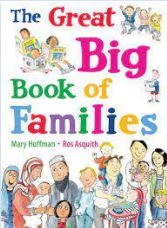
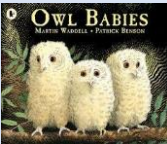

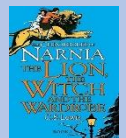


Autumn Term – whole school, whole class reading texts

	Texts selected	Why we have selcted these texts and how it supports writing opportunities
Reception	<div data-bbox="396 352 562 580">  </div> <p>The Great Big Book of Families by Mary Hoffman and Ros Asquith This is a fresh, optimistic look through children's eyes at today's wide variety of family life: from homes, food, ways of celebrating, schools and holidays to getting around, jobs and housework, from extended families, languages and hobbies to pets and family trees.</p> <div data-bbox="396 783 562 927">  </div> <p>Owl Babies by Martin Waddell A gentle tale of three baby owls reassures young children that Mummy will always come home. Three baby owls, Sarah, Percy and Bill, wake up one night in their hole in a tree to find that their mother has gone. So they sit on a branch and wait... Darkness gathers and the owls grow anxious, wondering when their mother will return. But, at last, she does and they bounce up and down with joy, welcoming her home.</p>	<p>The great big book of families has been selected for Reception at Manor Hill to support the settling in process and introducing children to small adult-led carpet sessions. Part of this settling in process involves children talking about their home and their family, bringing their home life connections into school. Family is the first thing that chidlren know, so it is important to start with that basic knowledge and then build upon it, exploring different family structures and ways of life. In the first term of recpetion, there is a focus on mark making as a progression from Nursery into reception. The writing opportunities for this text is very much a drawing focus, to identify children's fine motor skills and build those building blocks up so children are starting to become ready to write. Chidlren will have opportunities to draw and talk about their families during this text. ELG- PSED, C&L and PD.</p> <p>Owl babies provides the Reception children at Manor Hill with an opportunity to build upon the previous learning about families, using similar vocabulary such as family and mum. This story allows children to be exposed to a new setting (the woods) which learning is linked to through forest school sessions. This text provides opportunities for children to be exposed to new language, using and understanding key words from the text- for example looking at the word swooped, discussing what the word means and then exploring the movement together. This text gives children the opportunity to read, sound-talk and write CVC words containing phonemes taught in phase 2. Retelling of the story, focusing on key words/names of characters allowed children to demonstarte an understanding of what has been read to them and then use this within their learning</p>

				during provision. This learning is then supported by the hoglets visit which gives children the opportunity to link the animal in the story to a real life animal, talking about what they have already learnt/would like to learn next as well as opportunities to ask questions to find out more. ELG- UTW, C&L, Lit
Year 1	 <p>This is Gus by Chris Chatterton Gus doesn't like much of anything, not going walkies, not playing fetch, and especially not making new friends. So what will Gus do when a lively little puppy appears on the scene? Is grumpy Gus really a big old softie – maybe, or maybe not...</p>	 <p>The Queens Handbag by Steve Antony What does the Queen do when a sneaky swan snatches her handbag? Gives chase, of course. By car, motorbike, plane and more! Hold on to your hats (and handbags) for a whirlwind trip around the British Isles.</p>		<p>This is Gus provides the Y1 children at Manor Hill with the opportunity to begin their talk for writing journey through the use of simple, yet engaging sentences. The children are able to retell the story using actions and then innovate using ambitious, yet achievable vocabulary. Dictation at this stage is also vital in support of non-fluent writers and the sentences created, modelled and guided allow children to use their phonetical knowledge to support their reading of the sentences and during the writing phase.</p> <p>This leads nicely into The Queen's Handbag, where talk for writing is extended and explored in more depth. Using the children's knowledge of the UK, cities and landmarks, the children are able to innovate their T4W applying adjectives and verbs within correctly formulated and punctuated simple sentences. Again, dictation continues to support the non-fluent writers.</p>
Year 2	 <p>Black Beauty by Anna Sewell Black Beauty, a handsome well-born, well-bred horse of the era before automobiles, narrates the story. He is initially owned</p>	<p>Black Beauty has been selected in Y2 as an introduction to classical texts for the children at Manor Hill. They get to explore the highs and lows of a character (Black Beauty) and explore key themes of mistreatment, cruelty, loss as well as hope and kindness. Furthermore,</p>	 <p>The Owl Who was Afraid of the Dark Plop the Barn Owl is like every other barn owl, except he is afraid of the dark. "Dark is nasty", he says and so he won't go hunting with his parents.</p>	<p>This text supports the use of The Owl Who was Afraid of the Dark which offers another perspective of the life of an animal drawing upon key themes of fear, worry and how to overcome these with support from others, both family and friends. The children are able to draw upon their own fears and worries and recognise ways to overcome these. Both of these texts support the children writing when exploring non-chronological</p>

	<p>by kind masters but is sold to successively crueller owners. Eventually he collapses from overwork and ill treatment, but in the end he is sold to another kind owner and recovers.</p>	<p>when exploring the Victorians in History and the life of Oliver Twist in their writing, the children have a range of classical texts to support their writing further utilising the common themes in both texts.</p>	<p>reports based on animals and their science topic.</p>
Year 3	<div><p>George's Marvellous Medicine by Roald Dahl</p><p>It is about a young boy, George, who is forced to stay with his witchlike grandmother one day. While his parents are out shopping, George remembers to give his grandmother her medicine. But, he decides to banish her and create his own recipe using various household items.</p></div> <div><p>Chronicles of Narnia, The Lion, The Witch and The Wardrobe by C.S Lewis</p><p>Four adventurous siblings—Peter, Susan, Edmund, and Lucy Pevensie— step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change . . . and a great sacrifice.</p></div>	<p>Building on Y2s Black Beauty and Oliver Twist work, the classical text of The Chronicles of Narnia has been selected for Year 3. Having also explored the work Lewis Carroll in Alice in Wonderland, the children were able to unpick and explore the magical, unusual and quite obscure worlds that the authors have created. The children in year 3 are able to depict their own settings and draw upon these texts as well as others they have experienced in KS1 (The Butterfly Lion, Space Race and Chinye to name a few).</p> <p>George's Marvellous Medicine allows the development of characterisation, as do other support Roald Dahl texts. This is further enhanced by the use of Alice and the Chronicles of Narnia, where strong, independent and varied characters are used. George's Marvellous Medicine also enthuses curiosity and engagement through the use of humour as a technique.</p>	

Year 4



Carrie's War by Nina Bawden

Evacuated from London to Wales during World War II, Carrie and her brother are sent to live with the very strict Mr Evans. In trying to heal the breach between Mr Evans and his estranged sister, Carrie does the worst thing she ever did in her life.

Year 4, alongside their WWII topic, immerse themselves in Carrie's War. Drawing upon characterisation of more unusual characters in texts explored in Year; having a wealth of knowledge around fictional settings as well as recognising key themes in texts (humour, adventure, mystery and other morals) the children now enter a tale inspired by real life events. The children relate their historical knowledge to their writing, considering the perspective of the main characters, their feelings, actions and the location they find themselves in.

Spring Term – whole school, whole class reading texts

Why we have selected these texts and how it supports writing opportunities

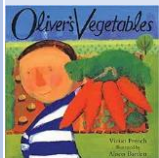
Reception



The Little Red Hen – Tradition Tale

Based on the classic fairy tale. Little Red Hen wants help planting and cutting the wheat, grinding the flour and making the bread, but the cat, the rat and the dog refuse to join in - until the bread needs eating!

The Little Red Hen is a traditional tale which provides the reception children at Manor Hill the opportunity to explore where their food comes from and how it is made. By understanding these processes, it gives children a foundation for science and design and technology to support learning further on in their Manor Hill journey. The text encourages children to write phase 2 words independently and they start to write short captions with support. ELG- C&L, UTW and Lit.

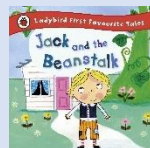


Oliver's Vegetables by Vivian French

Do you like chips? Oliver does. In fact, he won't eat anything else - until he plays a game with his grandpa.

Whatever vegetable Oliver finds in the garden, he must eat. On Monday, he pulls up carrots, on Tuesday, it is spinach . . .

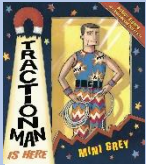
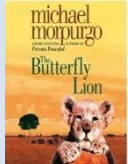
The text itself builds upon Reception's prior learning around the process behind making food. Oliver's Vegetables also allows children the opportunity to think about what they need to be healthy (exercise, sleep, eat well guide and staying clean) and allows them to explore new vegetables they may not have seen at home. Children will be using phase 2 and phase 3 sounds to spell words and write captions independently. The reception children will be exposed to talk for writing through the use of simple, yet engaging actions and drawing to support them to retell the story. ELG- C&L, UTW, PSED and Lit.

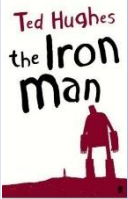
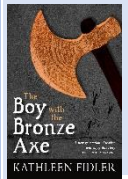


Jack and the Beanstalk – Tradition Tale

Based on the traditional fairy tale Jack and the Beanstalk, Jack's mother is very angry when he swaps their only cow for some magic beans. But before Jack knows it, he is off on a big adventure!

The traditional tale is taught to support Oliver's Vegetables as it's a familiar story to many children at Manor Hill. This story allows children the opportunity to understand that plants and vegetables start as a seed and need water, soil and sun to grow. The children will get the chance to grow their own plants and vegetables which they can look after for the rest of the year. ELG- C&L, UTW, PSED and Lit.

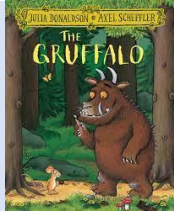
Year 1	 <p>Traction Man is Here by Mini Grey</p> <p>With an action outfit for every occasion, Traction Man patrols the house. Whether he is saving toys (in latex space suit and Perspex helmet, teamed with Rocket Boots); searching the sink for the lost wreck of the sieve (in sub-aqua suit, fluorescent flippers and infra-red mask) or rescuing damsels in distress (in jungle pants, camouflage vest and a bandanna), Traction Man is never less than stylishly turned out and expertly accessorised. He is the last word in heroic fashion flair - until, that is, the day that he is presented with an all-in-one knitted green romper suit and matching bonnet by his owner's granny. Can Traction Man overcome the humiliation of his desperately dowdy new look and rediscover the action hero within or will the burden of the knitted green monstrosity be too great?</p>	<p>Traction Man is a great class reader which allows Year 1 to immerse themselves in the imaginative world of Toys. This supports their learning in History, as Year 1 explore the toys that they play with today and compare these to the toys that their parents and grandparents played with when they were their age. The simple sentence structures and vocabulary which Traction Man offers really supports Year 1 in their Talk for Writing and allows for fantastic innovation and originality in their writing. Year 1 also focus on There is no Dragon in this Story, which tells the story of a dragon who desperately wants to be the hero but the characters of Fairytale Land are having none of it! This links beautifully to Traction Man as both main characters are very strong and very powerful and always want to save the day! The repeated sentence structures and vocabulary that There is no Dragon in this Story provides really supports Year 1 in their Talk for Writing and encourages them to look at the traditional tales they know so well in a new way.</p>
Year 2	 <p>The Butterfly Lion by Michael Morpurgo</p> <p>Bertie rescues an orphaned white lion cub from the African veld. They are inseparable until Bertie is sent to boarding school far away in England and the lion is sold to a circus. Bertie swears that one day they will see one another again, but it is the butterfly lion which ensures that their friendship will never be forgotten.</p>	<p>The Butterfly Lion is a great class reader which allows Year 2 to immerse themselves into the African Veld. This supports their geography learning as Year 2 explore Nairbo as a non-European country. The text itself builds upon Year 2's learning around Oliver Twist, an orphan as well as Black Beauty and the way of life of animals in captivity. The vocabulary and depth which The Butterfly Lion offers is excellent and really support reading fluency, accuracy and comprehension.</p> <p>Furthermore, through writing and exploring the alternative traditional tale, Chinwe, Year 2 have further supporting texts to offer further depth and cohesion to their writing. By understanding the setting in which Bertie lives we can apply this knowledge to the way of life of Chinwe. Having also a</p>

		great foundation of fairy tales, Cinderella, the children can make links between how people are treated and justice, just as was the case in Oliver Twist.
Year 3	 <p>Iron Man By Ted Hughes Mankind must put a stop to the dreadful destruction by the Iron Man and set a trap for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to lay waste to the planet, it is the Iron Man who finds a way to save the world</p>	<p>The Iron man allows Year 3 to explore a different genre of fiction; science fiction. The Iron Man has also been hailed as one of the greatest of modern fairy tales, allowing pupils to compare and contrast the text with other traditional tales that they know. Ted Hughes is also a famous poet and he has included many poetic devices in his writing of the Iron Man; which the pupils will explore the effect of when reading. Pupils will continue to build on the characterisation work they have done when studying George, in George's Marvellous medicine by Roald Dahl, as well as Alice, in Alice in Wonderland by CS Lewis, when they study the Iron Man.</p>
Year 4	 <p>The Boy with the Bronze Axe by Kathleen Fidler Kali and Brockan are in trouble. They have been using their stone axes to chip limpets off the rocks, but they've gone too far out and find themselves trapped by the tides. Then, an unexpected rescuer appears, a strange boy in a strange boat, carrying a strangely sharp axe of a type they have never seen before.</p>	<p>The Boy with the Bronze Axe is a brilliant book, rich with imaginative language and vocabulary to describe the setting of Skara Bare and the characters who lived during the Stone Age. The ideas which can be created from the text surrounding setting and character descriptions builds upon work done previously in Year 2 through descriptions of Africa from the Butterfly Lion, and in Year 3 using the text George's Marvellous Medicine and bringing that character to life. Furthermore, the text links beautifully to the children's History topic, exploring the Stone Age, Bronze Age and Iron Age. Through the text they can discover how children were treated during this period, which links clearly to the daily life and work of a Stone Age child. This builds upon the knowledge the children have learnt about children's lives in other times periods, for example the Victorians.</p>

Summer Term – whole school, whole class reading texts

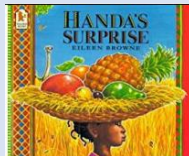
Why we have selected these texts and how it supports writing opportunities

Reception



The Gruffalo by Julia Donaldson

It tells the story of a mouse taking a walk in the woods and deceiving different predators, including the Gruffalo.



Handa's Surprise by Eileen Browne

This is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa wonders, I wonder what fruit Akeyo will like best?, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head... When Handa reaches Akeyo, will she have anything left to offer her friend?




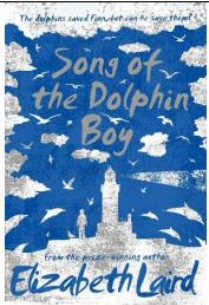
The Ghanaian Goldilocks by Tamara Pizzoli

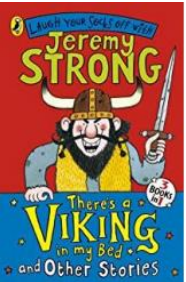

Set in Accra, Ghana, The Ghanaian Goldilocks is a modern twist on the classic Goldilocks fairytale. Like traditional kente cloth, West African culture and themes are woven seamlessly into the story of a boy with sun lightened hair named Kofi, better known to his friends and family as Goldilocks.

The Gruffalo is a classic read for the young children at Manor Hill, capturing their imagination. The rhythmical style of reading captivates the children and develops their spoken language – even reciting verses. This story also has a well known setting that had previously been explored through Owl Babies and their Forest School sessions but develop it further by introducing the habitats of each animal. Building on previously learnt writing skills, children will use both phase 2 and 3 phonics phonemes to write short sentences independently and start to develop the skills of reading their work back to themselves. ELG- EA&D, Lit, C&L, UTW.

The wonderful tale of Handa's Surprise compels the reception children at Manor Hill to look closely at the colourful pictures, to talk about the detail of what they see and to make connections with their own lives and experiences. This text supports the people, culture and communities area of the early learning goals allowing children to explore similarities and differences of their own country and life in other countries. Children will be given the opportunity to write for different purposes including lists, simple stories and instructions. This text will be further supported by our trip to Peak Wild Life, where they will get the opportunity to walk through an African Village complete with native animals. ELG- Lit, C&L, UTW.

The text itself builds upon reception's prior learning from Handa's Surprise around Africa. They get to explore a familiar character of Goldilock from a different cultural perspective. Children will get the opportunity to see how a traditional tale has been innovated. The children get to explore the character (Goldilocks) and discuss the emotions she may feel during the story.

		ELG- Lit, C&L, UTW.
Year 1	 <p>Space Race by Malorie Blackman What can Lizzie do when big-headed Jake challenges her to a race in space? She's GOT to beat him. But Jake has a super-duper, deluxe new spaceship that runs on special fuel...</p>	Man on the Moon is a fantastic class reader for Year 1 because it allows them to explore Space from the perspective of Bob who's job it is to look after the moon. This supports their learning in History as they learn all about the Space Race between America and The Soviet Union and their determination to be first country to land a man on the moon. The text itself builds upon simple sentence structures and encourages Year 1 to expand their sentences to add extra detail about what Bob could be getting up to during his days on the moon.
Year 2	 <p>Song of the Dolphin Boy by Elizabeth Laird Finn has always been different, and in the tiny fishing village of Stromhead he sticks out like a sore thumb. Always told to keep away from the water, he's felt that something was missing until one day he dives in and finds that, swimming with the dolphins, he feels completely at home.</p> <p>But his new friends are in danger of being injured by the rubbish that floats out into the water - and now a supermarket is going to release thousands of balloons that could drift out to sea and cause even more damage. Desperate to help the dolphins, Finn goes to the Lighthouse Crew, a group of kids who have always left Finn out. Will they be able to set aside their</p>	Another character who has a desire for something which he cannot have. Like Bertie, The Butterfly Lion, Finn goes against what he is told, what is safe and what he is meant to do. Building on the characterisation and their love for animals and the relationships they make, Year 2 will continue to develop their understanding of the emotions characters go through during the major plot points of stories. The link to pollution and the environmental consequences adds another level of depth for the children to explore and their understanding of the human impact will develop. By changing the setting from Africa to the ocean also provides the children with further understanding of how the portrayal of the setting impacts the story line.

	<p>differences to save the dolphins? And what will Finn discover about his past along the way?</p>	
Year 3	 <p>There's a Viking in my Bed by Jeremy Strong</p> <p>After falling overboard from his longboat, Sigurd the Viking finds himself in modern-day Flotby – a small English seaside town. Finding refuge in the aptly named Viking Hotel, Siggy's attempts to embrace modern ways end in disaster. His attempt at romance is no better off as even the course of true love doesn't run smoothly when Siggy's involved!</p>	<p>There's A Viking in my Bed supports pupils' history learning about the Vikings. It allows pupils to explore the idea of what a Viking would think of the world around us today. The key themes of the book are based around the humorous situations that the Viking character finds himself in, this can be compared and contrasted to the key themes in George's Marvellous Medicine. Pupils will be able to explore how the author uses these themes to engage the reader and will attempt to employ similar ideas in their own narratives.</p>
Year 4	 <p>Joe's New World by Maria Ferrer</p> <p>When Joe's parents told him the family would be moving, Joe took it in stride. Moving to a new house would be an adventure, nothing to worry about, right?</p> <p>But then they dropped the bomb: they weren't simply moving to a different house down the road, or even one in the same town. No, they were moving to a new country!</p> <p>They urge Joe to make new friends and try to fit in, not seeming to understand that Joe doesn't want new friends--he just wants his old friends. His friends back home already love and accept him for who he is</p>	<p>Joe's New World is a relateable text and extremely fitting for Year 4 as it looks at change and discovering yourself, which links to their transiton to middle school. Year 4 emerse themsevels in Jow's New World as it provides many relatable character feelings but also explores a range of key themes in texts such as (adventure, action, humour and other important morals). It explores the theme of feeling isolated which the children will already of explored in Year 2 through the book Song of a Dolphin Boy. Finn and Joe can be comapred as characters but also the children can link this to their own experiences and how the end of both texts are similar in that friends are found.</p>

(wheelchair, bad jokes, and all!). Who would want to start over?

At the airport, Joe's suitcase goes missing, and he is sent home with a giant, friendly, funny polar bear instead. Mister P. will be Joe's new friend, even though Joe isn't quite sure how the two of them will pull this off. What could a polar bear and a kid have in common?