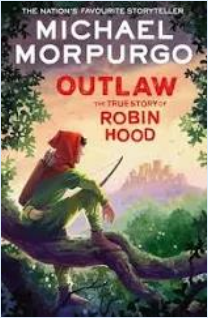
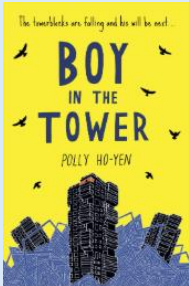
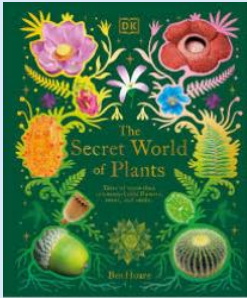
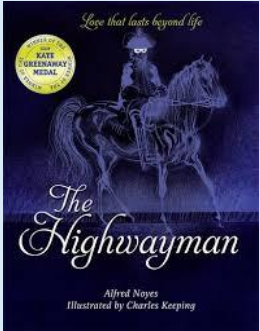
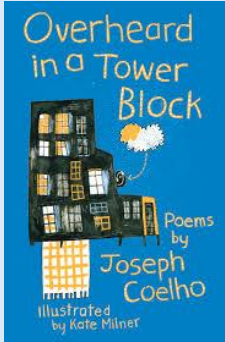
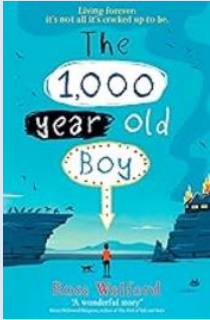
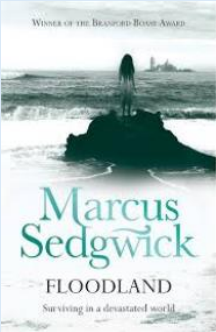
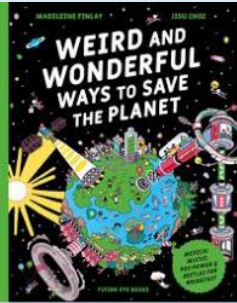
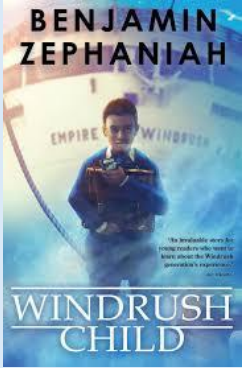
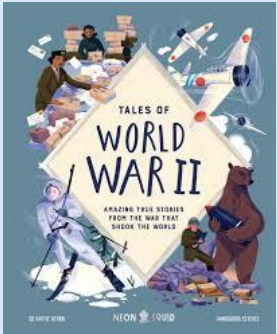
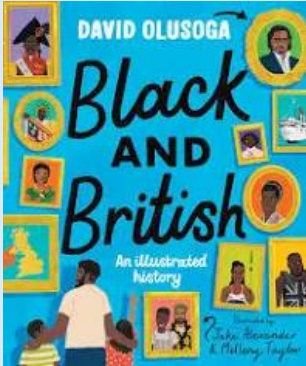
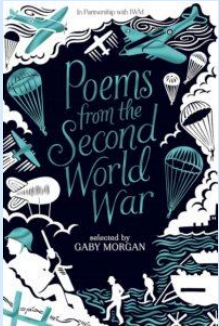
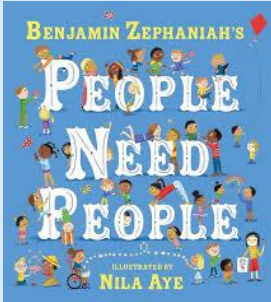


Year 6	Autumn 1	Autumn 2
Fiction Text for Reading	Outlaw- Michael Morpurgo  Genre: Traditional Tale/Adventure Fiction	Boy in the Tower- Polly Ho Yen  Genre: Contemporary Fiction
Non-Fiction Text for Reading	Heroes: Inspirational people and the amazing jobs they do- Jonny Marx 	The Secret World of Plants: Tales of More Than 100 Remarkable Flowers, Trees, and Seeds- Ben Hoare 
Poetry Text for Reading	The Highwayman- Alfred Noyes 	Overheard in a Tower Block- Joseph Coelho 

Reading Challenge Progression Across the Year	Adventure fiction with historical context introduces morally complex characters and shifting perspectives. Pupils must interpret character motivation, justice and loyalty while engaging with the language and structure of a classic narrative poem.	A contemporary novel with dystopian elements requires pupils to sustain inference across an extended narrative while interpreting symbolism and emotional nuance. The non-fiction text introduces scientific vocabulary and complex explanation, while the poetry explores voice, identity and lived experience.
How do these three texts link?	These texts explore heroism, courage and reputation. <i>Outlaw</i> reimagines the legend of Robin Hood, <i>Heroes</i> introduces real individuals who serve others, and <i>The Highwayman</i> explores loyalty and sacrifice within a dramatic narrative poem. Together the texts encourage pupils to question what it truly means to be a hero.	These texts explore community, environment and the ways people respond to uncertainty and change. <i>Boy in the Tower</i> imagines a mysterious environmental threat affecting a city, while <i>The Secret World of Plants</i> reveals the extraordinary hidden life of plants. <i>Overheard in a Tower Block</i> captures the voices and experiences of children growing up in an urban community. Together they explore how people experience and understand the environments they live in.
Why this, why now?	Whole School Golden Thread: <i>Legends, Myths and the Magic of Stories</i> Themes: Heroism, justice, loyalty and reputation. British Values: Rule of law and democracy, as pupils explore ideas of justice, authority and resistance. Diversity and Inclusion: The texts present different interpretations of heroism, helping pupils recognise that courage and moral leadership can take many forms in both stories and real life.	Whole School Golden Thread: <i>The Wonder of Our Natural World</i> Themes: Community, environment, resilience and belonging. British Values: Individual liberty, as pupils consider how individuals and communities respond to crisis and uncertainty. Diversity and Inclusion: <i>Boy in the Tower</i> explores the impact of trauma and anxiety through the protagonist's mother, whose inability to leave the flat suggests the lasting effects of difficult experiences. The novel helps pupils develop empathy and understanding around mental health and how challenges within families can affect children. Alongside Joseph Coelho's poetry, the texts also represent urban childhood experiences and diverse community voices.

Year 6	Spring 1	Spring 2
Fiction Text for Reading	The 1,000 Year Old Boy- Ross Welford  Genre: Fantasy Fiction	Floodland- Marcus Sedgwick  Genre: Dystopian Fiction
Non-Fiction Text for Reading	Viking Voyages- Jack Tite 	Weird and Wonderful Ways to Save the Planet: Medical Mucus, Poo Power and Beetles for Breakfast- Jisu Choi, Madeleine Finlay 
Poetry Text for Reading	Invictus- William Ernest Henley 	Poems from a Green and Blue Planet- Sabrina Mahfouz 

Reading Challenge Progression Across the Year	Fantasy fiction with reflective themes asks pupils to explore memory, time and identity across an extended narrative. The historical non-fiction introduces detailed contextual knowledge, while the classic poem demands interpretation of metaphor, tone and perseverance.	This dystopian novel increases conceptual challenge by asking pupils to interpret unfamiliar societies and environmental crisis. The non-fiction and poetry deepen this through real-world environmental science and global perspectives.
How do these three texts link?	These texts explore endurance, survival and the passage of time. Through story, history and poetry, pupils consider how people face hardship, change and challenge.	These texts explore environmental change, survival and human responsibility for the planet. Together they encourage pupils to think critically about how people interact with and care for the world around them.
Why this, why now?	Whole School Golden Thread: <i>Courage, Survival and New Horizons</i> Themes: Resilience, endurance, exploration and identity. British Values: Individual liberty and personal responsibility, as pupils reflect on resilience, determination and perseverance. Diversity and Inclusion: The texts encourage pupils to reflect on different human experiences across time, helping them recognise how people respond to challenge in diverse ways.	Whole School Golden Thread: <i>The Wonder of Our Natural World</i> Themes: Climate, sustainability, responsibility and survival. British Values: Individual liberty and responsibility, as pupils consider the role individuals play in protecting the environment. Diversity and Inclusion: The texts introduce global perspectives on environmental responsibility, encouraging pupils to think about how environmental challenges affect communities across the world.

Fiction Text for Reading	When the Sky Falls- Phil Earle (The graphic novel can be used alongside this to compare texts that are structured in different ways)  Genre: Historical Fiction	Windrush Child- Benjamin Zephaniah  Genre: Historical Fiction
Non-Fiction Text for Reading	Tales of World War II: Amazing True Stories from the War that Shook the World- Hattie Hearn 	Black and British: An Illustrated History- David Olusoga 
Poetry Text for Reading	Poems from the Second World War- Gaby Morgan 	People Need People- Benjamin Zephaniah 

Reading Challenge Progression Across the Year	Historical fiction with emotional depth requires sustained empathy and inference. The historical non-fiction and war poetry deepen understanding of the human experiences behind major historical events.	Historical verse narrative and non-fiction combine to explore complex historical and social themes. Pupils interpret poetic storytelling alongside historical explanation and reflective poetry about identity and belonging.
How do these three texts link?	These texts explore the experiences of people living through the Second World War. Through story, historical accounts and poetry, pupils learn how conflict shaped communities and individual lives.	These texts explore migration, identity and belonging in modern Britain. Through poetry, historical narrative and non-fiction, pupils learn about the Windrush generation and the experiences of Caribbean migrants who helped shape British society.
Why this, why now?	Whole School Golden Thread: <i>The Story of Us – People, Power and the Past</i> Themes: War, courage, sacrifice and resilience. British Values: Democracy and rule of law, as pupils learn about the historical struggle to defend freedom and justice. Diversity and Inclusion: The texts highlight the experiences of both soldiers and civilians, helping pupils understand how war affects people from many different backgrounds and communities. Curriculum Links: WW2	Whole School Golden Thread: <i>Finding Your Voice in the World</i> Themes: Identity, migration, belonging and contribution. British Values: Mutual respect and tolerance, as pupils explore the importance of equality, dignity and cultural understanding. Diversity and Inclusion: These texts centre Black British history and voices, helping pupils understand how migration and cultural contribution have shaped modern Britain. Curriculum Links: Post WW2