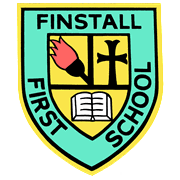
**Our Reading Spine**



**Our Reading Spine**

(Sharing a Love of Reading)

**At Finstall First School, we want it to be a place where children are read to, enjoy listening to high-quality books and share their enjoyment of stories through discussion.**

**Our 'Reading Spine' is one element of the approach we take to foster a love for reading in our children. The spine is a core of books that create a living library inside our children's minds. Our Spine is made up of a selection of Fiction, Non-Fiction and Poetry books that we would like children to access in each year group.**  **It is a store of classics and essential reads that help our children engage at a deeper level and enter the world of the story.  We have produced our very own 'Reading Spine' for every year group; giving children access to these high-quality texts.**

**Because we know that children bring their existing knowledge to what they are reading, our Reading Spine books are mostly linked to our Curriculum topic areas.**

**The texts are shared with all of the children in different ways – they may be read to the children, used a stimulus for writing in English lessons or as a guided reader whereby children read and respond to them in a small group or read as a story at the end of the day.**

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| RECEPTION | Autumn term 1 | Autumn Term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| **Themes/Genre** | **All about me / Traditional Stories** | **Lets Celebrate**  **Bonfire Night, Winter, Christmas,**  **Remembrance Day** | **Pirates** | **All About Spring** | **Space** | **Minibeasts** |
| **Key Objectives** | To hear and say the initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters  Begins to read words | Hears and says the initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters  Begins to read words | Hears and says the initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters  Begins to read word  Expected- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words  Demonstrate understanding when talking with others about what they have read | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. |
| **Core books to be used as the focus of English Lessons** | Gingerbread Man  Goldilocks  Three Bears  Three little pigs  *Little Red Hen* by Byron Barton | Rainbow Fish | Pirate Pete series | The Enormous Turnip  The Easter Story | Whatever Next  Jill Murphy  Alens Love Underpants | The bad tempered ladybird  The very busy spider  The hungry caterpillar |
| **Other supportive texts linked to the theme** | Owl babies by Martin Waddell  The Tiger who came to tea by Judith Kerr  Love You Forever by Robert N. Munsch  Handa’s surprise  Scarecrows. | You must bring a hat by Simon Philip  Lets Celebrate – special days around the world | Yo Ho Ho! A Pirating We’ll Go!  Portside Pirates Pirates of Scurvy Sands | Jaspers Beanstalk  Sam plants a sunflower | The Smeds and the Smoos | Amazing Anthony Ant  Insect encyclopedia |
| **Books that may be read to the class by the CT/TA** | My Amazing Mum  Scarecrows Wedding  Where are you blue kangaroo  I love you blue kangaroo | Sharing a shell  The Wish Cat | My granny is a pirate  The treasure of Pirate Frank | Percy the Park Keeper  The thing about Spring  Floras Flowers | Red Rockets and Rainbow Jelly | Slowly said the sloth  What the ladybird heard  Run, run its scary poo |

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| Year 1 | Autumn term 1 | Autumn Term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| **Themes**  **/Genre** | **Poetry Ourselves and the Senses**  **Stories with predictable phrases and patterned language** | **Reading and writing instructions**  **Stories with familiar settings related to children’s own experiences** | **Fairy stories and traditional tales** | **Animals- To read and write animal poetry**  **Non Fiction – factual reports about animals** | **Plants:**  **Text from a different culture**  **Flower poetry**  **Fantasy world stories.** | **Fantasy world stories.** |
| **Key Reading Objectives** | To learn to appreciate rhymes and poems and recite some by heart. To listen to and discuss a wide range of poems.  To become very familiar with key stories and recognise and join in with predictable phrases.  To make simple adaptions to a story with predictable phrases.  To read and write labels and captions. | To listen to and discuss a wide range of non fiction texts at a level beyond which they can read independently.  To read and write simple instructions.  To read stories with familiar settings relating to their own experiences.  To write sentences about their own experiences connected to the stories. | To become familiar with fairy tales and traditional tales and consider their particular characteristics.  Retell fairy tales verbally and in written form.  Sequences sentences to write short narratives.  Describe characters from fairy tales. | To listen to and discuss a wide range of poems about animals.  To learn to appreciate rhymes and poems and to recite some by heart.  To write their own animal poems based on the poems read.  To listen to and discuss a wide range of non -fiction texts at a level beyond that at which they can read independently. | To listen to and discuss a wide range of stories and poems at a level beyond which they can read independently.  To read and write poetry about different flowers.  To read fantasy world stories and discuss the setting and the plot.  To describe settings. | To listen to and discuss a wide range of stories.  To read fantasy world stories and discuss the setting, plot and resolution.  To describe settings  To create their own fantasy world stories. |
| **Core books to be used as the focus of English Lessons** | Poetry about Ourselves and the senses:  - I can do opposites  -My hands, my feet.  - Show five fingers  - I can make noises.  Stories with predictable phrases and patterned language –  Little Rabbit Foo Foo  We’re Going on a Bear Hunt  Non Fiction Reading and writing labels and captions ‘Whose Baby’. | Reading and writing instructions – getting ready for school, making a jam sandwich.  Stories with familiar settings related to children’s own experiences.   * Nobody wanted to play * Everybody got wet | Read and retell fairy tales and character descriptions  Goldilocks and the Three Bears.  Three Little Pigs  Hansel and Gretel | Animal poetry. Reading and writing their own animal poem-  Walking through the jungle.  Watch and Listen  Poems from Commotion in the Ocean.  Octopus Poem | Reading a texture from a different culture:  Handa’s Surprise by Eileen Brown.  To read and write poems about flowers.  To read fantasy world stories:  The Treasure Chest  The Pirate Adventure both from Oxford Reading tree. | To read fantasy world stories:  The Treasure Chest  The Pirate Adventure both from Oxford Reading tree. |
| **Other supportive texts linked to the theme** | The Gruffalo  Funnybones by Allan Ahlberg | Can’t you sleep Little Bear by Martin waddell  Beegu by Alexis Deacon  On the way home by Jill Murphy  The Tiger comes to Tea by Judith Kerr | Gingerbread Man  Little Red Riding hood  Cinderella  Snow White and the Seven Dwarves.  Dick Whittington  Peter Pan  The Frog Prince  The Billy Goats Gruff  Rumplestiltskin  Rapunzel | Dear Zoo by Rod Campbell  Six Dinner Sid by Inga Moore | Handa’s Hen by Eileen Browne  Where the Wild things are by Maurice Sendak |  |
| **Books that may be read to the class by the CT/TA** | Hairy Maclary by Lynley Dodd  The Very Hungry Caterpillar by Eric Carle  I Hear a Pickle and smell, see touch and taste it too.  By Rachel Isadora  The Little Red Hen  Farmer Duck – By Martin Waddell  Bringing the rain to Kapiti Plain by Verna Aardema  Don’t forget the Bacon by Pat Hutchings  Pumpkin soup by Helen Co  Polar Bear, Polar Bear.  Brown Bear, Brown Bear, What do you hear? By Eric Carle | Recipes  Big Cat Yellow book – How to have a party?  Big Cat Yellow book – Hands.  Big Cat Green book – Nick Butterworth making books.  Big Cat orange books – How to make pop up cards.  Big cat Turquoise book – How to make cards  The Wild Woods by Simon James  Charlie and Lola by Lauren child  The Rainbow Fish by Marcus Pfister | Beware of the Bears by Alan MacDonald  Jim and the Beanstalk by Raymond Briggs  The Gigantic Turnip by Alekski Tolstoy  The Princess and the Pea by Minnie Grey | Fiction stories:  Lost and Found by Oliver Jeffers  Elmer by David Mckee  The Whisperer by Nick Butterworth  The Silver Swan  By Michael Morpurgo  The following big cat books:  Big Cat Blue level  Dinosaurs  Sound  Big Cat Green level  Spines, stings and spikes  Animal babies | Avocado Baby by John Burningham  Not now Bernard by David  Mckee  The fish who could wish by Korky Paul  The Cat in the hat by Dr Seuss  The bear under the stairs | Oxford Reading tree Magickey stories – stage 5-8  Knuffle Bunny By Mo Williams  Dogger  Alfie by Shirley Hughes  Whatever Next by Jill Murphy  Alien love underpants by Claire Freedman |

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| Year 2 | Autumn term 1 | Autumn Term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| **Themes/Genre** | **Narrative**  **At the Seaside** | **Explanations/**  **Non Fiction**  **Inventors** | **Narrative**  **Traditional Tales from UK and around the world** | **Information text/non chronological reports**  **Animal Kingdom / habitats** | **Instructions,**  **Information,**  **Narrative**  **Plants and Environments** | **Information text/non chronological reports**  **Castles and castle life** |
| **Key Objectives** | To read and discuss a selection of stories linked to the seaside theme.  To discuss and build up character descriptionsTo explore settings for the story | To Explain how ideas are developed in non- fiction texts  To understand what an ‘explanation text’ is.  To understand what the features of an explanation text are and how they appear.  To produce a flowchart that explains how my machine works.  To write an explanation text. | to understand features of traditional tales  Act out a dialogue.-  Write dialogue in playscript form*.*  Write in role - describe feelings and actions of characters in stories.  Compare story settings describing similarities and differences.  Compare stories with alternative endings.  To consider how different settings influence events and behaviour.  To use verbs and adjective and adverbs for effect. | To produce a non chronological report.  To distinguish between fiction and non fiction and the reason for reading them.  To look at the structure and organisation of a non-fiction text | To write from the point of view of a character.  To describe a setting using descriptive language  Understand features of instructional writing  Write clear instructions using approp lang & style  Compare books by same author, settings, characters, themes; evaluate and form preferences, giving reasons  Write non-chronological reports using appropriate language to present and categorise ideas | become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales [and legends]  Use the present and past tenses correctly and consistently  use and punctuate direct speech  To predict what might happen in a story.  To use connectives  to write a letter  Recall/research facts about Roald Dahl.  To identify the main parts of a story |
| **Core books to be used as the focus of English Lessons** | The Sea Monster’  Katie Morag books Lighthouse Keeper stories | Space Man Bob  Wallace and Gromit  Harvey Slumphenburgers Christmas Present. | 3 Billy Goats Gruff  Tiger Child  How Rabbit Stole the fire  LRRH | Wolves  Walk like a Wolf  The Ice Bear  The owl who was afraid of the dark | Jack and the Beanstalk  Percy the Park Keeper | Robin Hood |
| **Other supportive texts linked to the theme** | Tiddler  The Mousehole cat  The snail and the Whale  Flotsom  Douglas’s deep sea Diary by S Bartram  The Mousehole Cat by A Barber |  | A childrens treasury of Milligan: Classic stories and poems by Spike Milligan.  Gingerbread Man  The true story of the 3 little pigs | Gorilla  Meercat Mail  The Way Home for Wolf by R Bright  Mr Wolfs Pancakes | The Flower  Jess and the Beanshoot | Tell me a dragon  The Egg |
| **Books that may be read to the class by the CT/TA** | Billys Bucket  My mum and dad make me laugh.  Dogger  Alfie and Annie stories  There’s a lion in the meadow. |  | Charlies Superhero Underpants.  A squash and a squeeze | The Enormous Crocodile  The Giraffe the Peley and me.  Hairy Mclary  Diary of a Killer Cat  Owl babies | The Smartest Giant in Town | The Magic Finger  . |

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| Year 3 | Autumn term 1 | Autumn Term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| **Themes/Genre** | **Narrative**  **Ill take you to Mrs Cole**  **Ma’at’s Feather**  **Howard Carter Diary entry** | **Narrative**  **The Twits by Roald Dahl** | **Narrative**  **Coming of the Romans**  **Non Fiction**  **Fact File – Mary Anning.** | **Information text**  **Escape from Pompeii**  **Poetry**  **Magic Box by Kit Wright.** | **Poetry** –  **Study of performance poetry**  **Narrative:**  **Victorian Working child diary entry.**  **Non-fiction** - **Formal letter writing – letter to Lord Shaftsbury** | **Adventure and mystery stories.**  **Wallace and Gromit - The Wrong Trousers** |
| **Key Objectives** | Character analysis – looking at the behaviour of characters and making connections with events in the story.  Description of a setting – using senses to make vocabulary choice. Sentence structure and organisation of text.  Looking at Howard Carter’s Diary entries as a text focus. Children to write in the same style to describe the Discovery of Tutankhamun’s Tomb– | Rules of speech punctuation.  Identifying style of writing in a text and use in own example. | Analysis of text to identify use of vocabulary and sentence structure to add interest and suspense. Planning, drafting and editing techniques to develop and improve text for the audience.  Retrieving and recording information from non – fiction texts.  Use of headings to organise findings. | Use of vocabulary and features to make connections with the audience  Description of a setting – using senses to make vocabulary choice. Sentence structure and organisation of text.  Senses and Imagination. Writing in the same style as another poet**.**  Use features to write own version of poem thinking about description and structure of poem. | Children to perform poems and make comparisons. Continue poem in following the style of the poet**.**  Look at layout and organisational devices in formal letters. | Study animation and look at devices to create excitement and adventure – recreate this in a narrative context. Vocabulary choices, sentence structure, organisational devices, speech rules. |
| **Core books to be used as the focus of English Lessons** | Ma’at’s Feather | The Twits – Roald Dahl | The Romans are Coming by Paul Mason |  | The Secret Diary of Jane Pinny: Victorian Housemaid /  Street Child |  |
| **Other supportive texts linked to the theme** |  | Fantastic Mr Fox – Roald Dahl | Great Women who changed the world – Kate Pankhurst |  | Avoid working in a Victorian Mill by John Malam | The Witches Tears by Jenny Nimmo  The Lion the Witch and the Wardrobe by C S Lewis |
| **Books that may be read to the class by the CT/TA** | Hodgeheg – Dick King Smith.  George Speaks – Dick King Smith | Gangsta Granny – David Walliams  George’s Marvellous Medicine – Roald Dahl | Romans on the Rampage by Jeremy strong | Charlotte’s Web – E B White  King Kong – A Browne  Voices in the Park – A Browne | Hetty Feather by Jacqueline Wilson  A Christmas Carol by Charles Dickens  Who’s in the Loo? by Jeanne Willis | The Iron Man – Ted Hughes  The Faraway Tree – Enid Blyton |

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| Year 4 | Autumn term 1 | Autumn Term 2 | Spring term 1 | Spring term 2 | Summer term |
| **Themes/Genre** | **Narrative and Instructional Writing**  Short Story  Set of Instructions | **Poetry** – Halloween Poem  **Narrative** – Adventure Story based on the **BFG** | **Letter writing**  **Narrative** –  **Beowulf**  **Narrative** – **Marshmallows** (Animation) | **Narrative**  **The Firework Maker’s Daughter** | **Narrative** –  **Goodnight Mister Tom**  **Diary Extract – Anne Frank** |
| **Key Objectives** | I can discuss words and phrases in the books that I read that excite me.  I can check what I have read and that I have understood it by telling someone else what happens.  I can ask questions about what I have read.  I can predict what will happen in a text.  I can join in a clear, reasoned discussion about the books and poems I have read taking turns and listening to others.  I can answer questions about a text, using what I have read (reading comprehensions) | Reading poems and forming opinions on them  Identifying different types of poems  To reading extracts from the BFG and analysing the content  To creating interesting characters  To Understand/work out the meaning of the made up words.  To explore dialogue within a text  I can join in a clear, reasoned discussion about the books and poems I have read taking turns and listening to others. | To Identify the features of a letter by analysing a text  To be able to infer and use deduction to answer questions based on the chapters read.  To understand the difference between technical and descriptive vocabulary | To be able to  Understand a text – answering comprehension questions based on inference and deduction  To be able to identify speech in a text  To identify descriptive sentences through reading expanded noun phrases | To be able to  Understand a text – answering comprehension questions based on inference and deduction  To be able to compare a book and film |
| **Core books to be used as the focus of English Lessons** | Stone Age Boy  How to Wash a Woolly Mammoth  The Dream Giver (Animation from The Literacy Shed) | BFG by Roald Dahl  The Shirt Machine (animation) | Beowulf By M Morpurgo  Marshmallows | The Firework Makers Daughter by Philip Pullman | Good night Mr Tom by M Morgorigan  Diary of Anne Frank |
| **Other supportive texts linked to the theme** |  |  |  |  | War Game by Michael Foreman  Carries War by N Bowden |
| **Books that may be read to the class by the CT/TA** | Stig of the Dump by Clive King | Measle and the Wrathmonk by I Ogilvy | How to train your dragon by C Cowell |  | Blitz by Vince Cross  One Hundred Steps – the story of Sir Tom Moore  Grandpa’s Great Escape – David Walliams |