Fiction Express
Co-creative reading

Classroom planning

Teacher's Guide 2026/27

A planning guide to organise your ELT reading journey, providing guidance on the language focus of each book, as well as the additional support exercises and projects. It will also explore how to develop all four skills to ensure that your students have a meaningful learning experience in every story.

Teacher's guide summary

01 **Summary of contents**
What this guide is and how to use it. Pg. 3

02 **ELT syllabus overview**
Skills, language areas and challenge types across levels. Pg. 4

03 **Course calendar**
Reading cycles, levels and expected publication dates. Pg. 6

04 **Book cards**
Book, genre, author, language focus, skills and final challenge. Pg. 7

05 **ELT pedagogical approach**
How students learn English through reading, listening and challenges. Pg. 8

06 **Project example**
Discover how a project develops from the first chapter to the final outcome. Pg. 9

07 **How to use Fiction Express ELT**
Different ways to integrate Fiction Express into the English programme. Pg. 15

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Summary of contents

This teacher's guide is designed as a pedagogical planning tool to help English teachers connect each story with language objectives, skills development, challenge types, classroom discussion and meaningful language production. It also helps teachers organise the ELT reading journey in a clearer and more structured way.

📚 Books and cycles

See which stories will be available during the school year and how they are organised by level and reading cycle.

🎯 Language objectives

Connect each reading with curriculum competencies, assessment criteria and key knowledge areas.

💬 Challenges and My Work Area

Plan how students will complete Speaking, Writing, Listening and Use of English challenges linked to each chapter.

🔄 Teaching approaches

Discover ideas for activities, discussions, projects and classroom strategies to work with each reading in an active and competency-based way.

How to use this guide

Start with the course calendar and select the readings that best fit your group. Use the book cards to anticipate the language focus, prepare challenges and connect each title with the objectives you want to work on during the year.

View 2026/27 publication calendar

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ELT syllabus overview

From September 2026, each book will focus on a different area of grammar.

These grammar focus areas are organised by cycle to support long-term planning and help teachers identify opportunities for language development throughout the school year.

As Fiction Express books are co-created with students, additional grammar points may naturally arise during publication and classroom discussion.

The grammar syllabus is progressive: the grammar focus of Cycle 1 is generally less advanced than that of Cycle 6. However, all books maintain a consistent level of grading, allowing teachers to use them in the order that best suits their curriculum and classroom needs.

Cycle	A2 / A2+	B1 / B1+	B2 / C1
Cycle 1	Countable & Uncountable	Present simple & Present continuous	Relative clauses
Cycle 2	Present simple	Past simple & Present perfect	Verb patterns
Cycle 3	Present continuous	Narrative tenses	Past modals of deduction
Cycle 4	Future forms	Conditionals	Advanced narrative tenses
Cycle 5	Modal verbs	The Passive voice	Participle clauses
Cycle 6	Comparatives & Superlatives	Reported speech	Linkers & Advanced syntax

Planning note

This syllabus overview is intended as a flexible planning tool. Each cycle highlights a key grammar focus, while additional language development opportunities may arise naturally throughout the reading experience.

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Course calendar

This calendar helps teachers plan which ELT readings will be available in each cycle and how to distribute them across the school year.

Cycle	Release date	Level 1 (A2–A2+)	Level 2 (B1)	Level 3 (B1+–C1)
Cycle 1	11 September	Puzzle in the Park **Fantasy & Myths** Rhona Snelling	Shark Summer **Adventure** Fiona Davis	Dark Music **Mystery & Thriller** Bill Bowler
Cycle 2	30 October	Kraken **Science Fiction** Gavin Biggs	The Girl with Two Faces **Mystery & Thriller** Saviour Pirotta	Wormholers **Humour** David Macphail
Cycle 3	8 January	Collect Them All! **Humour** Jeremy Taylor	Three Hearts **Human Interest** Michael Lacey Freeman	Skating Across the Line **Historical Fiction** Helen Dennis
Cycle 4	19 February	The Last Island **Historical Fiction** Matthew Cotter	Head in the Ground **Science Fiction** Victoria Williamson	The Lost Palace **Adventure** Dan Smith
Cycle 5	23 April	Think Before You Wish **Human Interest** Catriona Chalmers	Wings of Gold **Human Interest** Kathrin Spinnler	Graffiti Artist **Human Interest** Ann Evans
Cycle 6	18 June	TBC Genre TBC Author TBC	TBC Genre TBC Author TBC	TBC Genre TBC Author TBC

Update note

This guide will be updated before each cycle with new readings, genres, authors and teaching suggestions as upcoming content is confirmed by the editorial team.

View 2026/27 publication calendar

Cycle 1 · English

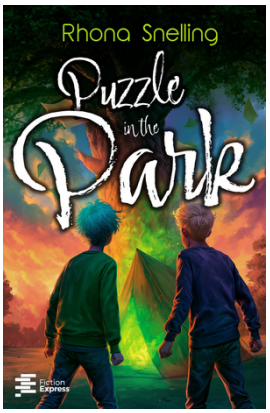
First readings of the year to activate participation, build confidence in English and develop reading, listening, vocabulary, speaking and writing from the start.

Puzzle in the Park

A magical adventure about friendship, imagination and the natural world.

Could an ordinary day in the park become the beginning of an extraordinary adventure?

LEVEL 1 | Fantasy & Myths | Environmental Awareness



Date	11 September
Theme	Friendship, imagination and protecting nature
Author	Rhona Snelling
Project	*Our Wish List — Create a class wish list through discussion and persuasive language.*

Shark Summer

A thrilling adventure that explores the balance between tourism, safety and wildlife conservation.

How can we protect both people and nature when their interests collide?

LEVEL 2 | Adventure | *Sustainability*



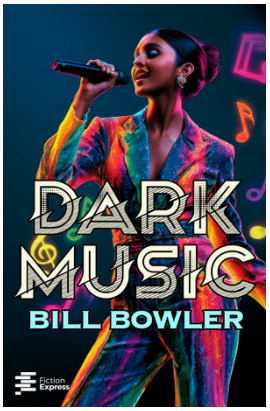
Date	11 September
Theme	Wildlife conservation and responsible tourism
Author	Fiona Davis
Project	*SOS – Save Our Sharks — Design an infographic to raise awareness about shark conservation.*

Dark Music

A science-fiction mystery about music, technology and the ethical limits of artificial intelligence.

Should technology be allowed to recreate people who are no longer alive?

LEVEL 3 | Mystery & Thriller | Artificial Intelligence



Date	11 September
Theme	Technology, ethics and creativity
Author	Bill Bowler
Project	*Music Hall of Fame — Create a presentation about a performer, including their biography and career highlights.*

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Cycle 2 · English

Kraken

A science-fiction adventure about a mysterious sea creature, marine exploration and a family facing a crisis in the South China Sea.

What secrets could be hiding beneath the ocean?

LEVEL 1 | Science Fiction | Marine exploration

Date	30 October
Theme	Marine exploration, family and environmental awareness
Author	Gavin Biggs
Project	A 'Visit China' poster



The Girl with Two Faces

A gripping mystery about identity, secrets and the clues hidden inside a missing girl's handbag.

How much can our belongings reveal about who we really are?

LEVEL 2 | Mystery & Thriller | *Identity*

Date	30 October
Theme	Identity, secrets and investigation
Author	Saviour Pirotta
Project	Our Picasso artwork



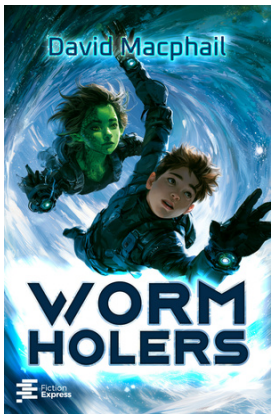
Wormholers

A humorous science-fiction adventure about teenage agents who travel across the galaxy to solve crimes and mysteries.

What if teenagers were the only people capable of protecting the galaxy?

LEVEL 3 | Humour | Space exploration

Date	30 October
Theme	Space exploration, teamwork and problem-solving
Author	David Macphail
Project	Next stop: the Horsehead Nebula



ELT pedagogical approach

Each reading cycle allows students to work on different dimensions of communicative competence in English. The guide can be adapted by level according to the linguistic objectives of each book.

Read

Weekly chapters adapted to each level to build comprehension, reading rhythm and confidence.

Listen

Audiobooks with adjustable speed to support pronunciation, fluency and listening comprehension.

Practise

Visual glossaries, vocabulary activities, quizzes and Use of English practice linked to the story.

Activate

Speaking and writing challenges completed in My Work Area, helping students turn input into output.

How this guide will evolve

This guide is designed as a living document. Information will be expanded and reviewed before, during and after each cycle to ensure it remains relevant and aligned with upcoming publications and classroom needs.

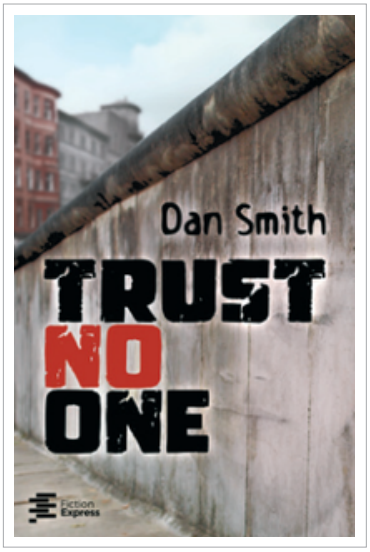
1 **Before each cycle**
Update confirmed dates, books, authors, genres, language focus areas and thematic links before publication.

2 **During the cycle**
Add resources, highlighted activities, challenge examples, teaching suggestions and classroom recommendations emerging during publication.

3 **After the cycle**
Review feedback, identify improvements and make recommendations for future editions.

Project example

Specific activities



LEVEL 2

Trust No One

by Dan Smith

Genre	Historical
Values	Discrimination, empathy, family, initiative, multiculturalism

What do you know about fake news? ICT project

Activities plan

CHAPTER 1. Research propaganda and fake news and how we can identify a fake news story. Create a fake news checklist.

CHAPTER 2. Discuss: What is propaganda? Why do people use it? L ook at examples. Consider how fake news works as propaganda.

CHAPTER 3. Work in groups to identify a strange but real news story. Write this as a real news article, including the source etc.

CHAPTER 4. Work in your group to make it fake. Do two different versions to make it more or less credible.

CHAPTER 5. Display all the articles. As a class, vote on which ones are fake and which are real, using your checklist to help you.

WHAT YOU WILL DO

Over the next five weeks, you will produce a class display of fake news and real news articles.

HOW YOU WILL DO IT

You will investigate fake news and how to spot it. You will produce a checklist and write real and fake news articles to demonstrate these features.

Download the activities for each chapter and select the tasks identified for this project. Work on the project progressively by completing these specific tasks.

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Curricular Rationale of the Learning Situation

LEVEL 2. Trust No One

1st - 2nd ESO. Project: What do you know about fake news? ICT project

Learning goal: Class display of fake and real news.

Subjects and Areas: Technology

Tags: brainstorm, guide, report

Contextualization

(Century 21st Sustainable Development Goals)

- ☐ SDG 1. No poverty.
- ☐ SDG 2. Zero hunger.
- ☐ SDG 3. Good health and well-being.
- ■ SDG 4. Quality education. Develop skills to identify misinformation.
- ☐ SDG 5. Gender Equality.
- ☐ SDG 6. Clean Water and Sanitation.
- ☐ SDG 7. Affordable and clean energy.
- ☐ SDG 8. Decent work and economic growth.
- ☐ SDG 9. Industry, innovation and infrastructure.
- ■ SDG 10. Reduced inequalities.
- ☐ SDG 11. Sustainable cities and communities.
- ☐ SDG 12. Responsible consumption and production.
- ☐ SDG 13. Climate action.
- ☐ SDG 14. Life below water.
- ☐ SDG 15. Life on land.
- ■ SDG 16. Peace, justice and strong institutions. Promote peaceful and just societies
- ■ SDG 17.- Partnerships for the goals.Foster partnerships for common goals.

- ☐ 1. Sustainable development: Environmental awareness and respect for animals for a responsible future.
- ■ 2. Responsible consumption: Critical and social responsibility for a common good.
- ■ 3. Healthy lifestyle: Critical reflection in personal and collective well-being.
- ■ 4. Equity and inclusion: Critical mindset in addressing inequality and exclusion.
- ☐ 5. Peaceful resolution: Understanding conflicts as opportunities for peaceful coexistence.
- ■ 6. Digital culture: Ethical and responsible use of the digital society for a better life quality.
- ☐ 7. Creative adaptation: Accept uncertainty as a chance for innovative responses.
- ☐ 8. Diverse coexistence: Cooperation and appreciation of diversity for inclusive societies.
- ■ 9. Collective project: Generosity and empathy in the pursuit of common goals.
- ■ 10. Lifelong learning: Trust in knowledge and fostering critical assessment for personal and collective growth.

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Curricular Rationale of the Learning Situation

Specific Competencies	■ **Linguistic comprehension:** Understanding the general meaning and specific and predictable information of short and simple texts, expressed clearly and in the standard language, making use of various strategies and, where necessary, using different types of support to develop the linguistic repertoire and to respond to everyday communication needs. ■ **Linguistic production**: Producing simple texts in an understandable and structured way, using strategies such as planning or compensation, to express brief messages related to immediate needs and respond to everyday communicative purposes. ■ **Interaction**: Interacting with other people through everyday expressions, the use of cooperation strategies and the use of analogue and digital resources, to respond to immediate needs in the student's interest in communication exchanges, respectful of the rules of courtesy. ■ **Mediation**: Mediating in predictable situations through strategies and knowledge aimed at processing and transmitting basic and simple information to facilitate communication. ■ **Multilingualism**: Recognising and using the personal linguistic repertories between different languages, reflecting on how they work and identifying specific strategies and knowledge, to improve the response to given communicative needs in known situations. ■ **Cultural competence**: Appreciating the linguistic, cultural and artistic diversity of foreign languages by identifying the differences and similarities between languages and cultures, in order to learn how to manage intercultural situations.
Knowledge Involved	■ Listening comprehension: • Understand and extract specific information from audios and recordings in English that deal with everyday, educational and general interest topics. • Follow simple instructions and dialogues in a variety of communicative situations. ■ Oral expression: • Participate in simple conversations and dialogues in English, expressing ideas and opinions coherently and using basic vocabulary. • Present simple information on familiar topics and describe people, places, and objects. Participating in simple conversations and expressing ideas coherently in English. ■ Reading comprehension: • Read and understand short, simple texts in English, such as advertisements, messages, emails, and basic informational texts. • Identify the main idea and specific details in texts. Students are required to identify the main idea and specific details in texts. ■ Written expression: • Write short and simple texts in English, such as descriptions, narratives and messages, using basic grammatical structures and known vocabulary. • Organise and properly structure ideas in writing. The organization and proper structuring of ideas are essential components of the project.

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Curricular Rationale of the Learning Situation

Knowledge Involved

■ Vocabulary and grammatical structures:

- Expand the basic vocabulary in English related to everyday topics, such as family, school, activities, food, etc.
- Practice and use basic grammatical structures, such as the present simple and present continuous tenses, pronouns, adjectives and adverbs.

■ Culture and civilization:

- Know basic aspects of the culture of English-speaking countries, such as festivities, customs and traditions.
- Compare and contrast their own cultural aspects with whose of the identified culture.

■ Use of digital resources:

- Use digital resources, such as apps, online platforms, and technological tools, to practice English skills, improve pronunciation, and expand vocabulary.

Potential use of online platform for research.

■ Intercultural competence:

- Develop the ability to communicate and interact respectfully with people from different cultures through the use of English as a lingua franca.
- Recognise and value the cultural diversity present in the English-speaking community and in one's own environment.

Addressing topics like discrimination and multiculturalism.

■ Conversation and dialogues:

- Participate in complex conversations in English, developing active listening skills and responding appropriately to questions and instructions.
- Maintain dialogues and conversations on various topics, expressing ideas and opinions clearly and coherently.

Participation in conversations and dialogues related to fake news.

■ Comprehension of written texts:

- Read and understand longer and more complex texts in English, such as articles, short stories, and informational texts.
- Identify detailed info, infer meaning, and understand the author's purpose and intent.

■ Creative writing:

- Write more elaborate texts, such as stories, essays, and formal and informal letters.
- Use expanded vocabulary, more complex grammatical structures and develop skills.

Process of transforming real news into fake news, involves creative writing.

■ Use of multimedia resources:

- Use multimedia resources, such as videos, podcasts and interactive applications, to improve listening comprehension and expand vocabulary.
- Participate in online activities that encourage language practice and independent learning.

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Curricular Rationale of the Learning Situation

Knowledge Involved	■ Pronunciation and intonation: • Improve pronunciation and intonation in English through repetition, imitation and guided practice exercises. • Recognise and reproduce the distinctive sounds of the language. ■ Independent learning: • Develop autonomous learning skills, such as the search for information, time management and goal setting. • Use effective study strategies for continuous language learning.
Evaluation Criteria	■ 1.1 Interpret and analyse the overall meaning and the specific and explicit information of brief and simple oral, written and multimodal texts on daily topics, of personal relevance and familiar to the experience of the students, typical of the interpersonal relationships, learning, media and fiction expressed clearly and in the standard language through various means. ■ 1.2 Select, organise and apply in a guided way the most appropriate strategies and knowledge in everyday communicative situations to understand the general meaning, the essential information and the most relevant details of the texts; interpret non-verbal elements; and search and select information. ■ 2.1 Express orally short, simple, structured, comprehensible texts appropriate to the communicative situation on daily issues, relevant to students, in order to describe, narrate and report on specific topics, in different supports, using in a guided way, verbal and non-verbal resources, as well as planning strategies and production. ■ 2.2 Organise and write short and comprehensible texts with clarity, coherence, cohesion and suitability to the proposed communicative situation, following established guidelines, through analog and digital tools, on daily and frequent topics of relevance to students and close to their experience. ■ 2.3 Select, organise, and apply knowledge and strategies in a guided way to plan, produce, and review texts that are comprehensible, coherent, and appropriate to communicative intentions, their context, characteristics, and type, with the help of the most appropriate physical or digital resources depending on the task and the needs of each moment, taking into account the audience to whom the text is addressed. ■ 3.1 Plan and participate in simple interactive situations on everyday topics, of personal relevance and familiar to the student's experience, through various supports, relying on resources such as repetition, rhythm or non-verbal language, and showing empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors. ■ 3.2 Select, organise and use, in a guided way and in nearby environments, appropriate strategies to start, maintain and end communication; speak and let others speak; and request and formulate clarifications and explanations.

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Curricular Rationale of the Learning Situation

Evaluation Criteria

■ 4.1 Infer and explain texts, concepts and brief and simple messages in situations in which to attend to diversity, showing respect and empathy for interlocutors and for the languages used, and interest in participating in the solution of problems of intercomprehension and understanding in the immediate environment, relying on various resources and supports.

■ 4.2 Apply, in a guided way, strategies that foster the creation of bridges and facilitate the understanding and production of information and communication, appropriate to the communicative intentions, using resources and digital supports depending on the needs of each moment.

■ 5.1 Compare and contrast the similarities and differences between different languages, reflecting on their functioning in a progressively autonomous way.

■ 5.2 Use and differentiate knowledge and strategies to improve the ability to communicate and learn the foreign language with the support of other participants and analog and digital media.

■ 5.3 Identify and record, following examples, the progress and difficulties in learning the foreign language, selecting in a guided way the most effective strategies to overcome these difficulties and progress in learning, carrying out self-evaluation and peer-evaluation activities, such as those proposed in the Portfolio European School of Languages (PEL) or in a learning log, making the indicated progress and difficulties explicit and sharing them.

■ 6.1 Act empathically and respectfully in intercultural situations, building links between different languages and cultures and rejecting any type of discrimination, prejudice and stereotype in everyday communicative contexts.

■ 6.2 Accept and adapt to the linguistic, cultural and artistic diversity distinctive of countries where the foreign language is spoken, recognizing it as a source of personal enrichment and showing interest in sharing cultural and linguistic elements that promote sustainability and democracy.

☐ 6.3 Apply, in a guided way, strategies to explain and appreciate linguistic, cultural and artistic diversity, paying attention to ecosocial and democratic values and respecting the principles of justice, equity and equality.

Methodology

Grouping	Environment	Assessment tools	Resources
■ Individual	■ Classroom	■ Rubrics	■ Project sheet
■ Cooperative Group	■ Patio	☐	■ Articles
☐ Large Group	☐	☐	☐ .....
☐ Fixed Group	☐	☐	☐ .....
☐ Flexible Group			

Observations

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How to use Fiction Express ELT

Fiction Express ELT adapts to each school's methodology. It can be integrated into English lessons, used as part of the English reading programme or become the starting point for project-based learning.

📘 Integrated into English lessons

For regular work on reading, listening, vocabulary, grammar, speaking and writing.

📅 English reading programme

For schools that use reading to develop language skills in a structured weekly routine.

💡 Project-based learning

For connecting stories with real questions, interdisciplinary projects and final products.

1 Integrated into English lessons

A weekly sequence to turn reading into language acquisition.

Introduce the story
Present the plot, characters and guiding questions.

Read and listen
Read the chapter, listen to the audiobook and explore new vocabulary.

Check comprehension
Use comprehension questions, chapter-based activities and vocabulary work to strengthen understanding.

Practise language
Use vocabulary and Use of English activities connected to the chapter.

Complete challenges
Students complete speaking and writing tasks in My Work Area.

Vote and discuss
Debate the options and vote on how the story will continue.

Monitor progress
Use data on reading, comprehension, participation, language practice and student production to identify strengths, track progress and support language development.

2 English reading programme

If you have one weekly reading session, you can organise it in two ways.

The Flipped Classroom
Students read the chapter at home. In class, they discuss the story, complete activities, take part in challenges and vote on how it will continue.

Full reading session in class
The group reads the chapter together in class, listens to audiobooks when needed and completes the voting process with teacher guidance.

3 Project-based learning

Use the library and ELT challenges as a starting point for projects.

Choose a theme
Search for books that connect with the topic, curriculum area or classroom project you would like to explore.

Autonomy · Empathy · Tolerance · Teamwork · Self-esteem · Healthy habits

Choose a final outcome
Search for books that support the final product or learning outcome you would like your students to achieve.

Podcast · Debate · Magazine · Campaign · Research project · Exhibition · Oral presentation

Combine books, challenges and classroom activities to support your learning objectives.

How to use Fiction Express ELT

Fiction Express adapts to your English programme

These are just three examples. If you would like further guidance on implementation, our support team can help you explore the approach that best fits your school.