

Title	Text type	Text features	Curriculum links	Key concepts	Content vocabulary Science/Maths	Content vocabulary Study of Society & Environment
Early Reading Stage: Level 7						
Insects	Explanation	Use of repeated questions Use of quantitative language such as “all”, “some”	Science: Living things	Animals can be classified by physical characteristics. All animals that have six legs can be classified ed as insects. Some insects have wings and others do not.	<u>Insect words</u> : ant bee butterfly ladybird six wings insects legs <u>Animal words</u> : ant bee butterfly ladybird spider worm bird	
Where Are the Grapes?	Narrative: mystery	Use of clues in narrative			<u>Insect words</u> : ant/s bee butterfly six wings insect/s legs animals tracks	
Squid	Report	Index Language of classification (<i>all, some</i>) and causal language (<i>if, then</i>) Labels	Science: Living things SOSE: Relationships	Squid have features and behaviour that enable them to live, grow and protect themselves from predators. Predator–prey relationships are part of life.	<u>Squid words</u> : squid black green red yellow swim fish water eggs hide ink lives rocks sea skin squid plants	
Big Squid and Little Squid	Narrative	Use of direct speech			<u>Squid words</u> : squid black green red fish water ink made sea skin plants	
The Plum Tree	Report: scientific	Use of introduction, headings and labels Photographic summary	Science: Living things, food chains	Many trees are home to a range of animals. These animals depend upon the tree to survive.	<u>Food chains</u> : ant/s bee/s butterfly caterpillar/s bird/s flowers tree animals grub/s need leaves eggs feed plum/s sap insect/s nest	
My Tree	Narrative	Use of direct speech			<u>Food chains</u> : ant/s bee/s caterpillar/s bird flowers tree grub/s need leaves plum/s sap nest	
Early Reading Stage: Level 8						
When the Sun Comes Up	Explanation	Action verbs	Science: Living things, animal behaviour SOSE: Routines	Most animals need sleep. Most animals have active times and times when they sleep. Different animals have different sleep patterns.	<u>Animal behaviours</u> : bird – looks worms twigs leaves nest; spider – spins web catch insects eats; duck – swims dives plants eat; fox – hunts little animals eat; rabbit – jump hole safe; bat – sleep <u>Sun</u> : sun comes up	
When the Sun is Going Down	Narrative	Direct speech: commands Series of episodes			<u>Animals and activities</u> : bird – sing; rabbit – eat/ing; duck – swims dive; spider/s – web; frog – eat bugs worm/s; fox – hunts hunting; bat – wake up sleep <u>Animal habitats</u> : water hole log nest plants pond web <u>Sun</u> : sun going down	
Our Spot	Recount	Use of direct speech Sequence of events	SOSE: relationships, conflict resolution, play spaces	Many children have a special spot where they like to play. Being able to deal with conflict in a positive way is an important skill.		<u>Playing</u> : play/playing rope swings school skip skipping fun hit
Where Can We Play?	Narrative	Direct speech Illustrations support and extend the text				<u>Playing</u> : catch paint play/ed skate skip safe stones <u>Work words</u> : cleaned dug picked up rubbish stones swept weeds cut fix helped into
Looking After Your Frogs	Procedure	Instructional language used throughout Photographs illustrate the instructions Numbered photographs support sequence of steps	Science: Living things SOSE: Rights and responsibilities	Frogs need food, water and shelter to live. Looking after pets requires an understanding of the animal’s needs.	<u>Needs of frogs</u> : water jump swim fish crickets eggs hole lid pat pellets pets sit tadpoles tank frog/s log pond plant sand	
Frog’s New Pond	Narrative	Use of direct speech Illustrations support the text	Science: Living things		<u>Frog habitat</u> : water worms rocks frog insects plants pond sand	

Early Reading Stage: Level 9						
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Bat Rescue Word count	Explanation	Explanation written in the first person as a personal experience	Science: Living things SOSE: Relationships between humans, animals and the environment	Some animals can harm plants that are used by humans. Some people look after injured animals and return them to the wild when they are well. Animals and humans share the environment.	<u>Bats</u> : bat/s wings trees hang sleep bite branches feed figs leaves insects	<u>Rescue words</u> : bite check panic safe tree/s over bats cloth keep net/s trapped stuck wings free help
Sally and the Bats Word count	Narrative	Use of direct speech				<u>Bat deterrents</u> : water wet banged drum fire smoke net trap rid
Teach Me How	Report	Photographic summary to support conclusion Use of opening statement and supporting facts	Science: Living things, social behaviour	Some mothers teach their young how to find food. Some mothers teach their young how to stay safe.	<u>Things animals teach their young</u> : elephant/'s – pick up trunk branch tree mud skin dig feet; lion/'s – creep jump hunts cub shade rest; tiger/'s – hunt animals chase grab teeth jump sticks insects; dolphin – fish dig sand beak swim quickly water chase copy; zebra/'s – water look out lions dogs run safe; chimp/'s – dig stick ants crack nuts rock	
Little Cub	Narrative	Narrative with direct speech				
The Skipping Team	Recount	Time-based sequence Photographs support the text	Health: Fitness and sport	Persistence enables achievements that would be unlikely otherwise. There are many activities that promote fitness.		<u>Skipping team</u> : coach fit ropes skip skipped skipping tricks fun kids mistakes rest help
The Fun Run	Narrative	Use of direct speech Illustrations support and extend the story			<u>Zoo words</u> : lion tiger zoo vet animals	<u>Fitness words</u> : jumped fit run hop rest panted puffed skip skipped fun ran <u>Race words</u> : first best began end finish line time winning stop win
Early Reading Stage: Level 10						
Animals That Need Mud	Explanation	Use of labels Photographic index	Science: Living things	Some animals need mud to have healthy lives.	<u>Animals and mud</u> : hippopotamus elephant turtle pig catch water animals cold crab/s dust eggs hides hole hot keeps need/s off safe see skin soft things cannot digs frog into mud nest stops sun wet	
Mud, Mud, Mud!	Narrative	Use of direct speech	Science: Living things SOSE: Rights and responsibilities	Some animals need mud to have healthy lives. More can be achieved from working together than from working alone.	<u>Animals and mud</u> : birds elephant pig turtle water animals back crab dust eggs need safe skin trunk frog mud nest pond sun	<u>Mud words</u> : mud dust water
Keeping Safe	Report	Use of report-style questions and answers Photographic index	Science: Living things, animal behaviour	Some animals hide to keep safe from predators. Animals have different ways of hiding. Some animals hide by pretending to be something else.	<u>Animal behaviour</u> – hiding: butterfly caterpillar spider/s snake bird/s catch two feet hangs holds hide hidden keep leaf moth safe seen stick still animals cannot frog/s helps insect/s plant silk sit/s stop	
Looking for Lunch	Narrative	Direct speech Illustrations extend the text			<u>Animal behaviour</u> – hiding: butterfly caterpillar spider/s worm/s snake green tree bird under hide hungry keep leaf moth rock sit something stick still animals forest frog/s insect/s log pond	
Big Ships Need Tugboats	Report	Labelled photographs Use of diagrams	SOSE: Work and relationships SOSE: Cooperation	Large vehicles are difficult to manoeuvre in water. When people cooperate and work as a team they achieve more than they could on their own.	<u>Ordinal number</u> : first second third	<u>Tugboats</u> : boats ropes water dock pads safely sea ships team help safe
The Tugboat Team	Narrative	Use of direct speech and repetitive phrasing			<u>Tugboats</u> : boat/s ropes water bumped deep dock hit pads rocks sea ship/s strong	