



Valued – Inspired – Prepared

Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.

Purpose of Study (National Curriculum 2014)

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already

know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

Aims (National Curriculum 2014)

The NC for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading is at the heart of our curriculum. We recognise and value the importance of developing confident readers with a love of reading, in all its forms.

When teaching reading, we use a phonics-first approach, with texts matched to each child's individual reading stage. However, a child's joy of reading and books encompasses so much more than the ability to decode. 'Three ways to read a book' are modelled to our youngest children so that they are able to access and enjoy a wide range of beautiful picture books and immerse themselves in the magic of story-telling.

- 'Reading' the pictures
- Reading the words (for phonetically decodable books only)
- Retelling a familiar story

Book corners celebrate our reading culture and offer a cosy book nook in each class.

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. - The Reading Framework 2023

[The reading framework - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/reading-framework-2023.pdf)

Phonics

At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS. Children begin this programme and continue to access it until they are fully confident and ready for it to be superseded by our spelling programme.

Unlocking Letters and Sounds is a systematic synthetic programme for the teaching of phonics. The central principles involve:

- Children having knowledge of the alphabetic code;
- Children having the skill to blend to read;
- Children having the skill to segment to spell;
- Children understanding these as a reversible process

Unlocking Letters and Sounds links reading and writing to phonic knowledge and is of great benefit to many of our children. The knowledge children acquire to support their development of early reading is equally as relevant for their development as a writer. It is important that children are given equal opportunities to practice and apply their phonics skills in writing and reading tasks so that they can understand the relationship between decoding skills for reading and encoding skills for spelling. These skills are underpinned by the modelling and teaching of good listening skills, combined with frequent opportunities to improve children's visual and auditory memory and their ability to sequence. These skills are developed through the teaching of activities to promote phonological and phonemic awareness in young children before they embark on a systematic phonics programme.

Alongside daily teaching of phonics, activities and opportunities are provided within the learning environment for children to apply and consolidate their learning.

To support our systematic, synthetic phonics approach, we also teach and value strategies such as learning sight vocabulary and looking for context when reading unfamiliar vocabulary. It is vital that early reading is undertaken through the use of phonetically decodable texts and, therefore, we ensure that the first books the children receive to read are matched to the phonic step they have secured. Specific texts, selected from our reading scheme, Reading Stars Phonics from Ransom Publishing, are used in school.

[Reading Stars Phonics - samples](#)

Phonetically decodable books are organised by phonetic step with a clear progression that is in line with our phonics programme. This allows us to ensure that each child is accessing books which are matched to their current level of need and complement their phonetic development. The correct level of text will both inspire and enthuse, whilst nurturing their reading ability. This ensures that children will progress rapidly with both their

decoding and understanding of a text. Understanding is the key to enjoyment; text comprehension starts straight away in EYFS with class story time and continues right the way through the school.

Our overall aim is to enable each child to gain a love for reading, which will last a lifetime.

[Articulation of Phonemes](#)

[Supporting with phonics at home](#)

[Supporting with reading and spelling at home](#)

[Supporting with spellings at home](#)

[Phonics flash cards 1](#)

[Phonics flash cards 2](#)

[World Book Day](#)

World Book Day is a registered charity on a mission to give every child and young person a book of their own. It's also a celebration of authors, illustrators, books and (most importantly) it's a celebration of reading. In fact, it's the biggest celebration of its kind, designated by UNESCO as a worldwide celebration of books and reading, and marked in over 100 countries all over the world.

[Summer Reading Challenge](#)

The Summer Reading Challenge takes place every year during the summer holidays. Sign up at Worle or any other North Somerset library, then read six library books of your choice to complete the Challenge. There are exclusive rewards to collect along the way, and it's FREE to take part!

Phonemic Awareness

For our learners who need a progressive phonemic awareness pathway, we have aligned our phonics offer with The Engagement Model.

Entry: The Engagement Model learners

Exit: First 5 phonemes from Set 1 embedded and seen 3 times in different occasions.

Our learners assessed on this pathway are immersed in on-going, multi-sensory experiences to foster emergent literacy skills and awareness through all aspects of their daily routines and learning. Guided by an application of early childhood development plus an understanding of how their learning is affected by their special educational needs, we offer the experiences which are the foundation of early learning for all developmentally young learners.

All learners must experience and retain a series of prerequisites to learning in order to move on to develop recognised skills in literacy. These prerequisites include self-awareness, a sense of rhythm, pattern and order and communication skills.

For most of our complex learners, gaining these requisites will be a continuous process throughout their time at Westhaven.

In terms of progression, we recognise that the usual hierarchical model is not realistic for our most complex learners – a more appropriate one is horizontal. These learners move forward in very small steps – some of which are imperceptible to those who do not know them well and once achieved these steps are easily lost without continuous reinforcement. As most of the learners assessed using The Engagement Model will not move beyond this requisite stage we must be skilled at presenting the same learning goal in different ways. We also recognise that some learners may regress and lose skills or need to redevelop skills previously learned.

| The Phonemic Awareness Curriculum | | | | |
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| The Engagement Model | | | | |
| Exploration | Realisation | Anticipation | Persistence | Initiation |
| Whether a learner can build on their initial reaction to a new stimulus or activity. For example, whether they display more | How the learner interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. | How much the learners predicts, expects or associates a stimulus or activity with an event. Anticipation becomes | Whether the learner can sustain their attention in a stimulus or activity for long enough that they can actively try to find out | How much, and the different ways, a learner investigates a stimulus or activity in order to bring about a desired outcome. |

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| <p>than an involuntary or startled reaction to the activity. Exploration becomes more established when it is presented in different contexts e.g. a different time of day/place.</p> | <p>The learner will often show what familiar adults consider to be 'surprise' 'excitement' 'delight' or 'fear'. They will display behaviours that show they want more control of the stimulus.</p> | <p>more established when the learner shows awareness that a familiar activity is about to start or finish. It is important in measuring understanding of cause and effect.</p> | <p>more and interact with it. Persistence becomes more established when the learner shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as gaze, posture or hand movement.</p> | <p>Initiation becomes more established when the learner shows they understand how to create an impact on their environment in order to achieve a desired outcome.</p> |
| | <p>Environmental (water sounds, outdoor walk, animal and weather sounds)</p> | <p>Instrumental (Drum beats, pots and pans, shakers, bells)</p> | <p>Voice Sounds (Action sounds, using mirrors)</p> | <p>Rhythm and Rhyme (Clapping, patting, stamping, quiet and loud, fast and slow)</p> |
| | <ul style="list-style-type: none"> -Learners will discover sounds from their indoor and outdoor environment e.g. animal sounds, traffic, routine sounds -Learners will be taught to turn towards familiar sounds. -Learners may be startled by loud noises. -Learners will be taught how to make eye contact | <ul style="list-style-type: none"> -Learners will discover a variety of sounds from a range of instruments and music cues -Learners will use gestures like waving and pointing to communicate. -Learners will be taught to reach for or point to something they want. -Learners will imitate gestures, words and | <ul style="list-style-type: none"> -Learners will discover a range of voice sounds and mouth shapes through interactions with staff -Learners will anticipate noises and begin to make sounds with their bodies. -Learners will be taught to communicate needs and feelings in a variety of ways. -Learners will turn towards the familiar sound and voices. | <ul style="list-style-type: none"> -Learners will discover rhythm and rhyme through interaction with their bodies -Learners will move parts of their body to sounds they enjoy, such as music or a regular beat. -Learners will listen to and enjoy rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. -Learners will begin to join |

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| | <p>for longer periods.</p> <ul style="list-style-type: none"> -Learners will recognise and be calmed by familiar voices. -Learners will be taught to concentrate intently on an object or activity of their choice. | <p>sounds.</p> <ul style="list-style-type: none"> -Learners will be taught to imitate what adults do, taking turns in conversation and activities. -Learners will listen and respond to a simple instruction. -Learners will repeat actions that have an effect. -Learners will interact and explore sounds made by banging and tapping familiar objects. | <ul style="list-style-type: none"> -Learners will be taught to react in interactions with others. -Learners will be taught to imitate and mirror voice sounds. | <p>in with repeated refrains and anticipate key events and phrase in rhymes and stories.</p> <ul style="list-style-type: none"> -Learners will be taught to begin to focus attention and change their attention focus. |
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Reading Spine

Our reading spine has been developed to ensure progression and that children are exposed to a wide range of text types, increasing their familiarity with a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction, non-fiction, poetry from our literary heritage, and books from other cultures and traditions.

The texts on this spine are read for pleasure and/or form the basis of reading into writing.

Reading Spine Progression Ladder – Essential Reads

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| Text linked to the curriculum | Fiction | Non-fiction | Rhyme Time & Poetry Helicopter Poetry Basket | Diversity and inclusion Diverse and inclusive books |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
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| Reception | Super Duper You by Sophy Henn | Marvelous Me: Inside and Out (All about Me) by Lisa Bullard | The Tiger who came to Tea by Judith Kerr | Errol's Garden by Gillian Hibbs | The Ugly Bug Club by Gail Abbitt | We're going on a bear hunt by Michael Rosen | |
| | Starting School by Janet and Allan Alhberg | I want a friend by Tony Ross | Cyril the Lonely Cloud by Tim Hopgood | The Gruffalo by Julia Donaldson | Farmer Duck by Martin Waddell | Supertato by Sue Hendra | |
| | My Skin, Your Skin: Let's talk about race, racism and empowerment by Laura Henry-Allain | Hats of Faith by Medeia Cohan-Petrolino | The Usborne Children's Picture Atlas by Ruth Brocklehurst | First Facts Farm by DK | How do flowers grow? By Katie Daynes | First Facts Bugs by DK | |
| | Chop Chop | I can build a snowman | Pancakes | Mrs Bluebird | Dance | Revisit all previous favourite poems | |
| | Nursery Rhyme Progression | | | | | | |
| | My Magic Family by Lotte Jeffs | You Matter by Christian Robinson | Mole's Spectacles by Julia Donaldson | The Blanket Bears by Samuel Langley-Swain | What Happened to You? by James Catchpole | So Much by Trish Cooke | |
| KS1 Cycle A | Who are you? By Smitri Halls Tractor Ted and Munchy Crunchy by Alexandra Herd The Colourful Present Story.pptx The Seaside Adventure Story.pptx | Lost and found by Oliver Jeffers | Dear Zoo by Rod Campbell | Egg by Sue Hendra and Paul Linnet | Oliver's Vegetables by Vivian French | The Little Red Hen (Traditional Tale) | |

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| | Bumble Bear by Nadia Shireen Up from the country by Mike Graham-Cameron and Helen Herbert It's a Farmer's life for me by Jan Dobbins | | | | | |
| | We're Going on a Bear Hunt by Michael Rosen | Traction Man by Mini Grey | Owl Babies by Martin Waddell | The Wind Blew by Pat Hutchins | Lighthouse Keeper's Lunch by Ronda Armitage | Handra's Surprise by Eileen Browne |
| | The Body Book by Hannah Alice | The Gunpowder Plot by Izzi Howell | Maps of the UK by Rachel Dixon | A Year in Nature: A Carousel Book of the Seasons by Hazel Maskell & Eleanor Taylor | A First Book of the Sea - Nicola Davies & Emily Sutton | Animal Antics by Derek Harvey |
| | Pointy Hat | Carrot Nose | Pancakes | Sliced Bread | Five Little Peas | Revisit all previous favourite poems |
| | All Are Welcome by Alexandra Penfold | The Perfect Fit by Naomi Jones | Look up! by Nathan Bryon | Can Bears Ski? by Raymond Antrobus | Fruits by David Axtell | The Can Caravan by Richard O'Neill |
| KS1 Cycle B | Brown Bear by Eric Carle What's that on the farm by Ladybird I will never eat a tomato by Lauren Child Good things to eat by Mike Graham-Cameron and Helen Herbert Before we eat by Pat Brisson The Very Hungry Caterpillar by Eric Carle | How to catch a star by Oliver Jeffers Bears don't eat egg sandwiches by Julie Fulton | Zog by Julia Donaldson | The Enormous Turnip (Traditional Tale) | An information book about an animal of interest | Meerkat Mail by Emily Gravett The Big Book of Bugs by Yuval Zommer |
| | Rainbow Fish by Marcus Pfister | The Big Freeze by Pippa Curnick | Beegu by Alexis Deacon | We're going on an egg Hunt by Martha Mumford | The Very Hungry Caterpillar by Eric Carle | Max the Brave by Ed Vere |

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| | A picture Book of Florence Nightingale by David Adler | Poppy Day by Rosemary Moore | Kings & Queens of England and Scotland by Pamela Egan | Ways Into History: Brunel The Great Engineer by Sally Hewitt | Where on Earth Chapters 'The Earth' & 'Wild Weather'- Geography without the boring bits | The Big Book of Bugs by Yuval Zommer |
| | Five Little Pumpkins | Shoes | Popcorn | A Little Shell | I have a little frog | Revisit all previous favourite poems |
| | Spreading my Wings by Nadiya Hussain | The Same But Different by Molly Potter | Specs for Rex by Yasmeen Ismail | Pablo Goes Shopping by Sumita Majumdar and Andrew Brenner | My Hair by Hannah Lee | I Love Me! by Marvyn Harrison |
| KS2 Lower Cycle A | Me and my amazing body by Joan Sweeney Anyone can be my friend by Marnie Willow & Jana Curl Welcome to Our World: A Celebration of Children Everywhere! by Moira Butterfield | Where the Wild Things Are by Maurice Sendak | The Great Kapok Tree by Lynne Cherry | Volcanoes and Earthquakes by Kathy Furgang | The Romans: Gods, Emperors and Dormice by Marcia Williams | George and the Dragon by Chris Wormell |
| | Funny Bones by Janet & Allen Ahlberg | The Christmas Pine by Julia Donaldson | Saving Sorya: Chang and the Sun Bear by Nguyen Thi thu Trang and Jeet Zdung | The Last Chip by Duncan Beedie | Somebody Swallowed Stanley by Sarah Roberts | The Cave by Rob Hodgson |
| | The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams | World War II by Simon Adams | Little Kids First Big Book of the RainForest by Moira Rose | Forces and Magnets (Moving up with Science) by Peter Riley | All About Plants by Nichola Tyrell | Light by Nichola Tyrell |
| | Falling Apples | Wise Old Owl | A little house | Thunderstorm | The Fox | Revisit all previous favourite poems |
| | Wanda's words got stuck by Lucy Rowland | The Best Diwali Ever by Sonali Shah | Eyes that Speak to the Stars by Joanna Ho | Susan Laughs by Jeanne Willis | My beautiful voice by Joseph Coelho | Hair love by Matthew A Cherry |
| | KS2 Lower Cycle B | A Year on Adam's farm By Adam Henson | The Jolly Christmas Postman by Allan | The Vikings: Raiders, Traders and Adventurers | Jack and the Beanstalk (Traditional Tale) | One World, Many Colours by Ben Lerwill |

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| | Anyone can be my friend by Marnie Willow & Jana Curll Welcome to Our World: A Celebration of Children Everywhere! by Moira Butterfield | Ahlberg | by Marcia Williams | | | |
| | Pumpkin Soup by Helen Cooper | The Littlest Yak by Lu Fraser | Monster in the Hood by Steve Anthony | Supertato by Sue Hendra | Stuck by Oliver Jeffers | Narwhal: Unicorn of the sea by Ben Clanton |
| | The Digestive System: Informational Text by Jennifer Prior | States of Matter: Solids, Liquids and Gases by Nichola Tyrell | DKfindout! Vikings by Phillip Steele | Electricity by Nichola Tyrell | Rocks by Nichola Tyrell Atlases | Living Things and their Changing Habitats by Nichola Tyrell |
| | A Basket of Apples | Leaves Are Falling | Let's put on our mittens | Under a Stone | Pitter Patter | Revisit all previous favourite poems |
| | Leo and the octopus by Isabelle Marinov | Talking is not my thing! by Rose Robbins | Shu Lin's Grandpa by Matt Goodfellow | It's a No-Money Day by Kate Milner | A Superpower Like Mine by Dr Ranj | Splash by Claire Cashmore |
| KS2 Upper Cycle A | How to Wash a Woolly Mammoth Michelle Robinson Food Parade by Elicia Castald Welcome to Our World: A Celebration of Children Everywhere! by Moira Butterfield All about Diversity by Felicity Brooks A Year Full of Celebrations and Festivals by Claire Grace | The First Drawing by Mordicai Gerstein | The Greeks by Jonny Marx Pancakes to Parathas by Alice McGinty | Secrets Of The Mountain by Libby Walden | A Page in the Wind by Jose Sanabria and Maria Laura Diaz Dominguez Additional: First news and Newspapers How did that get in my Lunchbox by Chris Buuterworth | David Attenborough Little People, Big Dreams by Maria Isabel Sanchez Vegara |
| | The Station Mouse by Meg McLaren | Field trip to the Moon by Jeanne Willis and John | Leo and the Gorgons Curse by Joe Todd | Ratty's Big Adventure by Lara Hawthorne | A Page in the Wind by Jose Sanabria | Varmints by Helen Ward |

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| | | Hare | Stanton | | | |
| | Properties and Changes of Materials by Nichola Tyrell | Earth and Space by Nichola Tyrell | Forces in Action: Balance, Motion and Levers by Rob Colson | Light by Nichola Tyrell | Egypt (See Inside) (Usborne See Inside) by Rob Lloyd Jones | Knowledge Encyclopedia Human Body! By DK |
| | Breezy Weather | Cup of Tea | Spring Wind | Five Little Owls | I Saw a Peacock Anon The Works by Pi Corbett | Revisit all previous favourite poems |
| | Marv and the pool of peril by Alex Falase-Koya | Pablo and the noisy party by Andrew Brenner | Twins in trouble by Zoe Antoniades | The most exciting Eid by Zeba Talkhani | The perfect shelter by Clare Helen Welsh | The boy in the jam jar by Joyce Dunbar |
| KS2 Upper Cycle B | The Matchbox Diary by Paul Flieschman R2L – Diary of a Wimpy Kid by Jeff Kinney Celebrations around the World DK by Plum5 Ltd Welcome to Our World: A Celebration of Children Everywhere! by Moira Butterfield All about Diversity by Felicity Brooks A Year Full of Celebrations and Festivals by Claire Grace | Illumanatomy by Kate Davies & Carnovsky | 50 Adventures in the 50 States by Kate Siber & Lydia Hill I know where my food goes by Jacqui Maynard | The Lost Thing by Shaun Tan | The History Detective Investigates: Mayan Civilization by Clare Hibbert | Old Enough to Save the Planet by Anna Taylor |
| | The Incredible Book Eating Boy by Oliver Jeffers | The Snowman by Raymond Briggs | Give me Back My Bones by Kim Norman | Fortunately the Milk by Neil Gaiman | The Cat and the King by Nick Sharratt | Wolves by Emily Gravett |
| | Leisure and Entertainment since 1900 by Timothy Knapman | Police by Honor Head | Mapping South America (Close-up Continents) by Paul Rockett | Foxton Primary Science: Electricity by Nichola Tyrell | The Maya and Chichén Itzá (Time Travel Guides) by Ben Hubbard | Wilderness: Earth's Amazing Habitats by Mia Cassany |
| | Who Has Seen the Wind? | Mice | Furry, Furry Squirrel | Space Poem by James Carter | Chocolate Cake by Michael Rosen | Revisit all previous favourite poems |
| | Sulwe by Lupita Nyong'o | The story of afro hair by K | Billy and the beast by | What is race? Who are | Joe's new world by Maria | An alien in the jam |

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| | | N Chimbiri | Nadia Shireen | racists? Why does skin colour matter? And other big questions. by Claire Heuchan & Nikesh Shukla | Farrer | factory by Chrissie Sains |
| KS3 Cycle A | A Christmas Carol by Charles Dickens | | Skellig by David Almond | | Boy by Roald Dahl | |
| | The treehouse series | Alastair Humphreys Great Adventurers by Alastair Humphreys | The Wolves in the Walls by Neil Gaiman | Fantastic Mr Fox by Roald Dahl | Gangsta Granny by David Walliams | The London Eye Mystery by Siobhan Dawd |
| | Exposure to non-fiction texts will come through humanities and science lessons | | | | | |
| | If by Rudyard Kipling | Twas the night before Christmas by Clement C Moore | Wind on a Hill by A A Milne | The Walrus and the Carpenter by Lewis Carroll | The Schoolboy by William Blake | My Shadow by Robert Louis Stevenson |
| | My skin, your skin by Laura Henry-Allain | Running on empty by S E Durrant | Double Felix by Sally Harris | Accidental trouble magnet by Zanib Mian | Dealing with racism by Jane Lacey | Black in time by Alison Hammond |
| KS3 Cycle B | Oliver Twist by Charles Dickens | | A Midsummer's Night Dream by William Shakespeare | | Pig Heart Boy by Malorie Blackman | |
| | The Twits by Roald Dahl | Wolf Brother by Michelle Paver | Looshkin by Jamie Smart | The Midnight Gang by David Walliams | The Barnabas Project by The Fan Brothers | Wonder by R. J Palacio |
| | Exposure to non-fiction texts will come through humanities and science lessons | | | | | |
| | The Moon by Robert Louis Stephenson | In Flanders Field by John McCrae | Jabberwocky by Lewis Carroll | The Highwayman by Alfred Noyes | I Wandered Lonely as a Cloud by William Wordsworth | The Tyger by William Blake |
| | Lift the flap - Questions and answers about racism by Jordan Akpojaro | The Breakfast Club adventures by Marcus Rashford | Superheroes - inspiring stories of secret strength by Sophia Thakur and Stormzy | The distance between me and the cherry tree by Paola Peretti | All the things that could go wrong by Stewart Foster | Sporting Heroes by J P Miller |
| KS3 Cycle C | Poetry from around the world | | Romeo and Juliet by William Shakespeare | | Noughts and Crosses by Malorie Blackman | |

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| | Dolphin Boy by Michael Morpurgo | Line of fire: The diary of an unknown soldier by Barroux (Graphic novel) | Fing by David Walliams | Mega Robot Bros Power Up by Neill Cameron | Matilda by Roald Dahl | Are you there, God? It's me, Margaret by Judy Blume |
| | Exposure to non-fiction texts will come through humanities and science lessons | | | | | |
| | To Autumn by John Keats | Talking Turkeys by Benjamin Zephaniah | Shall I Compare Thee to a Summer's Day? By William Shakespeare | The Raven by Edgar Allan Poe | Sea Fever by John Masefield | The Listeners by Walter de La Mare |
| | Coming to England by Floella Benjamin | Race to the frozen north by Catherine Johnson | Checkmates by Stewart Foster | Nura and the immortal palace by M T Khan | The tigers in the tower by Julia Golding | The boy who made everyone laugh by Helen Rutter |
| KS4 Cycle A | Miss Peregrines Home for Peculiar Children by Ransom Riggs | | Northern Lights by Phillip Pullman | | How to Train your Dragon by Cressida Cowell | |
| KS4 Cycle B | The Hobbit by J.R.R.Tolkien The Matilda Effect by Ellie Irving | | The Ask and the Answer by Patrick Ness | | Learner Choice | |
| W6 Cycle A | Private Peaceful by Michael Morpurgo | Fledgling By Lucy Crow | Going Solo by Roald Dahl | Checkmate by Malorie Blackman | The Boy in the Dress by David Walliams | Away with Words by Sophie Cameron |
| W6 Cycle B | How to be extraordinary by Rashmi Sirdeshpand | Malice in Underland by Jenni Jennings | The Clockwork Crow by Catherine Fisher | At the beach by Roland Harvey | Night of the Moon by Hena Khan | Cliff Toppers: The Arrowhead Moor Adventure by Fleur Hitchcock |

Reading Spine Progression Ladder - Additional Recommended Reads

[Diverse and inclusive books](#)

[Our book recommendations | BookTrust](#)

[The Reader Teacher](#)