

## Lanesend Primary – Love Reading

### **Our Love Reading Principles:**

Our aim is to ensure that children leave Lanesend as independent readers; with a wide, rich vocabulary; with emotional intelligence and a sense of belonging; with a broad knowledge of the world and the skills to access to learning at Secondary School and beyond. Along with this, we intend to introduce our children to a life where reading for pleasure is valued; and can be passed on to future generations.

At our school, we develop a love of reading by celebrating, enabling and encouraging children to read, listen to and have access to a rich variety of texts, which challenge, excite and reflect the world that we live in; now; in the past; and in the future.

We ensure that the books selected to be part of our Reading Spine include non-fiction, poetry, classics, books which represent a diverse world, which promote a sense of belonging and the best recently published children's fiction.

Our Reading Spine includes books to share throughout the day; text drivers for inspiring writing and developing wider curriculum understanding; recommendations for class reading areas and books to select extracts from to use in reading lessons.

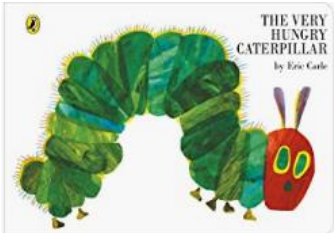
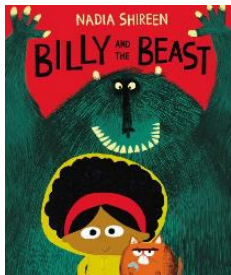
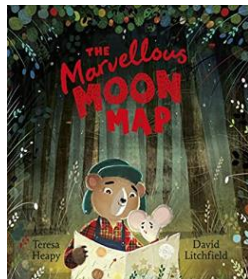

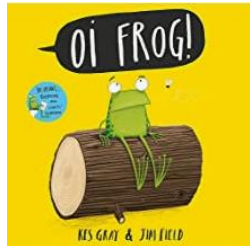
We are an inclusive school and our Reading Spine draws on the 'No More Outsiders' book list (Text titles in purple) and also ensures the inclusion of diverse authors and characters (Text titles in blue). Film Texts are included in green, as these are sometimes key drivers in developing narrative and inference skills.

This document has been created with reference to: Literacy Shed Book and Film Studies; Pie Corbett Reading Spine, No More Outsiders; Books for Topics; Talk for Writing Units – in red; The Literacy Tree; Ashley Booth Reading work and other references. Due to the nature of our changing curriculum and the multitude of excellent titles to draw upon, this is a working document which is reflected upon, adapted and developed at termly intervals.

## Reception

In our EYFS and KS1 classrooms, we recognise that a variety of books will be read to children every single day – these should often be chosen by or along with the class. Our Reading Spine and Curriculum ensures that alongside a varied daily diet that we cover our key love for reading principles. This Reading Spine is designed to sit alongside daily Phonic sessions.

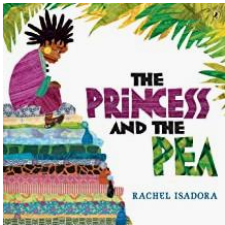

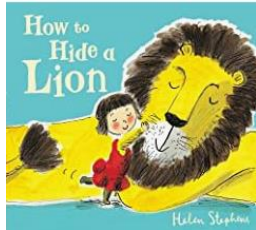
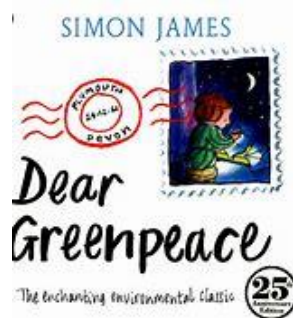

	Classic Texts – which should be shared by future generations	Texts which support the development of emotional literacy and sense of belonging.	Texts which primarily develop language or abstract thought.	Texts which develop our understanding of the world around us.	Texts which develop a sense of story, rhythm and predictability
<b><u>Autumn Key Texts</u></b>	<p>I want my hat back - Jon Klassen</p> 	<p>The Snowman – Raymond Briggs</p> 	<p>Pinkie Mouse – Alison Green</p> 	<p>Here We Are - Oliver Jeffers</p> 	<p>The Gruffalo – Julia Donaldson and Axel Scheffler</p> 
<i>Reading Skills</i>	<i>To discuss images from a wordless picture book.</i>	<i>To listen to and contribute to discussions about books and pictures</i>	<i>To listen and respond to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</i>	<i>To relate familiar and unfamiliar words to current and prior experiences.</i>	<i>To listen to repeated readings of the same text and retell it independently or as a group. To join in with repeated phrases</i>
<b><u>Spring Key Texts</u></b>	<p>We're going on a bear hunt. – Michael Rosen</p> 	<p>We are all Wonders – RJ Palacio</p> 	<p>The Way Back Home – Oliver Jeffers</p> 	<p>A first book of nature – Nicola Davies</p> 	<p>What the Ladybird Heard – Julia Donaldson</p> 

<i>Reading Skills</i>	<i>Listen to poems being read and talk about patterns. Join in with class rhymes and poems. Copy actions.</i>	<i>To relate familiar and unfamiliar words to current and prior experiences</i>	<i>Listen to poems being read and talk about likes and dislikes. Listen to poems being read and talk about words.</i>	<i>To listen to and discuss non-fiction texts.</i>	<i>To choose a book based on a favourite author or illustrator</i>
<b><u>Summer Key Texts</u></b>	The Very Hungry Caterpillar – Eric Carle 	Billy and the Beast – Nadia Shireen 	The Marvellous Moon Map – Teresa Heapy 	Hey, Water – Antoinette Portis 	Oi Frog – Kes Gray 
<i>Reading Skills</i>	<i>To make simple predictions, with adult support, about what could happen in a new story with a predictable pattern</i>	<i>To listen to and contribute to discussions about books and pictures</i>	<i>To listen to and contribute to discussions about books and pictures</i>	<i>To listen and respond to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</i>	<i>To listen to repeated readings of the same text and retell it independently or as a group.</i>
<b><u>Reception Reading Spine</u></b>  <i>These are books we would like to have available on class bookshelves or in the library. We also aim for children to have access to key texts read in previous year groups</i>	Hairy McClary Whatever Next Dogger Little Red Riding Hood Goldilocks and the three bears The Three Little Pigs The Cat in the Hat – Dr Seuss Handa's Surprise Humpty Dumpty and other Nursery Rhymes Whatever Next – Jill Murphy	Rosie's Walk Farmer Duck Giraffe's can't dance Elmer Not now Bernard Billie and the Beast – Nadia Shireen I really want to shout – Simon Phillip and Lucia Gaggiotti Pattan's Pumpkin – Chitra Sandar  The Family Book – Todd Parr You choose – Nick Sharratt	You Choose The Tiger who came to tea Would you rather? The Ning Nang Nong Pumpkin Soup – Helen Cooper	I want to be...series Coming to England – Floella Benjamin 10 things I can do to help my world Baby Goz A First book of Nature – Nicola Davies Bringing the Rain to Kapiti Plain – Verna Ardeva Handa's Hen	The Gruffalo Owl Babies Supertato We're going on a bear hunt The Magic Paintbrush Owl Babies Anansi the Spider – Gerald McDermott Along came a different ' - Tom McLoughlin Lost and Found Oliver Jeffers Home – Carson Ellis  <b>POETS TO INCLUDE:</b> Alan Ahlberg James Carter

		Mommy, Mamma and Me – Leslea Newman Blue Chameleon – Emily Gravett Rainbow Jelly – Sue Heap and Nick Sharatt Weirdo – Zadie Smith and Nick Laird So Much – Trish Cooke			Michael Rosen Roger McGough Jane Newbery Matt Goodfellow
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## Year One

*In our EYFS and KS1 classrooms we recognise that a variety of books will be read to children every single day – these should often be chosen by or along with the class. Our Reading Spine and Curriculum ensures that alongside a varied daily diet that we cover our key love for reading principles. This Reading Spine is designed to sit alongside daily Phonics sessions.*

	Classic Texts – which should be shared by future generations	Texts which support the development of emotional literacy and sense of belonging.	Texts which primarily develop language and abstract thought.	Texts which develop our understanding of the world around us.	Texts which develop a sense of story, rhythm and predictability
<b>Autumn</b> <b>Key Texts</b>	<b>The Princess and the Pea</b> – Rachel Isadora 	<b>The Colour Monster</b> – Anna Llenas 	<b>How to Hide a Lion</b> – Helen Stephens 	<b>Dear Greenpeace</b> – Simon James 	<b>The Little Red Hen</b> 
Reading Skills	Become very familiar with key stories, fairy stories and traditional tales	Understand both the books they can already read accurately and fluently, and those they can listen to.	Ask questions and express opinions about main events and characters in stories	Participate in discussion about what is being read to them, taking turns and listening to what others say.  To know that we can find out facts from non-fiction books.	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Recognise and join in with predictable phrases






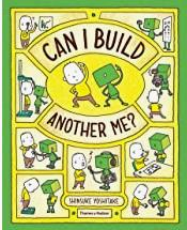


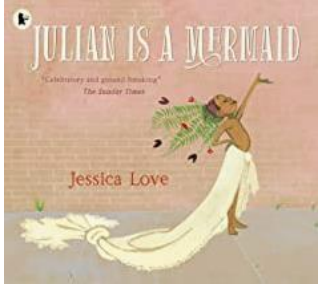



<p><b><u>Spring Key Texts</u></b></p>	<p>Where the wild things are – Maurice Sendak</p> <p><b>WHERE THE WILD THINGS ARE</b></p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p>	<p>Max the Champion – S. Stockdale</p> 	<p>The Emperor of Absurdia – Chris Ridett</p> 	<p>The Big Book of Bugs – Yuval Zommer</p> 	<p>Each Peach Pear Plum – Janet and Allan Ahlberg</p> 
<p>Reading Skills</p>	<p>To recognise and join in with predictable phrases.</p> <p>To discuss images from a text where the pictures and the words tell different stories.</p> <p>To become very familiar with key texts, including traditional tales, retelling them, and considering their particular characteristics</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Clearly explain their understanding of what is read to them.</p>	<p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>To recognise when a book is written by the same author or illustrator.</p>
<p><b><u>Summer Key Texts</u></b></p>	<p>The Lighthouse Keeper's Lunch – Rhonda and David Armitage</p> 	<p>The Bog Baby – Jeanne Willis</p> 	<p>How to catch a star – Oliver Jeffers</p> 	<p>Pippin Paints a portrait – Charlotte Mei</p> 	<p>Zog – Julia Donaldson</p> 

Reading Skills	To discuss the meaning of words, linking new meanings to those already known	-To link what they read or hear read to their own experiences	To discuss the significance of the title and key events of the text.	To draw on what they already know or on background information and vocabulary provided by the teacher when discussing at text.	To make inferences on the basis of what is said and done. To know the name of a favourite author.
<p>Year One Reading Spine</p> <p><i>These are books we would like to have available on class bookshelves or in the library. We also aim for children to have access to key texts read in previous year groups</i></p>	<p>Elmer – David McKee</p> <p>Owl Babies</p> <p>The Magic Bed – John Burningham</p> <p>The Paperbag Princess – Michael Martchenko</p>	<p>Yokki and the Parno Grey – Richard O’Neil-</p> <p>King of the classroom – Derek Barnes</p> <p>That’s not how you do it – Ariane Hofman-Maniyar</p> <p>Ten Little Pirates – Mike Brownlow and Simon Rickerty</p> <p>Dog’s Don’t do ballet – Anna Kemp</p> <p>Astro Girl – Ken Wilson-Max</p> <p>Beegu – Alexis Deacon</p>	<p>The Way home for Wolf – Rachel Bright</p> <p>Bog Baby</p> <p>Meerkat Mail – Emily Gravett</p> <p>I can only draw worms – Will Mabbitt</p> <p>Dread Cat – Michael Rosen</p> <p>The Bear and the Piano – David Litchfield</p> <p>Leo and the octopus – Isabelle Marinov and Chris Nixon</p> <p>Look Up – Nathan Bryan</p> <p>Stanley’s Stick – John Hegley</p> <p>Rainbow Bear – Michael Morpurgo</p> <p>The Wall in the Middle of the Book – John Agee</p> <p>Stuck – Oliver Jeffers</p>	<p>Our House</p> <p>Dare to care: pet dragon- Mark Robertson</p> <p>I am the seed that grew the tree- Fiona Waters</p> <p>The big book of the blue- Yuval Zommer</p> <p>My World, Your World – Melanie Walsh</p> <p>The Big Book of the UK – Imogen Russell Williams</p>	<p>The Deep Dark Wood – Algy Craig Hall</p> <p>A squash and a squeeze – Julia Donaldson</p> <p>Little Red – David Roberts</p> <p>The See Saw – Tom Percival</p> <p>Pig the Pug – Aaron Blabey</p> <p>Funny bones – Alan and Janet Ahlberg</p> <p>A Squash and a Squeeze – Julia Donaldson</p> <p><b>POETS TO INCLUDE:</b></p> <p>Poets from Reception list</p> <p>Aoife Mannix</p> <p>Eloise Greenfield</p> <p>Alan Ahlberg</p> <p>George Szirtes</p> <p>Grace Nichols</p> <p>James Berry</p> <p>Julia Donaldson</p> <p>Rachel Rooney</p>

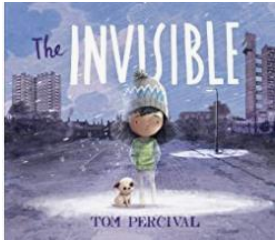
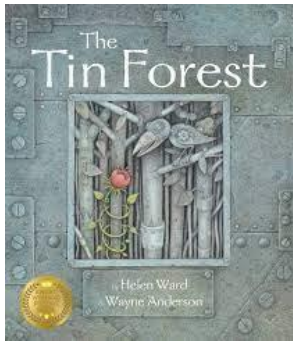
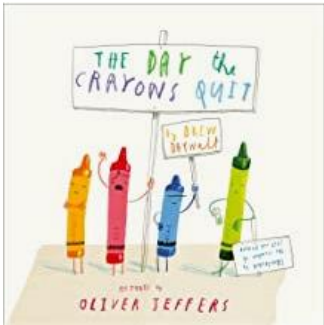
## Year Two

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	Classic Texts – which should be shared by future generations	Texts which support the development of emotional literacy and sense of belonging.	Texts which primarily develop language and abstract thought.	Texts which develop our understanding of the world around us.	Texts which develop a sense of story, rhythm and predictability

<p><b><u>Autumn Key Texts</u></b></p>	<p>The Three Little Pigs and the Big Bad Wolf – Eugene Trivizas and Helen Oxenbury</p>  <p>The Three Little Pig versions</p>	<p><b>Sulwe – Lupita Nyong'o</b></p> 	<p>Mr Penguin and the Lost Treasure – Alex T. Smith</p> 	<p><b>Can I build another me? – Shinsuke Yoshitake</b></p> 	<p>The Owl and the Pussycat Edward Lear</p> 
<p><i>Reading Skills</i></p>	<p><i>To become increasingly familiar with and confident in retelling a wider range of texts, including fairy stories</i></p>	<p><i>To discuss the sequence of events in texts and how items of information are related.</i></p> <p><i>To participate in discussion books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</i></p>	<p><i>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</i></p>	<p><i>To ask and answer questions based on what they have read.</i></p> <p><i>To be aware that non-fiction books can be structured in different ways</i></p>	<p><i>To recognise simple recurring literary language and structure in stories and poetry.</i></p> <p><i>To read 'between the lines'</i></p>
<p><b><u>Spring Key Texts</u></b></p>	<p>Flat Stanley – Jeff Brown</p> 	<p><b>Julian is a mermaid – Jessica Love</b></p> 	<p>Grandad's Island – Benji Davies</p> 	<p><b>The Great Big Book of Families – M Hoffman</b></p> 	<p><b>Seb and the Sun - Jami Gigot</b></p> 

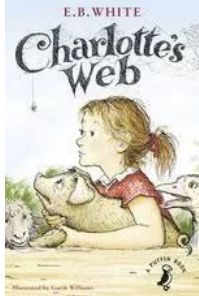
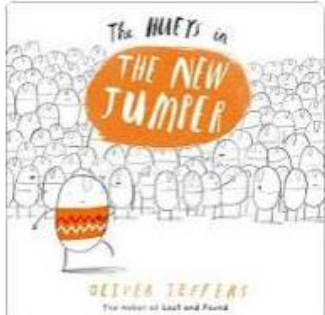
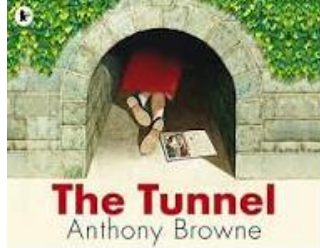
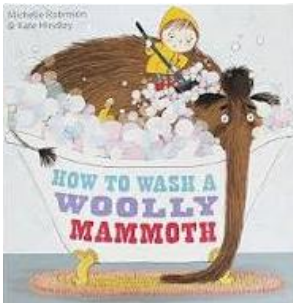


<i>Reading Skills</i>	<i>To discuss their favourite words and phrases in a text.</i>	<i>To offer suggestions in a guided discussion about why an illustrator or author has chosen particular images or words.</i>	<i>Talk about own views, the subject matter and possible meaning. Comment on which words have most effect, noticing alliteration.</i>	<i>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To find information from a non-fiction text.</i>	<i>To predict what might happen based on what has been read so far, linking to similar texts read previously.</i>
<b><u>Summer Key Texts</u></b>	The Giraffe and the Pelly and Me – Roald Dahl 	The Invisible – Tom Percival 	The Tin Forest – Helen Ward 	A Seed is Sleepy – Diane Aston 	The Day the Crayons Quit – Drew Daywalt 
<i>Reading Skills</i>	<i>To discuss their favourite words and phrases in a text.</i>	<i>To 'read between the lines.'</i>  <i>To explain and discuss their understanding of books, both those that they listen to and those that they read for themselves.</i>	<i>To offer suggestions in a guided discussion about why an illustrator or author has chosen particular images or words.</i>	<i>To be aware that non-fiction books can be structured in different ways</i>	<i>Talk about own views, the subject matter and possible meaning. Comment on which words have most effect, noticing alliteration.</i>
Year Two Reading Spine  <i>These are books we would like to have available on class bookshelves or in the library. We also aim for children to have access to key texts read in previous year groups</i>	Rapunzel – Rachel Izadora Traditional tales (various) The Owl who was afraid of the dark – Jill Tomlinson James and the Giant Peach – Roald Dahl The Twits – Roald Dahl The Minpins – Roald Dahl Dear Mother Goose-	The Tin Forest The Night gardener The First Sledge – Jeanne Willis The Odd Egg – Emily Gravett Blown Away – Rob Biddulph Ocean meets Sky – The Fan Brothers	Tuesday – David Wiesner Claude in the City Flotsam – Alex T.Smith A child of Books The Incredible Book Eating Boy – Oliver Jeffers Ottoline and the Yellow Cat – Chris Riddell Spud Murphy Wolves in the Walls – Emily Gravett	The magic and mystery of trees- Claire McElpatrick and Jen Green Polar the Titanic Bear - Daisy Corning Stone Spedden We are Water Protectors – Carol Lindstrom House held up by trees – Ted Kooser and Jon Klassen	Izzy Gizmo – Pip Jones The Singing Mermaid – Julia Donaldson The Snail and the Whale – Julia Donaldson The Light in the Night The Squirrels who squabbled The Smartest Giant in Town What the Jackdaw saw – Julia Donaldson Christopher Nibbles



	Michael Rosen Six Dinner Sid – Inga Moore The Mousehole Cat The Queen’s Nose The Hodgeheg – Dick King Smith Benjamin Zephaniah The Owl and the Pussy Cat – Edward Lear The Owl who was afraid of the dark – Jill Tomlinson Jim and the beanstalk – Raymond Briggs		The Dragon Machine – Helen Ward The Last Polar Bear- Harry Horse The Night Box - Louise Greig	A Walk in London – Salvatore Rubbino T4W based non-fiction unit A Planet Full Of Plastic	<b>POETRY OBJECTIVES:</b> Discuss simple poetry patterns. Perform individually or together, speaking clearly and audibly. Use actions and sound effects to add to the poem’s meaning  <b>POETS TO INCLUDE:</b> Poets from Reception list Aoife Mannix Eloise Greenfield Alan Ahlberg George Szirtes Grace Nichols James Berry Julia Donaldson Rachel Rooney
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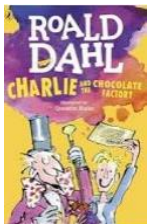
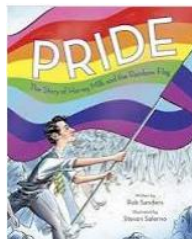

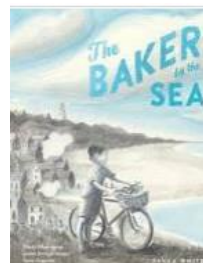

Year Three					
	Classic Texts – which should be shared by future generations	Texts which support the development of emotional literacy and sense of belonging.	Texts which primarily develop language and abstract thought.	Texts which develop our understanding of the world around us.	Texts which develop a sense of story, rhythm and predictability (including contemporary fiction)
<b><u>Autumn Key Texts</u></b>	The Pied Piper of Hamelin – Michael Morpurgo 	Varmints – Helen Ward 	The Iron Man – Ted Hughes 	Interview with a tiger – Andy Seed and Nick East 	Varjak Paw – S F Said 

<i>Reading Skills</i>	<i>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>	<i>To identify themes and conventions in a wide range of books</i>	<i>To discuss words and phrases that capture the reader's interest and imagination.</i>	<i>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>	<i>To describe what they like and don't like about different books</i>
<b><u>Spring Key Texts</u></b>	Charlotte's Web E. B. White 	The Hueys in the new jumper – Oliver Jeffers 	The Tunnel by Anthony Brown 	How to wash a woolly mammoth – Michelle Robinson 	Isadora Moon Goes On Holiday by Harriet Muncaster 
<b><u>Reading Skills</u></b>	<i>To identify the main ideas drawn from more than one paragraph and summarising these with support or modelling.</i>	<i>To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions and suggesting reasons for their ideas</i>	<i>To read books that are structured in different ways and for a range of purposes</i>	<i>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>	<i>To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions and suggesting reasons for their ideas</i>  <i>To suggest books for friends to read and state reasons for their recommendations or preferences.</i>
<b><u>Summer Key Texts</u></b>	The Twits – Roald Dahl	Anisha: Accidental Detective by Serena Patel	Stars with Flaming Tails – focus poem 'You Are' Valerie Bloom	The Pebble In My Pocket by Meredith Hooper and Chris Coady	The Legend of Sally Jones – Jakob Vigelius

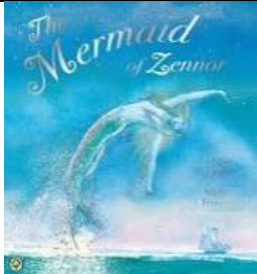
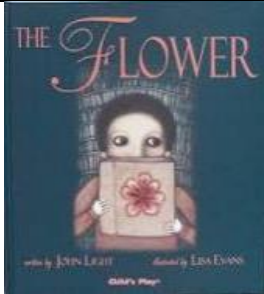
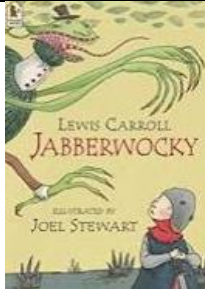
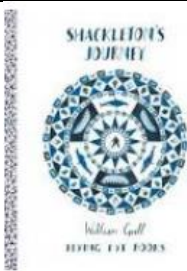

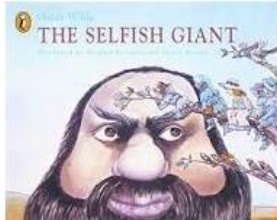
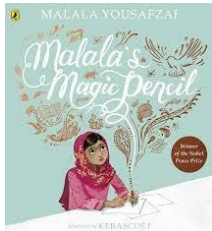
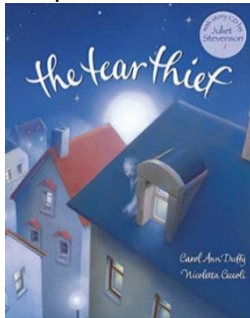
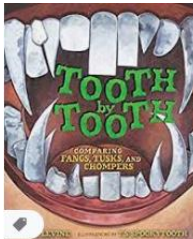

					
<i>Reading Skills</i>	<i>To predict what might happen from details stated and implied, drawing on a range of texts read previously</i>	<i>To predict, to infer and to summarise.</i>	<i>To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</i>	<i>To ask and answer guided questions to improve the understanding of a text.</i>  <i>To retrieve and record information from non-fiction texts.</i>	<i>To increase their familiarity with a wide range of texts, including myths and legends and retell some of these orally.</i>
<p>Year Three Reading Spine</p> <p><i>These are books we would like to have available on class bookshelves or in the library. We also aim for children to have access to key texts read in previous year groups</i></p>	<p><b>This is our House – Michael Rosen</b>  <b>Two Monsters – David Mckee</b>  Stuart Little - EB White  <b>The Magic Faraway Tree – Enid Blyton</b>  Anne Fine – Diary of a Killer Cat  The Legend of Black Rock  George's Marvellous Medicine – Roald Dahl  The BFG – Roald Dahl  Stig of the Dump – Clive King  The Worst Witch – Jill Murphy  The Owl who was afraid of the dark</p>	<p><b>Big Bob, Little Bob – James Howe</b>  Nen and the Lonely Fisherman – Ian Eagleton    Bill's New Frock – Anne Fine  <b>Anisha: Accidental Detective - Serena Patel</b>    Wisp: A story of Hope - Zana Fraillon</p>	<p>Small in the City – Sydney Smith  <b>The Last Garden- Rachel Ip</b>  How to Live Forever – Colin Thompson  Leon and the Place Between – Angela McAllister  <b>The Cloud Tea Monkeys – Mal Peet</b>  <b>Du Iz Tak? by Carson Ellis</b></p>	<p>The First Drawing – Mordecai Gerstein    The Reluctant Dragon – Kenneth Grahame  <b>Egg Drop</b>  <b>Mini Grey</b>    The Emperor's Egg- Martin Jenkins    Wangari's trees of peace – Jeanette Winter  Roman Diary – The Journal of Iliona    The Usborne Official Roman Soldier's Handbook</p>	<p>The Legend Of Spud Murphy by Eoin Colfer  The Abominables  The Attack of the Demon  Dinner Ladies  Christmasaurus  100 Mile an Hour Dog  <b>Beegu – Alexis Deacon</b>  Cinderella of the Nile – Beverley Naidoo  <b>My Shadow – Robert Louis Stevenson</b>  Rusty The Squeaky Robot by Neil Clark  <b>Nature Trail</b>, by Benjamin Zephaniah  Pugs of the frozen north- Phillip Reeve  10 things in a wizard's pocket - Ian McMillan</p>

<b>Poetry Objectives:</b>	<p><i>Describe the effect a poem has and suggest possible interpretations.</i></p> <p><i>Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes.</i></p> <p><i>Explain the pattern of simple poetry forms.</i></p> <p><i>Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.</i></p> <p><i>Use actions, voices, sound effects and musical patterns to add to a performance.</i></p>	<b>Poetry to include:</b>	<p>Poets from Reception and Year 1 or 2 list and:</p> <p>John Agard</p> <p>Joseph Coelho</p> <p>Karl Nova</p> <p>Kate Wakeling</p> <p>Laura Mucha</p> <p>Liz Brownlee</p> <p>Tony Mitton</p> <p>Valerie Bloom</p> <p>A J Harrold</p>
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## Year Four

	<b>Classic Texts – which should be shared by future generations</b>	<b>Texts which support the development of emotional literacy and sense of belonging.</b>	<b>Texts which primarily develop language and abstract thought.</b>	<b>Texts which develop our understanding of the world around us.</b>	<b>Texts which develop a sense of story, rhythm and predictability (including contemporary fiction)</b>
<b><u>Autumn Key Texts</u></b>	<p>Charlie and the Chocolate Factory– Roald Dahl</p> 	<p>Pride – the story of Harvey Milk and the Rainbow Flag</p> 	<p>Black Dog – Levi Pinfold</p> 	<p>The Baker by the Sea – Paula White</p> 	<p>The Miraculous story of Edward Tulane – Kate DiCamillo</p> <p><a href="#">Treasure EdSHed</a></p> 
<i>Reading Skills</i>	<i>To identify the main ideas drawn from more than one paragraph and summarising these independently.</i>	<i>To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i>	<i>To use question stems to improve their understanding of a text.</i>	<i>To use question stems to improve their understanding of a text.</i>	<i>To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i>
<b><u>Spring Key Texts</u></b>	The Mermaid of Zennor – Michael Foreman	<a href="#">The Flower – John Light</a>	Jabberwocky – Lewis Carroll	Shackleton's Journey – William Grill	Podkin One Ear




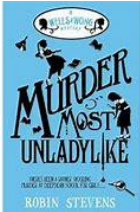
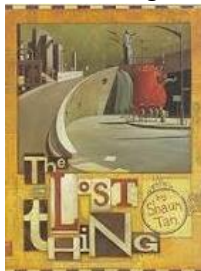
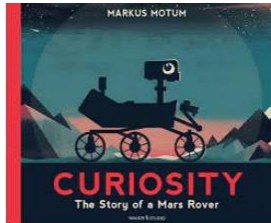
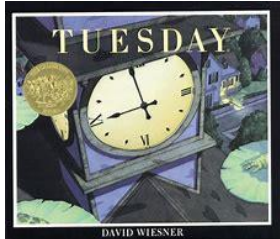
					
					<p>Talk for Writing Unit – Reading into Writing Podkin One Ear</p> <p>The Windmill Farmer EdShed (linked to Yann the Farmer model T4W text)</p>
Reading Skills	To identify, compare and contrast a range of genres	To identify how language, structure, and presentation contribute to meaning.	Discuss the poem's form and suggest the effect on the reader. Vary volume, pace and use appropriate expression when performing.	To listen to and offer their own opinions in response to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To use dictionaries to check the meaning of words that they have read and suggest synonyms for words in texts.
<b><u>Summer Key Texts</u></b>	<p>The Selfish Giant – Oscar Wilde</p> 	<p>Malala's Magic Pencil – Malala Yousafzai</p> 	<p>The Tear Thief – Carol Ann Duffy</p> 	<p>Tooth By Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine</p> 	<p>King of the cloud forests – Michael Morpurgo</p> 
Reading Skills	To predict, with increasing accuracy or sense, what might happen from details stated and implied.	To predict, with increasing accuracy or sense, what might happen from details stated and implied.	To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions,	To compare and collect information from a range of non-fiction texts.	To promote books to other children in the class. To regularly read books which have been self-selected.

			<i>and justifying inferences with evidence.</i>		
<p>Year Four Reading Spine</p> <p><i>These are books we would like to have available on class bookshelves or in the library. We also aim for children to have access to key texts read in previous year groups</i></p>	<p>The Lion, the witch and the wardrobe – CS Lewis</p> <p>The lion and the Unicorn – Shirley Hughes</p> <p>Gulliver – Jonathan Swift</p> <p>When Hitler Stole Pick Rabbit – Judith Kerr</p> <p>Pippi Longstocking – Astrid Lindgren</p> <p>The Animals of Farthing Wood – Colin Dann</p> <p>The Demon Headmaster – Gillian Cross</p> <p>Alice’s Adventures in Wonderland – Lewis Carroll</p> <p>Aquila – Andrew Norriss</p> <p>Charlotte’s Web – E.B. White</p>	<p>King and King – L. DeHann and S. Nijland</p> <p>The Way Back Home – Oliver Jeffers</p> <p>Red – A Crayon’s Story</p> <p>The Boy At The Back Of The Class by Onjali Rauf</p>	<p>Winter’s Child – Angela McCallister</p> <p>Weslandia – Paul Fleischmann</p> <p>FARThER – Grahame Baker-Smith</p> <p>Cinnamon – Neil Gaiman</p> <p>Voices In The Park by Anthony Browne</p> <p>After The Fall by Dan Santat</p> <p>How To Live Forever by Colin Thompson</p> <p>The Journey by Francesca Senna</p> <p>Guess Who’s Coming For Dinner? -John Kelly and Cathy Tricknell</p>	<p>The Story of Tutankahmun – Patricia Cleveland Peck</p> <p>The Brilliant Deep: Rebuilding The World’s Coral Reefs by Kate Messner</p> <p>So you think you’ve got it bad – A Kid’s Life in Ancient Rome</p> <p>Across the Roman Wall – Theresa Breslin</p>	<p>Zombierella – Fairytale gone bad – Joseph Coelho</p> <p>Kid Normal by Greg James and Chris Smith</p> <p>The Girl Who Stole An Elephant by Nizrana Farook</p> <p>Running On The Roof Of The World by Jess Butterworth</p> <p>Pugs Of The Frozen North - My brother is a superhero – David Solomons</p>
<p><b>Poetry Objectives:</b></p>	<p><i>Describe the poem’s impact and explain own interpretation by referring to the poem. Comment on the use of similes and expressive language to create images, sound effects and atmosphere.</i></p> <p><i>Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.</i></p> <p><i>Use actions, voices, sound effects and musical patterns to add to a performance.</i></p>			<p><b>Poetry to include:</b></p>	<p>Poets from Reception and Year 1 or 2 list and:</p> <p>John Agard</p> <p>Joseph Coelho</p> <p>Karl Nova</p> <p>Kate Wakeling</p> <p>Laura Mucha</p> <p>Liz Brownlee</p> <p>Tony Mitton</p> <p>Valerie Bloom</p>

## Year Five

	<p><b>Classic Texts – which should be shared by future generations</b></p>	<p><b>Texts which support the development of emotional literacy and sense of belonging.</b></p>	<p><b>Texts which primarily develop language and abstract thought.</b></p>	<p><b>Texts which develop our understanding of the world around us.</b></p>	<p><b>Contemporary Fiction and Film Texts</b></p>
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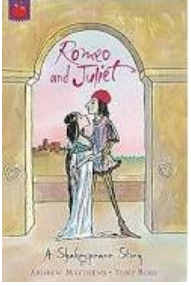
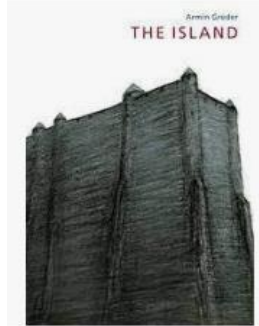
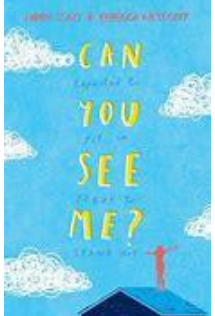
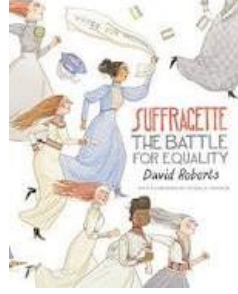

<p><b><u>Autumn Key Texts</u></b></p>	<p>The Railway Children (extracts) E.Nesbit</p> 	<p>Hidden Figures – The True story of Four Black Women and the Space Race – Margot Lee Shetterly</p> 	<p>The Tempest – William Shakespeare) Andrew Matthews version)</p> 	<p>Where the poppies now grow – H.Robinson and M. Impey</p> 	<p>Goldfish Boy – Lisa Thompson</p> 
<p>Reading Skills</p>	<p>To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>To summarise after modelling, the main ideas drawn from more than one paragraph.</p>	<p>To discuss how authors use language, including figurative language to develop character and setting.</p>	<p>To retrieve, record and present information from non-fiction texts.</p>	<p>To make comparisons within and across books and build upon ideas of others</p> <p>To contribute to class discussions which celebrate reading.</p>
<p><b><u>Spring Key Texts</u></b></p>	<p>The Sleeper and the Spindle – Neil Gaiman</p> 	<p>The Undefeated – Kwame Alexander</p> 	<p>The Lost Words (poetry book) Robert MacFarlane</p> 	<p>The Man who walked between the towers</p> 	<p>Who let the God's out? - Maz Evans</p> 
<p>Reading Skills</p>	<p>To use the etymology and morphology of a word to understand its meaning.</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>To use the etymology and morphology of a word to understand its meaning.</p>	<p>To distinguish between statements of fact and opinion in non-fiction texts.</p>	<p>To ask questions to improve their understanding.</p>

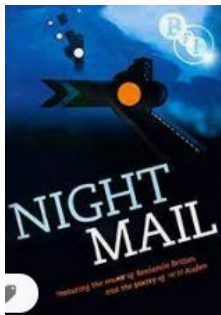

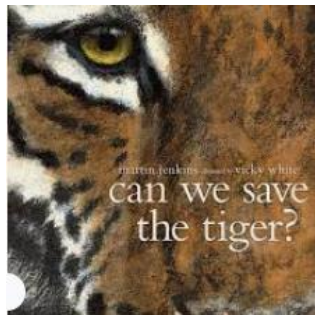

		<i>To recommend books that they have read to their peers, giving reasons for their choices.</i>	<i>Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification</i>		<i>Discuss the poet's possible viewpoint, explain and justify own response and interpretation.</i>
<b>Summer Key Texts</b>	Beowulf – Michael Foreman  <a href="#">Link to Talk 4 Writing text 'Beowulf'</a>	Murder Most Unladylike – Robin Stevens 	The Lost thing – Shaun Tan 	Curiosity – The Story of a Mars Rover – Markus Motum 	Tuesday – David Wiesner 
<i>Reading Skills</i>	<i>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions in a range of increasingly complex texts, and justifying inferences with evidence</i>	<i>To increase their familiarity with a wide range of texts including modern fiction</i>  <i>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</i> <i>To read an increasing range of books and genres.</i>	<i>To identify and discuss themes and conventions in and across a wide range of writing.</i>	<i>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions in a range of increasingly complex texts, and justifying inferences with evidence</i>	<i>To predict what might happen, from details stated and implied, and backing up ideas with evidence from the text.</i>
Year Five Reading Spine  <i>These are books we would like to have available on class bookshelves or in the library. We also aim for children to have access to key texts read in previous year groups</i>	The Odyssey – Gillian Cross Kaspar – Prince of Cats – Michael Morpurgo Traditional Tales – Literacy Shed The Three Little Pigs The Hobbit – J R Tolkien	How to heal a broken wing – Bob Graham The Cow who climbed a tree – Gemma Merino And Tango makes three – J. Richardson and P. Parnell Freedom Bird – Jerdine Nolan The Shark Caller – Zillah Bethel	The Lost Happy Endings – Carol Ann Duffy Robot Girl – Malorie Blackman Firebird – Saviour Pirotta	Rose Blanche – Ian McKewan and R Innocenti Children of the Benin Kingdom – Dinah Orji Anne Frank – Josephine Poole Rain Player – David Visniewski	Percy Jackson and the Lightning Thief The Last Wild – Piers Torday The Girl who stole an elephant The Highland Falcon Thief – MG Leonard Graphic Novels: Percy Jackson series



		<a href="#">Young, Gifted and Black – Jamia Wilson</a> The Strange Case of Origami Yoda – Tom Angleberger <a href="#">High Rise Mystery – Sharna Jackson</a>			Kaye Umansky – The Silver Spoon of Solomon Snow The Wild Way Home – Sophie Kirtley Who Let the God's Out – Maz Evans
<b>Poetry Objectives:</b>	<i>Compare different forms and describe impact.</i> <i>Vary pitch, pace, volume, expression and use pauses to create impact.</i> <i>Use actions, sound effects, musical patterns, images and dramatic interpretation</i>			<b>Poetry to include:</b>	Poets from Reception and Year 1 or 2 and 3 or 4 list and: A.F. Harrold Jackie Kay Jennifer Watson John Hegley Phillip Gross Michaela Morgan Alfred Noyes Edward Lear Hillaire Belloc Robert L. Stevenson Kwame Alexander Manjeet Mann Paul Cookson

<u>Year Six</u>					
	<b>Classic Texts – which should be shared by future generations</b>	<b>Texts which support the development of emotional literacy and sense of belonging.</b>	<b>Texts which primarily develop language and abstract thought.</b>	<b>Texts which develop our understanding of the world around us.</b>	<b>Contemporary Fiction and Film Texts</b>

<p><b><u>Autumn Key Texts</u></b></p>	<p>The Highwayman – Alfred Noyes (poem)</p> 	<p>Windrush Child – Benjamin Zephaniah</p> 	<p>Holes – Louis Sachar</p> 	<p>Secrets of a Devon Wood Jo Brown</p> 	<p>Sky Song – Abi Elphinstone</p> 
<p><i>Reading Skills</i></p>	<p><i>To suggest synonyms and antonyms for increasingly challenging vocabulary</i></p>	<p><i>To draw increasingly sophisticated inferences such as characters' feelings, thoughts and motives and justifying this with clear evidence from texts.</i></p>	<p><i>To increase their familiarity with a wide range of texts including texts from other cultures and traditions.</i></p>	<p><i>To build upon questions asked by themselves or others to improve their understanding.</i></p>	<p><i>To make comparisons within and across books and agree and disagree with the views of others</i></p> <p><i>To enthusiastically promote reading to others</i></p>
<p><b><u>Spring Key Texts</u></b></p>	<p>Romeo and Juliet – William Shakespeare</p> 	<p>The Island – Armin Greder</p> 	<p>Can you See me? Libby Stone and Rebecca Westcott</p> 	<p>Suffragette, the battle for equality –David Roberts</p> 	<p>Albert and the Lion – Marriot Edgar (poem)</p> 

Reading Skills	To evidence and argue the most appropriate genre for a text.	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	To summarise the main ideas drawn from more than one paragraph, identifying key details	To understand why some non-fiction texts are more accurate than others.	To predict what might happen, from details stated and implied, in increasingly challenging texts.  Comment on poems' structures and how these influence meaning
<b>Summer Key Texts</b>	Nightmail - Auden (poem) 	The Final Year – Matt Goodfellow 	The Proudest Blue - Ibtihaj Muhammad 	Can we save the tiger? – Martin Jenkins 	Skellig – David Almond 
Reading Skills	Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Explain the impact of figurative and expressive language, including metaphor. Comment on poems' structures and how these influence meaning	To draw increasingly sophisticated inferences such as characters' feelings, thoughts and motives and justifying this with clear evidence from texts. To provide reasoned justifications for their views	To change or develop their opinion in response to texts.  To develop an awareness of a range of contemporary and classic authors.	To understand why some non-fiction texts are more accurate than others.	To participate in discussions about books, building on their own and others' ideas and challenging views courteously
Year Six Reading Spine  These are books we would like to have available on class bookshelves or in the library. We also aim for children to	Grimms Tales for Young and Old – Philip Pullman The Secret Garden- Frances Hodgson Burnett Journey to the river sea – Eva Ibbotson	My Princess Boy – C. Kilodavis and S DeSimone The Thing – Simon Puttock and Daniel Egneus Boy 87 – Ele Fountain	Dreams of Freedom – Amnesty International The Unforgotten Coat – Frank Cottrell Boyce The Promise – Nicola Davies	The Hidden Forest – Jeannie Baker Darwin's Dragons – Lindsay Galvin Moth	Sky Song – Abi Elphinstone The Explorer – Katherine Rundell The Invention of Hugo Cabret – Brian Selznick

have access to key texts read in previous year groups	Julius Caesar Macbeth Stig of the Dump The Silver Sword – Ian Serrailier The Box of Delights – John The Wolves of Willoughby Chase – Joan Aitken Tom’s Midnight Garden – Philippa Pearce The Borrowers – Mary Norton Roll of Thunder Hear my Cry – Mildred D Taylor Goodnight Mr Tom – Michelle Magorian The Jungle Book – Rudyard Kipling Little Red Riding Hood – Phillip Pullman	The Extraordinary Colours of Auden Dare The Arrival – Shaun Tan A Kind of Spark- Elle Mc Nichol Can you see me? Libby Scott Cloudbusting – Malorie Blackman Pig Heart Boy – Malorie Blackman Freedom- Katherine Johnson <a href="#">The Boy at the back of the class – Onjali Rauf</a> <a href="#">The Island at the end of everything/Girl of Ink and Stars – Kiran Millwood- Hargrave</a>	Princess Blankets – Carol Ann Duffy The Boy in the Tower – Polly Ho- Yen The Dreadful Menace (poem) <a href="#">A Beautiful Lie – Irfan Master</a> The Water Tower – Gary Crew	<a href="#">Malala’s Magic Pencil – Masala Yousuf</a> The Animal Encyclopaedia Migration and Evolution The Great Wall through Time – Du Fei	Asha and the Spirit Bird Armistice Runner – Tom Palmer Beetle Boy M. G. Leonard Brightstorm – Vashti Hardy Sky Song – Abi Elphinstone Cogheart – Peter Bunzl The Haunting of Aveline Jones Crater Lake Jennifer Killick Orphans of the tide – Martin Struay No Ballet Shoes in Syria – Catherine Bruton Rooftoppers – Katherine Rundell Rumaysa; A fairytale – Radiya Hafiza Room 13 – Robert Swindell Graphic Novels – Lightfall Letters from the Lighthouse – Emma Carroll
<b>Poetry Objectives:</b>	<i>Use actions, sound effects, musical patterns, images and dramatic interpretations, varying presentations by using ICT.</i> <i>Vary pitch, pace, volume and expression in relation to the poem’s meaning and form</i>			<b>Poets to include:</b>	Poets from Reception and Year 1 or 2 and 3 or 4 list and: A.F. Harrold Jackie Kay Jennifer Watson John Hegley Phillip Gross Alfred Noyes Edward Lear Hillaire Belloc Robert L. Stevenson Kwame Alexander



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