>The Very Hungry Caterpillar by Eric Carle</b>                      Story sequencing, link with number, physical development</p> <p><b>Tadpole's Promise by Jeanne Willis</b>                      Unpick language of the text, grief and loss. Focus on sad ending to contrast with happy endings of the fairy tales in spring 1. Pages open vertically look at text presented differently from horizontal books.</p> <p><b>Jasper's Beanstalk by Nick Butterworth, Mick Inkpen</b>                      Sequencing the days of the week.</p> <p><b>The Cow that Laid an Egg By Andy Cutbill</b>                      Cross curricular science link – live chicks. Which animals lay eggs?</p> <p><b>Chicken Licken</b>                      Repeated refrains, rhyme and prediction, alliteration</p>	<p><b><u>Fiction</u></b>  <b>Supertato by Sue Hendra</b>                      Humour, character, environment</p> <p><b>Supertato Veggies Assemble</b>                      Food decay, wastage, teamwork</p> <p><b>Supertato Run Veggies Run</b>                      Fairness, cheating, keeping healthy preparation for Sports Day.</p> <p><b><u>Non-fiction</u></b>  <b>Looking at different careers</b></p> <p><b>Police</b>                      Retrieving information, vocabulary</p> <p><b>Doctor</b>                      Retrieving information, vocabulary</p> <p><b>Firefighter</b>                      Retrieving information, vocabulary, safety, danger and protecting ourselves</p> <p><b>Lifeboat Crew</b>                      Retrieving information, vocabulary, water safety, risk taking, charity</p>	<p><b><u>Fiction</u></b>  <b>What the Ladybird Heard by Julia</b>                      Rhyme and repetition, alliteration, reading maps</p> <p><b>A squash and a squeeze by Julia Donaldson</b>                      Repetitive rhyming text, synonyms</p> <p><b>Farmyard Hullabaloo by Giles Andrea</b>                      Rhyme and repetition</p> <p><b>Pirates Love Underpants by Claire Freedman</b>                      Synonyms, how to keep safe</p> <p><b>The Night Pirates Peter Harris</b>                      Rhyme and repetition, looks at different font types, overturns traditional gender stereotypes.</p> <p><b>The Pirates Next Door Johnny Duddel</b>                      Rhyme, presented in a comic style, importance of not judging others</p>