



We want every child at Browney to see himself or herself as a reader and view reading as something that should be valued and treasured now and for the rest of their lives.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Let's Explore!	Marvellous Machines	Long Ago!	Ready, Steady, Grow	Animal Safari	On the Beach
	We're Going on a Bear Hunt by Michael Rosen	Room on the broom by Julia Donaldson	The Gingerbread Man	Jack and the beanstalk	We're going on a Lion Hunt - David Axtell	Sharing a shell- Julia Donaldson
	We're Going on a Bear Hunt Michael Rosen Helen Oxenbury	Room on the Broom	The ingerbread Man	Beanstalk	WE'RE GOING ON A LION HUNT Devid Axtell	JULIA DONALDSON - LYDIA MONKS  19 a Sh  Spitzendara West & Ladybrol Heart
	Supplementary texts		Supplementary texts	Supplementary texts		Supplementary texts
	<ul> <li>Where's Spot?</li> <li>A bit Lost</li> <li>Harold and the Purple Crayon</li> <li>In Every House on every street.</li> <li>My Cat likes to hide in boxes.</li> <li>Mr Grump's outing.</li> <li>Monkey Puzzle</li> <li>Owl Babies</li> </ul>	- You can't let and Elephant drive a digger Car, car, truck jeep No-Bot the Robot's New Bottom - No-Bot the Robot with No Bottom - Winnie's New Computer - Chicken Clicking - Peppa Pig's Family Computer	When I was a child.     My Grandma and me.     Rosie's Hat     Coming to England     My two grandads	<ul> <li>Non-fiction books on chicks</li> <li>Handa's Hen</li> <li>Jack and the Beanstalk</li> <li>Jaspers Beanstalk</li> <li>The very hungry caterpillar</li> <li>The runaway Pancake</li> <li>Superworm</li> </ul>	Supplementary texts  - Handa's Surprise - Rumble in the Jungle - We're Going on a Lion Hunt - Meerkat Mail - Things You Might See on an African Safari - Starry Safari	<ul> <li>Bright Stanley</li> <li>Douglas' Deep Sea Diary</li> <li>Clumsy Crab</li> <li>Sharing a Shell</li> <li>My Friend Whale</li> <li>Commotion in the Ocean</li> <li>Harris the Hero</li> <li>Wave by Suzy Lee</li> <li>One is a Snail, ten is a Crab</li> <li>Tiddler</li> <li>Sharing a Shell</li> <li>A home for a Pirate Pirates/Seaside</li> </ul>



EYFS	Baa Baa black sheep	Incy Wincy Spider
	Twinkle, Twinkle Little Star	Hickory Dickory Dock
Nursery	I love to be me	London Bridge Is Falling Down
Rhymes	Humpty Dumpty	Three Blind Mice
	Five Little Ducks	Jack and Jill
	Five Little Monkeys	Ring A Ring O' Roses
	Old MacDonald had a farm	Wheels on the Bus
	Row, Row, Row your Boat	Round and round the garden



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Year 1	Chi	ldhood	Bright Lig	hts, Big City	Schoo	l Days
	Retell a simple story with predictable phrases e.g. repetition of key phrases – "huff and puff and blow your house down", "We're going on a bear hunt". Focus on creation of sentence.	Tell a basic 3-part story about a central character e.g. The Gruffalo.	Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.	Retell a familiar story in 3 parts. Include accurate sentence punctuation.	Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.	Write a story which includes strong characterisation e.g good or bad character. Include accurate sentence punctuation.
	Whatever Next!  Jill Murphy  SUPERWORM  Language	The Tiger Who Came to Tea	The Ugly Duckling  Billy Goats  Flattered by Doed Program	A Bear Called Paddington  Michael Bond  Michael Bond  Manual Peggy Fortum  Alexis Deacon  BEEGU	NOT NOW, BERNARD  David Mckee	Whiffy Wilson The walf who Wouldn't go to School  Cary Hart we Leone Lord





Year 2	Movers and Shakers		Coastline		Magnificent Monarchs	
	Retell a three- part story that has a key central character.	Retell a traditional tale —with repeated events using the rule of three.	Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.	Plan and tell a story in four parts with clear use of subordination and coordination.	To plan and write your own four-part story showing the use of a range of sentence types and language to add detail.	To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.
	WHERE THE WILD THINGS ARE  STORY AND PICTURES BY MAURICE SENDAK	Rumpelstiltskin  Malandro Oktobe  Oxiona	Katie Morag Island Stories  Maist Holderwick	The Sea Monster CHRIS WORMELL	BATHING MACHINE  BACKIE MORRIS  DICKIE MORRIS  DICK	ROALD DAHL THEWIS





Year 3	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
	To write a story in four parts, in the first person, with a definite ending	To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.	To write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.	Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.	Write a story where dialogue is the drive to move the story on.
	STONE AGE BOY SATOSHI KITAMURA	ALICE'S ADVENTURES IN WONDERLAND	ESCAPE FROM POMPEII	Roald Fight State of the Pox	Ted Hughes the Iron	Meet the ANCIENT ROMANS Soar





Year 4	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	Plan a complete story focused on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	To write in role as a character.	Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.
	USSOINE YOUNG READING  Beowulf  Stately Not Livy Train Illustrately Visite Trains	MARNIA THE LION WITCH WARDROBE GSILOWS BOOKE	PHILIP PULLMAN The Firework Maker's Daughter Stem grant Indignatur  Gold Smitter Part Avered Vital	KING OF THE CLOUD FORESTS	Tracking of Tracki	Varjak Paw  SF Said  Mistrated by  See Rotean  Stella original and insurince liquid flows  annothers Californ's Chance' Spapens Union  WINNER OF THE SMARTTES PRIZE GOLD AWARD
Year 5	•	c Dynasties		w and Farm		aking Greeks
	Write a five part story using language to evoke mood and atmosphere and develop characterisation.	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.	Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.	Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
	LEON STUPLING BETWEEN	DAZZLING NOWHERE EMPORIUM	SECRET GARDEN  FRANCIS HORGON MUNICIPAL  GRAHAM RUST	THE LIGHTHOUSE	PHILIP PULLMAN Clockwork or All Wand Up	MASTER MAN POWER



Year 6	Maafa		Frozen Kingdoms		Britain at War	
	Change a play into a narrative. Review the story focusing on dialogue being used to develop characterisation and move action forward.	Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour	Plan and write a story with two narrators to tell the story from different perspectives.	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.
	MACBETH William Shakespeare	LONG WALK TO WATER BASED ON A TRUE STORY LINDA SUE PARK	Costa Award-winning author of The Explorer  KATHERINE  RUNDELL  THE VOLF  A-vice with an nitery desirative -voic and a will inagination -rhilly rulenan	VOYAGE ON THE GREAT TITANIC  THE DIAGRAM  AND EYEWITNESS  TITANIC  THE NAME OF THE STATE OF THE	MICHAEL MORPURGO WAR HORSE	EYE OF THE STORM