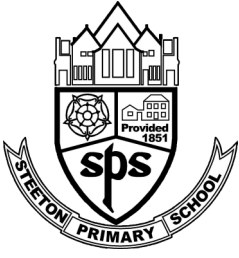




# READING AT STEETON PRIMARY SCHOOL





# STEETON PRIMARY SCHOOL

We are a reading school. Since 2021, we have worked with Professor Teresa Cremin and her team at The Open University to research and drive forward our Reading for Pleasure strategy. We are teachers who read and readers who teach. Every adult in school believes in the power of literature and we are brimming with texts that tempt, mirror and reflect our children, regardless of their experiences or interests.

We are the only school in Bradford to be selected for the Reading for Pleasure quality charter mark in association with The OU and UK Literacy Association.

We are also very proud to be chosen by the Burley Woodhead English Hub to be a partner school to showcase our work around Early Reading. This highlights our school as a centre of excellence for phonics and reading and gives staff fantastic CPLD opportunities.

We would be very happy to answer any questions you have about reading in our school, either on the phone, by email or a visit to see our teaching and learning in action.



# THE IMPORTANCE OF READING



## What our pupils say

## What the experts say

'Reading is the one ability that, once set in motion, has the ability to feed itself. Readers read. Readers comprehend.' Michael Morpurgo

'Phonics is the ladder the reader climbs, only to kick it away once it has been surmounted... Phonics requires the reader to process every letter'. Nicholas Bielby

'I love phonics when Fred comes out and we get to learn a new sound and rhyme.' Reception child

'My favourite part in reading lessons is predicting. I sometimes get it right. I also like explaining what has happened in the story.' Y2 child

'A small amount of reading each day makes an incredible difference!' Nagy and Herman, 1987.

'I love reading fiction books because you can go anywhere when you read.' Y4 child

'Some of the exciting books in our classroom make me feel like I have been transported to another place.' Y2 child

'I love that there is a variety of books for me to read in my classroom.' Y4 child

'It is not enough to simply teach pupils to read; we have to give them something worth reading. Something that will stretch their imaginations. Something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.' Katherine Paterson

## READING ADDS UP

1 minute per day

= 180 minutes  
per academic year  
= 56,400 words  
=10th percentile

5 minutes per day

= 900 minutes  
per academic year  
= 282,000 words  
=50th percentile

20 minutes per day

= 3600 minutes  
per academic year  
= 1,800,000 words  
=90th percentile

Research shows that a child who reads every day does better at every stage of their education. We see this in school, where the children who read the most, make the most progress.



# READING THROUGH SCHOOL

## Overview

At Steeton Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RWI programme Daily						
Small group reading sessions						
5 times a week						
Whole class story time						
Reading for Pleasure						

## EYFS and KSI

For a child to enjoy reading, they need to be able to access texts at their level. All individual and group reading books in reception and KSI match the pupils' phonic knowledge, ensuring all words can be decoded. In reception year 1 and year 2, all pupils are involved in group reading sessions and whole class reading lessons four times a week. Alongside this, all pupils have their own individual reading book. This is matched closely with the pupil's phonic knowledge and is taken home every evening.

## KS2

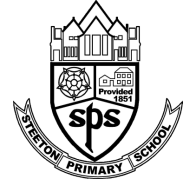
In KS2, whole-class reading takes place daily. Sessions are centred around a high-quality text chosen by the class teacher, often linking closely with the overarching topic within their class. Specific reading skills are then explicitly taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the driver for developing wider subject knowledge.

All pupils in KS2 have their own individual reading book. Pupils select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. These books have been specially selected by our teachers to form part of their year group's reading scheme. Pupils choose to work their way through the reading scheme in whichever order they wish. Once a book has been finished, the child is given the opportunity to share their thoughts and opinions about the book to their peers building on book talk and social reading.

Having high expectations is very important; all pupils are expected to read at home for 15 minutes a night.

In addition to this, pupils may also be reading their own book from home, the local library or their well-resourced class library.

# READING BOOKS IN EYFS AND KSI



Individual and group reading books in the EYFS and KSI progress according to their sound knowledge. Each book is placed into a set corresponding with the Read, Write Inc. programme used in school. In each set, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers.

In the front of each reading book, there is useful information for the reader and the listener. Phonemes that will be covered in the book are there ready to be practised, as well as the common exception and high-frequency words that are going to appear through the book. Ideally, when pupils come across these words, they do not need to sound out and should read them straight away. It also informs pupils and whomever is listening to them, which words cannot be decoded because they are common exception words and do not follow phonic patterns.

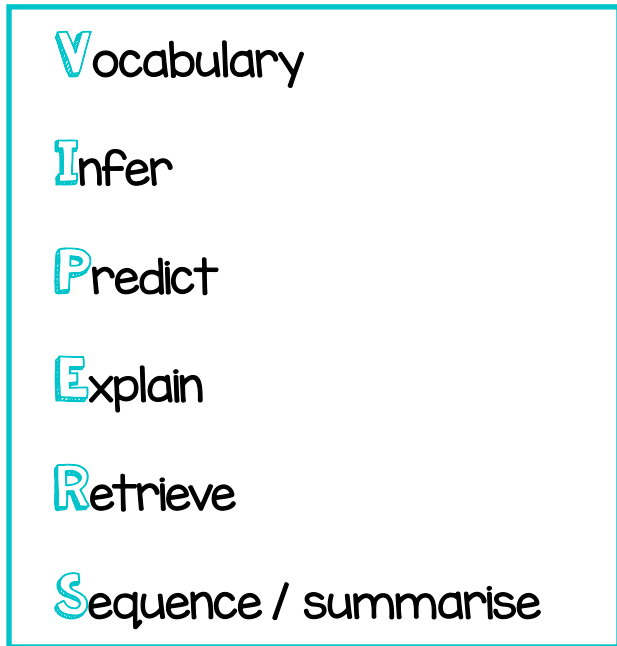
At the back of each reading book, there are specific questions linked with various reading skills. This is something we really encourage to ensure the child has a good understanding of what they have just read and this also supports parents with their questioning.

We do not follow any levelling, banding or colour systems that the publishers may use. Instead, we group our books according to their phonic content. All books are placed into a set linked with our Read, Write Inc. programme. This ensures that the phoneme content

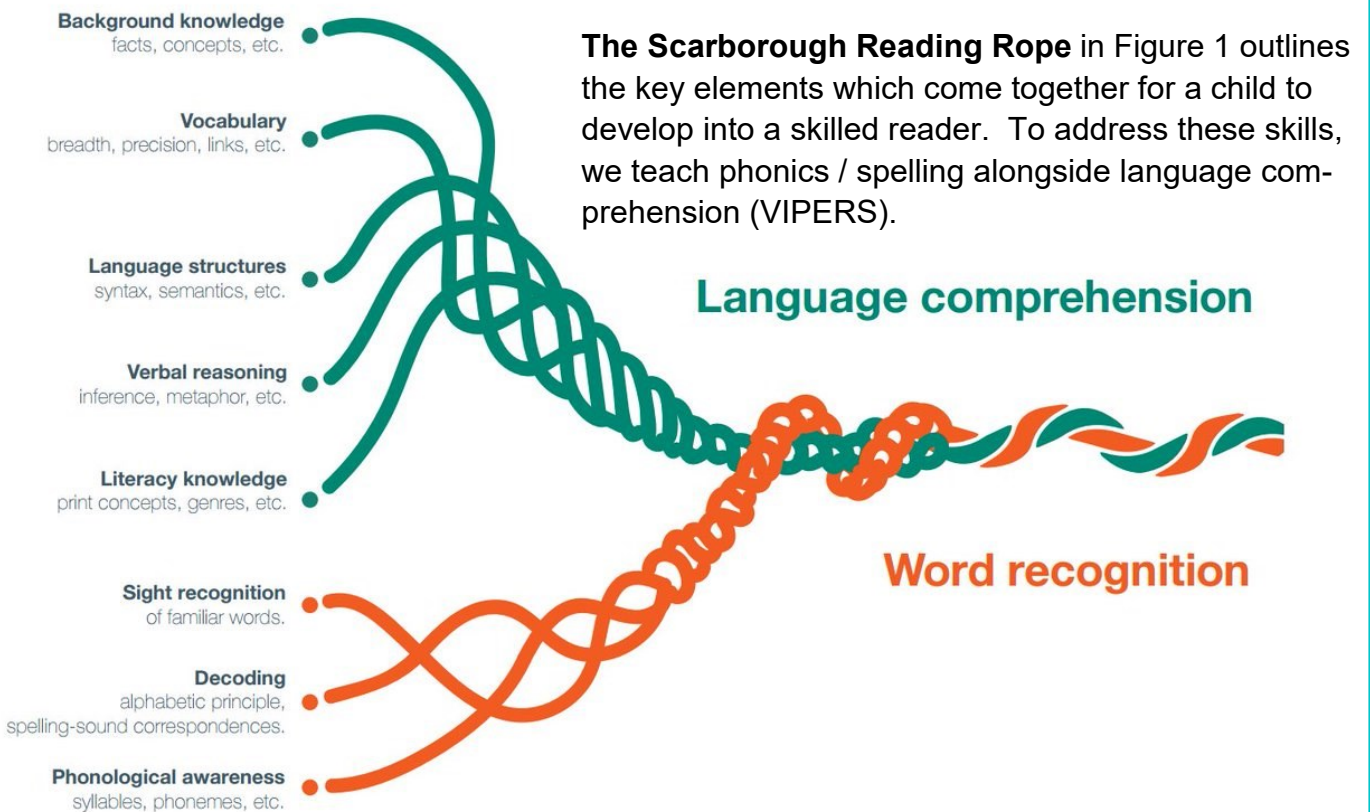


# SKILLED READERS

Pupils are explicitly taught skills through a range of high-quality texts and genres. The consistent approach when using terminology helps ensure pupils have a strong understanding and teachers have a specific focus in reading lessons.



**FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>7</sup>**





# RECEPTION AND YEAR 1

## Phonics

Systematic synthetic phonics is taught using the Read, Write Inc. programme throughout reception, year 1 and year 2. This is used to ensure the pupils are taught new phonemes in a particular order using the four part lesson format: revise, teach, practise and apply. Class teaching takes place on a daily basis.

A new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates speed writing of common exception and high frequency words.

Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Summative assessment takes place half-termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words.

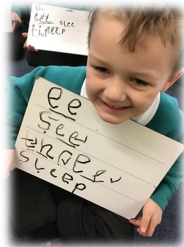
Phonics does not stand alone at Steeton Primary School. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.

Pupils who are making slow progress and those with SEND are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

Set 1 phonics teaching starts as soon as the pupils start full-time in reception. Set 1 introduces 31 phonemes and we teach 4 a week. During this phase, we begin oral blending and segmenting before moving on to blending and segmenting with letters. We then move on to teaching set 2 which introduces more new sounds, most of which are digraphs and trigraphs. By the end of set 2, the pupils will know one way of writing down each of the 44 phonemes.

Once the pupils are secure in applying set 2 sounds, we begin teaching set 3.

In year 1, pupils continue their phonics learning as soon as they arrive, usually recapping set 2. Set 3 phonics is then taught from week 4 in September. Set 3 phonics must be covered by the end of the Spring term to ensure they have consolidation time before the screening check in June.



# EARLY READING



## Group reading

In order for pupils to apply their phonic knowledge, they read in small groups, with an adult, five times a week. At Steeton, we create an ethos whereby books are enjoyed and the pupils are enthusiastic about their learning. The children are grouped based upon their current phonic knowledge. The class teacher carefully selects the book using the Read Write Inc. assessment tool. Over the course of the week, the groups read their book four times, each time focussing on a different aspect of reading. All groups are reading with their adult at the same time.

Before we open the book, we:

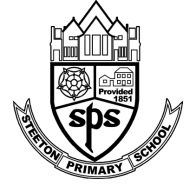
- Read the graphemes that will be covered in the book,
- Look at the common exception words and remind the pupils about what they say,
- Make a connection with the book: have we read anything like this before? Has anyone been to a farm before? I wonder if we are going to enjoy this book? Why?



Read 1 Monday	<p><b>Vocabulary</b></p> <p>Pupils read each story green word and discuss and explain the meaning of any new words. Pupils read high frequency words and common exception words and discuss the tricky part in the words. The teacher reads the story introduction. The children discuss the introduction and make predictions around what the book might be about</p>
Read 2 Tuesday	<p><b>Decoding the book</b></p> <p>Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.</p>
Read 3 Wednesday	<p><b>Reading for speed / fluency</b></p> <p>This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read.</p>
Read 4 Thursday	<p><b>Comprehension</b></p> <p>This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?</p>
Read 5 Friday	<p><b>Comprehension</b></p> <p>This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils both retrieval and inference questions building their comprehension skills.</p>

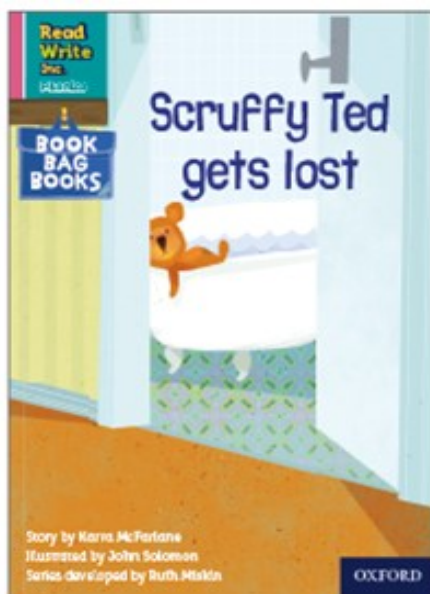


# INDIVIDUAL READING



Pupils are individually assessed on their phonics knowledge and a book is assigned to them to read at home. We try to ensure that each child is reading a book that is accessible for them at their level, so that the child can read it and enjoy it.

The books are changed on a Monday. Our aim is to ensure enough time is given for all pupils to revisit the aspects covered in their four reading sessions in school: decoding, fluency and comprehension. We want the child to read the book over and over again, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read. Parents meetings through the year share how this can be done effectively at home.



# YEAR 2



## Phonics / spelling

Systematic synthetic phonics continues to be taught using the Read, Write Inc. programme. The first part of year 2 is spent revisiting set 3 alternative spellings and creating “best guess” rules for pupils to use and apply. We then move on to the RWI Spellings programme. Children are also taught to explore etymology and develop spelling patterns based on their understanding of the root of a word.

## Group reading

In year 2, pupils read within a small group five times a week, reading a book that is appropriate for their reading level. Within these groups, the pupils read the book as well as talking and discussing their opinions and feelings with the teacher. This creates a real chance for the pupils to understand what they are reading and clear up any misconceptions. We focus our theme of questioning on the VIPERS framework strands.

We also focus our teaching on the National Curriculum and the end of KS1 English Reading framework. We use this to assess the pupils each time they complete a group reading session.

## Individual reading at home

Pupils continue to progress through the KS1 reading scheme at their own pace and reading level. The pupils are exposed to a wide variety of fiction and non-fiction books, which broadens their knowledge, vocabulary and interest. Once this has been completed, pupils move into a different year 2 scheme. This gives the child more freedom to choose a book which the class teacher closely monitors. This is very similar to the KS2 reading scheme, however, the pupils are supervised more closely when choosing a book. This prepares them for year 3. If a child needs further support to meet the age-related expectations, they will read to an adult in school on a regular basis.

## Whole Class Reading Sessions

We have whole class reading sessions five times a week. Our sessions are based around a text that is initially unfamiliar to the pupils. The teaching focus each lesson is on one of the VIPERS framework strands. We use questioning and activities to develop one of these skills each lesson.

# LOWER KEY STAGE 2



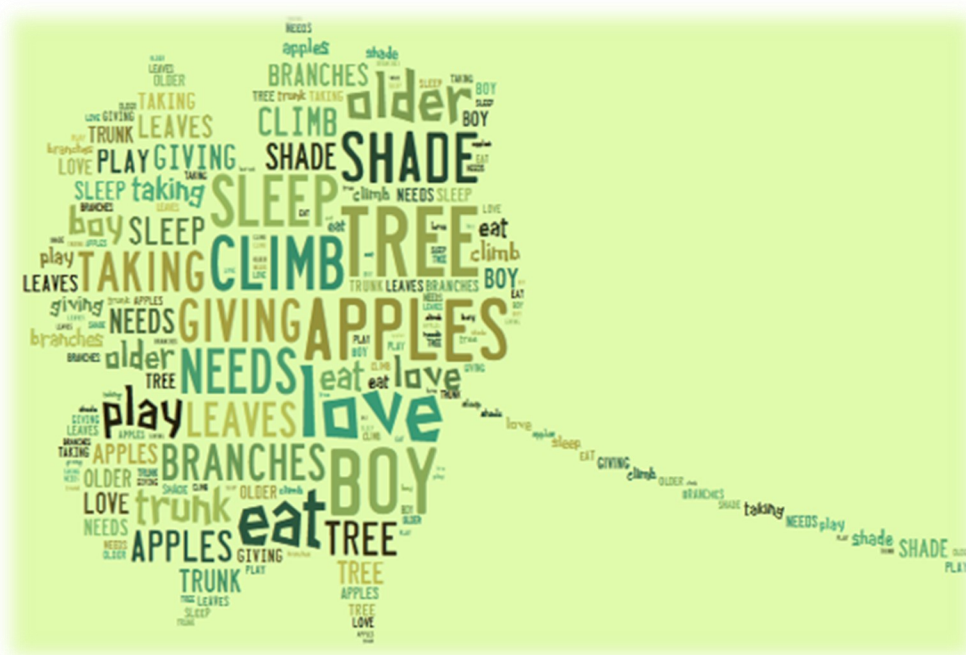
In Lower KS2, pupils read a variety of quality texts in order to develop their reading skills.

## Introducing a new text—arousing curiosity and making predictions

Pupils are hooked into a new text or story through showing only part of the title page, props from the story, sharing key words from the blurb and solving anagrams of the book title. This arouses curiosity, provides opportunities to make predictions and engage any prior knowledge, looking in isolation at key words and paving the way for reading the book.

## Dialogic Talk as a tool for engaging with the text.

Talk and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions which require them to draw on evidence from the text and justify their answers. They are free to disagree and work hard to justify their choices. Through this process, a cumulative effect deepens understanding and comprehension and prompts pupils to probe their understanding of the text.



# LOWER KEY STAGE 2



## **Utilising a range of activities to make comprehension and reading fun**

Independent and group reading challenges provide pupils with different ways of developing their comprehension skills. The use of graphic organisers to make predictions, summarise the text, retrieve information and justify choices is one way that pupils engage with texts. Writing in book journals prompts pupils to summarise what they have read and reflect upon their personal responses.

## **Using drama as a tool for deepening engagement and inspiring creativity**

Through a range of drama techniques, pupils are provided with opportunities to further their comprehension and understanding of texts and engage on a deeper level with the characters that they encounter. Texts provide a departure point into creative story-making and give pupils opportunities to deal with broader themes.

## **Vocabulary across the curriculum**

Pupils discuss new words and build a wider understanding of vocabulary through building word families and exploring the meaning and etymology of different words. This provides a wider context to learning and enables pupils to make connections to prior and future knowledge. Subject specific and technical vocabulary is introduced and phonic knowledge from EYFS and KSI is applied to develop fluency and understanding.

Language is key to comprehension and teachers and staff are skilled at introducing and reinforcing new and unfamiliar words and terms to children.

# UPPER KEY STAGE 2



In Upper KS2, the pupils continue to explore a wide range of high-quality texts in sessions designed to improve their comprehension skills, deepen their understanding of texts and enthuse them to write.

## Choice of text

The children have access to a wide range of literature.

Many texts are chosen to align with our topics. This enables the pupils to connect with what they are learning, and what they are reading, at a deeper level and strengthens their engagement with both. Other texts are also used to ensure that the pupils experience a variety of genres and that they are able to apply their skills to more unfamiliar subjects.



## Focused reading sessions

Each of our reading sessions are carefully designed to give the pupils the opportunity to develop skills in ways which are interesting and challenging. This includes working individually, with partners, with small groups and as a whole class. These sessions can also link directly into the writing that the pupils produce.

## Dialogic Talk

In reading, much of our learning takes place through talk, discussion and debates. We dive deeply into the themes and concepts within texts, deciding whether we agree or disagree with a variety of statements. Through the use of dialogic talk, we are encouraged to explore a range of perspectives. At all times, we use evidence drawn from the texts to support our arguments and it is expected that pupils are able to explain their thinking.

# UPPER KEY STAGE 2



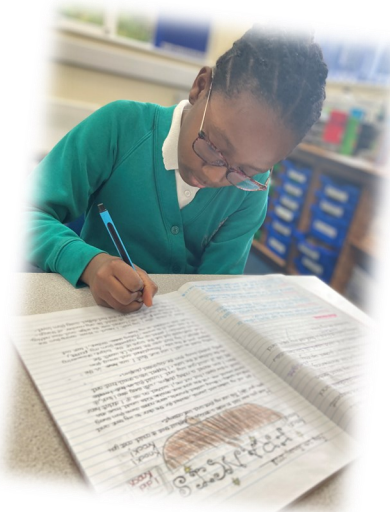
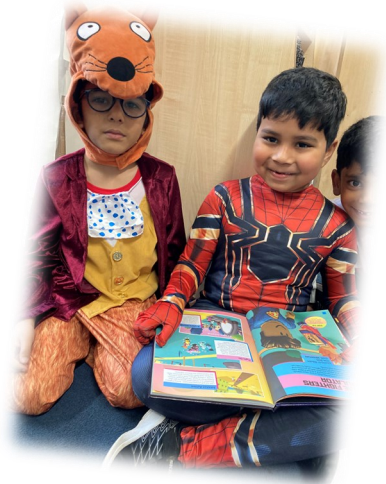
## Reading at home

In KS2, pupils choose books from their class reading scheme which is kept in each classroom. This scheme is made up of a range of highly recommended titles, appropriate to each age group, which each class teacher has chosen. These are updated regularly, based on pupil feedback, and new books are added. Pupils can read the books in any order. Once they have read one of the titles, they can share their thoughts and opinions about the book to their peers building on book talk and social reading. A small reading bookmark keeps track of in-book progress.

While we expect pupils to work through the titles in the reading scheme over the course of the year, we are also mindful of empowering the pupils with the flexibility to follow their own interests too. They may also choose books from their class library or titles from home. With these titles, we have the expectation that the pupils will also keep a reading journal to track progress.

## Learning through drama

As in the rest of school, drama forms an important part of how we teach English. Class texts provide us with starting points which we then use to ignite the pupils' imaginations through drama. By exploring new ideas and concepts in this way, the pupils are able to improve their understanding of texts as well as their engagement with the writing that emerges from the drama.

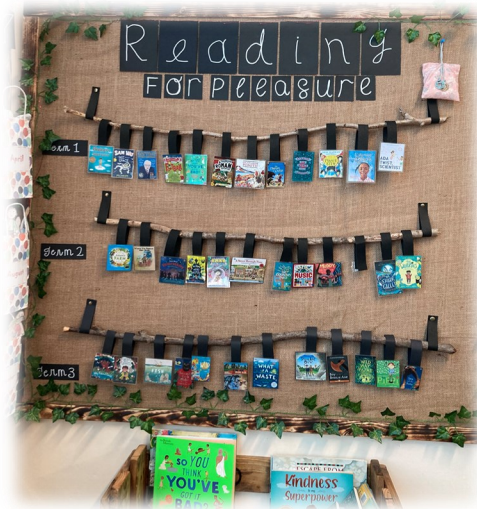


# DEVELOPING A LOVE OF READING



## Small School

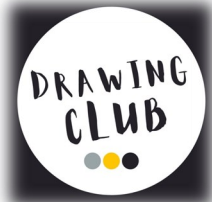
Each classroom has beautiful reading areas where children are encouraged to get cosy and read on their own, with a friend or to an adult.



# DEVELOPING A LOVE OF READING



## Author Visits



World Book Day

Bethan Woolvin





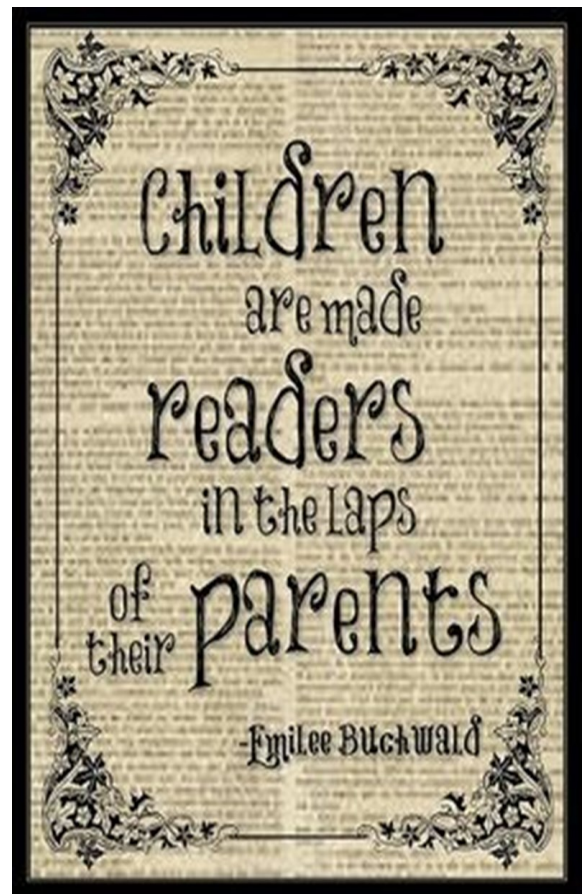
# DEVELOPING A LOVE OF READING



## Books and Biscuits



## Parents Reading in School



# Information Sessions for Parents



"The more that you read, the more things you will know. The more that you learn, the more places you'll go." -Dr Seuss



# READING SCHEME EYFS



## Fiction

Fiction Books	Fairy tales	Festivals	Other Cultures	Animal and Insect Stories
Peepo by Janet and Alan Ahlberg	Hansel and Gretel By Bethan Woolvin	Supertato Evil Pea Rules By Sue Hendra and Paul Linnet	Stick Man By Julia Donaldson	And Tango Makes Three By Justin Richardson, Peter Parnell
What makes me a me? By Oliver Jeffers	Little Red By Bethan Woolvin	Oh, Christmas Tree! By Sue Hendra and Paul Linnet	David Attenborough By Maria Isabel Sanchez Vegara and Mikyo Noh	Iris and Isaac By Catherine Rayner
Here We Are By Oliver Jeffers	The Gingerbread Man By Clare Thompson	The Wonky Donkey by Craig Smith and Katz Cowley	Coco Chanel By Maria Isabel Sanchez Vegara	Lost and Found By Oliver Jeffers
The Boy Who Loved Everyone By Jane Porter		The Runaway Wok by Ying Chang Competine and Sebastia Serra	Ada Twist Scientist By Andrea Beaty and David Roberts	Penguin By Polly Dunbar
The Bog Baby By Jeanne Willis and Gwen Millward		Going to Mecca By Na'ima B. Robert	The Dot by Peter H. Reynolds	Leaf By Sandra Dieckmann
Collin and Lee Carrot and Pea By Morag Hood				The Squirrels Who Squabbled By Rachel Bright
It's a No Money Day By Kate Milner				Bug Bear By Patricia Hegarty and Carmen Saldaña
The Extraordinary Gardener by Sam Boughton				Superworm By Julia Donaldson
				Spyder By Matt Carr
				What the Lady Bird Heard By Julia Donaldson
				Aaaarrgghh Spider! by Lydia Monks

# READING SCHEME EYFS



## Non-Fiction and Poetry

Non Fiction	Poetry
<p>Do You Love Bugs? By Matt Robertson</p> <p>All Through the Night By Polly Faber and Harriet Hobday</p> <p>A Seed Is Sleepy By Dianna Aston</p> <p>Welcome to Our World: A Celebration of Children Everywhere! By Moira Butterfield and Harriet Lynas</p> <p>A First Book of Nature By Nicola Davies and Mark Hearld</p>	<p>Bee: Nature's Tiny Miracle By Patricia Hegarty and Britta Teckentrup</p> <p>My Village: Rhymes from Around the World By Danielle Wright &amp; Mique Moriuchi</p> <p>I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year By Fiona Waters</p>

## AUTHORS IN THE SPOTLIGHT FOR EYFS



Bethan Woolvin

Oliver Jeffers

Julia Donaldson

# READING SCHEME BOOKS KSI

KSI Year A						
	Term 1		Term 2		Term 3	
Topic	Incredible inventors	Keigley and Kenya	Wonderful Weather	Fantastic France	Great fire of London	TV over time
Reading for Pleasure						
Author in the spotlight	Alan Ahlberg		Jill Murphy		Anthony Browne	
Whole Class Reading						
Rhymes and Poems						
Non-Fiction Text						

KSI Year B						
	Term 1		Term 2		Term 3	
Topic	A United Effort 'What a load of rubbish'	Dinosaurs	Our Royal Family	Our Local Heroes	Field to Fork England	Sport
Reading for Pleasure						
Author in the spotlight	Oliver Jeffers		Roald Dahl		Michael Rosen	
Whole Class Reading						
Rhymes and Poems						
Non-Fiction Text						

# READING SCHEME KSI



Fiction and Poetry					
Adventure	Real Life	Sport	Fantasy	Other Cultures	Animal Stories
The Firework Maker's Daughter by Philip Pullman  Journey to the River Sea by Eva Ibbotson	Cool by Michael Morpurgo  We won an Island by Charlotte Lo	The Boy with the Lightning Feet by Sally Gardner	The Minpins by Roald Dahl	Grandpa Chatterji by Jamila Gavin	The Butterfly Lion by Michael Morpurgo

Fiction					
Scary Stories	Short Story Series	Fairy Tales	Historical Fiction	Classics	Graphic Novels
The Beasts of Clawston Castle by Eva Ibbotson  The Diamond Brothers and other titles by Anthony Horowitz	The Shakespeare Stories by Andrew Matthews	Toto The Dog-Gone Amazing Story of the Wizard of Oz by Michael Morpurgo  Alice in Wonderland An Illustrated Journey Through Time by Mark Salisbury	Secrets of a Sun King by Emma Carroll	Alice's Adventures in Wonderland by Lewis Carroll	Asterix Gosciny and Uderzo

Fiction and Poetry		
Picture Books	Poetry	Poetry Anthology
Journey by Aaron Becker The Red Tree by Shaun Tan	Quick, let's get out of here Book by Michael Rosen  New and Collected Poetry for Children by Carol Ann Duffy	Michael Rosen's A-Z from Agard to Zephaniah  Michael Rosen

# READING SCHEME KSI



Non Fiction	Biography
<p>The Matchbox Diary by Paul Fleischman</p> <p>All Aboard the Discovery Express by Emily Hawkins</p> <p>Children's Illustrated Encyclopedia</p> <p>Dorling Kindersley</p>	<p>Stories for Kids who Dare to be Different by Ben Brooks</p> <p>On A Beam of Light—A Story of Albert Einstein by Jenny Beme and Vladimir Radunsky</p> <p>William Shakespeare by Rosie Dickens</p> <p>101 Awesome Women who Changed our World By Julia Adams and Louise Wright</p> <p>Fantastic Mr Dahl by Michael Rosen</p>

## AUTHORS IN THE SPOTLIGHT FOR KSI

Alan Alberg

Jill Murphy

Anthony Browne

Oliver Jeffers

Roald Dahl

Michael Rosen



# READING SCHEME BOOKS LKS2



LKS2 Year A						
	Term 1		Term 2		Term 3	
Topic	Inventors and Inventions	Bradford Brussels and Brazil	Wonderful Water	Glorious Greece	Ancient Greece	At the Movies
Reading for Pleasure						
Author in the spotlight	Molly Oldfield		Alysia Hollingsworth		Nizrana Farooq	
Whole Class Reading	No ballet shoes in Syria	Boy underwater	Leonora Bolt: Secret Inventor	The Boy at the back of the class	What not to do if you turn invisible	I3 story tree house
Rhymes and Poems		Being Me: Poems about Thoughts Feelings and Worries		Poetree		A different pond
Non-Fiction Text	Little people Big Dreams David Attenborough		Lets go time traveling again			

LKS2 Year B						
	Term 1		Term 2		Term 3	
Topic	A United effort 'Keen to be Green'	Stone Age to Iron Age 'Changes through the Ages'	Romans	Local heroes	Field to Fork—Benin	Music
Reading for Pleasure						
Author in the spotlight	Carrie Burnell		Sharma Jackson		Chris Smith	
Whole Class Reading	Rudyard Kipling	Karen Mccombie	Ben Miller	Lauren Child	Micheal Morpurgo	Anh Do
Rhymes and Poems		Heard in in the playground		Robert Mogough		Laura Mucha
Non-Fiction Text	Herve Guillmot		David Long		Adam and Lisa Murphy	

# READING SCHEME LKS2 YEAR A



## Fiction

Fantasy and Adventure	Real Life	Historical
How to Train Your Dragon by Cressida Cowell	The Extraordinary Colours of Auden Dare by Zillah Bethell	Who Let the Gods Out? By Maz Evans
The Lightning Thief by Rick Riordan	Jelly by Jo Cotterill	Viking Boy by Tony Bradman
What Not to do if you Turn Invisible by Ross Welford	Hope Jones Saves the World by Josh Lacey	The Brontes by Anna Doherty
Greta and the Ghost Hunters by Sam Copeland	Danny Chung Does Not Do Maths by Maisee Chan	
The Wimpy Kid Movie Diary by Jeff Kinney	Cardboard Cowboys by Brian Conaghan	
The Book of Stolen Dreams by David Farr	Holes by Lois Sachar	
The Dragon With a Chocolate Heart by Stephan Burgis	Wonder by RJ Palacio	
The Chocolate Touch by Patrick Skene Catling	The Good Thieves by Katherine Rundell	
Artemis Fowl by Eoin Colfer	Running on Empty SE Durrant	
Malamander by Thomas Taylor	The Other Side of Truth by Beverley Naidoo	
	Midnighters by Hana Tooke	

# READING SCHEME LKS2 YEAR A



Fiction		
Graphic Novels	Classics	Stories From Other Cultures
Frankie's World by Aiofe Dooley	Skellig by David Almond  The Sword in the Stone by TH White  The Railway Children by E Nesbit  Alice's Adventure in Wonderland by Lewis Carol	The Breadwinner by Deborah Ellis  Wolf Brother by Michelle Paver  Eyes That Kiss in the Corner by Joanna Ho  Dragon Mountain by Kaite and Kevin Tsang  The Girl of Ink and Stars by Kiran Millgrave  Rumaysa by Radiya Hafiza

Poetry	Non-Fiction
Hip Hop Speaks to Children by Nikki Giovanni	Good News: Why the World is Not as Bad as You Think by Rashmi Sirdeshpandi

# READING SCHEME LKS2 YEAR B



## Fiction

Fantasy and Adventure	Real Life	Historical
The Wild Way Home by Sophie Kirtley	Kindness is my Superpower by Alicia Ortego	Stone Age Boy by Satoshi Kitamura
Pippi Longstocking by Lauren Child	Amazing Grace by Mary Hoffman	The Boy with the Bronze Axe by Kathleen Fidler
Sam Wu is not Afraid of Space by Katie and Kevin Tsang	The Worries by Jion Sheibani	A Roman Adventure by Frances Durkin
Ada Twist Scientist by Andrea Beatty		Escape From Pompeii by Christina Balit
The Nothing to See Here Hotel by Steven Butler		The Thieves of Ostia by Caroline Lawrence
Barb the Brave by Dan Abdo		The Country Child by Alison Utley
How I Became a Dog Called Midnight by Ben Miller		Music and How it Works by DK

# READING SCHEME LKS2 YEAR B



Fiction		
Graphic Novels	Classics	Stories from Other Cultures
Where the Poppies Now Grow by Hilary Robinson	Stig of the Dump by Clive King	The Shark Caller by Zillah Bethell  No Ballet Shoes in Syria by Catherine Bruton

Poetry	Non-Fiction
Werewolf Club Rules by Joseph Coelho	Greta and The Giants by Zoe Tucker
Shaping the World by Liz Brownlee	Fish by DK
[Pirate Stew by Neil Gamen	Wild Cities by Ben Lerwill
Firecrackers by Zoro Weil	Stone Age to Iron Age by Clare Hibbert
Being Me: Poems About Thoughts and Worries by Liz Brownlee	What a Waste by Jess French
A Different Pond by Bao Phi	Captain Tom Moore by Sally Morgan
	Unbelievable Football by Matt Oldfield
	So You Think You've Got It Bad—Ancient Rome by Chae Strathie
	A Year on Adam's Farm by Adam Henson
	A Street Through Time by DK
	Muddy by Michael Mahin

# AUTHORS IN THE SPOTLIGHT FOR LKS2



Molly Oldfield



Olivia Hollingsworth



Nizrana Farooq



Cernie Burnell



Sharna Jackson



Chris Smith

# READING SCHEME BOOKS UKS2



UKS2 Year A						
	Term 1		Term 2		Term 3	
Topic	Incredible Inventors	Manchester, Monaco and Mexico	Marvellous Mountains	Enchanting Egypt	Ancient Egyptians	Thrilling Theatre
Reading for Pleasure						
Author in the spotlight	 Abi Elphinstone		 Elizabeth Laird			 Piers Torday
Whole Class Reading						
Rhymes and Poems						
Non-Fiction Text						

UKS2 Year B						
	Term 1		Term 2		Term 3	
Topic	A United Effort: Climate Emergency	Anglo Saxons and Scots	Vikings	Our Locality	From Bean to Bar—Mayans	Magic
Reading for Pleasure						
Author in the spotlight	 Orjail Q Raulf		 Libby Scott			 Saman Chaitani
Whole Class Reading						
Rhymes and Poems						
Non-Fiction Text						

# READING SCHEME UKS2 YEAR A



## Fiction

Fantasy and Adventure	Real Life	Historical
Leonara Bolt by Lucy Brandt	Frieda Kahlo and Her Animalatos by Monica Brown	Death and the Underworld—Anthony Horowitz
Ollie Spark by Gillian Cross		
The Iron Man by Ted Hughes	October October by Katya Balen	A Mummy Ate my Homework by Thiago De Moares
Harry Potter and the Philosopher's Stone by JK Rowling	Alone on a Wild, Wild Sea by Michael Morpurgo	Private Peaceful by Michael Morpurgo
Planet Omar—Unexpected Super Spy by Zanib Mian	Eren by Simon P Clark	
The Haunting of Aveline Jones by Phil Hickes	Tell Me No Lies by Malorie Blackman	
The Boy Who Made Everyone Laugh by Helen Rutter	Escape by Ming and Wah	
How I Saved the World in a Week by Polly Ho-Yen		
Brightstorm by Vashti Hardy		
Lemony Snicket—Who Could That be at This Hour? By Lemony Snicket		
Nightfall in New York by Katherine Woodfine		
A Boy Called Hope by Lara Williamson		
The Nowhere Emporium by Ross Mackenzie		
Silverfin by Charlie Higson		
Darwin's Dragons by Lindsay Galvin		



# READING SCHEME UKS2 YEAR A



## Fiction

Graphic Novels	Classics	Stories from Other Cultures
Crossover by Kwame Alexander  The Arrival by Shaun Tan  Illegal by Eoin Colfer	The Borrowers by Mary Norton	When You Trap a Tiger by Tae Keller  Sona Sharma the Best Big Sister by Chitra Soundar

Poetry	Non-Fiction
The Book of Not Entirely Useful Advice by AF Harold	Girls Who Rocked the World by Michelle Roehm  Children's History—Manchester  Everest by Sangma Francis  Little People Big Dreams—Malala

# READING SCHEME UKS2 YEAR B



## Fiction

Fantasy and Adventure	Real Life	Historical
How to Train Your Dragon by Cressida Cowell	The Extraordinary Colours of Auden Dare by Zillah Bethell	Who Let the Gods Out? By Maz Evans
The Lightning Thief by Rick Riordan	Jelly by Jo Cotterill	Viking Boy by Tony Bradman
What Not to do if you Turn Invisible by Ross Welford	Hope Jones Saves the World by Josh Lacey	The Brontes by Anna Doherty
Greta and the Ghost Hunters by Sam Copeland	Danny Chung Does Not Do Maths by Maisee Chan	
The Wimpy Kid Movie Diary by Jeff Kinney	Cardboard Cowboys by Brian Conaghan	
The Book of Stolen Dreams by David Farr	Holes by Lois Sachar	
The Dragon With a Chocolate Heart by Stephan Burgis	Wonder by RJ Palacio	
The Chocolate Touch by Patrick Skene Catling	The Good Thieves by Katherine Rundell	
Artemis Fowl by Eoin Colfer	Running on Empty SE Durrant	
Malamander by Thomas Taylor	The Other Side of Truth by Beverley Naidoo	
	Midnighters by Hana Tooke	

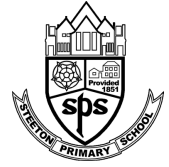
# READING SCHEME UKS2 YEAR B



Fiction		
Graphic Novels	Classics	Stories From Other Cultures
Frankie's World by Aiofe Dooley	Skellig by David Almond  The Sword in the Stone by T.H White  The Railway Children by E Nesbit  Alice's Adventure in Wonderland by Lewis Carol	The Breadwinner by Deborah Ellis  Wolf Brother by Michelle Paver  Eyes That Kiss in the Corner by Joanna Ho  Dragon Mountain by Kaite and Kevin Tsang  The Girl of Ink and Stars by Kiran Millgrave  Rumaysa by Radiya Hafiza

Poetry	Non-Fiction
Hip Hop Speaks to Children by Nikki Giovanni	Good News: Why the World is Not as Bad as You Think by Rashmi Sirdeshpandi

# AUTHORS IN THE SPOTLIGHT FOR UKS2



Abi Elphinstone



Elizabeth Laird



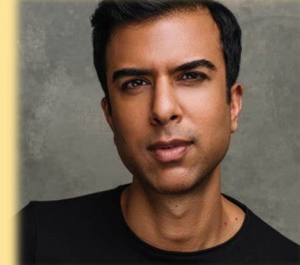
Piers Torday



Onjali Q Rauf



Libby Scott



Soman Chainani

“The future success of all our students rests predominantly on their ability to become proficient and fluent readers. Their capacity to learn, and enjoy reading, is bound inexorably to their reading skill.

If they can read it they can say it.

If they can say it with confidence it provides them with a key to success for their future beyond school”

Alex Quigley—Closing the Vocabulary Gap.

“If you are going to get anywhere in life you have to read a lot of books.”

— Roald Dahl



# STEETON PRIMARY SCHOOL



Steeton Primary School,  
Market Street, Keighley, West Yorkshire, BD20 6NN

Tel: 01535 653315

Email: [office@steeton.bradford.sch.uk](mailto:office@steeton.bradford.sch.uk)

<https://steeton.bradford.sch.uk>

Twitter: @SteetonPrimary