

Re-think Reading!

Book List



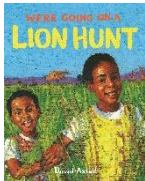
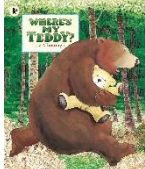

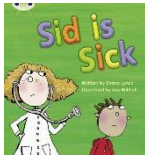
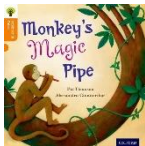

Supporting curriculum planning

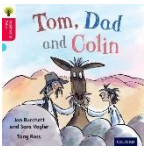
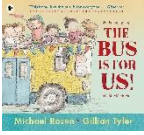

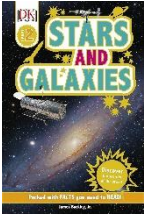
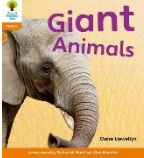
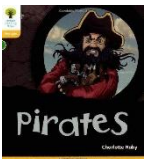
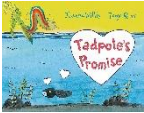
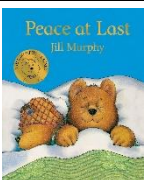
To help you build a personalised reading curriculum with logical progression, this list of books and other texts has been roughly sequenced to indicate growing text complexity and therefore increasing challenge for young readers. This may be due to several factors: length and density of text; more complicated linguistic features; references to conceptual understanding and cultural experience; different levels of meaning; text structure; style, voice and position of narrator; intertextuality, etc.

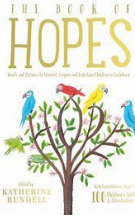



The number of 'guided sessions' refers to lessons designed to be supported/led by the teacher. Every *Re-think Reading!* unit, however, includes additional independent, paired and/or group sessions, plus suggestions for further independent activities based on the text, so requires more time be allocated to its 'delivery'.

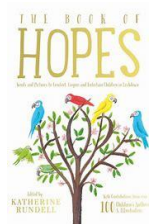


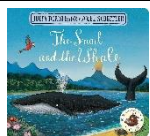


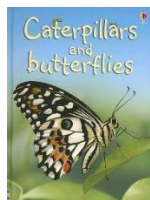

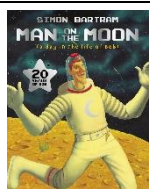

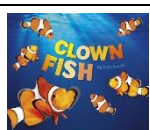



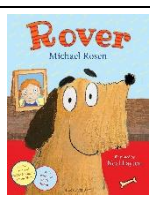

Key to text types, themes, issues, etc.

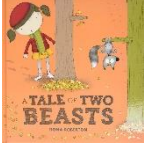

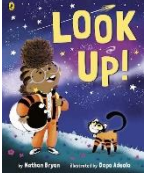




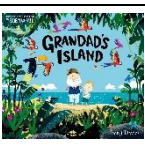


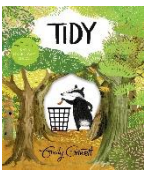

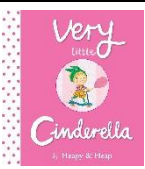




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|--|---|
|  Non-fiction |  Traditional tales, folk stories, fairytales, myths and legends |
|  Poetry |  Classic literature / 'archaic' texts / modern children's classics |
|  Phonically controlled text |  Representation (diversity in content, characters, author/illustrator) |
|  Picture book / graphic novel |  Difficult issues (loss, bullying, separation, difference, etc.) |
|  Short story |  Historical themes / content |
|  Simple chapter book |  Environmental themes / content |
|  Whole novel | |
|  BookWrites text | |




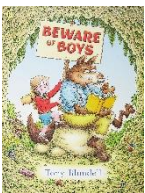


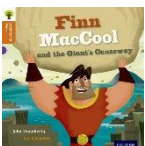


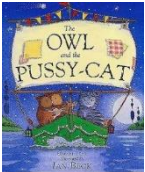


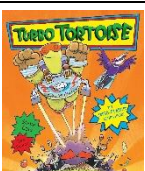


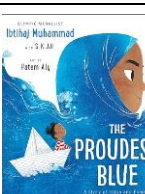







Text	Reading focus	About the text / planning
<p>Y1: Generic plan for Phase 2/3 Phonically decodable texts 2 guided sessions</p> 	<p>Phonically decodable texts Using phonic strategies for reading</p>	<p>Generic plan for Phase 2/3 Phonically decodable texts</p> <p style="text-align: right;">+</p>
<p>Y1: Generic plan for Phase 5 Phonically decodable texts 2 guided sessions</p> 	<p>Phonically decodable texts Using phonic strategies for reading</p>	<p>Generic plan for Phase 5 Phonically decodable texts</p> <p style="text-align: right;">+</p>
<p>Y1 Fiction: We're Going on a Lion Hunt by David Axtell (2019) 2 guided sessions</p> 	<p>Vocabulary – particularly prepositions Making inferences about the characters</p>	<p>This is a retelling of the Michael Rosen classic; We're going on a bear hunt. This story is set in Africa and the children are hunting for lions.</p> <p style="text-align: right;">☁ ●</p>
<p>Y1 Fiction: Where's My Teddy? by Jez Alborough (2005) 2 guided sessions</p> 	<p>Rhyming text for phrasing and fluency Reading contractions Making predictions</p>	<p>This is a rhyming picture book about a boy who loses his teddy bear. The story has a big surprise and is therefore a good text for prediction.</p> <p style="text-align: right;">☁</p>
<p>Y1 Fiction: Kipper's A-Z by Mick Inkpen (2014) 2 guided sessions</p> 	<p>Making predictions Choral reading for fluency and phrasing Vocabulary</p>	<p>An alphabet adventure book with Kipper the puppy and his friend, Arnold the pig. A fun and endearing way to introduce the alphabet to children.</p> <p style="text-align: right;">☁</p>
<p>Y1 Fiction: Sid is Sick (Bug Club Phonics Phase 3) by Emma Lynch and Jess Mikhail (2010) 1 guided session</p> 	<p>Prediction Making inferences Re-reading for fluency Clarifying vocabulary Asking and answering questions</p>	<p>A phonically controlled text which is part of a series of adventures featuring a little boy called Sid and his family. In this book, Sid is sick and Viv has to help.</p> <p style="text-align: right;">+</p>
<p>Y1 Fiction: Monkey's Magic Pipe (Oxford Reading Tree Traditional Tales Level 6) by Pat Thomson and Alessandra Cimadoribus (2011) 2 guided sessions</p> 	<p>Predicting Inferring character's feelings Clarifying vocabulary Fluency and phrasing Answering and asking questions</p>	<p>A phonically controlled version of the South American traditional tale in which the smallest, weakest creature triumphs. Here monkey is the clever problem solver and plays a trick on monster.</p> <p style="text-align: right;">+</p> <p style="text-align: right;">●</p>
<p>Y1 Fiction: There's Something in the Garden (Bug Club Phonics Phase 4) by Paul Shipton and Jessie Eckle (2010) 2 guided sessions</p> 	<p>Prediction Sequencing stories Identifying similarities and differences Evaluating texts</p>	<p>The children can't sleep because there's something in the garden. What could it be...?</p> <p style="text-align: right;">+</p>



Text	Reading focus	About the text / planning
<p>Y1 Fiction: Tom, Dad and Colin (Oxford Reading Tree Traditional Tales Level 4) by Jan Burchett, Sarah Vogler and Tony Ross (2011)</p> <p>2 guided sessions</p>	 <p>Phrasing and fluency Inferring characters' feelings Prediction Using clues for deduction</p>	<p>It is a hot day and Tom, Dad and Colin head off for town. A decodable text.</p> <p>+</p>
<p>Y1 Poetry: The Bus is for Us by Michael Rosen and Gillian Tyler (2016)</p> <p>2 guided sessions</p>	 <p>Rhyming words Phrasing and fluency Inference</p>	<p>This is a phonically decodable rhyming text that explores different ways of travelling, both real and imaginary.</p> <p>★ +</p>
<p>Y1 Non-fiction: All About Flowers by Claire Throp (2014)</p> <p>1 guided session</p>	 <p>Finding information in a non-fiction book Answering and asking questions Vocabulary</p>	<p>Part of the 'All about Plants' series, this book explains what plants need to survive. Illustrated with colour photographs, this book describes the different parts of a flower and how they work. The book introduces new vocabulary through simple repetitive texts. An excellent introduction to non-fiction texts for the early beginning reader.</p> <p>■</p>
<p>Y1 Non-fiction: Stars and Galaxies: Discover the Secrets of the Stars (DK Readers Level 2) by James Buckley, Jr (2017)</p> <p>2 guided sessions</p>	 <p>Clarifying vocabulary Answering and asking questions</p>	<p>This book is part of a set of engaging non-fiction texts. They have a highly visual approach using photographs. They are packed with fascinating facts written in simple sentences with an emphasis on frequently used words. The clear labelling helps to reinforce vocabulary.</p> <p>■</p>
<p>Y1 Non-fiction: Giant Animals (Oxford Reading Tree, Level 6: Floppy's Phonics) by Claire Llewellyn (2011)</p> <p>1 guided session</p>	 <p>Asking and answering questions Vocabulary - synonyms</p>	<p>This is a non-fiction book all about the world's biggest animals. It is from the Oxford Reading Tree 'Floppy's Phonics' reading scheme.</p> <p>■ +</p>
<p>Y1 Non-fiction: Pirates (Oxford Reading Tree Level 5) by Charlotte Raby (2011)</p> <p>2 guided sessions</p>	 <p>Predicting Asking and answering questions Diary entry Inferring character's feelings</p>	<p>A decodable non-fiction text all about Pirates and a diary entry about what life was like for a pirate boy.</p> <p>■ +</p>
<p>Y1 Fiction: Tadpole's Promise by Jeanne Willis (2018)</p> <p>3 guided sessions</p>	 <p>Predicting Decoding challenging vocabulary Reading contractions Fluency and phrasing Expression for characters' speech Understanding story plots</p>	<p>A wonderful story that charts the physical changes in the life cycle of two creatures cleverly connected through a love story. There is an unexpected ending that may be a shock for some! The language is quite challenging for Y1, so this book is probably best used towards the end of the year.</p> <p>☁ ●</p>
<p>Y1 Fiction: Peace at Last by Jill Murphy (2018)</p> <p>3 guided sessions</p>	 <p>Reading contractions Fluency, phrasing and reading with expression in order to read aloud Linking to own experiences</p>	<p>This old favourite will be well-known to many children, which could support them with recognising words and matching how they sound to how they are written. The gentle humour linked to a familiar problem makes it easily accessible to all.</p> <p>☁</p>


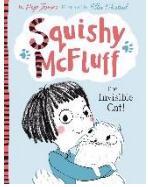

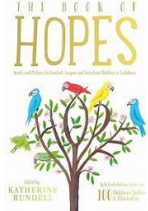
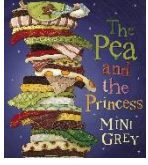
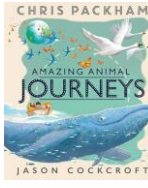

Text	Reading focus	About the text / planning
<p>Y1/2 Poetry: 'The Hope-o-potomus' by Greg James and Chris Smith from <i>The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain</i> edited by Katherine Rundell (2020)</p> <p>3 guided sessions</p>	 <p>Listening to poems/stories read aloud Linking to own experiences Discussing word meanings Explaining understanding</p>	<p>'This extraordinary collection of short stories, poems, essays and pictures has contributions from more than 110 children's writers and illustrators' (The Book of Hopes National Literacy Trust). Compiled and initially made available as a freely accessible eBook during the 2020/21 COVID-19 pandemic, the book aimed to provide children with something wonderful to read while in lockdown, and each contribution offers something hopeful.</p> <p>This story told in rhyme is of a very thirsty hippo – an optimist who keeps on in his search for water despite other animal naysayers!</p> <p>★ </p>
<p>Christmas extra</p> <p>Y1 Poetry: Away in a Manger by an unknown author (C19th)</p> <p>2 guided sessions</p>	 <p>Re-reading texts Clarifying vocabulary Explaining understanding</p>	<p>The focus of these guided reading sessions is understanding a Christmas carol, with its archaic language and unusual phrasing. There are also Re-think Reading! plans based around carols for Year 2, Year 3/4 and Year 5/6. (There are many different versions of 'Away in a Manger' and teachers may wish to adapt this plan to match those used in school.)</p> <p>★ </p>


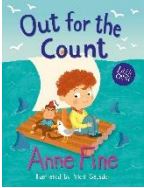
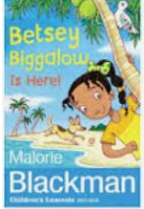
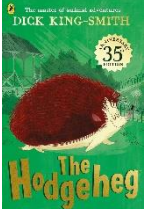
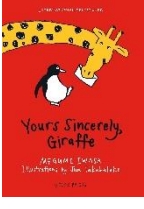
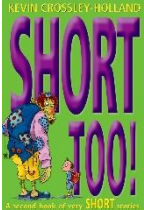
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<p>Y2 Fiction: The Snail and the Whale by Julia Donaldson and Axel Scheffler (2016)</p>  <p>3 guided sessions</p>	<p>Reading with fluency</p> <p>Linking non-fiction and fiction (background knowledge)</p> <p>Clarifying and learning new vocabulary</p>	<p>A modern classic that will be very familiar to many Year 2 children, this book provides a wonderful opportunity to practice reading fluently. Additionally, there are interesting themes to explore as the story of the adventurous and resourceful snail unfolds.</p>  
<p>NEW!</p> <p>Y2 Non-fiction: Caterpillars and Butterflies by Stephanie Turnbull, Nelupa Hussain, Rosanne Guille and Uwe Maher (2003)</p>  <p>3 guided sessions</p>	<p>Practising word reading strategies</p> <p>Exploring features of an information book (contents, glossary, index, headings, links between words and pictures)</p> <p>Asking and answering questions about what is read</p>	<p>This is a lovely simple information book with clear, colourful photographs and other illustrations. Although quite easy to read, it provides a good opportunity to familiarise children with elements of non-fiction texts, such as a contents page, headings and subheadings, glossary and index, and support them in navigating a factual book.</p> 
<p>Y2 Fiction: Man on the Moon: a day in the life of Bob by Simon Bartram (2002)</p>  <p>2 guided sessions</p>	<p>Re-reading favourite parts for fluency and confidence</p> <p>Sequencing events</p> <p>Making inferences</p> <p>Discussion about books, what makes the book funny</p>	<p>Bob is the Man on the Moon. He has a very special job, looking after the moon but he is blissfully unaware of the aliens that pop up all over the place. This is a very engaging story with fabulous illustrations and loads of humour.</p> 
<p>Y2 Non-fiction: Clown Fish by Mari Schuh (2015)</p>  <p>2 guided sessions</p>	<p>Finding evidence to justify, and explaining</p> <p>Predicting from section headings</p> <p>Vocabulary: identifying words to clarify</p>	<p>This is a simple and boldly designed information text about Clown Fish. The book is organised into sections and there is a contents, index and glossary.</p> 
<p>Y2 Non-fiction: Look Inside a Pond by Louise Spilsbury (2002)</p>  <p>2 guided sessions</p>	<p>Vocabulary: clarifying</p> <p>Organisation of non-fiction books</p> <p>Answering and asking questions</p> <p>Predicting from the front cover and background knowledge</p>	<p>This is a simple non-fiction text about what lives in ponds. It is organized according to the different parts of the pond. There are contents, index and glossary pages. This text is part of a series so you could use different texts focused on other habitats (Burrows, Caves, Rock Pool, Rubbish Bin or Tree)</p> 
<p>Y2 Fiction: Rover by Michael Rosen and Neal Layton (2014)</p>  <p>3 guided sessions</p>	<p>Reading with fluency and expression</p> <p>Clarifying understanding including using background knowledge</p>	<p>This is a comical story about family life and an eventful visit to the beach told from the point of view of the family dog.</p> 

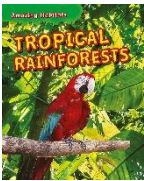


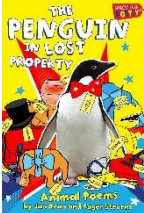

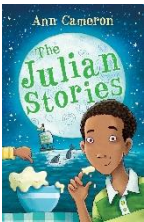








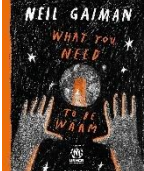




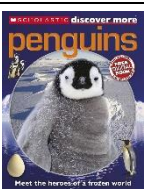


Text	Reading focus	About the text / planning
<p>Y2 Fiction: A Tale of Two Beasts by Fiona Robertson (2015) 3 guided sessions</p>	 <p>Vocabulary - clarifying difficult meaning and identify tricky GPCs/suffixes Reading for fluency and phrasing Inference - linking characters' thoughts, and events Considering different points of view</p>	<p>This is the story of a little girl finding a 'beast' in the woods and trying to make it her pet. The story is told from both characters' points of view. Fabulous for inferring about character and plot.</p> 
<p>NEW! Y2 Fiction: Look Up! by Nathan Bryon and Dapo Adeola (2019) 3 guided sessions</p>	 <p>Rereading for fluency and confidence Discussing word meanings Drawing on background information Inferring characters' feelings Predicting</p>	<p>Rocket is space-mad and desperate to share her enthusiasm with those around her, but her brother, like so many others, seems to spend all his time focused on his 'phone. If only they'd all just look up for once! This is a lovely feel-good story about coming together to marvel at the wonders of the natural world and about how, if you're determined enough, dreams really can come true.</p>  
<p>Y2 Fiction: The Tale of Little Red Riding Hood (Oxford Reading Tree Traditional Tales Level 8) by Tony Bradman (2011) 3 guided sessions</p>	 <p>Re-reading for fluency and confidence Making inferences Predicting Answer questions: quiz Familiarity with and retelling fairy stories and traditional tales</p>	<p>This is classic story of Little Red Riding Hood, but with some modern twists. This is a great text to explore inference about character.</p> 
<p>Y2 Fiction: Grandad's Island by Benji Davies (2015) 2 guided sessions</p>	 <p>Predicting words, what the story might be about and what might happen next Asking and answering questions, including those that cannot be directly retrieved from the text Exploring and clarifying vocabulary</p>	<p>Subtly told, this beautifully illustrated book tackles the emotional topic of losing a grandparent with great sensitivity - a beautiful reminder that our loved ones live on in our memories long after they're gone.</p>  
<p>Y2 Fiction: Tidy by Emily Gravett (2017) 2 guided sessions</p>	 <p>Predicting from title and pictures Reading with fluency and expression Answering questions from the text</p>	<p>This is a humorous story about a badger who loves to tidy but takes his cleaning a bit too far. He realises his mistake and learns to love his home the way it is.</p> 
<p>Y2 Fiction: Very Little Cinderella by Teresa Heapy and Sue Heap (2014) 2 guided sessions</p>	 <p>Phrasing and fluency: choosing sections to read aloud Sequencing - story maps Familiarity with stories, fairy stories and traditional tales Discussing favourite words and phrases Prediction: How the traditional story will change</p>	<p>This book is part of a series of retellings of traditional stories with very small children as the main characters. The story is really funny and clever in the way that the original story is transposed for a toddler Cinderella.</p>  
<p>Y2 Poetry: Guess Who, Haiku by Deanna Caswell and Bob Shea (2016) 2 guided sessions</p>	 <p>Exploring polysyllabic words and decoding strategies Vocabulary: identifying tricky words and discussing their meaning in context Building up a repertoire of poems (haiku) Phrasing and fluency: performing chosen haiku, possibly from memory</p>	<p>This poetry book is a sequence of haikus written as riddles. Readers have to guess the animal from the poem.</p> 

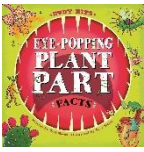

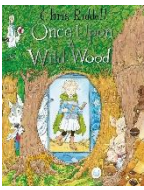


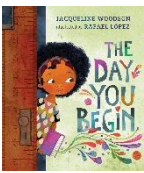



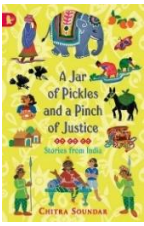


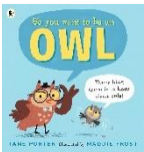


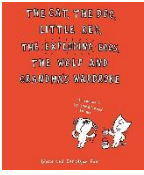


Text	Reading focus	About the text / planning	
Y2 Fiction: Something Else by Kathryn Cave and Chris Riddell (2011) 3 guided sessions		Prediction based on inferences about the character Identifying the theme of the story	This is a beautiful picture book based on the theme of being different.  
Y2 Fiction: Beware of Boys by Tony Blundell (1993) 3 guided sessions		Vocabulary - identifying tricky vocabulary and working out meanings Sequencing - understanding plot structure and how it differs from more traditional stories Comparing texts Exploring character	This story is a twist on the fairy tale themes of bad wolves and sweet little boys! There is a predictable pattern to the story with the boy well and truly outsmarting the poor old wolf.  
Y2 Fiction: Finn MacCool (Oxford Reading Tree Traditional Tales Stage 8) by John Dougherty and Lee Cosgrove (2011) 3 guided sessions		Clarifying vocabulary Prediction: how the story will develop Inferring character's feelings	This is the traditional story of Finn MacCool, told using great vocabulary and with images that really support the understanding of the story. 
 Y2 Poetry: The Owl and the Pussy-Cat by Edward Lear and Ian Beck (1996) 3 guided sessions		Reading fluently with expression. Learning and reciting poetry Interpreting the meaning of the poem using evidence from the text (inference)	A beautifully illustrated version of the Edward Lear's classic nonsense poem the Owl and the Pussy Cat.  
Y2 Fiction: Turbo Tortoise by Steve Cole and Sam Church (1992) 3 guided sessions		Sequencing: creating story map/timeline Vocabulary: discussing and clarifying meanings, choosing favourite noun phrases. Making links to other texts Using inference to find out about characters Predicting plot based on clues in the text	Turbo Tortoise is the hero of the vegetable patch. This unusual superhero battles the slugs and snails to protect the garden. Written in a similar style to <i>Traction Man Is Here</i> by Mini Gray (2006), this text is really engaging. 
 Y2 Fiction: The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad, S K Ali and Hatem Aly (2020) 3 guided sessions		Using inference to find out about characters Predicting before and during reading Generating and answering questions about the text and characters in it Summarising the story into a series of pictures Considering the effectiveness of the story	Written by an Olympic medal-winning American fencer, this picture book is about religion, sisterhood and identity. This is a story about new experiences, the bond between siblings and being proud of who you are.   
Y2 Fiction: The Suitcase by Chris Naylor-Ballesteros (2019) 3 guided sessions		Inferring about character Predicting before and during reading Writing a simple review	Shortlisted for Oscar's Book Prize 2020 and the 2020 CILIP Kate Greenaway Medal, this is a beautifully simple book that introduces some complex ideas about kindness to strangers, the sense of belonging and home, acceptance, difference, etc. It provides a gentle stimulus for talking about migration and refugees.   

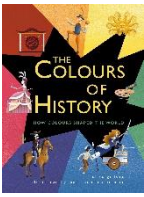
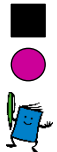
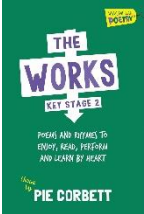

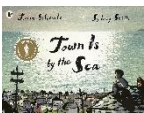

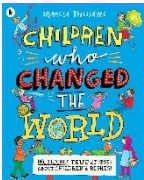
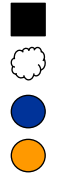

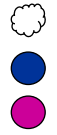
Text	Reading focus	About the text / planning
<p>Y2 Fiction: Danny Dreadnought Saves the World by Jonathan Emmett and Martin Chatterton (2015) 3 guided sessions</p> 	<p>Prediction: how the story will end. Making inferences Exploring how the author uses words to create effects</p>	<p>Danny Dreadnought isn't afraid of anything so Alien invasion holds no fear for him. There is just one thing that he discovers he is afraid of. This is a funny story with a surprising twist at the end. This book is approximately purple book band.</p> 
<p>NEW!</p> <p>Y2 Fiction: The Tale of Peter Rabbit by Beatrix Potter (2002) 2 guided sessions</p> 	<p>Enjoying a classic tale and clarify unfamiliar vocabulary Making predictions Asking and answering literal and inferential questions Summarising the story</p>	<p>This is the timeless classic tale about a naughty little rabbit who wants to eat all the vegetables in Mr McGregor's Garden. The story was originally written in 1902 so includes some old-fashioned language.</p> 
<p>NEW!</p> <p>(Previously Y3) Y2 Fiction: All the King's Tights (Early Reader red) by Maudie Smith and Ali Pye (2016) 3 guided sessions</p> 	<p>Reading stamina – early chapter book Reading with automaticity and fluency Checking for sense and building understanding Traditional story conventions</p>	<p>This is a humorous story told in short, illustrated chapters in a traditional tale style. The main character is the new Keeper of the King's Tights who is determined to do a good job. However, he soon runs into trouble as he keeps encountering people who need the tights for various purposes!</p> <p>This text is particularly useful to introduce pupils to short chapter novels to build stamina and bridge from picture books.</p>  
<p>Christmas extra</p> <p>Y2 Poetry: 'In the Bleak Midwinter' (A Christmas Carol) by Christina Rossetti (1872) 2 guided sessions</p> 	<p>Re-reading for fluency Learning poems by heart Checking for sense and building understanding Answer and asking questions</p>	<p>This guided reading session is based on understanding a Christmas carol. There are other <i>Re-think Reading!</i> plans available for Year 1, Year 3/4 and Year 5/6 based on different carols. The content of this plan should be accessible for children who are in later phonics phases or who have some vowel digraphs and who are starting to understand the concept of a digraph having more than one pronunciation. The focus of these sessions is to become familiar with archaic language and understanding what you are singing about when you sing this carol.</p>  




Text	Reading focus	About the text / planning
<p>Y3/4 Generic session: extending breadth of reading and expressing views on books verbally and in writing</p> <p>3 guided sessions</p>		<p>Breadth of reading</p> <p>Book reviews – verbal and written</p> <p>The unit aims to support children in extending their breadth of reading and expressing views on books verbally and in writing.</p>
<p>Y3/4 Fiction: Squishy McFluff The Invisible Cat by Pip Jones and Ella Okstad (2014)</p> <p>3 guided sessions</p>		<p>Prefix –un</p> <p>Theme - imaginary friends</p> <p>Dictionary definitions</p> <p>Inferring characters' feelings</p> <p>This is a funny story about an invisible cat who causes chaos in the home. It is a simple chapter book and is the start of a series so if children like it, there are plenty more for them to read.</p>
<p>Y3/4 Non-fiction: Welcome to the Rock Pool (Living Things and Their Habitats) by Ruth Owen (2016)</p> <p>3 guided sessions</p>		<p>Text organisation</p> <p>Retrieving information</p> <p>Summarising</p> <p>A very attractive information book incorporating main features of this genre: contents, index, glossary, double page spread with information, photographs with labels.</p>
<p>Y3/4 Fiction: 'The Seed' by Andy Shepherd from <i>The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain</i> edited by Katherine Rundell (2020)</p> <p>3 guided sessions</p>		<p>Identifying themes and conventions</p> <p>Discussing words and phrases</p> <p>Inferring about relationships and feelings</p> <p>Predicting</p> <p>Summarising</p> <p>Choosing books</p> <p>'This extraordinary collection of short stories, poems, essays and pictures has contributions from more than 110 children's writers and illustrators' (The Book of Hopes National Literacy Trust). Compiled and initially made available as a freely accessible eBook during the 2020/21 COVID-19 pandemic, the book aimed to provide children with something wonderful to read while in lockdown, and each contribution offers something hopeful.</p> <p>This is a very short story about the wonder and magic of gifts, and growing plants ...and books.</p>
<p>Y3/4 Fiction: The Pea and The Princess by Mini Grey (2004)</p> <p>3 guided sessions</p>		<p>Prediction from the details and comparing to known texts</p> <p>Summarising</p> <p>Inference – describing characters' feelings and justifying using the text and inference about the resolution of the story</p> <p>This is an alternative version of the traditional tale. The story is told from the point of view of the pea who manipulates the situation in order that the prince will marry. The images and text work together to tell the story.</p>
<p>NEW!</p> <p>Y3/4 Non-fiction: Amazing Animal Journeys by Chris Packham and Jason Cockcroft (2016)</p> <p>2 guided sessions</p>		<p>Decode and clarify words using morphology</p> <p>Fluency in reading long, complex sentences</p> <p>Ask and answer questions verbally and in writing</p> <p>Scanning to retrieve information</p> <p>This book, written by the well-known TV presenter Chris Packham and illustrated by Jason Cockcroft, tells the story of incredible migrations that take place every year. Although most of the language is straightforward to decode, the complexity comes in the length of the sentences and the links from one sentence to the next. This means it is an ideal text early in Year 3 to build fluency and understanding of connected ideas within and across sentences.</p>
<p>NEW!</p> <p>Y3/4 Poetry and Non-fiction: Super Small by Tiffany Stone and Ashley Spires (2023)</p> <p>4 guided sessions</p>		<p>Predicting text form</p> <p>Infer information from humorous poetry</p> <p>Read poems aloud: expression and prosody</p> <p>Use dictionaries to clarify and define unknown vocabulary</p> <p>Summarise information</p> <p>This is a fascinating book around the theme of very small creatures. It combines poetry, comic strip and information in an engaging way so the reader learns amazing facts.</p> <p>This text is ideal for focusing on reading poetry aloud and retrieving information from a variety of sources. Significant inference is needed to turn humorous poems into useful information. The plans also use a more challenging text from a website which is more typical information writing.</p>


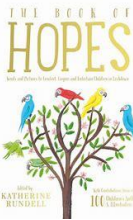







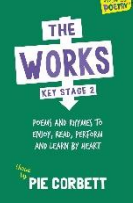

Text	Reading focus	About the text / planning
<p>NEW!</p> <p>Y3/4 Poetry: 'From a Railway Carriage' by Robert Louis Stevenson from <i>A Child's Garden of Verses</i> (2023)</p> <p>3 guided sessions</p>	 <p>Reading poems aloud with expression and prosody</p> <p>Learning poem for performance</p> <p>Clarifying vocabulary</p> <p>Rhyming couplets and poetic rhythm</p>	<p>This well-known and much-loved children's poem was written in 1885. It evokes the movement and rhythm of a train and the atmosphere of a time gone by.</p> <p>The poem lends itself to reciting or reading aloud with expression and prosody - a great one to learn by heart and perform to others.</p> <p>The poem is also available on many internet sites.</p> <p>★ ●</p>
<p>Y3/4 Fiction: Out for the Count by Anne Fine (2016)</p> <p>3 guided sessions</p>	 <p>Predicting text structure</p> <p>Infer from knowledge of the world and from the text detail</p> <p>Think aloud strategies</p> <p>Questioning</p> <p>Summarising</p>	<p>This is a fantastic short chapter book about a boy who really wants a gerbil. It tells the story of how his Dad tests this resolve. This is a great early bridging book</p> <p>○</p>
<p>NEW!</p> <p>Y3/4 Fiction: Betsey Biggalow Is Here! by Malorie Blackman (2014)</p> <p>3 guided sessions</p>	 <p>Read aloud with fluency and expression</p> <p>Infer about characters</p> <p>Predict based on knowledge about characters</p> <p>Summarise ideas by writing a review</p>	<p>Meet Betsey Biggalow! She may be small, but she's full of big ideas. This is a collection of four funny stories about Betsey and her family, set in the Caribbean.</p> <p>These are relatively easy reads for newly independent readers but provide a great opportunity to develop understanding about character and story plot. There is also a <i>BookWrites</i> teaching sequence based on the Betsey Biggalow stories and this unit would complement the teaching of that unit as well as standing alone.</p> <p>▲ ● 📖</p>
<p>NEW!</p> <p>Y3/4 Fiction: The Hedgehog by Dick King-Smith (2004)</p> <p>4 guided sessions</p>	 <p>Building reading stamina with a short chapter book</p> <p>Clarifying unfamiliar words and phrases, including looking up definitions</p> <p>Answering and asking questions to check and secure meaning</p> <p>Inference about character</p> <p>Predicting plot</p> <p>Justifying with evidence from the text</p>	<p>'The story of Max, the hedgehog who becomes a hodgeheg, who becomes a hero!'</p> <p>Max is determined to find a way for his family and all of hedgehogkind to cross the road in safety so they might sample the delicious delights of the Park beyond.</p> <p>This is a good book to help build pupils' reading stamina as they move into enjoying short chapter books with a relatively simple plot, and is a lovely introduction to a children's classic by a well-known and much-loved author.</p> <p><i>Note the story touches on potentially sensitive issues: animal/a family member's death is introduced bluntly and abruptly from the very beginning; teachers may wish to discuss Max's choice to ignore his mother's warnings on road safety; some of the humour comes from Max's speech impediment after a bump on the head.</i></p> <p>○ ●</p>
<p>NEW!</p> <p>Y3/4 Fiction: Yours Sincerely, Giraffe by Megumi Iwasa and Jun Takabatake (2016)</p> <p>4 guided sessions</p>	 <p>Prediction</p> <p>Inference about character</p> <p>Justifying with evidence in text</p> <p>Texts structured in different ways</p> <p>Summarising a longer text</p>	<p>This is a gentle, funny and heart-warming story of a bored and lonely Giraffe and how he makes new friends. The story is a short chapter book, told partly in letters. It provides a great introduction to longer stories for early independent readers.</p> <p>The teaching unit focuses on developing understanding of how characters and relationships develop, based on close reading and inference, together with summarising across the longer text.</p> <p>○</p>
<p>Y3/4 Fiction: 'In Your Dreams' from the collection <i>Short Too!</i> by Kevin Crossley-Holland (2011)</p> <p>1 guided session</p>	 <p>Clarifying words</p> <p>Inference</p> <p>Books structured in different ways</p> <p>Summarising</p>	<p>This story consists of individual words separated by commas and the occasional full stop. The challenge for the reader is to make connections between the words (and the title) to come to a possible understanding of the full story. Great fun!</p> <p>▲</p>

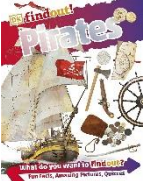

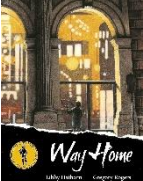




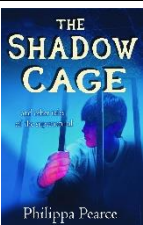


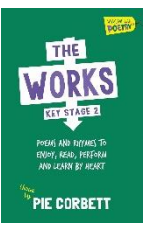


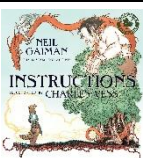



Text	Reading focus	About the text / planning
<p>Y3/4 Non-fiction: Tropical Rainforests (Amazing Habitats) by Leon Gray (2015) 3 guided sessions</p>	 <p>Clarifying words Organisation of non-fiction Retrieving information</p>	<p>This is a detailed and clearly organised information book looking at different aspects of rainforests and incorporating a quiz and suggestions for further reading.</p>  
<p>Y3/4 Poetry: 'The Penguin in Lost Property' from <i>The Penguin in Lost Property</i> by Jan Dean and Roger Stevens (2014) 2 guided sessions</p>	 <p>Prediction Clarification Inference</p>	<p>A collection by these two poets featuring poems about all sorts of animals. Humour runs through the collection from the obvious to the more subtle allowing children to enjoy poems that are easily accessible as well as those that are more challenging.</p> 
<p>Y3/4 Fiction: The Julian Stories by Ann Cameron (2013) 3 guided sessions</p>	 <p>Inference Clarifying vocabulary Character Comparing across texts – characters, relationships, events</p>	<p>The reading sessions are based on the first story in the collection ('The Pudding Like a Night on the Sea') about Julian and his younger brother. In all the stories, Julian ends up getting into scrapes that are then resolved often in unusual ways. A key feature of the stories is the lyrical imagery in the writing which brings a different style to stories about children and their antics.</p>   
<p>NEW! Y3/4 Fiction: After the Fall: How Humpty Dumpty got back up again by Dan Santat (2018) 2 guided sessions</p>	 <p>Prediction Identifying and exploring themes Asking and answering questions Justifying answers given Summarising</p>	<p><i>After the Fall</i> is a tale of resilience and growth through the character of Humpty Dumpty. The plot and Humpty's emotional journey offer opportunities for readers to enhance their inference skills, understand symbolism, and embrace a growth mindset.</p> 
<p>Y3/4 Fiction: Birdsong by Katya Balen, illustrated by Richard Johnson (2002) 5 guided sessions</p>	 <p>Explore themes Develop fluency Predict throughout Draw inferences about character Summarising</p>	<p>This is a beautiful and poignant short chapter book which tells the story of a girl coming to terms with a car accident through a friendship and the power of nature. As this is a longer book, it is most appropriate for more confident readers in Y3 or for Y4.</p>  
<p>NEW! Y3/4 Poetry: What You Need To Be Warm by Neil Gaiman and 13 illustrators (2023) 3 guided sessions</p>	 <p>Read and perform a poem Explore understanding of themes and images, in words and pictures Reflect upon the purpose of a book</p>	<p>In 2019, Neil Gaiman posted a message on social media asking for the public's memories of being warm. This poem has taken their replies and knitted them together to produce a beautiful, thought-provoking book, highlighting the experience of refugees and the power of a kind word. Contributions from thirteen wonderful illustrators support and magnify the words and the ideas.</p> <p>The book provides a good opportunity for children to read poetry aloud and concentrate on communicating meaning through a prosodic performance. It is a chance for children to explore themes such as 'home', warmth, and belonging, and to consider how successfully the writer and artists achieve their purpose.</p>    
<p>Y3/4 Non-fiction: Discover more: Penguins by Penelope Arlon and Tory Gordon-Harris (2012) 2 guided sessions</p>	 <p>Clarification of new words Structure of information books</p>	<p>This is a very appealing and clearly presented information text about a subject that interests many KS2 children. The book is packed with information in bite-sized sections and includes beautiful images and fact files.</p>  




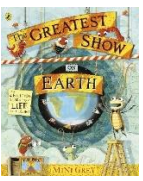

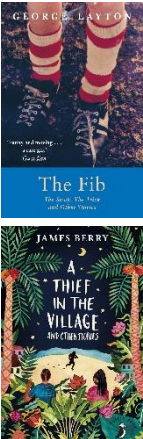
Text	Reading focus	About the text / planning
<p>Y3/4 Non-fiction: Eye-Popping Plant Part Facts by Paul Mason and Dave Smith (2021) 3 guided sessions</p> 	<p>Decode new and more unusual words Clarify vocabulary Explore layout and structural devices Develop fluency Generate questions Retrieve information from non-fiction texts</p>	<p>This is a really engaging information texts with a combination of cartoons, photos and diagrams. Lots of disgusting facts to engage children but challenging vocabulary too.</p> 
<p>Y3/4 Fiction: Once Upon A Wild Wood by Chris Riddell (2018) 3 guided sessions</p> 	<p>Identify themes and conventions of fairy tales Ask and answer questions Draw inferences about characters Predict</p>	<p>Characters from numerous fairy tales have been invited to attend a party. On her journey to Rapunzel's tower, Little Green Rain Cape encounters trolls, wolves, three little pigs and an enchanted harp among others, all needing her help.</p> <p>A knowledge of fairy stories is needed to properly appreciate this riotous tale, but pupils might be asked to explore and learn about these independently or in groups (some activities have been suggested). Children can draw links between Disney and other versions, for example.</p>  
<p>Y3/4 Fiction: The Day You Begin by Jacqueline Woodson and Rafael Lopez (2016) 3 guided sessions</p> 	<p>Predict about character Inferring character's feelings Ask questions to clarify understanding Introduce the concept of themes</p>	<p>This is a beautifully written book which focuses on the theme of feeling different, how people react and finding the bravery to join in despite this.</p> <p>It's a great text to explore linking personal experience to text, cultural diversity and to develop inference and empathy.</p>   
<p>NEW!</p> <p>Y3/4 Fiction: A Jar of Pickles and a Pinch of Justice by Chitra Soundar and Uma Krishnaswamy (2016) 3 guided sessions</p> 	<p>Predict story resolutions Comprehension monitoring and clarifying new vocabulary Understand narrative structure Understand characters from speech and actions</p>	<p>This is the second book in a series of three (to date). It is a short, humorous chapter book relating how Prince Veera and his friend Suku solve the squabbles and problems of the people who visit the king's court. The book is ideal for children who need to build stamina through longer texts while having the supportive structure of complete stories within each chapter. You might like to buy a jar of mango pickles to show (or share with) the children! Three guided sessions have been planned but teachers may decide to spread them over four according to children's needs.</p>  
<p>Y3/4 Non-fiction: So You Want To Be An Owl by Jane Porter and Maddie Frost (2021) 3 guided sessions</p> 	<p>Use a dictionary to check the meaning of words Discuss meaning of words in context Predict from key vocabulary Summarising Discuss how structure impacts on meaning</p>	<p>This is a funny book that cleverly incorporates lots of fascinating information about owls in a conversational question-and-answer style.</p>  
<p>Y3/4 Fiction: The Cat, The Dog, Little Red, The Exploding Eggs, The Wolf And Grandma's Wardrobe by Diane and Christyan Fox (2014) 3 guided sessions</p> 	<p>Fluency – reading aloud Oral retelling Recognising similarities and differences between stories Questioning Discussing and sharing opinions Predicting Considering presentation</p>	<p>This is the story of a sweet little maid who went by the name of Little Red Riding Hood.....sort of! A cat and a dog share the well-known (though not by Dog) fairy tale complete with humorous interruptions and misunderstandings that stem from Dog's determination to interpret the story as a superhero adventure, and Cat's increasing exasperation.</p> <p>It provides a nice way to explore narrative themes and conventions (comparing fairy stories with those with superheroes) and to introduce challenging discussion about complexity of narrator, thinking about this, author and story. Plus the book is just really good fun: it opens up great possibilities for drama and oral retelling of familiar tales and to teach reading for fluency.</p>  

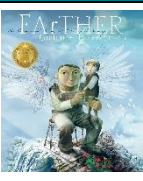

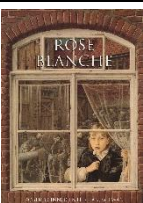
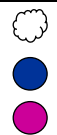


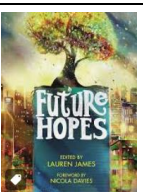

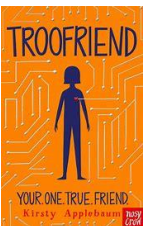

Text	Reading focus	About the text / planning
<p>NEW!</p> <p>Y3/4 Non-fiction: The Colours of History: How Colours Shaped the World by Clive Gifford and Marc-Etienne Peintre (2018)</p> <p>2 guided sessions</p>	 <p>Decode new and more unusual words Clarify vocabulary Explore layout Use a dictionary to check the meaning of words Retrieve information from non-fiction texts</p>	<p>The book is visually captivating and packed with fascinating information about a range of shades of the main colour groups. It provides an opportunity for children to explore an unusual non-fiction book which includes some complex vocabulary and wide-ranging information.</p> <p>The layout of illustrated double pages with small sub-headed sections enables you to support children to tackle a more challenging text.</p> 
<p>Y3/4 Poetry: 'The Frozen Man' by Kit Wright from <i>The Works Key Stage 2: Poems and Rhymes to Enjoy, Read, Perform and Learn by Heart</i> chosen by Pie Corbett (2006)</p> <p>2 guided sessions</p>	 <p>Prediction Poetic language (personification, simile) Inference Questioning</p>	<p>This poem is found in many anthologies and is also easily available online. Although easy to read superficially, it is particularly powerful in its imagery and poetical language.</p> <p>Exploring possible underlying meanings of the poem allows children to start understanding subtleties in texts and going further than a purely literal interpretation.</p> 
<p>NEW!</p> <p>Y3/4 Fiction: Town Is by the Sea by Joanne Schwartz and Sydney Smith (2018)</p> <p>3-4 guided sessions</p>	 <p>Drawing inferences from words and pictures Exploring an illustrator's choices and how these create meaning Engaging in focused discussion and exploration of a book Recognising and considering themes</p>	<p>Told through a young boy's eyes, this is an apparently simple recount of everyday life in a 1950s coastal mining town, where sons follow fathers and their father's father down under the sea to dig for coal. It is both poignant and uplifting – a contrast the sessions aim to support children to see and articulate.</p> <p>As much of the story is told by the pictures as the words, and so it's a wonderful book for practising how to infer and for helping children recognise we can 'read beyond' what we are explicitly told to explore ideas such as routine, repetition, tradition, inevitability.</p> 
<p>NEW!</p> <p>Y3/4 Non-fiction: Children Who Changed the World: Incredible True Stories About Children's Rights by Marcia Williams (2019)</p> <p>3 guided sessions</p>	 <p>Navigating comic-strip layout and other text features Dictionary use Clarifying words in context Reading for meaning; articulating the impact of parts of the children's stories</p>	<p>Every double-page spread of this book reveals an incredible child activist who achieved extraordinary things against all the odds and with true determination and courage. Each child featured has, in some way, stood up for one of the UN Rights of the Child and many have won the International Children's Peace Prize.</p> <p>Presented in her classic graphic novel/comic-strip style, Marcia Williams' book is both accessible and engaging. The text is written in bite-sized chunks but the detail for each featured child means that this is ideal for building stamina in reading information.</p> 
<p>Y4 Fiction: The Lion and the Unicorn by Shirley Hughes (1998)</p> <p>3 guided sessions</p>	 <p>Themes Character development</p>	<p>This is a multi-layered and beautifully told story about the themes of loneliness, overcoming fears, being different and friendship set against the backdrop of World War 2. Understanding of the context of evacuation of children during the war and the different experiences of people in the city and country would be useful for a deeper understanding of the book.</p> 



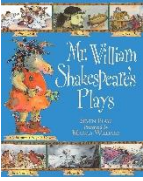
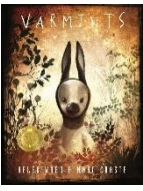

Text	Reading focus	About the text / planning
<p>Y3/4 Non-fiction: The Story of Anne Frank (DK Readers Level 3) by Brenda Ralph Lewis (2009) 3 guided sessions</p> 	<p>Predict about type of text Use a glossary to discuss meanings of unknown words Write and answer questions from the text Infer from evidence in text Retrieve information and record as a timeline</p>	<p>The first chapter of this book sets the scene by describing the day Anne Frank and her family went into hiding. From then on, events are presented chronologically in an easy-to-read style. There is a contents and a glossary, and additional information boxes on some pages. From Dorling Kindersley, this book is pitched at those 'beginning to read alone', but the subject material will not be appropriate for all. Sessions have been organised to ensure the more sensitive content covered by the book is met during guided lessons in which an adult will be present to monitor and moderate discussion.</p> 
<p>Y4 Fiction: The Butterfly Lion by Michael Morpurgo and Christian Birmingham (2016) 5+ guided sessions</p> 	<p>Introduction to a story with a multi layered plot Use a dictionary to look up words Explore themes Check understanding using vocabulary, context and tracking plot Raise questions Draw inferences about character Summarise long sections of plot Consider overall plot structure</p>	<p>This has become a true modern classic. It bridges the gap between simpler stories that Morpurgo has written for young readers and his writing for older KS2/KS3 readers. Readers are introduced to complex plot structure and themes that they will encounter again and again in other stories by both him and other authors. This means that it is an ideal short novel to introduce to Y4 readers who are ready to take on more complex fiction. If you plan to do this as a whole class model, you will need to ensure that the text match is right for all pupils and possibly read the text aloud. The plan here is for five sessions with children reading fairly long sections of the text independently in between, but you could adapt the planning to suit your structure for teaching reading.</p> 
<p>Y3/4 Poetry: Weeds by Norman Nicholson (1981) Nicholson's Poems Online - Norman Nicholson Society 3-4 guided sessions</p> 	<p>Learning poetry by heart Clarifying vocabulary Exploring imagery Expressing likes and dislikes Free verse Differences between literal and inferential understanding</p>	<p>The speaker in this poem attempts to persuade his readers to agree with his way of thinking: weeds are preferable to flowers. He admires their survival instinct, their modesty and the way they are able to transform wastelands into special, reverent places.</p> 
<p>Christmas extra Y3/4 Poetry: While shepherds watched their flocks by Natum Tate (c.1700) 3 guided sessions</p> 	<p>Reading differently structured texts Preparing poems for performance Clarifying unknown words Summarising main ideas How language and structure contributes to meaning Discussing what is read</p>	<p>This guided reading plan is based on a Christmas carol. It is part of a series, with one for each key stage. The focus for Year 3/4 is to understand the carol and then to explore word play with alternative versions.</p> 

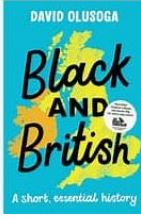





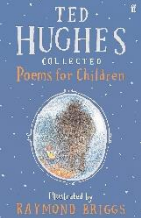



Text	Reading focus	About the text / planning
<p>Y5/6 Generic session: author study and themes</p> <p>10+ guided sessions (to be organised over a whole school year)</p>	 <p>Author study Themes</p>	<p>This series of sessions is intended to take place over a full school year and to support pupils' understanding of common themes in fiction. They also support breadth and depth of reading with pupils making links across books and authors. The reading takes place outside the sessions with children returning to discuss the books approximately every 3 weeks. It would be expected that other books are taught in guided reading in between these author study sessions.</p> <p>Linked teaching sequence: if you choose Michael Morpurgo, you could link to the Y5/6 <i>BookWrites</i> unit of work on <i>Kensuke's Kingdom</i>.</p>
<p>Y5/6 Fiction: 'The Sky-Bots' by Vashti Hardy from <i>The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain</i> edited by Katherine Rundell (2020)</p> <p>3 guided sessions</p>	 <p>Making comparisons within and across books Inferring characters' feelings Predicting Summarising Justifying views</p>	<p>'This extraordinary collection of short stories, poems, essays and pictures has contributions from more than 110 children's writers and illustrators' (The Book of Hopes National Literacy Trust). Compiled and initially made available as a freely accessible eBook during the 2020/21 COVID-19 pandemic, the book aimed to provide children with something wonderful to read while in lockdown, and each contribution offers something hopeful.</p> <p>'The Sky-Bots' is a very short story describing an incredible evening had by Martha on entering a portal.</p> 
<p>Y5/6 Fiction: The Promise by Nicola Davies and Laura Carlin (2013)</p> <p>2 guided sessions</p>	 <p>Identifying themes Justifying choices Considering how different books deal with the same theme Exploring similar stories told in different ways</p>	<p>A thief snatches an old lady's handbag only to discover that it is full of acorns. These acorns, however, have a transformative effect on the person and their environment. A beautiful picture book.</p> 
<p>Y5/6 Fiction: The Stranger by Chris Van Allsburg (1986)</p> <p>3 guided sessions</p>	 <p>Use a dictionary to explore word meanings Make links within and between texts Draw inferences about the character's identity Predict Prepare a reasoned argument with textual evidence</p>	<p>In late summer, an accident leads to a mysterious stranger arriving at the Bailey family's farm; then winter refuses to come. Who is he?</p> <p>This series of lessons guides pupils to hunt for clues and develop a theory about the stranger's identity using evidence in the text, before presenting their ideas to others.</p> 
<p>Y5/6 Poetry: Bluebottle by Judith Nicholls (1992)</p> <p>Bluebottle - The Children's Poetry Archive</p> <p>2 guided sessions</p>	 <p>Poetry Clarifying vocabulary Inference Prediction Use of figurative language</p>	<p>This is a wonderful poem about a bluebottle that leaves you guessing what Nicholls is writing about until the end.</p> 
<p>Y5/6 Poetry: 'Jabberwocky' (1871) from <i>The Works Key Stage 2: Poems and Rhymes to Enjoy, Read, Perform and Learn by Heart</i> chosen by Pie Corbett (2006)</p> <p>Jabberwocky by Lewis Carroll Poetry Foundation</p> <p>2 guided sessions</p>	 <p>Read texts from our literary heritage Clarify words from the context and syntax Prepare and perform using intonation, tone and volume.</p>	<p>This is a very well-known nonsense poem from Lewis Carroll's classic <i>Through the Looking-Glass and What Alice Found There</i>. A number of different interpretations exist, and these can be interesting to compare. In the story, Humpty Dumpty provides some explanations for the invented words (Carroll is often considered to have first coined the terms 'chortle' and 'galumphing').</p> <p>This poem is great for teaching clarifying skills and to instigate discussion on etymology. Teachers may wish to follow this with the study of poem that includes challenging 'real' words, e.g. 'The Tyger' by William Blake.</p> 


Text	Reading focus	About the text / planning
<p>Y5/6 Non-fiction: DKfindout! Pirates by E. T. Fox (2017) 2 guided sessions</p> 	<p>Reading for information Layout and presentation of non-fiction text</p>	<p>This non-fiction text provides information about pirates in an interactive way with quizzes, wow facts and clear illustrations, text and images. This is a really useful series of information texts.</p> 
<p>Y5/6 Fiction: Way Home by Libby Hathorn and Gregory Rogers (2003) 2 guided sessions</p> 	<p>Inference Reading for understanding (word meanings) Questioning</p>	<p>A picture book that tells the story of a homeless boy and a kitten that he finds. The illustrations and ripped images add to the sense of loneliness and abandonment.</p>  
<p>Y5/6 Fiction: The Viewer by Gary Crew and Shaun Tan (2003) 3 guided sessions</p> 	<p>Inferring about characters Prediction Exploring how language choice contributes to meaning Discussing texts Using texts to confirm answers Vocabulary choices</p>	<p>Tristan is a curious boy who is drawn to a strange optical instrument found in the dump. Through it, he is shown the darker side of great civilisations throughout history – an experience with serious consequences. This is a great book to use if looking at evocative vocabulary and the way in which an author can build a sense of foreboding right from the outset. The unsettling illustrations, by Shaun Tan, are equally important in communicating the narrative.</p> 
<p>Y5/6 Fiction: 'Guess' from <i>The Shadow Cage and Other Tales of the Supernatural</i> by Philippa Pearce (2011) 3 guided sessions</p> 	<p>Themes and conventions in ghost/supernatural stories Make comparisons across two stories. Inference Summarising from the main settings</p>	<p>This is part of a collection of stories about the supernatural. 'Guess' is a short story about a strange girl who appears unexpectedly after a storm. There are two teaching sessions on this story, but you could extend it by comparing it with a more sinister story in another collection: 'Friends' from <i>A Word in Your Ear</i> by Tony Ross.</p>  
<p>Y5/6 Poetry: 'The Apple-Raid' by Vernon Scannell from <i>The Works Key Stage 2: Poems and Rhymes to Enjoy, Read, Perform and Learn by Heart</i> chosen by Pie Corbett (2006) 3 guided sessions</p> 	<p>Poetry and biography Language choice Inference Historical context</p>	<p>This poem describes how the smell and sense of autumn jogs a man's memory, making him think back to a time when, as a boy, he and his friends went scrumping (apple-stealing). It ends with him wondering if one boy shares the memory and reflecting on the other's death. It is a good text to use in order to explore how an author's life events might influence their writing and can be used to infer from language used and events described.</p>  
<p>Y5/6 Poetry: Instructions by Neil Gaiman and Charles Vess (2010) 3 guided sessions</p> 	<p>Increase familiarity with a wide range of fairy stories and traditional tales Recognise recurring themes and motifs Memorise poetry and develop fluent reading Clarify meaning drawing on illustrations, texts and background knowledge</p>	<p>What would you do if you found yourself in a fairy tale? This stunning picture book guides you through a fantasy world where anything is possible. This <i>Re-think Reading!</i> plan encourages pupils to draw on knowledge of conventions and motifs in fairy tales and myths. It also provides a good opportunity for children to learn poetry by heart, and consider what makes an effective performance.</p>   

Text	Reading focus	About the text / planning
<p>NEW!</p> <p>Y5/6 Fiction: 'A Night at the Frost Fair' by Emma Carroll from <i>Winter Magic</i> created by Abi Elphinstone (2017)</p> <p>4-5 guided sessions</p>	 <p>Exploring characters Exploring how language choice contributes to meaning Identifying language that contributes to historical setting and atmosphere Exploring how structure is integrated with meaning</p>	<p>This is a wonderful collection of short stories by some of our most notable contemporary writers and all featuring the magic of winter.</p> <p>The chosen story is a classic time-travelling tale, allowing a focus on the narrative structure and how this relates to the multi-layered meaning of the story. The use of close reading to identify the language features used to build the setting and atmosphere is also a key focus of the planned sessions.</p> <p>▲ ●</p>
<p>Y5/6 Poetry: House of Air by Phillip Gross (1995) House of Air - The Children's Poetry Archive</p> <p>3 guided sessions</p>	 <p>Fluency and expression Clarify Predict Infer Question</p>	<p>This is a challenging poem with lots of puzzles for the pupils to solve.</p> <p>★</p>
<p>Y5/6 Non-fiction: A Drove of Bullocks by Patrick George (2009)</p> <p>2 guided sessions</p>	 <p>Prediction Clarify words Vocabulary – synonyms Questioning</p>	<p>This is a beautiful book based on collective nouns. Each page provides information about the animals in a short, rich, concise paragraph.</p> <p>■ 📖</p>
<p>NEW!</p> <p>Y5/6 Non-Fiction: The Greatest Show On Earth by Mini Grey (2022)</p> <p>4 guided sessions</p>	 <p>Read books structured in different ways Fact and opinion Summarising</p>	<p>This book is an epic and enticing presentation of the history of the Earth over 4.6 billion years. Take your seats for the ENTIRE history of Planet Earth, as we take a whistle-stop tour from the birth of Earth to the age of bacteria, the era of dinosaurs... to the moment of people (blink and you'll miss it).</p> <p>Each page is crammed with entertaining and fascinating information as well as thought-provoking concepts. As in many Mini Grey books, the illustrations are key.</p> <p>■ ☁️ ●</p>
<p>Y5/6 Poetry: Silver by Walter de la Mare (2017)</p> <p>2 guided sessions</p>	 <p>Clarifying archaic words Read a classic text Summarising Using pictures and visualisation to clarify meaning Alliteration Personification</p>	<p>Aside from a few examples of more archaic words and word use (it was first published in 1873), this is a very short and simple poem that describes what can be seen during one night from the perspective of a bright moon, personified as a woman, who is lighting up the scene.</p> <p>It is useful for stimulating discussion on sound effects in poetry and how careful choices can enhance meaning, as there are many examples of sibilance being used to create a reverent hush. It provides quite a nice introduction to poetry analysis such as children will meet and be expected to perfect at secondary school.</p> <p>★ ●</p>
<p>Y5/6 Fiction: The Fib, The Swap, The Trick and Other Stories by George Layton (2015), and A Thief in the Village and Other Stories by James Berry (2016)</p> <p>3 guided sessions</p>	 <p>Fiction from other historical periods and from other cultures Using a graphic organiser Comparing plot blueprints across texts</p>	<p><i>The Fib, The Swap, The Trick and Other Stories</i> is a compilation of three books of short stories set in the 1950s. The stories often have an element of humour but are also moving. <i>A Thief in the Village and Other Stories</i> is a series of short stories based on James Berry's early childhood in 1930s Jamaica.</p> <p>The first two sessions in this <i>Re-think Reading!</i> sequence examine one story from each book in turn, comparing them historically and culturally. Pupils then read another story from one of the books to develop the comparisons further.</p> <p>▲ ● 📖</p>

Text	Reading focus	About the text / planning
<p>Y5/6 Fiction: FaRThER by Grahame Baker-Smith (2011) 3 guided sessions</p> 	<p>Themes and 'big' ideas Inference: character/motivation Poetic use of language Using evidence from across a whole text</p>	<p>This is a beautiful and emotionally compelling picture book about the relationship between fathers and sons, how passions and legacies can be passed on, about hopes and dreams, duty, remembrance...</p> <p>It is a good text to use to explore a writer's use of language which is often poetic and, together with the illustrations, used to blur the line between reality and imagination. The book could be used to explore metaphors and trace themes throughout a text.</p> 
<p>Y5/6 Fiction: Rose Blanche by Robert Innocenti (illustrator) with text by Ian McEwan (based on a story by Christophe Gallaz) (2004) 7 guided sessions</p> 	<p>Consider the message of the text Infer events and about characters Predict Consider illustrations as key to the meaning Explore the use of language to describe Locate evidence in text and draw on background knowledge</p>	<p>This is best taught when studying World War II as children need a fair background knowledge of this period in order to properly understand and appreciate the book. The story presents an aspect of the Holocaust – Jewish concentration camps - through the eyes of a German child. Teachers should judge whether the content is appropriate for all pupils (the ending is very sad, but hopeful).</p> <p>Note: The earliest version of the book was drafted by Innocenti and then Gallaz wrote the original publication; the text was later replaced for the British edition, written by McEwan. (This is the one studied here.)</p> 
<p>NEW!</p> <p>Y5/6 Fiction: Return to Wonderland by Peter Bunzl, Pamela Butchart, Maz Evans, Swapna Haddow, Patrice Lawrence, Chris Smith, Robin Stevens, Lauren St John, Lisa Thompson, Piers Torday, Amy Wilson (2019) 4 guided sessions</p> 	<p>Infer about characters from details in text and images Compare and contrast treatment of characters and plot across different stories Read and understand archaic text Compare archaic text with modern stories inspired by it Identify detail in text to justify points of view Discuss in a range of groups Present findings to a wider group</p>	<p>This is a collection of original stories by some of today's biggest children's authors, all inspired by Lewis Carroll's Alice in Wonderland. The collection provides multiple different ways of reimagining some of the characters and capturing some of the tone and language of the original. Parts or all of the original story needs to be read as part of this unit and the link above to the Bodleian Library online version can be used.</p> 
<p>NEW!</p> <p>Y5/6 Fiction: Future Hopes edited by Lauren James, foreword by Nicola Davies (2024) 4-5 guided sessions</p> 	<p>Summarise plot Identify how a theme is treated in different stories Make recommendations in writing Participate in discussions including presenting to a group Justify opinions with text evidence</p>	<p>This is an anthology of short stories linked by the theme of climate change. There are nine stories by well established authors which pose ingenious and thought-provoking solutions to the climate crisis. The stories are rooted in science and offer hopeful visions for the planet's future.</p> <p>This sequence is structured around pairs or groups of children reading different stories to then recommend, compare and contrast. It requires children to be able to read in shared reading contexts independently. This unit would link well with wider curriculum learning about environment and climate change.</p> 
<p>NEW!</p> <p>Y5/6 Fiction: TrooFriend by Kirsty Applebaum (2020) 6+ guided sessions</p> 	<p>Narrative conventions in science-fiction (plot structure) Making, monitoring and adjusting predictions in light expectations and what is read Themes and 'big' ideas Inference Using evidence from parts of and across a whole text</p>	<p>This is a thought-provoking story ...told by an android. When Sarah's parents bought her the latest TrooFriend model, they weren't aware of its fault – these robots are beginning to experience human feelings. Sarah and Ivy's relationship has to navigate public and personal opinion on artificial intelligence, the implications of sentience, what it means to be human, and a friend, and what is 'right'. The novel provides opportunities to consider moral and philosophical questions on some 'big' themes: friendship, truthfulness, 'human-ness'...</p> <p>This <i>Re-think Reading!</i> plan focuses on exploration of narrative/genre conventions, narrative viewpoint, how text structure and presentation contribute to meaning, and the importance of inference for comprehension.</p> 

Text	Reading focus	About the text / planning
<p>NEW!</p> <p>Y5/6 Fiction: 'Someone Like the Snow Queen' by Berlie Doherty from <i>Winter Magic</i> created by Abi Elphinstone (2017)</p> <p>3 guided sessions</p>	 <p>Exploring 'voyage and return' conventions</p> <p>Summarising through story-mapping</p> <p>Exploring how language choice contributes to meaning</p> <p>Identifying language distinguishing the real world and the magical</p> <p>Inferring character's feelings from actions</p> <p>Making comparisons across texts (optional)</p>	<p>This is a wonderful collection of short stories by some of our most notable contemporary writers and all featuring the magic of winter. In this story, Berlie Doherty has created a modern moral tale but threaded it with elements and echoes of <i>The Snow Queen</i>. This weaving together of the magical, ancient tale with the contemporary real-world one in a 'voyage and return' story is what makes the story special.</p> <p>You could choose to study this story after the <i>Re-think Reading!</i> plan based on the original Hans Christian Andersen fairytale <i>The Snow Queen</i> or move onto <i>The Snow Queen</i> afterwards.</p> <p>▲</p>
<p>Y6 Fiction: The Snow Queen by Hans Christian Andersen (1844)</p> <p>Hans Christian Andersen's Snow Queen Bedtime Stories (storyberries.com)</p> <p>2 guided sessions</p>	 <p>Fairy tales: themes and conventions</p> <p>Summarising main ideas across a text</p> <p>Reading for understanding</p>	<p>This is the Hans Christian Andersen version of the story which has archaic language and sentence constructions. It is freely available online at www.storyberries.com to use in the classroom.</p> <p>● ●</p>
<p>Y5/6 Fiction: Mr. William Shakespeare's Plays presented by Marcia Williams (2009)</p> <p>3 guided sessions</p>	 <p>Clarifying archaic words</p> <p>Reading stories from our literary heritage</p> <p>Summarise</p> <p>Understanding and tracking complex plots</p> <p>Prepare and perform a section of text</p>	<p>Seven of Shakespeare's best-known plays are each presented here in in three different but helpfully linked ways. Extracts from Shakespeare's actual words make up the dialogue within cartoons; the plot of each story is presented in summary below; around each page, audience members comment on the action and give some insight into life at the Globe Theatre in Shakespeare's times. Teaching includes an introduction to an extract from one of Shakespeare's plays (the Prologue from <i>Romeo and Juliet</i>) to give pupils the opportunity to grapple with his 'original' work.</p> <p>This is quite challenging, but would be a good guided reading choice for any class studying Shakespeare as part of a topic or in preparation for an end of year performance. The focus is on understanding and summarising plot.</p> <p>(The teaching activities have been written as though <i>Romeo and Juliet</i> is the chosen text, but can be easily adapted to work with any of the plays in the books.)</p> <p>☁ ● ● ●</p>
<p>Y5/6 Fiction: Varmints (part one) by Helen Ward and Marc Craste (2013)</p> <p>3 guided sessions</p>	 <p>Identifying the message in a text</p> <p>Asking questions and giving full responses</p> <p>Justifying reasoning</p> <p>Inferring from the text/images/word definitions</p> <p>Summarising</p> <p>Discussing puzzling elements of the text</p>	<p>This is a thought-provoking book of very few, yet very well-chosen words. It tells of one little creature's quest in a thunderous, monotonous world to find some peace and quiet in which to be able to think once again, though can be interpreted as an allegory for many phenomena. It was written for a film-maker who later recreated it as an award-winning animation, and the cinematic illustrations are testament to this purpose.</p> <p>This is a great text for prompting and developing discussion on 'themes'.</p> <p>☁ ● ● ●</p>
<p>NEW!</p> <p>Y5/6 Fiction: The Final Year by Matt Goodfellow and Joe Todd-Stanton (2023)</p> <p>4 guided sessions</p>	 <p>Character development</p> <p>Personal voice in poetry</p> <p>Themes and 'big' ideas</p> <p>Poetic language and layout to create effects</p>	<p>An incredibly powerful and moving story told through poetry. It is written in the voice of the main character, Nate, and many of the poems reflect his East Manchester dialect and accent as well as a lived experience that may resonate with many children.</p> <p>It is essential for teachers to read the entire story themselves before teaching to consider children's individual circumstances and the appropriateness of the book for them.</p> <p>★ ● ● ● ●</p>

Text	Reading focus	About the text / planning
<p>NEW!</p> <p>Y5/6 Non-fiction: Black and British: A short, essential history by David Olusoga (2020) 4-5 guided sessions</p> 	<p>Retrieve information from longer texts</p> <p>Asking and answering questions</p> <p>Inferring authorial viewpoint</p> <p>Distinguish fact/opinion</p> <p>Develop fluency reading aloud</p> <p>Summarise knowledge and present</p>	<p>This fascinating book is a version of David Olusoga's <i>Black and British: A Forgotten History</i>, written specifically for children. The book reveals evidence of and explores Black history in Britain from the Roman times to the present day.</p> <p>The text provides the opportunity to retrieve information from a complex text as well as to consider fact/opinion and the relationship between history and identity.</p> 
<p>Y5/6 Poetry: Mushrooms by Sylvia Plath (1960) (widely available online) 2-3 guided sessions</p> 	<p>Clarifying trickier words</p> <p>Personification and figurative language</p> <p>Vocabulary choice</p> <p>Inference</p>	<p>This is a great poem for exploring personification and the ways in which a poet's language choices (vocabulary use and sound effects achieved by carefully selected words) emphasise a theme/mood in order to convey a message to the reader.</p> <p>The poem is available online.</p> 
<p>NEW!</p> <p>Y6 Non-fiction: News Reports from Sky News, The Independent, Vogue, New York Times (texts provided) 3-4 guided sessions</p> 	<p>Retrieve information</p> <p>Inferring authorial viewpoint</p> <p>Distinguish fact/opinion</p> <p>Explore structure of news reports</p> <p>Compare similarities and differences across different reports of the same event</p>	<p>This unit is based on four different reports from four news organisations of the same event: the mayor of Paris swimming in the Seine prior to the 2024 Olympics.</p> <p>The focus is exploring how news reports are structured, what they contain and the different ways they interpret and present the information. This unit provides a great opportunity to consider fact versus opinion and the writer's point of view.</p> <p>(Copies of all four texts have been provided in Resources.)</p> 
<p>Y6 Poetry: 'Work and Play' in <i>Collected Poems for Children</i> by Ted Hughes (2005) (also available online) 2 guided sessions</p> 	<p>Clarifying: words in context</p> <p>Exploring figurative language</p>	<p>This is a poem written to contrast the work of the birds and the play of the people. One appears to be pleasurable and the other not.</p> <p>There is so much to look at in this poem which has not been covered in the sessions, e.g. alliteration and its impact.</p> 
<p>Y5/6 Fiction: When Stars Are Scattered by Victoria Jamieson and Omar Mohamed (2020) + a range of linked texts on the theme of refugees/migration, e.g. The Journey by Francesca Sanna (2016), The Silence Seeker by Ben Morley and Carl Pearce (2021), The Day War Came by Nicola Davies and Rebecca Cobb (2019) 4 guided sessions (+2-3 weeks between sessions 1 and 2)</p> 	<p>Read a graphic novel and explore how the words and illustrations combine to create meaning</p> <p>Compare themes across texts</p> <p>Ask questions</p> <p>Draw inferences about characters' feelings and how they change</p> <p>Consider reasons for emotions and motivations for actions</p>	<p>This is a graphic novel telling the true story of two young Somali boys living in a refugee camp in Kenya. The apparent simplicity of the format belies the layers of meaning that are revealed as the story unfolds, making this a text that will help children to engage deeply with the issues associated with refugees and migration. The <i>Re-think Reading!</i> plan includes a wider exploration of other texts with similar themes.</p> <p>NB: Please ensure that you have considered the context of individuals in your class when discussing some of the issues in the main text and additional ones.</p> 

Text	Reading focus	About the text / planning
<p>Christmas extra</p> <p>Y5/6 Poetry: Good King Wenceslas by John Mason Neale (1853)</p> <p>2 guided sessions</p> 	<p>Traditional carols</p> <p>Identifying and discussing the message</p> <p>Learning poetry by heart</p> <p>Checking understanding of archaic vocabulary; clarifying</p> <p>Asking questions</p> <p>Making notes from non-fiction</p>	<p>This guided reading plan is based on a traditional carol. There are also sessions for Year 1, Year 2 and Years 3/4.</p> <p>The focus of this plan is archaic language. It has been devised for a range of readers, particularly the texts that are used about the carol (see the post-session 1 task), so the plan could be used with a mixed attainment group or with a range of groups, each reading the text about the carol that matches best with their reading needs.</p> 