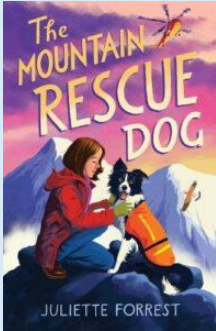
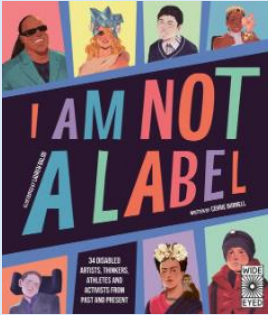
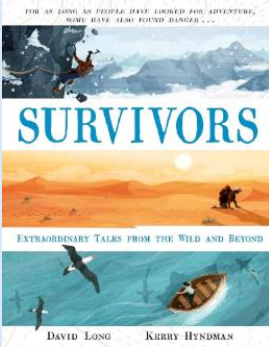
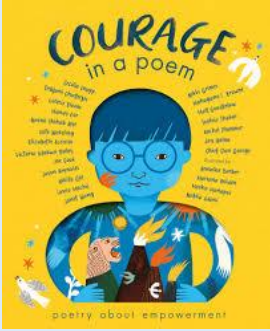
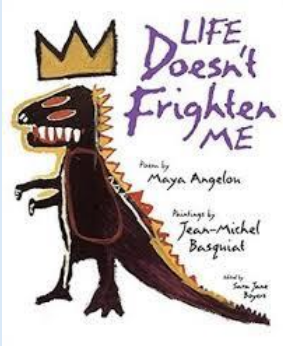
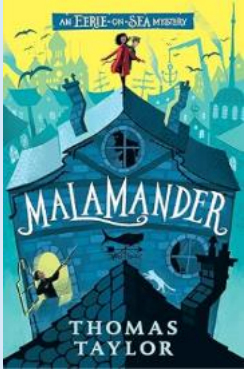
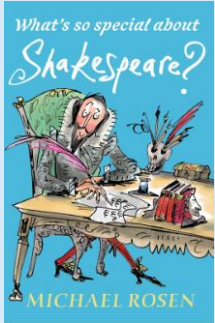
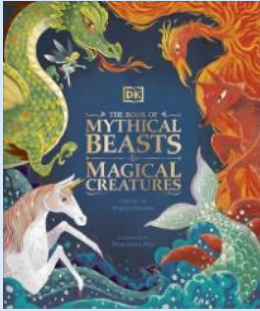
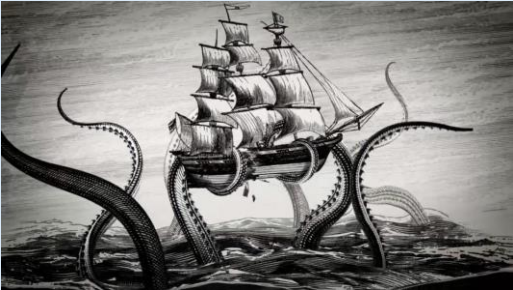
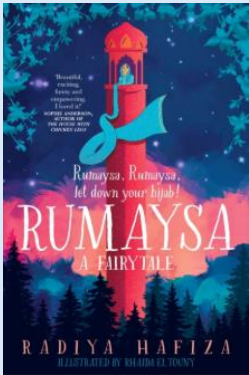
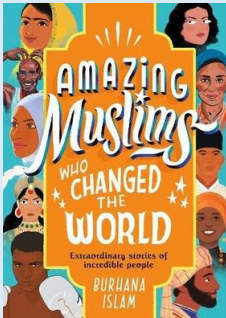
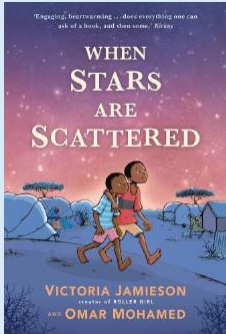
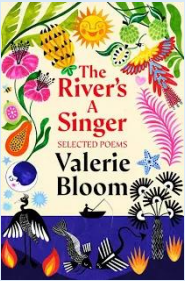
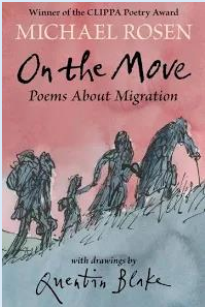


Year 5	Autumn 1	Autumn 2
Fiction Text for Reading	The Night Bus Hero- Onjali Q. Raúf  Genre: Realistic Fiction	The Mountain Rescue Dog- Juliette Forrest  Genre: Adventure Fiction
Non-Fiction Text for Reading	I Am Not a Label: 34 disabled artists, thinkers, athletes and activists from past and present- Cerrie Burnell 	Survivors- David Long and Kerry Hyndman 
Poetry Text for Reading	Courage in a Poem: Poetry about Empowerment- Various Authors 	Life Doesn't Frighten Me- Maya Angelou 
Reading Challenge	A realistic novel with layered characters and moral tension requires pupils to infer motives, relationships and social dynamics more deeply	Adventure fiction builds stamina and asks pupils to track tension, danger and character decision-making across a more sustained

Progression Across the Year	than in Year 4. The biographical non-fiction and poetry extend this by introducing pupils to real voices, lived experience and abstract ideas around courage, identity and justice.	narrative. The non-fiction and poetry increase conceptual challenge further by exploring survival, risk and resilience in a range of real and imagined contexts.
How do these three texts link?	These texts explore courage, identity and how people respond to injustice. Together they encourage pupils to think about how individuals challenge stereotypes, stand up for others and use their voice to make change.	These texts explore survival, danger and the courage needed to face extreme situations. Together they encourage pupils to think about resilience, perseverance and human responses to challenge in the wider world.
Why this, why now?	Whole School Golden Thread: <i>Courage to Stand Up for What Is Right</i> Themes: Courage, social justice, identity and empathy. British Values: Mutual respect and tolerance, as pupils reflect on fairness, dignity and understanding lives that may be different from their own. Diversity and Inclusion: <i>I Am Not a Label</i> centres disabled voices and challenges reductive stereotypes, while <i>The Night Bus Hero</i> asks pupils to think carefully about homelessness, kindness and responsibility. Together the texts support empathy, inclusion and a deeper understanding of how people may be judged unfairly. Curriculum Links: Supports personal development, respectful relationships and social understanding.	Whole School Golden Thread: <i>The Wonder of Our Natural World</i> Themes: Survival, resilience, risk and the power of the natural world. British Values: Individual liberty and responsibility, as pupils explore decision-making, challenge and personal courage. Diversity and Inclusion: The text set includes a strong female lead and a range of survival experiences, helping to widen pupils' understanding of who can be adventurous, capable and resilient. Curriculum Links: Supports wider geographical and environmental understanding of extreme landscapes and conditions.

Fiction Text for Reading	Macbeth: A Shakespeare Story- Tony Ross  Genre: Classic Fiction	Malamander – Thomas Taylor  Genre: Contemporary Fiction
Non-Fiction Text for Reading	What's so special about Shakespeare?- Michael Rosen 	Mythical Beasts and Magical Creatures- Stephen Krensky 
Poetry Text for Reading	Sonnets- Shakespeare 	The Kraken- Alfred Lord Tennyson 
Reading Challenge Progression	Classic literary content raises the level of reading demand through denser language, unfamiliar context and more complex ideas about ambition, power and morality. The supporting non-	A rich mystery narrative with atmosphere, clues and world-building increases the demand on pupils to sustain inference and track

Across the Year	fiction and poetry ask pupils to engage with Shakespeare not just as story, but as historical figure, playwright and cultural influence.	uncertainty across the text. The non-fiction and classic poem deepen this through mythology, allusion and ambiguity.
How do these three texts link?	These texts explore Shakespeare's world through story, information and poetry. Together they help pupils understand how language, power and storytelling have shaped literature across time.	These texts immerse pupils in mystery, legend and the unknown. Together they explore mythical creatures, eerie atmosphere and the enduring power of stories that blur the line between reality and imagination.
Why this, why now?	Whole School Golden Thread: <i>The Story of Us – People, Power and the Past</i> Themes: Power, ambition, language and literary heritage. British Values: Democracy and rule of law, as pupils consider leadership, misuse of power and moral choice. Diversity and Inclusion: This unit invites discussion of how gender, ambition and power are presented in classic literature. It helps pupils recognise that texts from the past can still prompt important questions about fairness, voice and representation. Curriculum Links:	Whole School Golden Thread: <i>Legends, Myths and the Magic of Stories</i> Themes: Myth, mystery, atmosphere and the unknown. British Values: Mutual respect, as pupils explore how myths and legends are shared, adapted and valued across cultures. Diversity and Inclusion: The texts widen pupils' awareness of storytelling traditions beyond everyday realism and show how myths and legends help different cultures make sense of mystery, fear and belonging. Curriculum Links:

Year 5	Summer 1	Summer 2
Fiction Text for Reading	Rumaysa- Radiya Hafiza  Genre: Fiction	The Arrival- Shaun Tan  Genre: Fiction
Non-Fiction Text for Reading	Amazing Muslims that Changed the World- Nabi H. Ali 	When Stars are Scattered- Victoria Jamieson and Omar Mohamed 
Poetry Text for Reading	The River- Valerie Bloom 	On the Move- Michael Rosen 

Reading Challenge Progression Across the Year	This unit deepens reading through a narrative shaped by identity, belief and belonging, supported by knowledge-rich biography and poetry. Pupils are asked to connect character, culture and context while working with more nuanced themes than in earlier years.	This is the most conceptually and emotionally demanding unit of the year. Pupils must interpret a wordless or near-wordless visual narrative, engage with a biographical graphic novel and work with poetry about migration, displacement and movement. This demands sustained inference, empathy and interpretation across multiple forms.
How do these three texts link?	These texts explore identity, belonging and the contributions people make to the world around them. Together they help pupils think about culture, faith, community and how individuals shape both their own story and the lives of others.	These texts explore migration, displacement and the search for safety and belonging. Together they help pupils understand movement across the world not just as travel, but as an experience shaped by hope, loss, courage and survival.
Why this, why now?	Whole School Golden Thread: <i>Finding Your Voice in the World</i> Themes: Identity, belonging, faith, contribution and self-understanding. British Values: Mutual respect and tolerance, as pupils learn about different faiths, identities and contributions to society. Diversity and Inclusion: This unit gives meaningful visibility to Muslim voices, experiences and achievements, helping pupils see faith and culture represented positively and powerfully. It supports understanding of belonging and challenges narrow or stereotypical views of who shapes history and community life. Curriculum Links:	Whole School Golden Thread: <i>Courage, Survival and New Horizons</i> Themes: Migration, survival, belonging, hope and resilience. British Values: Individual liberty and tolerance, as pupils reflect on freedom, dignity and the right to seek safety and belonging. Diversity and Inclusion: This unit gives pupils rich insight into refugee and migrant experiences through multiple forms and perspectives. It builds empathy, broadens global awareness and helps children understand that movement, identity and belonging can be shaped by conflict, separation and hope. Curriculum Links: