

- **Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught (End of year, to phase 5). (1)**
- **Read a sentence and understand it's meaning\* (2)**
- **Draw on their own experiences and background information to answer simple inference questions\* (3)**
- **Explain clearly their understanding of what is read to them. (4)**
- **Read most of the Year 1 common exception words appropriate to age group (from appendix 1 from NC). (5)**
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately based on Year 1 books. (6)
- Re-read phase 5 books to build up their fluency and confidence in word reading. (7)
- Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud. (8)
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). (9)
- Read words of two or more syllables that contain taught GPCs. (10)
- Read words containing taught common suffixes (ending - s, es, ed, er, est). (11)
- Retell known stories, including significant events / main ideas\* (12)
- Distinguishes between fiction and non-fiction and can find simple information from a range of books, matching their phonic knowledge\* (13)
- Recognise a range of patterns in texts, including poems (E.g. Once upon a time, happily ever after)\* (14)
- Discuss new word meanings – making links to words already known (enormous means big)\* (15)
- Learning and enjoying rhymes and poems, and to recite some by heart. (16)
- Develop strategies so that text makes sense when reading it and corrects own inaccurate reading (miscue). (17)
- Find new words within a short text\* (18)
- Predict what might happen next, based on the text so far\* (19)
- Participate in discussion about what is read to them, taking turns and listening to what others say. (20)
- Sequence simple events in a familiar text\* (21)
- Express views on what has been read. (22)
- Identify simple descriptive language linked to colour, size and simple emotions\* (23)
- Make connections between text and text type (e.g. this is a traditional story because there is an evil witch, a non-fiction because it has a contents and glossary)\* themselves (24)
- Discuss the significance of the title and events. (25)

***\*These objectives link to the Trust Comprehension Curriculum.***

This Reading Long Term Plan contains a variety of texts suitable for Year 1. The class texts are to be selected from and will be read during English lessons, driving writing activities. Other texts are shared in 'We Love to Read' time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books from Reception that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.

Year 1  
Autumn 1

Class Text



Word Reading

Graphemes: Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear air er /z/ as s –s –es, Phase 5 GPCs: /ai/ ay, /ow/ ou, /oi/ oy, /ee/ ea  
 Word types: Words with two or more digraphs, CVCC, CCVC, CCVCC, CCCVC, Phase 4 words with long vowels, longer words  
 Tricky words: Review Phases 2-4: the, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today

Reading Practice



Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension..

Fluency

**Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught**  
**Begin to read some words automatically, recognising larger units within words and knowing when words have been repeated**  
**Read a sentence and understand it's meaning**  
**Read most of the Year 1 tricky words taught automatically**  
**Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately**  
**Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud.**  
**Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).**  
**Read words of two or more syllables that contain taught GPCs.**  
**Read words containing taught common suffixes (ending - s, es, ed, er, est).**

Text Teaching Focus

Fiction

- Use a variety of cues when reading: knowledge of the story and its context and awareness of how it should make sense grammatically.
- Understand how story language works and use some formal elements when re- telling stories, e.g. 'Once there was .... She lived in a little ... he replied...'
- Read stories and predictable and repeated patterns and experiment with similar patterns.

Non Fiction

- Explore and understand the difference between fiction and non-fiction and distinguish features of each.
- Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words such as first, next, after, when.

Poetry

- Listen to poems being read and talk about likes and dislikes including ideas, puzzles, words and patterns.
- Identify and appreciate rhyme in poetry.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
<ul style="list-style-type: none"> <li>• Discuss new word meanings, making links to words already known (enormous means big).</li> <li>• Find new words within a short text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a sentence and understand its meaning.</li> <li>• Answer simple questions in relation to a direct retrieval question.</li> <li>• Distinguishes between fiction and non-fiction and can find simple information from a range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell known stories, including significant events / main ideas in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on their own experiences and background information to answer simple inference questions e.g. 'how do you think the character is feeling?'</li> <li>• Use words and phrases such as 'I think... because'. (e.g. I think the children were scared of the dragon, because they ran away.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen next, based on the text so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a range of patterns in texts, including poems e.g. story conventions – openings, rhyme, themes in traditional tales</li> <li>• Recognise how written language is structured differently in stories, poems and non-fiction,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple descriptive language linked to colour, size and simple emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between text and text type e.g. <i>this is like a traditional story because there is an evil witch</i></li> </ul>

Year 1  
Autumn 2



Class Text

Word Reading

Graphemes: /ur/ ir, /igh/ ie, /oo/ /yoo/ ue, /yoo/ u, /oa/ o, /igh/ i, /ai/ a, /eel/ e, /ai/ a-e, /igh/ i-e, /oa/ o-e, /oo/ /yoo/ u-e, /eel/ e-e, /oo/ /yoo/ ew, /eel/ ie, /or/ aw, Grow the Code for /igh/, /ai/, /oa/, /eel/, /oo/ Tricky words: their, people, oh, your, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want

Reading Practice



Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension..

Fluency

**Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught**  
**Begin to read some words automatically, recognising larger units within words and knowing when words have been repeated**  
**Read a sentence and understand it's meaning**  
**Read most of the Year 1 tricky words taught automatically**  
**Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately**  
**Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud.**  
**Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).**  
**Read words of two or more syllables that contain taught GPCs.**  
**Read words containing taught common suffixes (ending - s, es, ed, er, est).**

Text Teaching Focus

Fiction

- Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.
- Retrieve basic information about a character using pictures and simple language.
- Re-enact stories in a variety of ways, e.g. through role play, using dolls or puppets.

Non Fiction

- Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.
- 

Poetry

- Explore Acrostic Poems noting the structure and theme.
- Join in with class rhymes and poems.

Comprehension

VOCABULARY

Draw on knowledge of vocabulary to understand texts

- Discuss new word meanings, making links to words already known (enormous means big).
- Find new words within a short text.

IDENTIFY & RETRIEVE

Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

- Read a sentence and understand its meaning.
- Answer simple questions in relation to a direct retrieval question.
- Distinguishes between fiction and non-fiction and can find simple information from a range of books.

SEQUENCE

Identify and explain the sequence of events in texts

- Retell known stories, including significant events / main ideas in sequence.

INFER

Make inferences from the text

- Draw on their own experiences and background information to answer simple inference questions e.g. 'how do you think the character is feeling?'
- Use words and phrases such as 'I think... because'. (e.g. I think the children were scared of the dragon, because they ran away.

PREDICT

Predict what might happen on the basis of what has been read so far

- Predict what might happen next, based on the text so far.

CONTENT & STRUCTURE

Understand the features and structures of texts

- Recognise a range of patterns in texts, including poems e.g. story conventions – openings, rhyme, themes in traditional tales
- Recognise how written language is structured differently in stories, poems and non-fiction,

ENHANCED MEANING

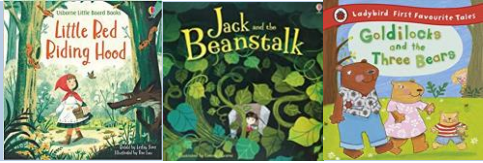

Understand impact of word choice and language tools



- Identify simple descriptive language linked to colour, size and simple emotions.

COMPARISON

Draw comparisons across a text and between texts

- Make connections between text and text type e.g. *this is like a traditional story because there is an evil witch*

Year 1								
Spring 1								
Class Text								
Word Reading	Graphemes: /ee/ y, /e/ ea, /w/ wh, /oa/ oe ou, /igh/ y, /oa/ ow, /j/ g, /f/ ph, /l/ le al, /s/ c, /v/ ve, /u/ o-e o ou, /z/ se, /s/ se ce, /ee/ ey, Grow the Code /oa/, /ee/, /s/, /z/, /oa/ Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend							
Reading Practice	 <p>Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension..</p>							
Fluency	<p><b>Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught</b>  <b>Begin to read some words automatically, recognising larger units within words and knowing when words have been repeated</b>  <b>Read a sentence and understand it's meaning</b>  <b>Read most of the Year 1 tricky words taught automatically</b>  <b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately</b>  <b>Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud.</b>  <b>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</b>  <b>Read words of two or more syllables that contain taught GPCs.</b>  <b>Read words containing taught common suffixes (ending - s, es, ed, er, est).Read words containing taught common suffixes (ending - s, es, ed, er, est).</b></p>							
Text Teaching Focus	Fiction		Non Fiction			Poetry		
	<ul style="list-style-type: none"> <li>Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'You can't catch me, I'm the Gingerbread man...'</li> <li>Identify and record some key features of story language from a range of stories and practise reading and using them.</li> </ul>		<ul style="list-style-type: none"> <li>Use some simple processes for finding out information.</li> </ul>			<ul style="list-style-type: none"> <li>Link themes in poetry to their own experiences.</li> <li>Explore Shape Poems/Calligrams nothing how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape, or around the outline of the shape.</li> </ul>		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> <li>Discuss new word meanings, making links to words already known (enormous means big).</li> <li>Find new words within a short text.</li> </ul>	<ul style="list-style-type: none"> <li>Read a sentence and understand its meaning.</li> <li>Answer simple questions in relation to a direct retrieval question.</li> <li>Distinguishes between fiction and non-fiction and can find simple information from a range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Retell known stories, including significant events / main ideas in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on their own experiences and background information to answer simple inference questions e.g. 'how do you think the character is feeling?'</li> <li>Use words and phrases such as 'I think... because'. (e.g. I think the children were scared of the dragon, because they ran away.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen next, based on the text so far.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a range of patterns in texts, including poems e.g. story conventions – openings, rhyme, themes in traditional tales</li> <li>Recognise how written language is structured differently in stories, poems and non-fiction,</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple descriptive language linked to colour, size and simple emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between text and text type e.g. <i>this is like a traditional story because there is an evil witch</i></li> </ul>

Year 1								
Spring 2								
Class Text								
Word Reading	Graphemes: /ur/ or, /oo/ oul, /air/ are, /or/ au aur oor al, /ch/ tch, /chuh/ ture, /ar/ al, /ar/ a, /or/ a, /ol/ a, /air/ ear ere, /ur/ ear, /r/ wr, /s/ st sc, /cl/ ch, /sh/ ch, /z/ ze Word types: longer words with a schwa, the schwa at the end of words Tricky words: once, laugh, because, eye, review previously taught tricky words							
Reading Practice	 <p>Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension..</p>							
Fluency	<p><b>Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught</b>  <b>Begin to read some words automatically, recognising larger units within words and knowing when words have been repeated</b>  <b>Read a sentence and understand it's meaning</b>  <b>Read most of the Year 1 tricky words taught automatically</b>  <b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately</b>  <b>Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud.</b>  <b>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</b>  <b>Read words of two or more syllables that contain taught GPCs.</b>  <b>Read words containing taught common suffixes (ending - s, es, ed, er, est).</b></p>							
Text Teaching Focus	Fiction		Non Fiction			Poetry		
	<ul style="list-style-type: none"> <li>Identify and discuss a range of story themes, collect and compare.</li> <li>Recognise ways that emphasis has been created in a text, e.g. capitalisation, bold print.</li> </ul>		<ul style="list-style-type: none"> <li>Read and note basic features of simple instructional texts, e.g. directions.</li> <li>Read a variety of recount texts noting perspective, e.g. first person.</li> </ul>			<ul style="list-style-type: none"> <li>Gather word collections and identify simple repeating patterns describing the effect.</li> <li>Perform in unison, following the rhythm of the poem and keeping time.</li> </ul>		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> <li>Discuss new word meanings, making links to words already known (enormous means big).</li> <li>Find new words within a short text.</li> </ul>	<ul style="list-style-type: none"> <li>Read a sentence and understand its meaning.</li> <li>Answer simple questions in relation to a direct retrieval question.</li> <li>Distinguishes between fiction and non-fiction and can find simple information from a range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Retell known stories, including significant events / main ideas in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on their own experiences and background information to answer simple inference questions e.g. 'how do you think the character is feeling?'</li> <li>Use words and phrases such as 'I think... because'. (e.g. I think the children were scared of the dragon, because they ran away.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen next, based on the text so far.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a range of patterns in texts, including poems e.g. story conventions – openings, rhyme, themes in traditional tales</li> <li>Recognise how written language is structured differently in stories, poems and non-fiction,</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple descriptive language linked to colour, size and simple emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between text and text type e.g. <i>this is like a traditional story because there is an evil witch</i></li> </ul>

Year 1  
Summer 1

Class Text



Word Reading

Graphemes: Review all Phase 5 graphemes taught so far  
Tricky words: Review tricky words taught so far

Reading Practice



Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension..

Fluency

**Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught**  
**Begin to read some words automatically, recognising larger units within words and knowing when words have been repeated**  
**Read a sentence and understand it's meaning**  
**Read most of the Year 1 tricky words taught automatically**  
**Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately**  
**Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud.**  
**Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).**  
**Read words of two or more syllables that contain taught GPCs.**  
**Read words containing taught common suffixes (ending - s, es, ed, er, est).**

Text Teaching Focus

Fiction

- Describe story settings and incidents and relate them to own experience and that of others.
- Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.
- Identify descriptive language, e.g. adjectives.

Non Fiction

- Understand the purpose of contents pages and indexes and begin to locate information by page numbers and words by the initial letter.
- Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.

Poetry

- Collect class and individual favourite poems for class anthologies, participate in reading aloud.

Comprehension

VOCABULARY

Draw on knowledge of vocabulary to understand texts

- Discuss new word meanings, making links to words already known (enormous means big).
- Find new words within a short text.

IDENTIFY & RETRIEVE

Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

- Read a sentence and understand its meaning.
- Answer simple questions in relation to a direct retrieval question.
- Distinguishes between fiction and non-fiction and can find simple information from a range of books.

SEQUENCE

Identify and explain the sequence of events in texts

- Retell known stories, including significant events / main ideas in sequence.

INFER

Make inferences from the text

- Draw on their own experiences and background information to answer simple inference questions e.g. 'how do you think the character is feeling?'
- Use words and phrases such as 'I think... because'. (e.g. I think the children were scared of the dragon, because they ran away.

PREDICT

Predict what might happen on the basis of what has been read so far

- Predict what might happen next, based on the text so far.

CONTENT & STRUCTURE

Understand the features and structures of texts

- Recognise a range of patterns in texts, including poems e.g. story conventions – openings, rhyme, themes in traditional tales
- Recognise how written language is structured differently in stories, poems and non-fiction,

ENHANCED MEANING

Understand impact of word choice and language tools

- Identify simple descriptive language linked to colour, size and simple emotions.

COMPARISON

Draw comparisons across a text and between texts

- Make connections between text and text type e.g. *this is like a traditional story because there is an evil witch*

Year 1  
Summer 2

Class Text



Word Reading

Graphemes: /ai/ eigh aigh ey ea, /n/ kn gn, /m/ mb, /ear/ ere eer, /zh/ su si, /j/ dge, /i/ y, /j/ ge, /sh/ ti ssi si ci, /or/ augh our oar ore  
Tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe

Reading Practice



Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension..

Fluency

**Apply phonic knowledge to read words accurately by sounding and blending unfamiliar words containing GPCs that have been taught**  
**Begin to read some words automatically, recognising larger units within words and knowing when words have been repeated**  
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**Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).**  
**Read words of two or more syllables that contain taught GPCs.**  
**Read words containing taught common suffixes (ending - s, es, ed, er, est).**

Text Teaching Focus

Fiction

- Identify and discuss characters, e.g. appearance, behaviour, qualities, speculate about how they may behave.
- Discuss how characters are described in the text and compare from different stories.
- Become aware of characters and dialogue, e.g. by role playing parts when reading aloud stories and plays.

Non Fiction

- Identify simple questions and use text to find answers.
- Locate parts of text that give particular information including labelled diagrams and charts.

Poetry

- Make simple comments on aspects such as word combinations, sound patterns (rhymes, rhythms, alliterative patterns) and forms of presentation.
- Recite some poems in an audible voice by heart and perform to others, taking into account punctuation.

Comprehension

VOCABULARY

Draw on knowledge of vocabulary to understand texts

- Discuss new word meanings, making links to words already known (enormous means big).
- Find new words within a short text.

IDENTIFY & RETRIEVE

Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

- Read a sentence and understand its meaning.
- Answer simple questions in relation to a direct retrieval question.
- Distinguishes between fiction and non-fiction and can find simple information from a range of books.

SEQUENCE

Identify and explain the sequence of events in texts

- Retell known stories, including significant events / main ideas in sequence.

INFER

Make inferences from the text

- Draw on their own experiences and background information to answer simple inference questions e.g. 'how do you think the character is feeling?'
- Use words and phrases such as 'I think... because'. (e.g. I think the children were scared of the dragon, because they ran away.

PREDICT

Predict what might happen on the basis of what has been read so far

- Predict what might happen next, based on the text so far.

CONTENT & STRUCTURE

Understand the features and structures of texts

- Recognise a range of patterns in texts, including poems e.g. story conventions – openings, rhyme, themes in traditional tales
- Recognise how written language is structured differently in stories, poems and non-fiction,

ENHANCED MEANING

Understand impact of word choice and language tools

- Identify simple descriptive language linked to colour, size and simple emotions.


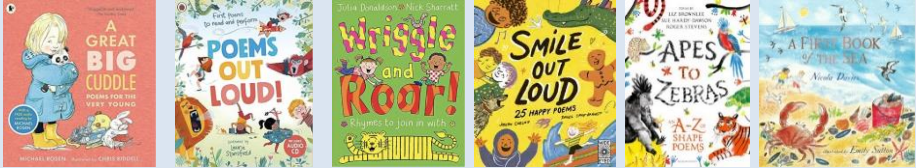
COMPARISON

Draw comparisons across a text and between texts

- Make connections between text and text type e.g. *this is like a traditional story because there is an evil witch*

# Year 1

## We Love To Read Time Class Book Choices

Values Texts	<p><b>Kindness</b></p> 	<p><b>Respect</b></p> 	<p><b>Resilience</b></p> 	<p><b>Fairness</b></p> 	<p><b>Teamwork</b></p> 	<p><b>Ambition</b></p> 
	<p><b>Fiction</b></p> 					
<p><b>Non-Fiction</b></p>						
<p><b>Poetry Spine</b></p>	<p><b>Autumn 1</b></p>  <p>Winter Trees by George Szirtes</p>	<p><b>Autumn 2</b></p>  <p>My Colours by Colin West</p>	<p><b>Spring 1</b></p>  <p>Hurt No Living Thing by Christina Rossetti</p>	<p><b>Spring 2</b></p>  <p>If You Should Meet a Crocodile by Christine Fletcher</p>	<p><b>Summer 1</b></p>  <p>Queue for the Zoo by Clare Bevan</p>	<p><b>Summer 2</b></p>  <p>Now We are Six by A. A. Milne</p>
<p><b>Other Poetry</b></p>						
<p><b>Nursery Rhymes</b></p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>I Hear Thunder</li> <li>There was an Old Lady</li> <li>Tommy Thumb</li> <li>The Animal Fair</li> <li>Oats and Beans and Barley Grow</li> </ul>	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>The Animals Went in Two by Two</li> <li>One, Two, Buckle My Shoe</li> <li>Polly put the kettle on</li> <li>Eeny Meeny Miny Moe</li> <li>Little Robin Redbreast</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Doctor Foster</li> <li>Hickory Dickory Dock</li> <li>Jack and Jill</li> <li>Little Bo Peep</li> <li>There's a Worm at the Bottom of my Garden</li> </ul>	<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>To Market, To Market</li> <li>Here We Go Round the Mulberry Bush</li> <li>It's Raining, It's Pouring</li> <li>Little Boy Blue</li> <li>Hickety Pickety</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Little Miss Muffet</li> <li>Mary Mary Quite Contrary</li> <li>Old King Cole</li> <li>The Queen of Hearts</li> <li>One for Sorrow, Two for Joy</li> </ul>	<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Hey Diddle Diddle</li> <li>Teddy Bears' Picnic</li> <li>The Farmer's in his Den</li> <li>Pop Goes the Weasel</li> <li>The Lion and the Unicorn</li> </ul>