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 (620-820).

Autumn 1

Example Suggested Key Texts	Suggested Extract	Focus
Bill's new frock – Anne Fine	Chapter 1	A boy wakes up as a girl and experiences the world through that perspective.
The miraculous journey of Edward Tulane – Kate DiCanillo	Chapter 11	Edward is thrown overboard during a storm and sinks to the ocean floor.
We all celebrate – Chitra Soundar	Diwali and Hanukkah pages	Explores how different cultures around the world celebrate.
Perfectly Peculiar Pets – Elli Woollard	The iguana and the flamingo	Exploring vivid animal descriptions

Decoding	To apply my knowledge of root words to understand the meaning of new word families.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct.
Retrieval	To sequence pictures or parts of a text justifying reasons for choices made. To use organisational features to locate the answer to questions within certain sections. To skim and scan to identify and use headings or sections in books (e.g. glossary/, contents) to retrieve information.
Inference	To make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. To infer character's feelings, thoughts, and motives.
Reader Response	To quote directly from the text to answer questions.
Author Intent	
Vocabulary	To explain the meaning of words in context.
Poetry	To begin to use appropriate intonation and volume when reading aloud.
Non-Fiction	To retrieve and record information from non-fiction texts using the contents and glossary pages.

Autumn 2

Example Suggested Key Texts	Suggested Extract	Focus
Iron Man – Ted Hughes	Chapter 1	A mysterious metal giant appears and challenges the fears of a local community.
The Wild Robot – Peter Brown	Chapter 5	A robot wakes up on a remote island and learns to survive and connect with animals.
The street beneath my feet – Charlotte Guillain	Descend through the layers of soil to magma	Takes the readers beneath the pavement showing the layers of the Earth
Chocolate Cake – Michale Rosen	Opening stanzas	Engaging familiar topic through humour and repetition.

Decoding	To apply my knowledge of root words to understand the meaning of new word families. To apply my knowledge of root words, prefixes and suffixes to read aloud.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct.
Retrieval	To sequence pictures or parts of a text justifying reasons for choices made. To use organisational features to locate the answer to questions within certain sections. To skim and scan to identify and use headings or sections in books (e.g. glossary/, contents) to retrieve information. To summarise the main points from a paragraph using prompts.
Inference	To make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. To infer character's feelings, thoughts, and motives. To make predictions based upon events and actions of characters so far in a story.
Reader Response	To quote directly from the text to answer questions. To use appropriate terminology when discussing texts (plot, character, setting)
Author Intent	To identify vocabulary and literary features (usually fairy tales start with once upon a time)
Vocabulary	To explain the meaning of words in context.
Poetry	To begin to use appropriate intonation and volume when reading aloud. To prepare and perform poems and playscripts that show some awareness of the audience when reading aloud.
Non-Fiction	To retrieve and record information from non-fiction texts using the contents and glossary pages.

Spring 1

Example Suggested Key Texts	Suggested Extract	Focus
The Boy who grew dragons – Andy Shepherd	Chapter 3	A boy discovers a dragon growing from a fruit in his grandad's garden.
The sheep pig – Dick King Smith	Chapter 4 – The duck and the pig	Babe interacts with the animals on the farm.
The Bee Book – Charlotte Milner	Pollination and how bees help plants grow	Explore bees and their impact on the world.
The Lost Spells – Robert MacFarlane	Red Fox poem	Nature poems that bring wildlife to life.

Decoding	To apply my knowledge of root words to understand the meaning of new word families. To apply my knowledge of root words, prefixes and suffixes to read aloud. To apply my knowledge of root words, prefixes and suffixes to read aloud.
Fluency	To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct. To read aloud and perform, showing an understanding of intonation, tone volume and action.
Retrieval	To sequence pictures or parts of a text justifying reasons for choices made. To use organisational features to locate the answer to questions within certain sections. To skim and scan to identify and use headings or sections in books (e.g. glossary/, contents) to retrieve information. To summarise the main points from a paragraph using prompts. To retell a wide range of texts orally (using actions and visual cues)
Inference	To make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. To infer character's feelings, thoughts, and motives. To make predictions based upon events and actions of characters so far in a story. To identify the cause of an event. To infer an effect of a specific action.
Reader Response	To quote directly from the text to answer questions. To use appropriate terminology when discussing texts (plot, character, setting) To identify similarities and differences between texts/books (e.g. characters, setting and themes)
Author Intent	To identify vocabulary and literary features (usually fairy tales start with once upon a time) To discuss how authors select words and phrases for effect.
Vocabulary	To explain the meaning of words in context. To identify how effective vocabulary has been selected to develop imagery in the reader's imagination
Poetry	To begin to use appropriate intonation and volume when reading aloud. To prepare and perform poems and playscripts that show some awareness of the audience when reading aloud. To begin to recognise different forms of poetry.
Non-Fiction	To retrieve and record information from non-fiction texts using the contents and glossary pages.

Spring 2

Example Suggested Key Texts	Suggested Extract	Focus
Brightstorm – Vashti Hardy	The skyship scene (early chapters)	Orphan twins join an expedition to the south Polaris and uncover secrets about their father.
Hotel Flamingo – Alex Milway	Chapter 2	Hannah takes over a run-down hotel and brings it back to like with the help of animal staff.
The science of very small things – Doctor Jess Wade	How nanotechnology is used in everyday life	How tiny inventions make a BIG impact.
Life doesn't frighten me – Maya Angelou	First half of poem	Powerful piece about bravery and self-assurance

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Non-Fiction	To retrieve and record information from non-fiction texts using the contents and glossary pages.

Summer 1

Example Suggested Key Texts	Suggested Extract	Focus
Beowulf –retold for children version) – Rob Lloyd Jones	The fight with Grendel	Classic tale of a brave warrior who faces monsters and dragons.
The Egyptian Cinderella - Shirley Climo	The sandal scene	Twist on Cinderella tale set in Egypt
The story of people – Catherine Barr	Ancient Civilisations	Development of humans from early history to today.
Apes to Zebras: A-Z of shape poems	Giraffe Poem	Introduction into shape poetry.

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Summer 2

Example Suggested Key Texts	Suggested Extract	Focus
Charlotte's Webb – E.B.White	Chapter where charlotte writes in her web.	A pig's life is saved by the friendship and cleverness of a spider.
The last on earth - Max Brallier	Chapter 4 – forming of the team	Kids survive in a post-monster apocalypse by forming a tight-knit team./
A day in the life a caveman, queen and everything in-between – Mike Barfield	Queen Nzinga or Leonardo da Vinci	Entertaining snap shots of historical figures across time.
Find peace in a poem	The peace tree	Reflective calming poetry.

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