



British School Al Rams (BSR)

Reading and Phonics

**Primary School (Key Stage 1
and Key Stage 2)
Curriculum Book**

Reading and Phonics Curriculum Guidebook

Intent

- To provide an interesting and varied curriculum that intrigues our children while meeting the needs of all backgrounds, cultures and abilities.
- To create a love of reading that ensures our children are lifelong readers.
- To develop competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.
- To provide a robust synthetic phonics programme that ensures children are working through and learning the phonics phases.

Implementation

Reading & Phonics at BSR:

- All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.
- Through Reading lessons children are exposed to a wide range of different texts
- A list of vocabulary displayed in the classrooms, from unknown words as well as each class having their own shared vocabulary wall.
- Systematic teaching of phonics, our aim is for children to become fluent readers by the end of Key Stage One.
- All children have reading books that are well matched to their reading level.
- Guided reading to be taught minimum of 5 sessions a week and focus on targeted reading skills.
- Teachers read to the whole class to ensure a child hear reading and are developing their love of reading.
- Any children not making the expected progress have receive interventions as decided in Pupil Progress Meetings.
- All classrooms have their own class reading areas with books, and it is intended that these areas are further enhanced this year.
- BSR Library lessons to provide extra resources and skill-based lessons.
- ERIC (Everyone Reading in class) is used throughout all classes to develop a passion and love for reading and literature.

Impact

As a result of our Reading and Phonics teaching at BSR you will see:

- Our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.
- Attainment in reading is measured by the GL Progress Test in English. These results are measured against the reading attainment of children nationally in the UK.
- Personal Reading Levels and progression are measured by PM benchmarking running records.
- Attainment in phonics is measured by the Phonics Screening Test at the end of KG2 and this is continued for children who still need it throughout the school in KS1 and KS2.
- However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Grade KG2

Number of Lessons Per Week		5
Topics Covered		
Term 1	Term 2	Term 3
<p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p style="text-align: center;"><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p style="text-align: center;">VIPERS stands for</p> <p style="text-align: center;">Vocabulary Inference Prediction Explanation Retrieval Sequence or Summarise</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>		
Skills Developed		
<p>Reading - Words</p> <ul style="list-style-type: none">• I can read words by breaking them down into sounds.• I quickly read my given letters or groups of letters.• I read new words by blending letter sounds together.• I can read some unusual words.• I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.• I can correctly read the longer words in my word list.• I can read words that contain missing letters such as I'm, I'll, and we'll.• I correctly read aloud the words from my book.• I re-read my books so that I become a better reader <p>Reading Comprehension</p> <ul style="list-style-type: none">• I listen and discuss what I have read, including poems, stories and non-fiction books.• When I read, I can tell you of similar things that have happened to me.• I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.• I like to join in with the class at special times of a story when the teacher is telling certain stories.• I have learned some rhymes or poems.• I discuss what words mean• I understand the books I can read.• I check what I am reading makes sense as I am reading through it.• I discuss the titles and events from the books I read.		

- I can tell you about why a character does or says some things.
- I like to predict what happens next based on what I have read so far.
- I take turns to listen and discuss when I am in a group.
- I can explain what has happened in the story someone has just read to me.

Assessment

Phonics Screening Test
PM Benchmarking

Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.

Home Learning

www.oxfordowl.co.uk
www.teachyourmonstertoread.com

Home Readers
Library Books

Reading List & E-books

The selection of books in this list are a guide for children aged 5-6 in KG2 at school. The books range various genres to cover all interests.

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|--|---|--|
| <ul style="list-style-type: none"> • The Very Hungry Caterpillar - Eric Carle • The Bad-Tempered Ladybird - Eric Carle • We're Going on A Bear Hunt - Michael Rosen • Lullabyhullaba - Mick Inkpen • Peace at Last - Jill Murphy • Funny Bones - Allan Ahlberg • Cops and Robbers - Allan Ahlberg • The Gruffalo - Julia Donaldson • The Smartest Giant in Town - Julia Donaldson • The Paper Dolls - Julia Donaldson • A Bear Called Paddington - Michael Bond • A Lion in the Meadow - Margaret Mahy • Hairy Maclary from Donaldson's Diary by Lynley Dodd | <ul style="list-style-type: none"> • Owl Babies - Martin Waddell • A Kitten Called Moonlight - Martin Waddell • The Emperor of Absurdia - Chris Riddell • There are Cats in this Book - Viviane Schwarz • Mister Magnolia - Quentin Blake • Mrs Armitage on Wheels - Quentin Blake • Katie Morag's Island Stories by Mairi Hedderwick • My Friend Bear - Jez Alborough • Avacado Baby - John Burningham | <ul style="list-style-type: none"> • The Tiger who came to Tea - Judith Kerr • Meg and Mog - Helen Nichol • Not Now Bernard - David McKee • A Dark, Dark Tale - Ruth Brown • Dogger - Shirley Hughes • The Trouble with Jack - Shirley Hughes • I Want My Hat Back - Jon Klassen • The Dark - Lemony Snicket |
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Useful Websites

www.oxfordowl.co.uk
www.getepic.com
www.storylineonline.net
www.teachyourmonstertoread.com
www.education.com/games/word-patterns/
www.turtlediary.com/games/phonics.html

Setting (if any)

Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.

Staff

Pinar Tasci, Samirah Sadiq, Mariam Iqbal, Habiba Hansrod

Grade 1

Number of Lessons Per Week		5
Topics Covered		
Term 1	Term 2	Term 3
<p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p style="text-align: center;"><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p style="text-align: center;">VIPERS stands for</p> <p style="text-align: center;">Vocabulary Inference Prediction Explanation Retrieval Sequence or Summarise</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>		
Skills Developed		
<p>Reading - Words</p> <ul style="list-style-type: none">• I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• I can read accurately words of two or more syllables that contain the same graphemes as above• I can read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• I can re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension</p> <ul style="list-style-type: none">• I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.• When I read, I am able to tell you about things in the order they happen and if they are connected.• I can tell you about all the different stories I have read.• I enjoy finding out about non-fiction books and how they are set out.• I can recognise simple language patterns in stories and poems.• I discuss the meaning of words.• I am happy to tell you my favourite words and phrases from my reading.• I can say out loud a number of poems I have learnt.		

- I understand the books I can read.
- I check what I am reading makes sense as I read through it.
- I can tell you why certain things happen in a book or why a character says the things they do.
- I can answer and ask questions about what I have read.
- I like to guess what happens next in a story, using what I already know has gone on before.
- I take turns to discuss and listen to others about what I have read.
- I can explain and discuss what has happened in books that either I have read or have been read to me.

Assessment

Phonics Screening if still needed
PM Benchmark

Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.

Home Learning

www.oxfordowl.co.uk

www.raz-kids.com

Home Readers

Library Books

Reading List & E-books

The selection of books in this list are a guide for children aged 6-7 in G1 at school. The books range various genres to cover all interests.

<p>Animals</p> <ul style="list-style-type: none"> • The Story of Babar, the Little Elephant - Jean De Brunhoff • Mog Time Treasury: Six Stories about Mog the Forgetful Cat - Judith Kerr • The Cat Who Lost its Purr - Michelle Coxon • Choosing Crumble - Michael Rosen <p>Spooky/Mystery</p> <ul style="list-style-type: none"> • Jinnie Ghost - Berlie Doherty • Gobbolino the Witch's Cat - Ursula Williams • The Dunderheads - Paul Fleischman • The Tear Thief - Carol Ann Duffy • How to Live Forever - Colin Thompson • The Jolly -Rogers and the Ghostly Galleon - Jonny Duddle 	<p>Humour</p> <ul style="list-style-type: none"> • The Day the Crayons Quit - Drew Daywatt • Clarice Bean, That's Me - Lauren Child • The Diary of a Killer Cat - Anne Fine • Fungus the Bogeyman - Raymond Briggs • Mrs Wobble the Waitress - Allan Ahlberg • Pirate School: Just a Bit of Wind - Jeremy Strong • Uncle Gobb and the Dread Shed - Michael Rosen • Clever Polly and the Stupid Wolf - Catherine Storr <p>Fantasy</p> <ul style="list-style-type: none"> • Mr Majeika - Humphrey Carpenter • Beaver Towers - Nigel Hinton • I Was a Rat! Or, the Scarlet Slippers - Philip Pullman • Nim's Island - Wendy Orr • The Dragonsitter series - Josh Lacey 	<p>Adventure/Action</p> <ul style="list-style-type: none"> • The Adventures of Captain Underpants - Dav Pilkey • The Man Whose Mother was a Pirate - Margaret Mahy • Mr Wolf's Pancakes - Jan Fearnley • Press Here - Herve Tullet • The Penderwicks - Jeanne Birdsall • Frightened Fred - Peta Coplans • Flat Stanley - Jeff Brown • The Heart and the Bottle - Oliver Jeffers <p>Well-loved Authors</p> <ul style="list-style-type: none"> • Emily's Legs - Dick King-Smith • The Guard Dog - Dick King-Smith • The Magic Finger - Roald Dahl • The Giraffe and the Pelly and Me - Roald Dahl • The Enchanted Wood - Enid Blyton • The Snow Lady - Shirley Hughes
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Useful Websites

www.oxfordowl.co.uk

www.getepic.com

www.storylineonline.net

www.teachyourmonstertoread.com

www.education.com/games/word-patterns/

www.turtlediary.com/games/phonics.html

Setting (if any)

Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.

Staff

Thomas Graham, Melane Mostert, Rachel Lee

Grade 2

Number of Lessons Per Week		5
Topics Covered		
Term 1	Term 2	Term 3
<p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p style="text-align: center;"><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p style="text-align: center;">VIPERS stands for</p> <p style="text-align: center;">Vocabulary Inference Prediction Explanation Retrieval Sequence or Summarise</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>		
Skills Developed		
<p>Reading - Words</p> <ul style="list-style-type: none">• I can use my existing knowledge to help myself read aloud.• I am aware that some words sound different to how they are spelt <p>Reading Comprehension</p> <ul style="list-style-type: none">• I have understood a range of texts I have read.• I am able to choose from a range of books to find the information I require.• I use a dictionary to check the meaning of words.• I can talk about some different types of stories I have read.• I can identify some themes in a range of books I read.• I will perform poems and play scripts to read aloud.• I will discuss words and phrases that interest me.• I know that poetry comes in different forms.• I think about what I read to make sure I understand and it makes sense.• I ask questions about a text or book.• I know a character does certain things because of how the character is feeling or what has happened to them in the story.• I can predict events in stories from what has happened up to now.• I can tell what the main ideas are from reading a number of paragraphs.• I can see that books are set out in ways that help the reader to read the texts.• I can use non-fiction books to find information.• I can take turns when discussing books I have read.		

Assessment

Phonics Screening Test if needed
PM Benchmarking

Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.

Home Learning

www.getepic.com

www.raz-kids.com

Home Readers

Library Books

Reading List & E-books

The selection of books in this list are a guide for children aged 7-8 in Grade 2 at school. The books range various genres to cover all interests.

Animals

- Willa and Old Miss Annie - Berlie Doherty
- Picasso Perkins - Adele Geras
- All Because of Jackson - Dick King-Smith
- Mrs Cockle's Cat - Phillipa Pearce
- The Owl Who Was Afraid of the Dark - Jill Tomlinson
- The Railway Cat - Phyllis Arkle
- Charlotte's Web - E.B White

Spooky/Mystery

- Dog in the Dungeon - Lucy Daniels
- The Charlie Moon Series - Shirley Hughes

Humour

- Dilly the Dinosaur Series - Tony Bradman
- Pippi Longstocking - Astrid Lindgren
- Who's in the Loo? - Jeanne Willis
- Freckle Juice - Judy Blume
- Fudge Series - Judy Bloom

Fantasy

- The Secret World of Polly Flint - Helen Cresswell
- The Reluctant Drago - Kenneth Grahame
- Mrs Pepperpot Stories - Alf Proyen
- The Worst Witch Series - Jill Murphy
- Cosmo and the Great Witch Escape - Gwyneth Rees
- Cosmo and the Secret Spell - Gwyneth Rees
- A Necklace of Raindrops - Joan Aiken

Adventure/Action

- The World According to Humphrey - Betty G Birney
- Beast Quest Series - Adam Blade
- Astrosaurs Series - Steve Cole
- Harry the Poisonous Centipede - Lynne Reid Banks
- The Invisible Boy - Trudy Ludwig
- Wilf the Mighty Worrier Saves the World - Georgia Pritchett
- Unusual Day - Sandi Toksvig
- Milly Molly Mandy Series - Joyce Lankster Brisley

Well-loved Authors

- Fantastic Mr Fox - Roald Dahl
- The Magic Finger - Roald Dahl
- James and the Giant Peach - Roald Dahl
- The Twits - Roald Dahl
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Useful Websites

www.getepic.com

www.squigglepark.com/dreamscape

www.storylineonline.net

www.teachyourmonstertoread.com

Setting (if any)

Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.

Staff

Karen Page, Anya Reavley

Grade 3

Number of Lessons Per Week		5
Topics Covered		
Term 1	Term 2	Term 3
<p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <ul style="list-style-type: none">VocabularyInferencePredictionExplanationRetrievalSequence or Summarise <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>		
Skills Developed		
<p>Reading - Words</p> <ul style="list-style-type: none">I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.I am aware that some words sound different to how they are spelt. <p>Reading Comprehension</p> <ul style="list-style-type: none">I can show you I have understood an increasing wide range of texts I have read.I am able to choose from a range of books that are set out differently but give me the information I require.I can use a dictionary to check the meaning of new words.I can talk about different types of stories I have read.I can identify different themes and conventions in a wide range of books I read.I will perform poems and play scripts to read aloud to keep the listener interested.I will discuss words and phrases that interest me.I can recognise different types of poetry.I check what I am reading makes sense by talking about it.I ask questions to help me understand more about a book.I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.I can predict events in stories from what I have read.I can tell what the main ideas in a book are from reading a number of paragraphs.I understand that the way books are set out help the reader to identify the meaning.I can use non-fiction books to find out about things.I can take turns when discussing books I have read, or had read to me and listen to what others have to say.		

Assessment

PM Benchmarking
Phonics Screening Test if needed

Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.

Home Learning

www.getepic.com
www.raz-kids.com
Home Readers
Library Books

Reading List & E-books

The selection of books in this list are a guide for children aged 8-9 in Grade 3 at school. The books range various genres to cover all interests.

Animals

- Dumb Creatures - Jeanne Willis
- The Butterfly Lion - Michael Morpurgo
- The Peppermint Pig - Nina Bowden
- Doctor Dolittle - Hugh Lofting
- The Village Dinosaur - Phyllis Arckle
- The Tales of Olga da Polga - Michael Bond
- The Great Elephant Chase - Gillian Cross

Spooky/Mystery

- The Way to Sattin Shore - Phillipa Pearce
- The Legend of Captain Crow's Teeth - Eoin Colfer
- The Sandman and the Turtles - Michael Morpurgo
- Beaver Towers - Nigel Hinton
- The Watchers - Helen Cresswell
- The Snow Spider Trilogy - Jenny Nimmo

Humour

- Jeremy James Series - David Henry Wilson
- Vlad the Drac Series - Ann Jungman
- Walking the Bridge of your Nose - Michael Rosen
- Little Wolf - Ian Whybrow
- Just William - Richard Crompton
- Vernon Bright Series - Steve Barlow
- Eddie Dicken Series - Philip Ardagh
- Desirable - Frank Cottrell Boyce
- The 13 Storey Treehouse - Andy Griffiths
- Mr Stink - David Walliams

Fantasy

- Earth Giant - Melvyn Burgess
- Angels Unlimited - Annie Dalton
- The Spiderwick Chronicles - Tony Diterlizzi
- Araminta Spook series - Angie Sage
- The Strongest Girl in the World - Sally Gardner
- The Boy Who Could fly - Sally Gardner
- The Invisible Boy - Sally Gardner
- The Smallest Girl Ever - Sally Gardner

Adventure/Action

- Cows in Action - Steve Cole
- Emil and the Detectives - Erich Kastner
- Operation Gadgetman! - Malorie Blackman
- How to Train Your Dragon - Helen Cresswell
- The Great Elephant Chase - Gillian Cross
- The Last Castaways - Harry Horse
- The Falcon's Malteser - Anthony Horowitz
- The House that Sailed Away - Pat Hutchins
- Dimanche Diller - Henrietta Bradford
- Toots Underwater - Carol Shields
- Lizzie Dripping - Helen Cresswell
- Ice Palace - Robert Swindells
- How to Steal a Dragons Sword - Cressida Cowell

Well-loved Authors

- The BFG - Roald Dahl
- The Twits - Roald Dahl
- Charlie and the Chocolate Factory - Roald Dahl
- George's Marvellous Medicine - Roald Dahl
- The Secret Seven Series - Enid Blyton
- The Famous Five - Enid Blyton
- The Narnia Books - C.S Lewis
- Sleepovers - Jacqueline Wilson
- Cilffhanger - Jacqueline Wilson
- The Lottie Project - Jacqueline Wilson
- Double Act - Jacqueline Wilson
- Take a Good Look - Jacqueline Wilson
- The Suitcase Kid - Jacqueline Wilson
- Mary Poppins Series - P.L Travers
- A Christmas Carol - Charles Dickens

- Tom's Midnight Garden - Phillipa Pearce

Useful Websites

www.getepic.com
www.squigglepark.com/dreamscape
www.storylineonline.net
www.teachyourmonstertoread.com

Setting (if any)

Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.

Staff

Deon Mostert, Gabrielle Williams

Grade 4

Number of Lessons Per Week		5
Topics Covered		
Term 1	Term 2	Term 3
<p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <ul style="list-style-type: none">VocabularyInferencePredictionExplanationRetrievalSequence or Summarise <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>		
Skills Developed		
<p>Reading - Words</p> <ul style="list-style-type: none">• I use some of the words and word parts that understand already to think about what new words mean and sound like <p>Reading Comprehension</p> <ul style="list-style-type: none">• I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.• I understand books are set out in different ways for different purposes.• I am becoming familiar with a range of books.• I recommend books I have read to my friends.• I am able to identify and discuss themes across a range of writing.• I can make simple comparisons across books I have read.• I have learnt a few poems by heart.• I am able to read aloud and perform poems and plays.• I check my understanding of a text through discussion and exploring the meaning of words.• I can ask questions about what I have read.• I can see that characters do the things they do because of their feelings.• I can predict what may happen in a story by thinking about what has happened up to now.• I am able to make simple summaries of a given number of paragraphs I have read.• I can show how words, phrases and structure all contribute to make different meanings in texts I read.• I know authors use words or phrases which will have impact on a reader.• I know the difference between a fact and an opinion.• I can find and make notes on information from non-fiction.• I am beginning to participate in discussions about books I have read by listening to others' ideas.		

- I can debate topics I have read about.
- I am able to explain my views.

Assessment

PM Benchmarking
Phonics Screening Test if needed

Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.

Home Learning

www.getepic.com

www.raz-kids.com

Home Readers

Library Books

Reading List & E-books

The selection of books in this list are a guide for children aged 9-10 in Grade 4 at school. The books range various genres to cover all interests.

<p>Animals</p> <ul style="list-style-type: none"> • Black Beauty - Anna Sewell • The Midnight Fox - Betsy Byars • The Hundred and One Dalmations - Dodie Smith • The Marble Crusher - Michael Morpurgo • Wild Lives series - Nick Arnold • Sandy Lane Stables - Michelle Bates • The Rover Adventures - Roddy Doyle • Tooth and Claw - Stephen Moore • Mrs Frisby and The Rats of Nihm - Robert C. O'Brien • Dreamseeker Trilogy - Jenny Oldfield • Varjak Paw series - S. F. Said • The Jungle Book, Rudyard Kipling <p>Spooky/Mystery</p> <ul style="list-style-type: none"> • I Know What You Did Last Wednesday - Anthony Horowitz • Holes - Louis Sachar • Pig Heart Boy - Malorie Blackman • Hacker - Malorie Blackman • The Magician's House Quartet - William Corlett • Secret of Platform 13 - Eva Ibbotson • Dial a Ghost - Eva Ibbotson • The Ghost of Thomas Kempe - Penelope Lively • A Stitch in Time - Penelope Lively • Goosebumps Series - R. L. Stine • Room 13 - Robert Swindells 	<p>Humour</p> <ul style="list-style-type: none"> • Double Act - Jacqueline Wilson • There's a Boy in the Girls' Bathroom - Louis Sachar • Dork Diaries Collection - Rachel Renee Russell • Diary of a Wimpy Kid Collection - Jeff Kinney • The Last Polar Bears - Harry Horse • Jiggy McCue series - Michael Lawrence • Demon Dentist - David Walliams • Billionaire Boy - David Walliams • Grandpa's Great Escape - David Walliams <p>Fantasy</p> <ul style="list-style-type: none"> • The Hobbit - JRR Tolkien • Harry Potter Series - J K Rowling • Watership Down - Richard Adams • Northern Lights - Philip Pullman • Dragon Rider - Cornelia Funke • Artemis Fowl - Eoin Colfer • Mister Monday - Garth Nix • Boy in the Tower - Polly Ho-Yen • The Indian in the Cupboard series - Lynne Reid Banks • Frog Princess - E. D. Baker • Dragon's Breath - E. D. Baker • The Boggart - Susan Cooper • Dragon books - Cressida Cowell • Harvey Angell - Diana Hendry • Dogsboddy - Diana Wynne Jones 	<p>Adventure/Action</p> <ul style="list-style-type: none"> • Tom's Midnight Garden - Philippa Pearce • Aquila - Andrew Norris • The Sleeping Sword - Michael Morpurgo • The Shapeshifter Collection - Ali Sparkes • A.N.T.I.D.O.T.E. - Malorie Blackman • Thief - Malorie Blackman • Dead Georgeous - Malorie Blackman • The Last Free Cat - John Blake • Jimmy Coates Sabotage - Joe Craig • Iron Heads - Susan Gates • Diamond Brothers series - Anthony Horowitz • Wicked - Anthony Masters • Storm Runners - Barbara Mitchelhill • The Invisible Detective series - Justin Richards • Stormsearch - Robert Westall • In the Nick of Time - Robert Westall <p>Well-loved Authors</p> <ul style="list-style-type: none"> • The Cats of Seroster - Robert Westall • Matilda - Roald Dahl • Danny the Champion of the World - Roald Dahl • Boy - Roald Dahl • Going Solo - Roald Dahl • Charm School - Anne Fine • The Water Horse - Dick King-Smith • Escape from Shangri-La - Michael Morpurgo • Long Way home - Michael Morpurgo
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- A Tale of Time City - Diana Wynne Jones
- Skulduggery Pleasant - Derek Landy
- Playing with Fire - Derek Landy
- The Witch Trade - Michael Molly
- The Dog So Small - Phillipa Pearce
- Dakota of the White Flats - Philip Ridley
- Scribbleboy - Philip Ridley
- A Series of Unfortunate Events Lemony Snicket - Daniel Handler

- The White Horse of Zennor - Michael Morpurgo
- Toro! Toro! - Michael Morpurgo
- Farm Boy - Michael Morpurgo
- Kensuke's Kingdom - Michael Morpurgo
- Wreck of Zanzibar - Michael Morpurgo
- Tracy Beaker - Jacqueline Wilson
- Best Friends - Jacqueline Wilson
- Secrets, Midnight - Jacqueline Wilson
- The Indian in the Cupboard Series - Lynne Reid Banks
- Harry Potter Series - J.K Rowling
- Famous Five - Enid Blyton

Useful Websites

www.getepic.com
www.squigglepark.com/dreamscape
www.storylineonline.net
www.teachyourmonstertoread.com

Setting (if any)

Setting does not take place for Reading sessions. Children are however grouped according to their ability for a guided reading group.

Staff

Farag Mohamed

Grade 5

Number of Lessons Per Week		5
Topics Covered		
Term 1	Term 2	Term 3
<p>Guided Reading sessions at RAKA involve using high quality texts with the children to teach the 6 reading domains as mentioned below. When using each text we ask questions using 'Vipers'.</p> <p><u>What are Vipers?</u></p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> <p>VIPERS stands for</p> <ul style="list-style-type: none">VocabularyInferencePredictionExplanationRetrievalSequence or Summarise <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>		
Skills Developed		
<p>Reading - Words</p> <ul style="list-style-type: none">I use the words and word parts that I can read and understand already to think about what new words mean and sound like. <p>Reading Comprehension</p> <ul style="list-style-type: none">I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.I understand what I read, even though books are set out in different ways and are written for different purposes.I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.I like to recommend books I have read to my friends.I am able to identify and discuss themes and conventions in and across a wide range of writing.I can make comparisons within and across books I have read.I have learnt a wider range of poems by heart.I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.I check my understanding of books I have read through discussion and exploring the meaning of words.I can ask questions about what I have read to further improve my understanding.I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.From my reading, I can predict what may happen in a story from details given and suggested in the text.I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.I can show how language, structure and presentation all contribute to meaning in texts I read.I know authors use particular language which will have impact on me, the reader.I can distinguish between statements of fact and opinion.I can retrieve, record and present information from non-fiction.		

- I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
- I can present or debate on topics I have read about, using notes if necessary.
- I am able to justify my views.

Assessment

PM Benchmarking
Phonics Screening Test if needed

Cross Curricular Links

If appropriate, teachers will select books for guided reading sessions that link to topics being covered at the time.

Home Learning

www.getepic.com
www.squigglepark.com/dreamscape
www.raz-kids.com
Home Readers
Library Books

Reading List & E-books

The selection of books in this list are a guide for children aged 10- 11 in Grade 5 at school. The books range various genres to cover all interests.

<p>Animals</p> <ul style="list-style-type: none"> • Dumb Creatures - Jeanne Willis • The Butterfly Lion - Michael Morpurgo • Anna Sewell, Black Beauty • The What on Earth? Wallbook Timeline of Nature - Christopher Lloyd • The Crowstarver - Dick King-Smith • Lionboy - Zizou Corder Tiger Wars - Steve Backshall <p>Spooky/Mystery</p> <ul style="list-style-type: none"> • The Haunting - Maragret Mahy • Mokee Joe Series - Peter J Murray • Cirque Du Freak - Darrren Shan • The Vampire's Assistant - Darrren Shan • Vampirates series - Justin Sompter • The Thousand Eyes of Night - Robert Swindells • Eren - Simon P Clark • Abomination - Robert S 	<p>Humour</p> <ul style="list-style-type: none"> • Aliens Don't Eat Dog Food - Dinah Capparucci • Killer Mushrooms Ate My Gran - Susan Gates • Trust Me I'm a Trouble Maker - Pete Johnson • Jones Charmed Life - Diana Wynne • Night of the Living Veg - Phillip Reeve • Night of the Living Dead - Phillip Reeve • Harry and the Wrinklies - Alan Temperley • Fruit and Nutcase - Jean Ure • Granny - Anthony Horowitz <p>Fantasy</p> <ul style="list-style-type: none"> • Midnight is a Place - Joan Aiken • Skellig - David Almond • Heaven Eyes - David Almond • Artemis Fowl series - Eion Colfer • The Supernaturalist - Eion Colfer • The Dark is Rising sequence - Susan Cooper • Icefire - Chris D'Lacey • Shrinking Ralph Perfect - Chris D'Lacey • The Salt Pirates of Skegness - Chris D'Lacey • Ingo - Helen Dunmore 	<p>Adventure/Action</p> <ul style="list-style-type: none"> • Treasure Island - R. L, Stevenson • The Adventures of Tom Sawyer - Mark Twain Around the World in 80 Days - Jules Verne • An Angel for May - Melvin Burgess • The Young Bond books - Charlie Higson • Alex Rider series - Anthony Horowitz • Kensuke's Kingdom - Michael Morpurgo • Orange's in No Man's Land - Elizabeth Laird <p>Well-loved Authors</p> <ul style="list-style-type: none"> • Witches - Roald Dahl • Tales of the Unexpected - Roald Dahl • Malory Towers Series - Enid Blyton • Five Find Outers Series - Enid Blyton • Oliver Twist - Charles Dickens • Northern Lights - Philip Pullman • The Amber Spyglass - Philip Pullman • Stop the Train - Geraldine McCaughrean • The Stones are Hatching - Geraldine McCaughrean A Little Lower than Angels - Geraldine McCaughrean • Peter Pan in Scarlet - Geraldine McCaughrean • Out of the Ashes - Michael Morpurgo
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- Inkheart - Cornelia Funke
- Inkspell - Cornelia Funke
- The Thief Lord - Cornelia Funke
- The Owl Service - Alan Garner
- Elidor - Alan Garner
- Warriors of the Raven - Alan Gibbons
- Little White Horse - Elizabeth Goudge
- The Power of Five series - Anthony Horowitz

- Private Peaceful - Michael Morpurgo
- Alone on the Wide Sea - Michael Morpurgo
- Adolphus Tips - Michael Morpurgo
- Why the Whales Came - Michael Morpurgo
- The Illustrated Mum - Jacqueline Wilson
- Vicky Angel - Jacqueline Wilson
- My Sister Jodie - Jacqueline Wilson
- E. Nesbit, The Railway Children
- The Lion the Witch and the Wardrobe - C.S Lewis

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Staff

Laura Campbell