



How we teach reading at Bentfield Primary School

Reading is an essential life skill and, as such, we place a very high importance on teaching children the skills and knowledge to be able to read confidently and fluently across a range of genres by the time that they leave Bentfield Primary School. We also aim to teach them the skills to understand what they are reading and make inferences in order to gain deeper understanding and more enjoyment from reading. Through our teaching of reading and provision of reading books, we aim to engender a love of reading in our pupils, which will support their progress in reading skills and knowledge while ensuring that they don't miss out on the joy that reading can bring. It is important that pupils leave our school with the reading skills that will allow them to access learning in their future education.

Our teaching of reading focuses on decoding (being able to read the words) and comprehension (understanding what the words mean). This guide sets out how we teach reading across the school focusing on these skills. Alongside the teaching of reading, we have a school reading spine of core and topic related books that children can access in school and at home.

Decoding

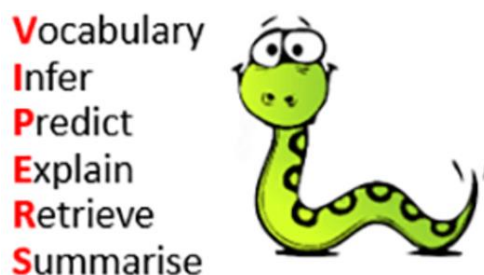
Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognise familiar words quickly and to figure out words they haven't seen before.

We teach decoding through our programme of synthetic phonics which begins in nursery and continues until the end of year 2. However, any pupils who enter key stage 2 with gaps in their phonic knowledge and decoding skills will continue to be taught phonics until they have acquired the skills and knowledge to decode words.

Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to: decode what they read; make connections between what they read and what they already know; and think deeply about what they have read.

At Bentfield Primary School, we teach the 'VIPERS' skills of reading comprehension through our whole class reading lessons.



Phonics

At Bentfield Primary School, we use Bug Club Phonics, a comprehensive teaching programme and DFE approved systematic synthetic phonics scheme. The scheme follows a proven progression, and research has found that children have made significantly more progress in reading than those not following the scheme. Not only has Bug Club been found to be academically beneficial for children, but it has also been shown to increase positive attitudes to reading and a great motivator for reluctant readers, boosting children's confidence and enjoyment of reading right at the beginning of their reading journey.

The Bug Club Phonics programme follows the teaching sequence of letters and sounds and daily lessons are structured in the same way each day with an introduction, revisit, teach, practise and apply element to every session, providing the children with consistent routines that they can become familiar with. In order to empower our children as young readers and writers, we ensure that our lessons are engaging, interactive and purposeful. Our teachers implement a multi-sensory approach in lessons, which enables the children to learn from visual, audio and kinaesthetic activities. Throughout the programme, teachers supplement the provided materials and embed the taught skills through a range of activities that they have identified to be successful. This helps to secure essential phonic knowledge and skills as well as ensuring the lessons are fun.

Daily lessons include revision of the previously learnt sound, as well as words that were read the day before, to provide consolidation. Children quickly move to reading captions and sentences and decodable readers are introduced at the beginning of their phonics journey. Daily lessons are in short, discrete sections. We use whole class teaching, advocated by Bug Club Phonics, to ensure a mastery approach and the inclusion of all children.

Pupils' achievements are tracked through the use of Phonics Tracker software, which keeps a record of their individual progress through each of the phases. Where teachers' assessments show that children need additional support to catch-up, they are taught in smaller phonics groups targeted to their specific needs alongside extra intervention sessions and more frequent reading in the classroom.

Whole Class Reading

We teach reading lessons to the whole class together as we would any other lesson (whilst still differentiating appropriately for our pupils with SEND). These lessons are time tabled differently across the school, taking into account the learning stage of pupils:

- Years 1 and 2: Two 30 minute reading lessons a week – one fiction-based and one non-fiction based.
- Years 3 and 4: Three 45 minute reading lessons a week – two fiction-based and one non-fiction based.
- Years 5 and 6: Five 30 minutes reading lessons a week – three fiction-based and two non-fiction based.

All lessons will contain: reading, vocabulary and 'quick start' (retrieval) questions. They will also teach a specific 'VIPERS' skill. Lessons in Year 5 and 6 may contain more than one skill as the pupils develop their understanding of applying the different skills.

The different sections of the lessons may include some of the following activities:

Reading:

- Model reading
- Echo reading
- Round reading
- Pictures and videos
- Pre-reading interventions

The focus of these lessons is on comprehension rather than decoding. Therefore, pupils who may struggle to decode can be supported by having parts of the text read to them in order to build comprehension skills.

Vocabulary (V of VIPERS):

- Matching words and definitions
- Using context to work out meaning
- Defining unfamiliar words
- Selecting synonyms

Quick start (retrieval – R of VIPERS):

- Questions about the text where the answers are directly in the text and just require to be retrieved from it.
- Examples of how this could be scaffolded: choices of answers; highlighting specific areas of text to look in.

Before having quick start questions in every lesson, pupils should be taught, through modelling of skills, how to answer these types of questions.

Inference (I of VIPERS):

- Asking about feelings of characters and how we know.
- Asking questions about why characters do certain things.
- Showing the difference between literal and inference.
- Examples of how this could be scaffolded: choices of answers; giving the point and ask for evidence to be found; using pictures to support inferences before using text.

Prediction (P of VIPERS):

- Asking children what they think will happen based on what they have seen or read.
- Asking children which prediction would be more likely to happen.
- Write the next part of the story.
- Examples of how this could be scaffolded: model sentences; predict with images before moving to text-based work.

Prediction is an inference skill, as pupils need to use inferences from what they have read/seen already in order to justify predictions.

Explanation (E of VIPERS):

- The skill of explanation often overlaps with other skills such as prediction, inference and vocabulary. The focus in explanation is giving justification for an answer, which will include giving evidence from a text.

Sequencing and summarising (S of VIPERS):

- Picking out key points of a text.
- Using one sentence to say what they found out in a page of text.
- Ordering events from a story in the order they happened.
- True or false questions about a text.
- Identifying parts of a text as fact or opinion.

Scaffold and Challenge

- Work should be pitched so that almost all pupils can access the learning of the lesson.
- To ensure that pupils are able to access the lesson, scaffolds are put in place to support them. These may include:
 - Partial answers given to complete.
 - Sections of text highlighted where pupils can find answers.
 - Texts being read out to the child.
 - Multiple choice answers being given instead of having to create their own answer.
- For pupils who are working on pre key-stage levels or the engagement model, differentiated target work for their own reading needs may be used.
- We ensure that all pupils are challenged sufficiently within reading lessons. The following methods may be used to ensure this:
 - Give a 'challenge' or extension task for them to be challenged further which deepen their thinking.
 - You could challenge them to 'be the author' and write or re-write elements of the text.
 - Extending tasks by asking for further explanation.
 - Asking them to apply their thinking from the text they are looking at to a real-life situation or other texts.
 - Comparing authors and texts.

Planning, recording and feedback

- Teachers produce presentations (such as on PowerPoint) to deliver the lesson – this is the planning document.
- One of the slides on the presentation will give suggestions of how to adapt the task for SEND pupils.
- Work from reading lessons is recorded in a dark blue A5 book.
- A lot of the work will be via discussions in partners or as a class, so not all elements of a reading lesson will be recorded.
- Teachers consider which parts of the lesson are most relevant for recording and ask the children to record these.
- Most of the work can be self-assessed using live feedback.
- During the lesson, as children are discussing, writing or working, feedback for improvements is given verbally.
- The smiley face stamp will be used to show if pupils have achieved the learning objective against recorded work.

Listening to reading at school- frequency and recording

Our aim is for all pupils to read aloud to an adult at least once a week. This may take place in a one to one capacity, in a group situation, or when reading aloud in whole class reading sessions. Variation will depend on the age and ability of pupils (for example, younger children, or those who need additional support with their reading may benefit more from one to one reading sessions, or a greater frequency of reading with adults throughout the week). When reading at school, staff will, whenever possible, record this in pupils' reading records, or ask pupils to keep their own record when they become able to do so.

Class Novel

Each class will have a class novel, which links to the overall theme of learning for the term or half term. This is a book which is read to the class by adults every day for enjoyment and pleasure. The class novel should be pitched slightly above the decoding level of the class so that the children are exposed to a wider variety of vocabulary and themes, which will support their own reading. Adults may discuss some unfamiliar vocabulary and elements to ensure the children are comprehending the story, but the main focus is the enjoyment of listening to a good story.

Reading Spine

The aim of our school reading spine is to provide an extensive list of books which staff can apply to their own long-term plans and incorporate into their teaching. These are books to be used as class reads, exemplary books for writing and whole class reading, as well as books that pupils can explore independently. The intention is that by the time they reach year 6 and beyond, they have developed a wide, rich vocabulary and broader knowledge of the world and, as a result, are able to access the more complex books expected of them in secondary schools. It should be noted that book and text selection in school not only considers narratives and poems but also recognises that a good balance of topic-appropriate non-fiction should also be read to help further develop children's background knowledge of the subject they are studying.

Our reading spine comprises of a selection of core books in each class, from Nursery to Year 6, which pupils can access throughout the year. From Year 1 onwards, there are two copies of each book; a school copy which remains in the class library area, and a home copy that can be signed out for pupils to take home. We also encourage families to use our reading spine as a recommendation of which books to purchase independently or to access from local libraries. The core books have been selected based on ideas from a range of different sources, for example, Pie Corbett's reading spine, Doug Lemov's Reading Reconsidered, and Ashley Booth's The Teaching Booth materials. They are books which we believe will not only give pupils the opportunity to develop their skills in reading, such as fluency and comprehension, but, more importantly, enhance their engagement and love of reading as they move through our school and beyond.

The core books of our reading spine also take into consideration those readers who are potentially working at a greater depth of understanding and need to be challenged further. On our class lists (see Appendix 1), the books highlighted in blue are those which demand more from the reader than other types of books. They are complex, either through their lexical level, or because they contain text, for example, which contains archaic, figurative or symbolic language, or non-linear time sequences. We have also taken into consideration books which address diversity and equality (highlighted in purple), to ensure that our reading spine aligns with the aims of our school curriculum. In addition to our core books, our reading spine also comprises of three termly sets of books which are linked to the termly themes of learning in each class.

Home Reading

Ideally, we expect children to read at home to an adult on a daily basis, though we also understand that parents lead busy lives and so simply urge that this happens as often as possible. We also welcome pupils reading with older siblings or other relatives and, where pupils are competent enough to do so, reading independently. Not only is there a wealth of evidence to highlight how reading at home boosts a child's academic achievement at school, regularly reading to a child for enjoyment also provides a connection between parent and child from the very early days and helps build strong family ties. Lines from favourite stories enter the family lexicon. Families who enjoy reading together have more opportunities for discussion,

developing empathy and attachment. By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children's wellbeing. Reading to their child is one of the greatest gifts parents can give.

We also encourage a range of different methods to support pupils reading at home. These include:

- Pupil reads a book to an adult
- Adult reads a book to a pupil
- Pupil and adult read alternate pages of a book
- Adult reads and then pupil reads (echo reading)
- Pupil reads each page twice (decoding first, then reading for comprehension/meaning)
- Adult asks comprehension questions about what has been read (to assess understanding/talk about what has happened/share enjoyment of the book). Please see Appendix B for a range of example questions to support with this.
- Pupil asks the adult comprehension questions (this reinforces their own understanding and they can enjoy 'testing' an adult!)

We provide pupils access to a range of reading material to bring home. Depending on age and ability, this includes:

- Phonics book (selected by an adult)
- Reading books from our school's reading scheme (chosen from the coloured bands which are based on pupils' understanding)
- Books from our school library
- Books from our school reading spine

In addition to this, pupils in Reception, Year 1 and Year 2 are provided with log-ins to their Bug Club accounts, where they can access a range of eBooks (including those they have previously read which are collected in their library area), as well as accompanying comprehension activities and associated rewards. The class teacher can also set specific reading for pupils to complete at home.

We expect reading records to be completed to evidence reading at home (either by parents/relatives or independently if a pupil is old enough). There is no need to write a detailed a comment, though we always welcome any feedback on how your child has read (and any areas they have found more challenging), so that we can further support them in school.

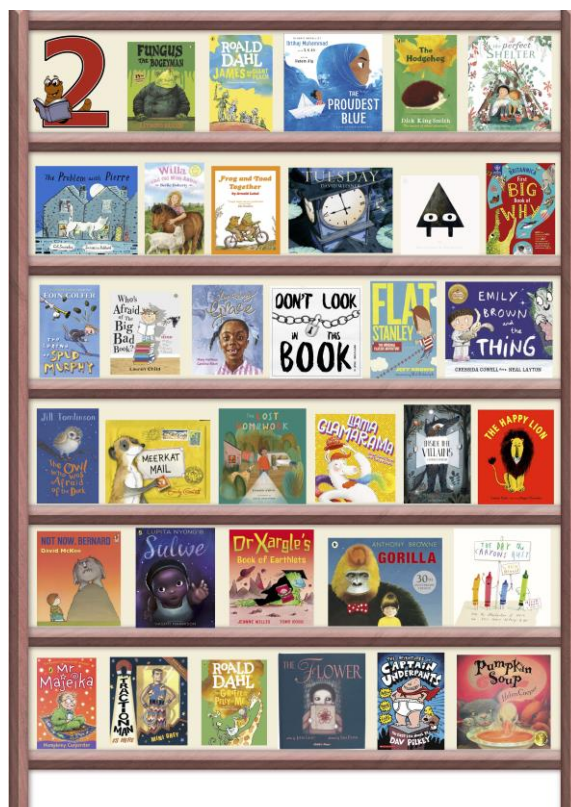
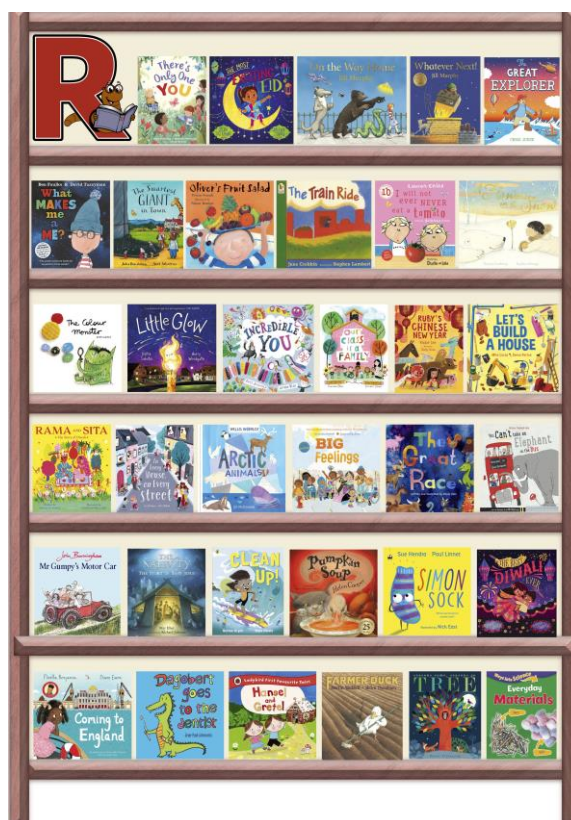
Assessment

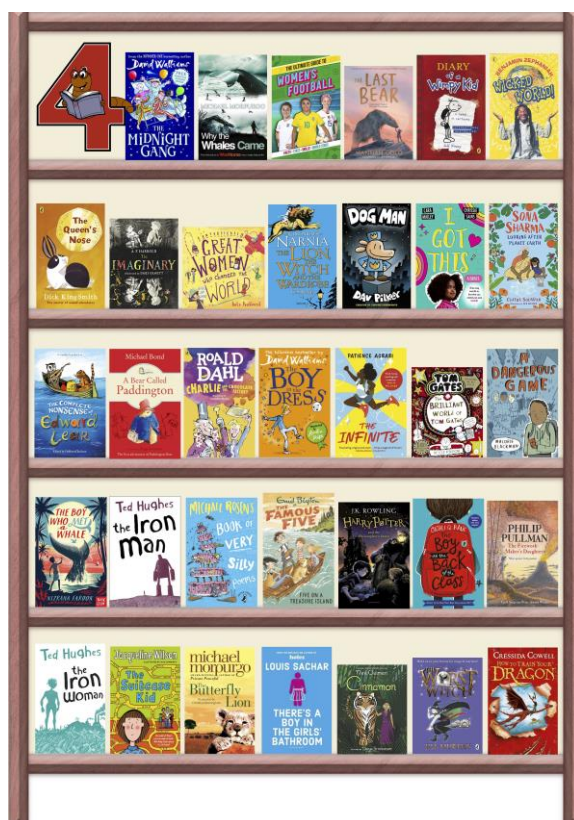
The main form of assessment carried out in reading and phonics is staffs' ongoing assessment during lessons. As the children are responding to activities in class sessions, adults will be assessing their knowledge and adapt teaching accordingly in order to correct any misconceptions and to move learning forward. This may lead to changes to the current lesson or future lessons to ensure that the needs of all pupils are met.

Pupils are able to understand how they are progressing with their reading through feedback given from adults, which will predominantly be in the form of immediate feedback during lessons and when children are heard read. Written feedback may also be given to any written work pupils have produced in reading or phonics lessons.

Pupils' progress in reading is tracked in a variety of ways. To monitor attainment in decoding, our school uses phonics tracker for all pupils in Reception and Year 1 (and beyond for those pupils who have not yet achieved the required standard). The attainment of pupils' progress in reading comprehension skills is assessed by teachers at the end of each term, indicating if children are on track to reach the expected standard for the year group, working towards this or working beyond this at greater depth. They will use their knowledge of children's ability from the lessons they have taught and may use summative written assessments to support these judgements.

Bentfield Primary School Reading Spine





Nursery Reading Spine

Core Books	
Book	Author
A Fox Called Herbert	Margaret Sturton
Bugs	DK First Facts
Busy People- Fire Fighter	Lucy M. George
Dear Zoo	Rod Campbell
Each Peach Pear Plum	Janet and Allan Ahlberg
Emergency!	Margaret Mayo
Eye Spy	Ruth Brown
First Festivals: Diwali	Ladybird
Five Little Pumpkins	Ben Mantle
Full, Full, Full of Love	Trish Cooke
Giraffes Can't Dance	Giles Andreae
Goldilocks and the Three Bears	Ladybird
Happy Birthday	Peppa Pig
Jack and the Beanstalk	Ladybird
Jasper's Beanstalk	Nick Butterworth and Mick Inkpen
Julian is a Mermaid	Jessica Love
Love Grows Everywhere	Barry Timms
Mad About Minibeasts	Giles Andreae
My Presents	Rod Campbell
Night Monkey, Day Monkey	Julia Donaldson
People Who Help Us	John Wood
Peppa and the Police Car	Peppa Pig
Polar Bear, Polar Bear, What Do You Hear?	Eric Carle
Rosie's Walk	Pat Hutchins
Sam Plants a Sunflower	Kate Petty
Sunny's Seeds	Sunny Mai
The Enormous Turnip	Katie Daynes
The Great Big Book of Families	Mary Hoffman
The Jolly Postman	Janet and Allan Ahlberg
The Nativity	Lesley Sims
The Three Billy Goats Gruff	Ladybird
The Tiny Seed	Eric Carle
The Train Ride	June Crebbin
This is Our House	Michael Rosen
Under the Stars	Rosie Adams
We are Going on a Lion Hunt	David Axtell
We are Going to Find the Monster	Malorie Blackman
What Bug Am I?	Skye Wade
What Happened to You	James Catchpole
What I Like About Me	Allia Zobel Nolan
What the Ladybird Heard	Julia Donaldson
Wolf Won't Bite	Emily Gravett
You Can	Alexandra Strick
You Choose Fairy Tales	Pippa Goodhart

Reception Reading Spine

Core Books	
Book	Author
A Flower in the Snow	Tracey Corderoy
Arctic Animals	Jill McDonald
Big Feelings	Alexandra Penfold and Suzanne Kaufman
Clean Up	Nathan Bryon and Dapo Adeola
Coming to England	Baroness Floella Benjamin
Dagobert goes to the Dentist	Jean-Paul Colemonts
Everyday Materials	Peter Riley
Farmer Duck	Martin Waddell
Hansel and Gretel	Ladybird
In Every House in Every Street	Jess Hitchman
Incredible You	Rhys Brisenden and Nathan Reed
I Will Not Ever Never Eat a Tomato	Lauren Child
Let's Build a House	Mike Lucas
Little Glow	Katie Sahota
Mr Grumpy's Motor Car	John Burningham
Oliver's Fruit Salad	Vivian French
On the Way Home	Jill Murphy
Our Class is a Family	Shannon Olsen
Pumpkin Soup	Helen Cooper
Rama and Sita	Malachy Doyle
Ruby's Chinese New Year	Vickie Lee
Simon Sock	Sue Hendra and Paul Linnet
The Best Diwali Ever	Sonali Shah
The Colour Monster	Anna Llenas
The Great Explorer	Chris Judge
The Great Race	Emily Hiles
The Most Exciting Eid	Zeba Talkhani
The Nativity	May Eliot
The Smartest Giant in Town	Julia Donaldson
A Train Ride	June Crebbin
There is Only One You	Kathryn Heling
Tree (Seasons Come and Seasons Go)	Patricia Hegarty
Whatever Next	Jill Murphy
What Makes Me a Me	Ben Faulks
You Can't take an Elephant on the Bus	Patricia Cleveland-Peck

Year 1 Reading Spine

Core Books	
Book	Author
Avocado baby	John Burningham
Beegu	Alexis Deacon
Billy's Bucket	Kes Gray
Can't You Sleep Little Bear	Martin Waddell
Cops and Robbers	Janet and Allan Ahlberg
Dogger	Shirley Hughes
Don't Let the Pigeon Stay Up Late	Mo Willems
Don't Let the Pigeon Drive the Bus	Mo Willems
Elmer	David McKee
Forever Star	Gareth Peter
Funny Bones	Janet Ahlberg
Green Eggs and Ham	Dr Seuss
Hairy Maclary from Donaldson's Dairy	Lynley Dodd
Here We Are	Oliver Jeffers
How the Grinch Stole Christmas	Dr Seuss
How to Catch a Star	Oliver Jeffers
Knuffle Bunny	Mo Willems
Look Up!	Nathan Bryon
Lost and Found	Oliver Jeffers
Man on the Moon	Simon Bartram
Mister Magnolia	Quentin Blake
Owl Babies	Martin Waddell
Peace at Last	Jill Murphy
Ravi's Roar	Tom Percival
Ruby's Worry	Tom Percival
The Elephant and the Bad Baby	Elfrida Vipont
The Emperor of Absurdia	Chris Riddell
The Gruffalo	Julia Donaldson
The Mega Magic Hair Swap	Rochelle Humes
The Puffin Book of Fantastic First Poems	June Crebbin
The Tiger Who Came to Tea	Judith Kerr
The Usborne Children's Picture Atlas	Ruth Brocklehurst & Linda Edwards
Unicorns Don't Love Rainbows	Emma Adams
We're Going on a Bear Hunt	Michael Rosen
We're Going to Find the Monster	Malorie Blackman
Where the Wild Things are	Maurice Sendak
You Choose!	Pippa Goodhart

Year 2 Reading Spine

Core Books	
Book	Author
Amazing Grace	Mary Hoffman
Britannica First Big Book of Why	Sally Symes and Stephanie Warren-Drimmer
Don't Look in this Book	Samuel Langley-Swain
Dr. Xargle's Book of Earthlets	Jeanne Willis
Emily Brown & The Thing	Cressida Cowell
Flat Stanley	Jeff Brown
Frog & Toad Together	Arnold Lobel
Fungus the Bogeyman	Raymond Briggs
Gorilla	Anthony Browne
Inside the Villains	Clotilde Perrin
James and the Giant Peach	Roald Dahl
Llama Glamarama	Simon James Green
Meerkat Mail	Emily Gravett
Mr. Majeika	Humphrey Carpenter
Not Now Bernard	David McKee
Pumpkin Soup	Helen Cooper
Sulwe	Lupita Nyong'o
The Adventures of Captain Underpants	Dav Pilkey
The Day the Crayons Quit	Oliver Jeffers
The Flower	John Light
The Giraffe, The Pelly and Me	Roald Dahl
The Happy Lion	Louise Fatio
The Hodgeheg	Dick King-Smith
The Legend of Spud Murphy	Eoin Colfer
The Lost Homework	Richard O'Neill
The Owl Who Was Afraid of The Dark	Jill Tomlinson
The Perfect Shelter	Clare Helen Walsh
The Problem with Pierre	C.K. Smouha
The Proudest Blue: A Story of Hijab and Family	Ibtihaj Muhammed
Traction Man Is Here	Mini Grey
Triangle	Mac Barnett
Tuesday	David Weisner

Year 3 Reading Spine

Core Books	
Book	Author
A Robot Squashed My Teacher	Pooja Puri
Beaver Towers	Nigel Hinton
Charlotte's Web	E.B. White
Cinnamon	Neil Gaiman
Cat Tales: Ice cat	Linda Newberry
Fantastic Mr Fox	Roald Dahl
Featherlight	Peter Bunzl
Granny Ting Ting	Patrice Lawrence
Hansel and Gretel	Anthony Browne
Ice Palace	Roberts Swindells
Llama Out Loud	Anabella Sami
Mustard, Custard, Grumble Belly and Gravy	Michael Rosen
My Dad's a Birdman	David Almond
Nim's Island	Wendy Orr
One Dog and his Boy	Eva Ibbotson
Quick Let's Get Out Of Here	Michael Rosen and Quentin Blake
The Abominables	Eva Ibbotson
The Battle of Bubble and Squeak	Phillipa Pearce
The BFG	Roald Dahl
The Demon Headmaster	Gillian Cross
The Green Ship	Quentin Blake
The Hundred and One Dalmatians	Dodie Smith
The Legend of Podkin One-Ear	Kieran Larwood
The Marvellous Granny Jinks and Me	Serena Holly
The No.1 Car Spotter	Atinuke
The Puffin Book of Utterly Brilliant Poetry	Brian Patten
The Sheep-Pig	Dick King-Smith
The Street Beneath my feet	Charlotte Gullian and Yuval Zommer
The Tale of Despereaux	Kate DiCamillo
The Tunnel	Antony Browne
The Wild Robot	Peter Brown
The World's Worst Children	David Walliams
Voices in the Park	Antony Browne
Winnie the Pooh	A.A. Milne

Year 4 Reading Spine

Core Books	
Book	Author
A Bear Called Paddington	Michael Bond
A Dangerous Game	Malorie Blackman
Charlie and the Chocolate Factory	Roald Dahl
Diary of A Wimpy Kid	Jeff Kinney
Dog Man	Dav Pilker
Fantastically Great Women Who Changed The World	Kate Pankhurst
Five on a Treasure Island	Enid Blyton
Harry Potter and the Philosopher's Stone	J K Rowling
How To Train Your Dragon	Cressida Cowell
I Got This	Cara Mailey
Michael Rosen's Book of Very Silly Poems	Michael Rosen and Shoo Rayner
Shona, Word Detective	John Agard
Sona Sharma, Looking After Planet Earth	Chitra Soundar
The Boy At The Back of the Class	Onjali Rauf
The Boy in the Dress	David Walliams
The Boy Who Met a Whale	Nirzana Farook
The Brilliant World of Tom Gates	Liz Pichon
The Butterfly Lion	Michael Morpurgo
The Complete Nonsense of Edward Lear	Edited by Holbrook Jackson
The Firework-Maker's Daughter	Philip Pullman
The Infinite	Patience Agbabi
The Imaginary	A F Harold
The Iron Man	Ted Hughes
The Iron Woman	Ted Hughes
The Lion, The Witch & The Wardrobe	C S Lewis
The Midnight Gang	David Walliams
The Queen's Nose	Dick-King Smith
The Suitcase Kid	Jacqueline Wilson
The Titanic Detective Agency	Lindsay Littleson
The Ultimate Guide to Women's Football	Emily Stead
The Worst Witch	Jill Murphy
There's a Boy in the Girl's Bathroom	Louis Sachar
Why the Whales Came	Michael Morpurgo
Wicked World	Benjamin Zephaniah

Year 5 Reading Spine

Core Books	
Book	Author
Amari and the Night Brothers	B.B. Alston
Artemis Fowl (series)	Eoin Colfer
Asha & The Spirit Bird	Jasbindar Bilan
Beetle Boy	M G Leonard
Clockwork	Phillip Pullman
Dial a Ghost	Eva Ibbotson
Farther	Graeme Baker-Smith
Freedom	Catherine Johnson
Granny Ting Ting	Patrice Lawrence
Malamander	Thomas Taylor
Running On Empty	S.E. Durrant
Song of the Dolphin Boy	Elizabeth Laird
Street Child	Berlie Doherty
The Boy in the Tower	Polly Ho-Yen
The Breakfast Club Adventures: The Beast Beyond the Fence	Marcus Rashford
The Girl Who Speaks Bear	Sophie Anderson
The Midnight Fox	Betsy Byars
The Violet Veil Mysteries (series)	Sophie Cleverly
The Week at World's End	Emma Carroll
The Wolves of Willoughby Chase	Joan Aiken
The Wind in the Willows	Kenneth Grahame
Thief!	Malorie Blackman
Tom's Midnight Garden	Philippa Pearce
Varjak Paw	S.F. Said
When the Sky Falls	Phil Earle
Wolf Brother	Michelle Paver

Year 6 Reading Spine

Core Books	
Book	Author
A Web of Air	Philip Reeve
Alice's Adventures in Wonderland	C. S. Lewis
At Least Once	Morris Gleitzman
Beyond the Bright Sea	Lauren Wolk
High Rise Mystery	Sharna Jackson
Holes	Louis Sachar
Fireweed	Jill Paton Walsh
Grimm Tales	Philip Pullman
Jungle Book	Rudyard Kipling
Kensuke's Kingdom	Michael Morpurgo
Nura and the Immortal Palace	M.T. Khan
Orphans of the Tide	Struan Murray
River Boy	Tim Bowler
Shadow Jumper	J. M. Forster
Skellig	David Almond
Speechless	Kate Darbishire
The Arrival	Shaun Tan
The Book of Stolen Dreams	David Farr
The Boy with the Butterfly Mind	Victoria Williamson
The Distance Between Me and the Cherry Tree	Paola Peretti
The Dream Team: Jaz Santos vs. the World	Priscilla Mante
The Girl of Ink and Stars	Karen Millwood Hargarve
The Graveyard Book	Neil Gaiman
The Hobbit	J.R.R. Tolkien
The Last Bear	Hannah Gold
The Skylark's War	Hilary McKay
The Star Outside My Window	Onjali Q. Rauf
Treasure Island	Robert Louis Stevenson
When Secret's Set Sail	Sita Bramachari

Appendix B

Examples of questions to ask while reading with your child**Level 1**

- What is this? (Pointing to object)
- Who is this? (Pointing to person)
- What is _____ doing?
- Say this "____" (Imitation)
- What did you see? (Remembering items in books)

Level 2

- What happened?
- Who/what/where is _____? (Remembering information)
- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel?
- Tell me something that is a type of _____. (Naming object from category)

Level 3

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could he say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Level 4

- What will happen if _____? (Predicting)
- Why did _____? (Justifying cause of event)
- What could _____ do/use? (Solution)
- Why could _____ do that/use that? (Explaining means to goal)
- Why can't we _____? (Explaining obstacle to solution)
- How can we tell _____? (Explaining observation)

***All questions could be followed up with: 'Why do you think that?', 'How do you know?'**