



Bentham Community
Primary School

Early Reading at Bentham Community Primary School



Overview



We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



At Bentham Community Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn.

Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this.

Reception	Little Wandle Letters and Sounds Revised daily phonics sessions	Daily Phonics Blast sessions	Reading Practice Sessions Small group reading sessions 3 times per week		Individual reading books Daily at home (20 mins)	Story time Daily 20 mins
Year 1						
Year 2	Targeted daily phonics catch up sessions		Targeted Reading Practice Catch up Sessions 3 times per week	Whole Class Reading lessons 3 times per week		

EYFS and KS1

For a child to enjoy reading, they need to be able to access texts at their level. All individual and reading practice books in Reception and KS1 match the pupils' phonic knowledge, ensuring all words can be decoded. In Reception and Year 1, all pupils are involved in group reading sessions and whole class reading lessons three times a week. When the pupils enter Year 2, the children then have 3 whole class reading lessons a week. These lessons are taught using the Reading Vipers. In Reception and Year 1 pupils have their own choice of reading for pleasure book, which they take home with their reading practice book. The reading for pleasure book is a 'real' book for parents to read to their child to develop a love of reading. From Year 2, or when the children are secure with their phonic knowledge, they move to choosing books from our Accelerated Reader system.

Phonics



Systematic synthetic phonics is taught using the Little Wandle Letters and Sounds Revised programme throughout Reception and Year 1. This is used to ensure the pupils are taught new phonemes in a particular order using the lesson format: revisit and review, teach and practise, practice and apply.

Whole-class teaching takes place on a daily basis. A new sound is taught daily using flashcards. Every lesson also incorporates speed writing of decodable and tricky words. Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Summative assessment takes place half-termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words.

Phonics does not stand alone at Bentham Community Primary School. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible. Pupils who are making slow progress are identified quickly and catch-up is immediately put into place, alongside the usual phonics teaching.

In Reception, Phase 2 phonics teaching starts in the second week of the Autumn Term, once all the children are settled in their new class. Phase 2 introduces 20 graphemes in the first half of the Autumn Term and 16 graphemes in the second half of the Autumn Term. We teach 4 graphemes a week. During this phase, we begin oral blending and segmenting before moving on to blending and segmenting with letters. Phase 1 is ongoing through Reception mainly in our provision areas.

In the Spring Term we then move on to teaching phase 3 which introduces more new sounds, most of which are digraphs and trigraphs. By the end of phase 3, the pupils will know one way of writing down each of the 44 phonemes. Once the pupils are secure in applying phase 3 sounds, we begin teaching phase 4 in the Summer Term. This continues to consolidate phase 3 phonemes and teaches the pupils how to read and spell words with longer word structures e.g. CCVC, CVCC & CCCVC.

In Year 1, pupils continue their phonics learning as soon as they arrive, usually recapping the phase 3 digraphs and trigraphs. Phase 5 phonics is then taught from week 4 of the Autumn Term.

Phonics Blast



Every afternoon children in Reception and Year 1 have a short, focussed Phonics Blast. This is a 10-minute recap of the phonics they are learning.

This is the progression of the sessions.

	Autumn Term	Spring Term	Summer Term
Reception	Recap of the lesson Blending	Recap of the lesson Recap any phase 2 GPCs necessary Tricky words	Recap of the lesson Recap Phase 2 and 3 GPCs Tricky words
Year 1	Revision of Phase 3 and 4 GPCs and tricky words whole class.	Recap morning lesson Grow the code GPCs New GPC New words from the lesson	Recap GPCs from lesson Real words from lesson Revisit words from lesson Recap alien words on Fridays.

Consistency is extremely important in our school. All resources, sound mats and flashcards are the same in all classes to ensure children are solely focussing on their phonic understanding with little distraction. Catch-up sessions that take place also use the same resources.



Keep-up and Catch-up



Keep-up sessions for children who are at risk of falling behind and catch-up sessions for those children who need more support with their phonics understanding occur daily for children in Reception, Year 1 and Year 2. Children are quickly identified through ongoing assessment and short, focussed sessions of no more than 5 minutes are conducted in a quiet space. Distractions are kept to a minimum so that the sessions are as effective as possible. During these sessions teacher-talk is kept to a minimum so that the child can focus solely on their phonic understanding and nothing else. **Modelling** is key to our sessions, with children expected to mirror what has just been shown. All keep-up and catch-up sessions are conducted on a 1:1 basis.

Some children will need extra help learning the graphemes, some children will need extra help with blending and some children will need both. The children are regularly assessed and targeted support given.

Some of the activities we use when supporting children to learn the individual sounds are

Phoneme

Model the correct enunciation of the phoneme a few times. Ensure the child can see how you make the sound. Practise saying the sound together. Then ask the child to say it after you, several times.

Grapheme

The adult shows the mnemonic side of the grapheme card. The adult draws the letter formation over the picture as they say the sound – saying the mnemonic at the end of the letter (e.g. d d d duck). Repeat a few times using the copy me method. The child can draw the letter formation over the picture as the adult says the sound together. The adult shows the child the grapheme side of the card, then draws the letter formation over the grapheme as they say the sound. Repeat a few times using the copy me method. The child can draw the letter formation over the grapheme as the adult and say the sound together. Play the Grapheme game. Show alternate sides of the card as the child calls out. Repeat.

Win it!

Add the new grapheme card to the review pack. Make sure it is close to the top of the pack. Each time the child reads the new grapheme, stop the game, shuffle the cards and move the card back a bit in the pack. Shuffle and repeat, incrementally moving the new card back. Each time the child reads the new grapheme correctly, they 'win' the card. Then ask the child to give you the card back to see if they can win it again

Grapheme grid

Put the filled-in grapheme grid in front of the child. Model pointing to the focus grapheme on the grid and reading it aloud. Point to the focus grapheme on the grid and ask the child to read. Ask the child to find the focus grapheme, point to it and read. Now ask the child to read all the graphemes in each line as you point. If the child does not recognise a grapheme, tell them the sound, get them to repeat and continue. Repeat, building on fluency.

Activities to support blending include

Super Supported Blending

Model reading the word. Put out the grapheme cards. Say the sounds. Pause as if you're thinking. Blend the word slowly, stretching the sounds out to help (e.g. mmmannn). Say the sounds. Blend the word a bit faster. Then say the word. Say the sounds. Blend the word at normal speed. Look like you're having a 'lightbulb' moment. Say the word. Point to each grapheme as you say its phoneme. Sweep and blend the word. Together: Ask the child to join in and point to each grapheme, then say its phoneme, sweep and blend the word. Child: Ask the child to have a go at reading. Ask them to say each phoneme as you point to each grapheme. Ask them to blend as you sweep beneath the word.

Whisper

Use the grapheme cards and check which GPCs the child can read fluently. Use these GPCs to make up the words for this session. For each word: Put out the cards to make the word, model reading, whisper and point to each grapheme. Sweep and blend.

Children who are not secure with phonics at the end of Year 1 will continue to receive catch-up support in Year 2 and above until they are secure, in addition to the Year 2 reading teaching.

Leading phonics and early reading through School



All staff at Bentham Community Primary School are fully trained in Little Wandle Letters and Sounds. All staff have recently completed the training and are clear of the phonics progression through each year group. In order to keep our knowledge fresh and up to date we have weekly coaching sessions run by the reading leader in school. During this time, staff from EYFS and KS1 gather to practise interventions, discuss terminology and discuss the lowest 20% attainers in each year group. This is monitored closely using our practice map.

Coaching sessions: Phonics lessons practice map

	Activity/Prompt card	How to video	Year group and Term	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date
Review and review	Reinforce four recently learned GPCs	Reinforce four recently learned GPCs	R - Au 1 and 2										
	GPCs: Quick review	GPCs	R - from Spr 1 Y1 - all terms										
	Words: Quick review including procedure for longer words	Words	R - from Spr 1 Y1 - all terms										
	Tricky words: Quick review	Tricky words	R - from Spr 1 Y1 - all terms										
Teach and practice	Phase 2: New GPC Teach: New phoneme Practise: What's in the box?	Phase 2: New GPC	R - Au 1 and 2										
	Phase 2: New GPC Teach: New grapheme	Phase 2: Teach a new grapheme	R - Au 1 and 2										
	Phase 2: New GPC Teach: New grapheme - grapheme spotter	Grapheme game	R - Au 1 and 2										
	Phase 2: Oral blending	Phase 2: Oral blending	R - Au 1 and 2										
	Phase 2: New GPC (digraphs ch, sh, th, ng, nk)	Phase 2: New GPC (ch, sh, th, ng, nk)	R - Au 2 weeks 3-4										
	Phase 3: New GPC and oral blending	Phase 3: New GPC and oral blending	R - Spr 1										
	Phase 2: Read words Phases 3 and 4: Read new words	Read new words	R - Au 1 and 2 R - from Spr 1										
	Phase 2: Read tricky words	Read tricky words	R - Au 1 and 2										
	Phases 3 and 4: Read a tricky word	Read a tricky word	R - from Spr 1										

This document outlines the many different areas to be covered within the coaching sessions and enables us to track and monitor staff CPD in phonics and early reading.

All teachers and teaching assistants are part of our Reading Squad. Our Reading Squad lead the groups in the reading practice sessions in Reception and Year 1. They are regularly rotated so every member of staff is confident in leading the reading group sessions.

Regular phonics visits take place in KS1 and Reception by the headteacher, the Reading Lead and other members of staff. This is to ensure that all staff have the opportunity to watch each other teach phonics as well as allowing the SLT to monitor coverage and consistency throughout school. We have high expectations and aim for all children to keep up not catch up.

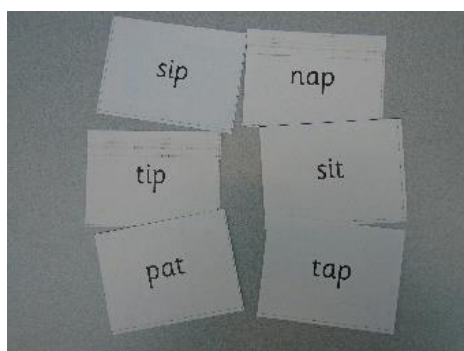
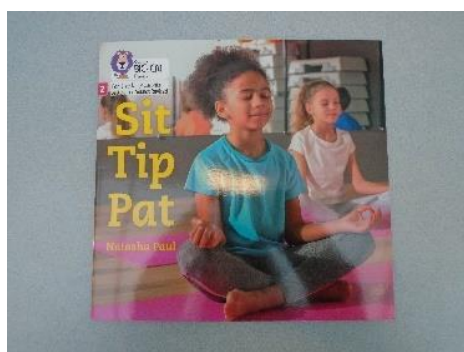
Coverage



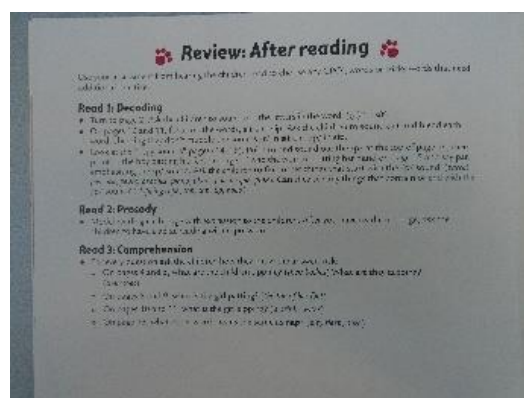
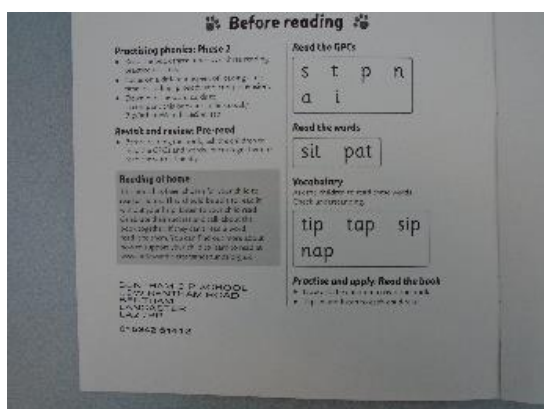
Coverage at Bentham Community Primary School is monitored closely. Below is our coverage chart.

Phonics at Bentham Community Primary School		
Reception	Start	Covered by
Phase 2 a	September	Autumn Half term
Phase 2b	Autumn Half term	Christmas
Phase 3 a	January	February Half Term
Phase 3b	February Half term	Easter
Phase 4a	Easter	May Half Term
Phase 4b	May half term	End Of Summer Term
At the end of Reception children should be ready to begin phase 5 in Year 1.		
Year 1		
Phase 5a	September	Autumn Half Term
Phase 5b	Autumn Half term	Christmas
Phase 5c	January	February Half Term
Phase 5d	February Half term	Easter
Phase 5e	Easter	May Half Term
Consolidation of phase 5	May half term	End Of Summer Term
Children need to have covered all of phase 5 no later than May half term to consolidate their learning.		
Year 2		
No Nonsense Spelling Whole Class Reading	Integrated into the English curriculum.	

Reading books in EYFS and KS1



Individual and group reading books in the EYFS and KS1 progress according to their sound content. Each book is placed into a phase corresponding with the Little Wandle Letters and Sounds scheme used in school. In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers. In the front of each reading book, there is useful information for the reader and the listener. Phonemes that will be covered in the book are there ready to be practised, as well as the common exception and high-frequency words that are going to appear through the book. Ideally, when pupils come across these words, they do not need to sound out and should read them straight away. It also informs pupils and whomever is listening to them, which words cannot be decoded because they are common exception words and do not follow phonic patterns. At the back of each reading book, there are specific questions linked with various reading skills. This is something we really encourage to ensure the child has a good understanding of what they have just read and this also supports parents with their questioning.



Reading Practice Sessions



In order for pupils to apply their phonic knowledge, they read in small groups, with an adult, three times a week. Teachers and teaching assistants from across school gather as part of our Reading Squad to lead the reading groups.

At BCPS, we create an ethos whereby books are enjoyed and the pupils are enthusiastic about their learning. The children are grouped based upon their current phonic knowledge. The class teacher carefully selects the book. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading. All groups are reading with their adult at the same time. Before we open the book, we:

- Read the graphemes that will be covered in the book,
- Look at the tricky words and remind the pupils about what they say,
- Make a connection with the book: have we read anything like this before? Has anyone been to a farm before? I wonder if we are going to enjoy this book? Why?

Weekly Reading Practice Session Plan

Monday	1 st read	Decoding the book All graphemes in the book and tricky words are revisited. Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Tuesday	2 nd read	Reading for speed / fluency Again the graphemes and tricky words in the book are revisited. This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill.
Wednesday	3 rd read	Comprehension This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading? The focus is on ensuring the children have a clear understanding of the text before they take it home to share with their families.

Individual reading

The children take home the book they have been reading that week in their reading practice session to read to their parents and carers at home. In addition to this, the children choose a book from the class library to share with their parents. The books go home on a Wednesday and are returned on a Monday. Our aim is to ensure enough time is given for all pupils to revisit the aspects covered in their three reading sessions in school: decoding, fluency and comprehension. We want the child to read the book over and over again, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read. Parents meetings through the year share how this can be done effectively at home.

Books in EYFS/Y1 reading scheme



We have just one publisher in our reading scheme, allowing us to have complete fidelity to the Little Wandle Letters and Sounds scheme. Each book is checked and placed into the phase progression. We do not follow any levelling, banding or colour systems that the publishers may use. Instead, we group our books according to their phonic content. All books are placed into a phase which matches exactly with our Little Wandle Letters and Sounds Revised phonics programme. This ensures that the phoneme/grapheme content progresses through the reading scheme. All reading books are fully decodable up to the end of phase 5.

Our publisher is Collins Big Cat Little Wandle Letters and Sounds. These are the books in our scheme.



Foundations for phonics	Wordless	Old Macdonald Had A Farm Number Fun Sound Walk People Who Help Animal Fun At The Beach
Phase 2	a t i p n	Pat A Pan
	s a t i p n	Pat It Sit Sip Nap Sit Sit Tip, Sip, Nap Tip, Sit, Pat
	s a t i p n m d	Sit In! Tap it, Tad! A dip Pip!
	g o	Nip it! Dig it! Pop it on!
	o c k c k	Tick Tock and Mick Pip and Pop
	g o c k c k u e	Pots, Pans, Cups

	g o c k c k u e r h	Rag Duck Duck Socks
	s s s l l l	Nell and Tess
	g o c k c k e u r h s s s l l l h b f f f	Bad Luck, Dad
	s s s f f f b g o e u l l c c k	Up and Off!
	j q u c h s h t h n g	Hush!
	v x y z q u c h s h t h n g n k	Fix it, Fox!
	j w y z z z q u s h c h t h	Jazz and Jet
	n g x j z z z	Ding Dong
	q u c h n g n k t h s h x w z z z	Dash to Dig
	w x s h t h n g	Cubs
	j w q u t h s h c h n g n k	Jig and Jog
	w x z z z q u t h n g	Buzz, Hop, Zip!
	w y z x v n k t h s h	Will it Sink?
	j w z q u s h t h n g n k	Big Mud Run
Phase 3	a r o w o a o o o o u r e u r o i a i r e e	Pink Boat, Pink Car
	e e i g h o a o o o o a r u r o w e r	Finn Feels Better
	a i e e i g h o o o o a r o r e r u r	A Job for the Dog
	e e o a o o o o a r o r o w a i r e a r e r	I look for Mark
	e e i g h o o o o u r e r a i e a r	Jack and Zain
	o o a r a i o w o o e a r e e o r i g h e r	Get Set for Fun
	a i e e o a o o u r e a r a r o r b b b n n n	It is a Fox
	a i e e i g h o a o o o o r e r	Rock Pools
	e e o w a r o o a i r e a r a i u r i g h e r o i	Down to Up
	o w o o e r a r i g h o r e e u r	Odd Fish!
	a i e e i g h o a o o o o u r o w e a r e r	Aimee and the Tablet
	a i e e i g h o a u r o w e a r e r	Lee and the Box
	e e o a o o o o a r e r	Nipper and Gull
	e e i g h o a o o o o a r o r e a r a i r e r	The Hopper
	a i a r e e e r i g h o a o o o o r o w u r	The Power Cut
	e e i g h o a o o o o a r u r o w o i e a r a i r e r o r	In the Dark Woods
	a i e e i g h o a o o o o a r u r o w o i e a r a i r e r o r	Down the River
	a i e e i g h o a o o a r o r o i e r	Food on the Farm
	e r o o o a e e a i o w i g h e a r a r o r	Owls in the Night
	d d d t t t e e o o o r o a a r i g h o o e r o w	It is Hidden
Phase 4	Adjacent consonants with short vowel phonemes	The foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper How the Ear can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks From the Top

	Adjacent consonants with long vowel phonemes	Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coup Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out Train to Win Maps Storms
Phase 5	ai ay ee ea igh ie oo ue ow ou ur ir	Not In An Otter's Pocket
	ai ay ee ea igh ie oo ue oi y ow ou ur ir	The Elf And The Cobbler
	ai ay ee ea oi oy ow ou oo u ur ir	The Dragon Keeper's Handbook
	ai ay ee ea oi oy ow ou ur ir	Blackcurrant Jam
	ai ay ee ea igh ie oo ue ow ou	Sharks
	ai ay ee ea	Sticking Power
	ai a_e a ee e ie igh i i_e	Let's Pretend!
	ai a_e ee e ie igh i i_e	Iris's Wild Ride
	ai a_e ee e ie igh i i_e oa o o_e oo u ew u_e or aw	Jake And Jen And The Balloon Of Doom
	ai a_a_e ee e ie e_e igh i i_e oa o o_e oo u oo ew u_e	Wild Homes
	ai a_e ee e ie e_e igh i i_e oa o	This Is Our Planet
	ai a_e ee e ie e_e igh i i_e oa o	Be a Cave Explorer
	e ea ee y igh y j g l le al oa oe ou s c v ve w wh	Don't Blame Me
	e ea ee y j g l le oa oe ou ow oo ou w wh	The Stone Shadows
	e ea ee y ff p high y j g l le oa ow oo ou s se u o	Look out Nebit!
	e ea ee y igh y l le al oa ow oo ou s c se u o_e o v ve	How to Draw Cat and Dog
	e ea ee y igh j g l al oa ow oo ui ou s c se u o_e v ve w wh	Show Time!
	ee y igh y j g l al le oa oe ow oo ou s c u o_e o v	Welcome to my Home!
	ar a c ch ture tch o a oo oul or al au s sc sh ch schwa in longer words, schwa at the end of word	Disaster Duck
	aie are ar a ch tch o a oo u or al au oor ur ear schwas in longer words	Noisy Neesha
	air ere are ar a c ch tch ture o a oo u oul or au al s s tut ear or schwas	The Hide and Seek Squirrels

	at the ends on words schwas in longer words.	
	air ere ar a c ch, ch tch, ture o a, oo u or al s st ur or, schwas in longer words, schwas at the end of words	A Helping Hand
	air ere are ch tch ture o a oo u or al r wr s s tur ear schwas at the end of words.	Witney and Boscoe's Lost and Found
	air are ere ch tch o a oo oul u or a al s sc st sh ch schwas in longer words	Oodles of Noodles
	air are ere ch tch ture o a oo oul u or al sh chu r ear or	Around the World in 72 Days
	air ear ere are ar a ch tch oo u or al a ur or schwa at the end of words, schwa in longer words.	Bear Spotting
	air ear ere are ar a ch tch oo u or al a ur schwa at the end of words, schwas in longer words.	How Not to be Eaten
	ar a air ere are ch ture o a oo u oul or al s st ur ear schwa at the end of words, schwas in longer words.	Beetles Around the World
	air ere ar a ch ture tch o a oo oul u or al a s s cur ear schwa at the end of words, schwas in longer words.	Crocs and Rocks
	ar a c ch tch ture o a oo oul or al s s cur ear schwa at the end of words, schwas in longer words.	The Secret of Loch Ness
	ai ey ear ere j dge ge m mb n gn kn or augh oar our sh ssi ti zh su	The Dragon King's Daughter
	ai ea ey ear ere m mb n kn gn or our ore sh ti ci zh su	The Knight Who Could Knit
	ai ey ea aigh ear eer j dge m mb n kn or oar sh ti ci zh s	The Shy Monster
	ai ea ey j dge m mb n kn or our sh ti ssi si zh si su	The Great Fire of London
	ai ey ea j ge m mb n kn gn or our zh su sis h ti ssi ci	Poles Apart
	ai ea ey i y j ge m mb n kn gn sh ti ci zh si	Reptiles Break Rules

Our journey so far.....



Below is an outline of our journey so far in developing our EYFS/KS1 reading scheme. This is still a work in progress, we are constantly reviewing and making changes.

We started our journey with many old, unattractive books including several that were not decodable. Many of the books did not fit the Little Wandle scheme

So we:

- Went through all the books and identified those we were keeping and those we were donating or selling.
- Ensured that all books were fully decodable and not just partly decodable.
- Purchased new Little Wandle for Letters and Sounds reading books.

Our next steps are to develop our reading book selection with more books in line with the Little Wandle scheme when they are published in the Autumn and to assess our current book stock to assess if they can be added to our book stock.

Please note this is only a small part of our reading provision at Bentham Community Primary School. We strongly encourage pupils to develop a love of reading through accessing our class and school libraries, where they will take out non-decodable books to enjoy with each other and parents. We do make it clear though that these books will not be fully decodable and they are not used to practise reading skills, such as decoding and prosody. These books are to develop a love of reading and a lifetime love of books.

Whole class reading sessions and English lessons feature a wide range of books from fantastic authors, which our pupils love. If you have any questions or would like to discuss early reading in our school, please get in touch via the email below

admin@bentham.n-yorks.sch.uk

Storytime



To develop a love of reading, we promote high quality texts during daily English lessons and storytime.

Storytime Planning

- Plan a bank of high-quality stories which will be read over the course of the half term.
- Teach new vocabulary in the context of the story.
- Use storytime as a time to develop pleasure in listening to stories, not an extra ‘comprehension’ time.

Choosing the right book

- The book elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest
- Has a strong narrative
- Extends vocabulary (but not too many new words at once)
- Connects with something they know or something we’re teaching
- Has intriguing illustrations
- Reflects the realities of the children’s lives and our community

Reading aloud

Before reading aloud to the class, the adult reading:

- Plans the voice they will use for the narrator and each main character
- Decides how they will use expression—including pauses to build anticipation
- Considers the asides they will use to show their reactions—facial expressions and quick comments
- Plans how to give meaning to new vocabulary—a short explanation or how to vocally colour a word to give it meaning
- Decides the special emphasis they will give to the “favourite phrases”.

The same book is read a number of times to build familiarity and understanding. Once the book has been used in storytime, it goes into the class library for children to borrow and “read” for themselves.

Storytime Texts



Here are some of the storytime texts used in EYFS and KS1

Reception

What the Ladybird Heard

Whatever Next

Oi Frog

Giraffe's Can't Dance

This is Our House

Oliver's Vegetables

The Day the Crayons Quit

The Very Hungry Caterpillar

Years 1 and 2

George and the Dragon

George's Marvellous Medicine

Five Minutes Peace

Room on the Broom

Funnybones

All in One Piece

The Emperor of Absurdia



Bentham Community Primary School
Low Bentham Road
Low Bentham
LA2 7BP
01524 261412

www.benthamcpschool.org.uk