Suggested texts in white are fiction texts, suggested texts in blue are non-fiction and suggested texts in pink are poetry.

All **suggested** texts have been selected directly from the HCAT Reading Spine and reflect a balanced range of fiction, non-fiction, and poetry.
Should staff wish to select alternative texts they should fit within the appropriate Lexile range (740–875).

Autumn 1

Example Suggested Key Texts	Suggested Extract	Focus
Friend or Foe – Michael Morpurgo	Chapter 2/3	David and Tucky are sent away from London and begin adjusting to life in the countryside.
Perry Angel's Suitcase – Glenda Millard	Chapter 1/2	Perry arrives at his new foster home with just a suitcase & meets his new carers and friends.
PRIDE: The Story of Harvey Milk and the Rainbow Flag – Rob Sanders (Non-Fiction)	The creation of the flag	Harvey's beliefs in equal rights.
Autumn Fires – Robert Louis Stevenson (Poem)	The whole poem	Autumn themed poem linked to growing and connection.

Decoding	To apply my knowledge of root words to read aloud and understand the meaning of new words.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To understand and identify when reading does not make sense and self-correct.
Retrieval	To scan different sections of unknown texts (fiction & non-fiction) to find missing information. To find and select words within a given section to find answers to questions.
Inference	To use the evidence from a text to make plausible predictions based upon the events and actions of characters. To infer characters' feelings, thoughts, and motives from their actions at different points in a story.
Reader Response	To identify themes and conventions in a wide range of books.
Author Intent	
Vocabulary	To discuss words and phrases that capture the reader's interest and imagination.
Poetry	To recognise and discuss some different forms of poetry.
Non-Fiction	To use dictionaries to check the meaning of words that have been read. To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information.

Autumn 2

Example Suggested Key Texts	Suggested Extract	Focus
Harry Potter and the Philosopher's Stone	Chapter 6	Introduction to Hogwarts and magical elements.
The 1000-year-old boy	Chapter 1	The introduction of Alfie & his unusual longevity.
Ancient Games (Non-Fiction)	Chapter focusing on the origins of the Olympic games.	Highlight the mythical foundation of the Olympics (links to Zeus).
The Dragon who ate our School – Nick Toczek (Poem)	The whole poem	A mythical creature is at the centre of the poem with additional humour.

Decoding	To apply my knowledge of root words to read aloud and understand the meaning of new words.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To further develop an understanding of intonation, tone, volume and action to convey meaning.
Retrieval	To sequence unknown snippets of a text so that they make sense. To scan different sections of unknown texts (fiction & non-fiction) to find missing information. To summarise the main points from paragraphs or sections of a text.
Inference	To use the evidence from a text to make plausible predictions based upon the events and actions of characters. To infer and comment on a range of possible effects of a character's action.
Reader Response	To identify themes and conventions in a wide range of books. To identify main ideas drawn from more than one paragraph and summarise these.
Author Intent	To identify how an author's language and structure contribute to the reader's interest (e.g., humour or tension)
Vocabulary	To discuss words and phrases that capture the reader's interest and imagination.
Poetry	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information.

Spring 1

Example Suggested Key Texts	Suggested Extract	Focus
The Firework Maker's Daughter – Philip Pullman	Chapter 4	Bravery facing unknown dangers to peruse her dream.
The Boy who Grew Dragons – Andy Shephard	Chapter 6	Tom chooses to care for the baby dragon despite the chaos.
Health Heros – Emily Sharratt (Non-Fiction)	Pages on Florence Nightingale & Mary Seacoal	Facing danger to help others in war zones.
Try, Try Again – William Edward Hickson	The whole poem	Resilience and determination

Decoding	To apply my knowledge of root words to read aloud and understand the meaning of new words. To read further exception words, noting the differences between spelling and sound.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To further develop an understanding of intonation, tone, volume and action to convey meaning.
Retrieval	To retell a wide range of texts orally which is balanced and clear. To scan different sections of unknown texts (fiction & non-fiction) to find missing information. To find and select words within a given section to find answers to questions.
Inference	To identify the multiple causes leading to a main event. To use the evidence from a text to make plausible predictions based upon the events and actions of characters. To infer and comment on a range of possible effects of a character's action.
Reader Response	To discuss and compare texts from a wide variety of genres and writers. To identify main ideas drawn from more than one paragraph and summarise these.
Author Intent	To identify how an author's language and structure contribute to the reader's interest (e.g., humour or tension).
Vocabulary	To identify vocabulary that captures the reader's interest.
Poetry	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use dictionaries to check the meaning of words that have been read. To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information.

Spring 2

Example Suggested Key Texts	Suggested Extract	Focus
The Land of Roar – Jenny McLachlan	Chapter 3/4	The beginning of the journey – cross from the real world into an imaginary land.
Nevermoor – Jessica Townsend	Chapter 5/7	Arrival aboard the Deucalion (a magical ship travelling to Nevermoon) a new world.
Explorers: Amazing Tales – Nelly Huang (Non-Fiction)	Pages on Amelia Earhart or Ibn Battuta	Historical figures that undertook physical and intellectual journeys.
From a Railway Carriage – Robert Louis Stephenson (poetry)	The whole poem	Perspective of someone on a train journey

Decoding	To apply my knowledge of root words to read aloud and understand the meaning of new words. To read further exception words, noting the differences between spelling and sound.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To further develop an understanding of intonation, tone, volume and action to convey meaning. To understand and identify when reading does not make sense and self-correct. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To retell a wide range of texts orally which is balanced and clear. To scan different sections of unknown texts (fiction & non-fiction) to find missing information. To find and select words within a given section to find answers to questions. To summarise the main points from paragraphs or sections of a text.
Inference	To identify the multiple causes leading to a main event. To use the evidence from a text to make plausible predictions based upon the events and actions of characters. To infer and comment on a range of possible effects of a character's action.
Reader Response	To discuss and compare texts from a wide variety of genres and writers. To identify main ideas drawn from more than one paragraph and summarise these.
Author Intent	To identify how an author's language and structure contribute to the reader's interest (e.g., humour or tension).
Vocabulary	To identify vocabulary that captures the reader's interest.
Poetry	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use dictionaries to check the meaning of words that have been read. To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information.

Summer 1

Example Suggested Key Texts	Suggested Extract	Focus
Why the Wales Came – Michael Morpurgo	Chapter 6	Describes the sea marine life and the natural setting around the island of Bryher.
The Island at the End of Everything – Kiran Millwood Hargrave	Chapter 3	Introduces the reader to Culion Island – including its lush natural environment.
The Big Green Book of the Big Blue Sea – Helaine Becker	Chapter on Oceans – the big picture.	Looking at scales and the significance of the oceans.
The Sea – James Reeves	The whole poem.	The seas relentless nature/power.

Decoding	**To apply my knowledge of root words to read aloud and understand the meaning of new words.** To read further exception words, noting the differences between spelling and sound.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. **To further develop an understanding of intonation, tone, volume and action to convey meaning.** To understand and identify when reading does not make sense and self-correct. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To retell a wide range of texts orally which is balanced and clear. To scan different sections of unknown texts (fiction & non-fiction) to find missing information. To find and select words within a given section to find answers to questions. **To summarise the main points from paragraphs or sections of a text.**
Inference	To identify the multiple causes leading to a main event. **To use the evidence from a text to make plausible predictions based upon the events and actions of characters.** To infer and comment on a range of possible effects of a character's action.
Reader Response	To discuss and compare texts from a wide variety of genres and writers. **To identify main ideas drawn from more than one paragraph and summarise these.**
Author Intent	To identify how an author's language and structure contribute to the reader's interest (e.g., humour or tension).
Vocabulary	To identify vocabulary that captures the reader's interest.
Poetry	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use dictionaries to check the meaning of words that have been read. To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information.

Summer 2

Example Suggested Key Texts	Suggested Extract	Focus
The Peculiars – Kieran Larwood	Chapter 1	Introduced the character in a mysterious setting.
Tom's Midnight Garden – Philippa Pearce	Chapter 3	Pivotal moment when magic first enters the story.
The Story of Tutankhamun – Patrica Cleaveland-Peck	The discovery of the tomb	Long search for the tomb
The Magic Box – Kit Wright	The whole poem	Magical moments of life

Decoding	To apply my knowledge of root words to read aloud and understand the meaning of new words. To read further exception words, noting the differences between spelling and sound.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To further develop an understanding of intonation, tone, volume and action to convey meaning. To understand and identify when reading does not make sense and self-correct. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To retell a wide range of texts orally which is balanced and clear. To scan different sections of unknown texts (fiction & non-fiction) to find missing information. To find and select words within a given section to find answers to questions. To summarise the main points from paragraphs or sections of a text.
Inference	To identify the multiple causes leading to a main event. To use the evidence from a text to make plausible predictions based upon the events and actions of characters. To infer and comment on a range of possible effects of a character's action.
Reader Response	To discuss and compare texts from a wide variety of genres and writers. To identify main ideas drawn from more than one paragraph and summarise these.
Author Intent	To identify how an author's language and structure contribute to the reader's interest (e.g., humour or tension).
Vocabulary	To identify vocabulary that captures the reader's interest.
Poetry	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use dictionaries to check the meaning of words that have been read. To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information.