St Mary's Reading Spine

Text- based Literacy 2024-25





Reading Spine Aims

'From the earliest ages, reading is much more than decoding. From the start, reading is also accessing and further acquiring language knowledge and domain knowledge. This means that instruction and practice in fluency of decoding need to be accompanied by instruction and practice in vocabulary and domain knowledge. If we want to raise later achievement ..., we need to combine early instruction in the procedures of literacy with early instruction in the content of literacy, specifically: vocabulary, conventions of language, and knowledge of the world.'

E. D. Hirsch, Jr. (2003)

The aim of this reading spine is to provide an extensive list of books which staff can apply to their own long-term plans. These are books to use as class reads, study books for writing and whole class reading, recommendations for reading corners or for extracts (taken from them to look at in greater detail). The intention is that by the time they reach year 6 and beyond, they have developed a wide, rich vocabulary and broader knowledge of the world and, as a result, are able to access the more complex books expected of them in secondary schools. It should be noted that book and text selection in school not only considers narratives and poems but also recognises that a good balance of topic-appropriate non-fiction should also be read to help further develop children's background knowledge of the subject they are studying.

The books have been selected to consider three areas: learning to read, access to high quality texts to enable access for all (during WCR and class reads) and to promote reading for pleasure and experiential and language development through information texts.

Learning to Read

These are books which are particularly supportive for children who are learning to read. Books are included here because they help children to behave like readers. They may be:

- memorable texts that feature repetition and encourage predictions
- o texts within which rhythm and rhyme are important
- texts that allow children to practice and apply their phonic knowledge
- books with strong story shapes and structures
- texts which positively reflect children's interests and backgrounds
- books with supportive illustrations
- o books that draw attention to written language and to the way books work

Literature Collection - High Quality Texts for All

These are books which will form the basis of a literature curriculum and the collection has been designed to introduce children to a growing range of texts. Whilst some children in the class may not be able to read all the books independently, an important function of the collection is to give them access to a wider range of titles, authors and genres that they might not otherwise meet. For more experienced readers, this collection offers an increasingly challenging range of material for individual or group reading. Books in this collection are likely to be:

At St Mary's, we follow a text- based literacy strategy

There are many benefits to text-based literacy in primary school, including:

<u>Developing reading comprehension</u>

 Reading a variety of texts can help students develop a better understanding of how language is used and increase their reading comprehension skills.

Building background knowledge

- Text sets can help students develop a deeper understanding of a topic and to make connections between texts.
- Enriching writing skills
- Reading a variety of texts can help students learn about syntax, sentence structure, and how to connect ideas, which in turn
 improves their own writing.

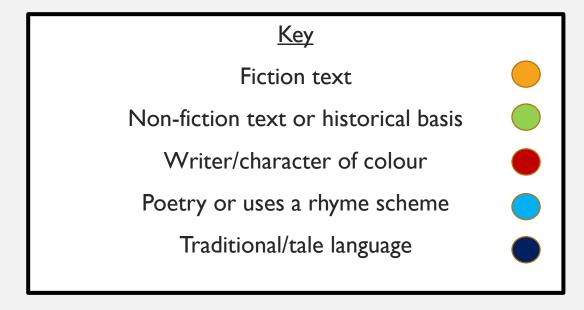
Encouraging reading for pleasure

- Reading for pleasure is a lifelong skill that involves reading with enjoyment and choice.
- Creating a language-rich environment
- Teachers can encourage literacy by reading aloud, talking about their favorite books, and engaging students in conversation.

Shared reading

- Shared reading can be a powerful and engaging way to teach literacy. It can help students learn about meaning, text structure, and vocabulary, and it can also help them step up to more challenging texts.
- Making meaning together
- Students can use comparisons to integrate information from text with their prior knowledge and with visuals.

We provide a wide range of texts:



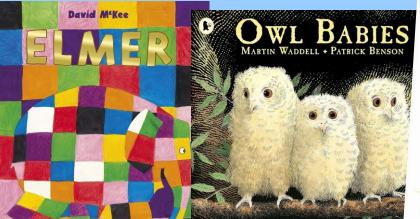
Giving learners chances to engage with a wide range of texts provides more opportunities for understanding how language is used in different ways. From fiction and non-fiction stories in different genres to plays, poetry and graphic novels, the more time learners spend engaging with different text types, the more likely they are to find something that sparks their interest in literacy. We also ensure that are text choices reflect the multicultural society that we live in so that all children can feel represented in the texts that they are reading. Many texts are also strongly linked to the history or geography topic being taught at the time, allowing for a cross-curricular approach to be used.

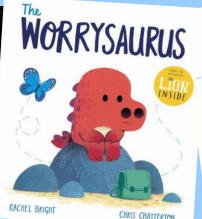
We aim to create a language-rich environment in ours classrooms, the more likely learners are to develop strong literacy skills (and an appreciation thereof) early on.

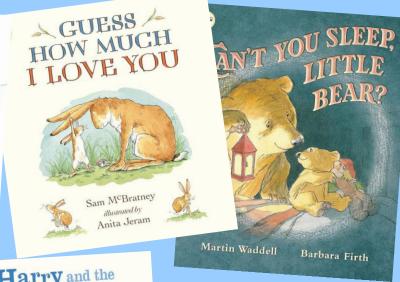
Reading and writing coverage

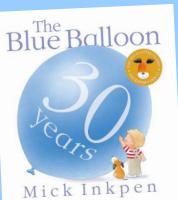
<u> </u>	Autumn A (8 weeks)						Autumn B (7 weeks)					Spring A (7 weeks)			Spring B (6weeks)				Summer A (4 weeks)			Summer B (7 weeks)			
		Autumm A (o weeks)				Autumn b (7 weeks)					Spring A (7 weeks)			spring b (oweeks)				Junine	Summer b (7 weeks)						
Reception	Writing 1 (1 week)		Writing 3 (2 weeks)	Writing 4 ((1 week)	Writing 5 (2 weeks)	Writing 6 (1 week)	Writing (1 week		Writing 9 (2 weeks)	Writing 10 (1 week)	Writing 11 (2 weeks)	Writing 12 (2 weeks)	Writing 13 (3 weeks)	Writing 14 (2 weeks	Writing 15 () weeks)		riting 16 ? weeks)	Writing 17 {1 week}	Writing 18 {1 week}	Writing 19 (2 week)	Writing 20 (2 weeks)		22 (2 weeks)	Writing 23 (1 week)	
	Marvellous Me	The Colour Monster	You Choose	Goldilocks & The Three Bears	The Smart4est Giant in Town	The Gingerbread Man	The Litt Red He		The Jolly Christmas Postman	The Christmas Story	The Emperor's Egg	The Gruffalo	A Dot in the Snow	The Very Hungry Caterpillar	Jack & the Beanstalk	W	he Tiger ho Came to Tea	On the way home	What did the tree see?	The Train Ride.	Billy's Buck	et Tidd	ler The Sand Castle That Lola Built	Pirates	
	Writing 1 (1 week)	Writing (3 Weel		Writing 3 (3 weeks)	Writing 4 {1 week}	Writing 5 (2 weeks)		Writing 6 (3 weeks)		Writing 7 (1 week)	Writing 8 (3 weeks)	Writing 9 (3 weeks)	Writing 10 (1 week)		Writing 11 (3 weeks)			Writing 13 (3 weeks)		Writing 14 (1 week)	Writing 15 (3 weeks)		Writing 16 (3 weeks)	Writing 17 {1 week}	
Year 1		Familiar Settings – captions, lists & labels		A Personal Recount		Persuasion		Non-Chronological Report The Ugly Five	ical	nstructions	Traditional Tales	Letter	The Stars - Senses (eeper's		Adventure Stories			Phonics/	Fairy	Tales	Rhyming	tion	Report	SPaG/	
Core Text			ercy the Park Keeper The Naug			The Snail & The Whale				Night Before Christmas	The Three Little Pigs	The lighthouse Keeper's Lunch			Astro Girl			dictation Skills Goldilock		d The Three ars	Couplets	Phor		Reading Skills	
Year 2		Adventi Storie		A Personal Recount		Persuasive Letter	ment Wee	Non-Chronolog Report	ical	nstructions	Mystery Stories	Explanation	Poetry Stars -		Travelling Stories			Discussion Question & Answer			Sport's St	Sport's Story Chronolog Report		SPaG/ Reading	
Core Text		Taking FI	Taking Flight A Sq S			The Day the Crayons Quit	Assessi	Queens Queens	т	The Snowman	The Detective Dog	Handa's Surprise	Diamante		Journey				Poen				Skills		
Year 3		Fable	÷	Diary Entry		Persuasive Advert	-	Non-Chronolog Report	ical	Instructions How to Wash a Woolly Mammoth	Historical Stories	Explanation Ancient Rome	Poetry Stars - Riddles	ee k	School Stories	essment Week	Skills	Discussion Speech		Haiku Epigram	Science Fic	tion (Non- Chronological Report	SPaG∳ Reading	
Core Text	SIII	Aesop's Fa	bles	Banksy	SEE SEE	Banksy					War Game			eading W	A kid's life in			Survivors		Question Time	King of the Cloud Forest			Skills	
Year 4	×	Stories fr Other Cul		Recount A Day <u>In</u> The Life	Ж	Persuasive Brochure			nstructions	Adventure Stories	Explanation	Big Green	œ	Myths & Legends	Ass		Balanced Arg	gument		Travelling Story C		Non- Chronological Report	ogical ort SPaG/		
Core Text		The Ice Pa	lace	Race to the Frozen North			Julius Ze	Julius Zebra		The Famous Five		Charlie and The Chocolate Factory	Poetry - Diamante		The Firework Maker's daughter					Ballads			Reading Skills		
Year 5		Stories fr Other Cul		Historical Recount		Persuasive Speech		Newspaper Re	ort	Biography	Time Travelling Stories	Explanation	Poetry Stars -		Animal Stories			Discussion Speech		Sonnets	Film Narra	n Narrative Chronologic Report		SPaG/ Reading	
Core Text		Kensuke's		ingdom		Viking Boy	ent Weel	Viking Boy			Varjak Paw	The Boy at the Back of the Class	Limericks		The History Detectives			Explorer – Katherine Rundle		Free Verse	Explorer – Katherine Rundle		Skill		
Year 6			Newspaper Narrative Report Suspense St			Narrative - flashback	Assessm	Biography		Poetry	Explanation Letter	Persuasion	SPaG SKills		Narrative			Autobiography	Revision	SATs	Narrativ	e (Non- Chronological Report	SPaG/ Reading	
Core Text																				3.113				Skills	





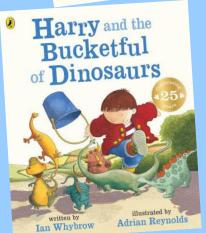


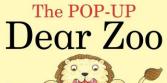






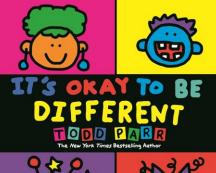




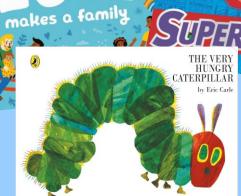


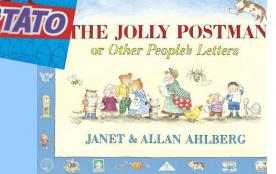


Rod Campbell





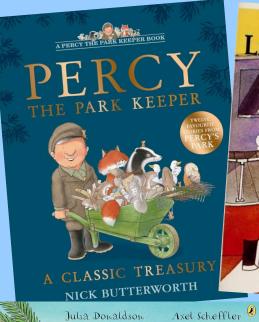


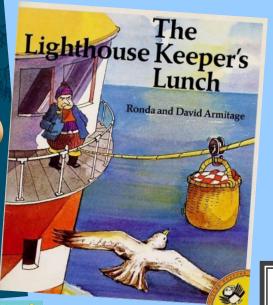


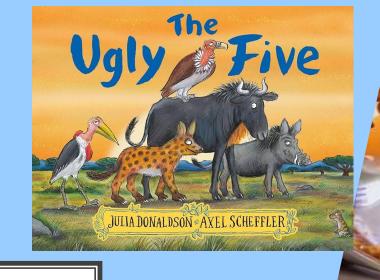






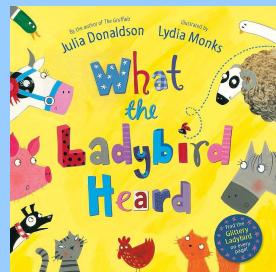




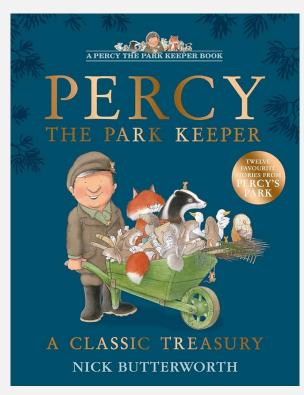


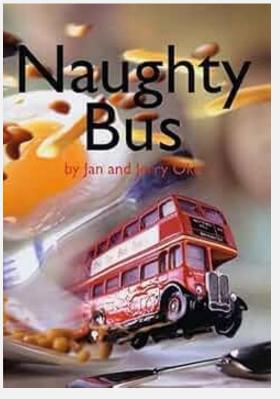


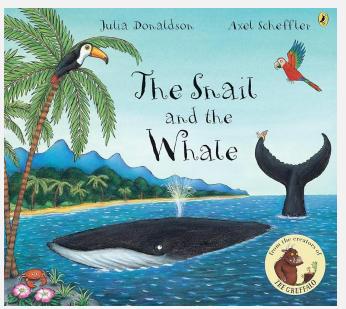


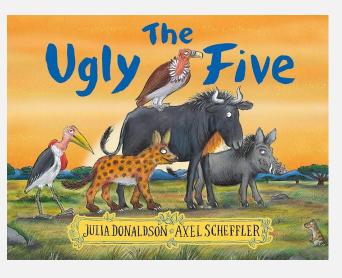








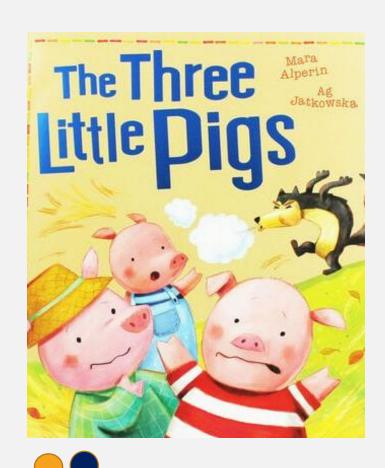


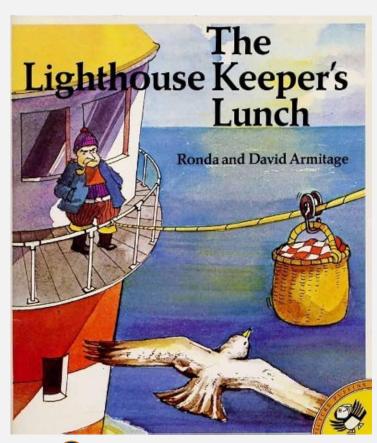


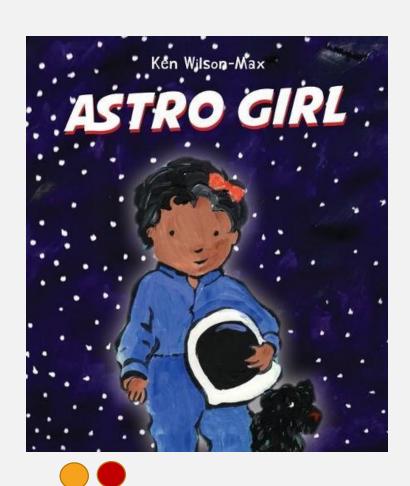


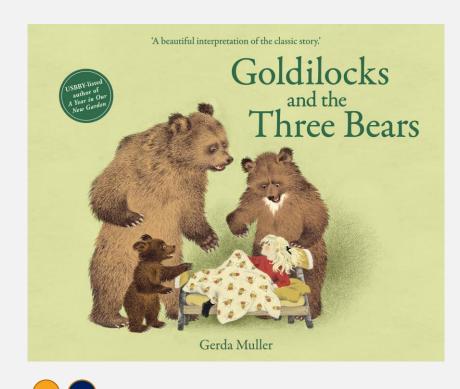


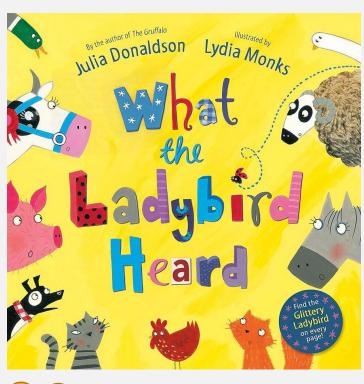








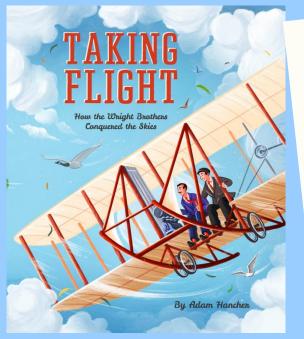


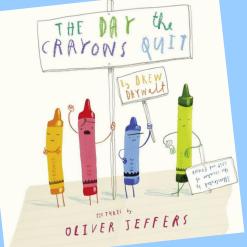




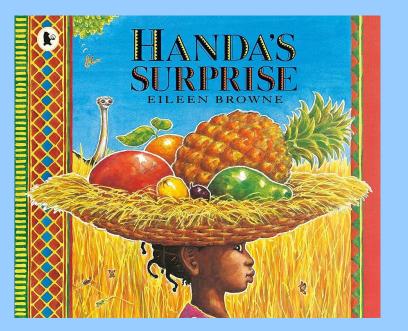


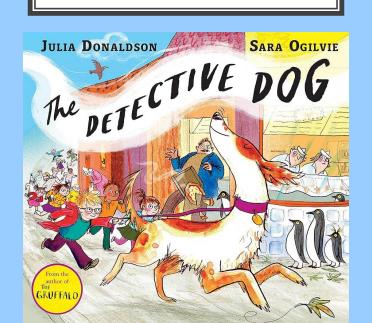




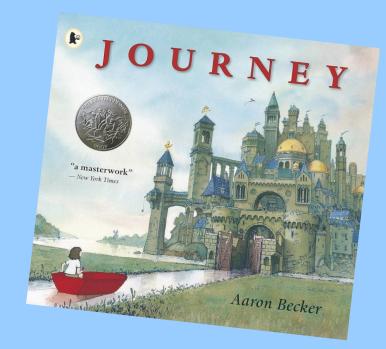




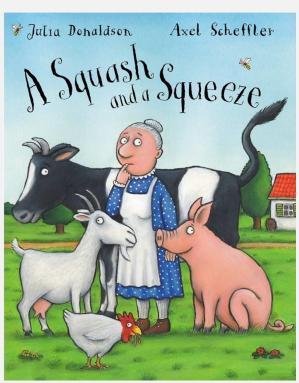


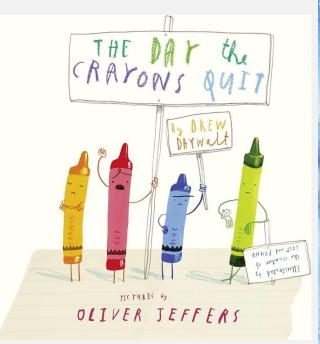


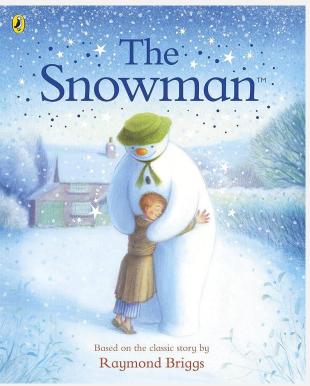


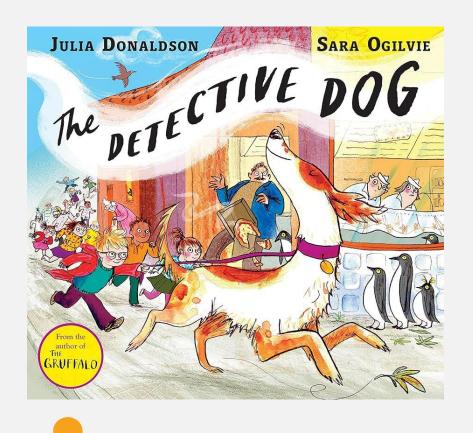


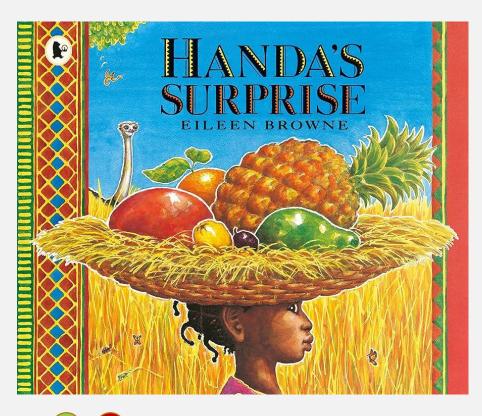


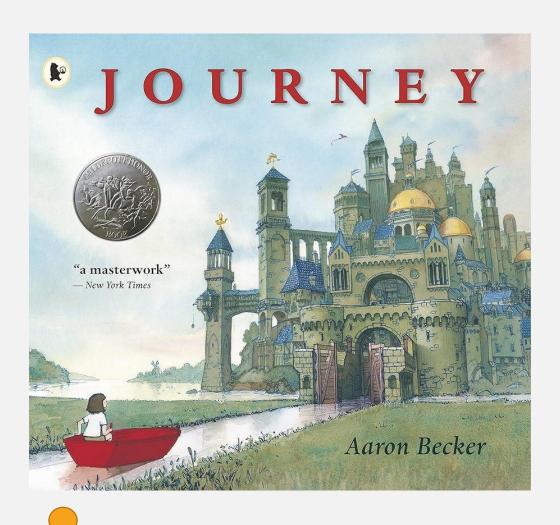


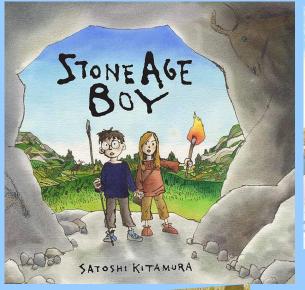


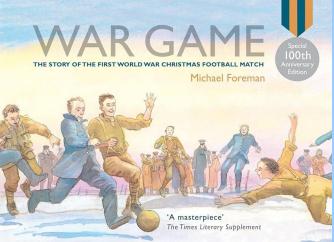














FOR AS LONG AS PEOPLE HAVE LOOKED FOR ADVENTURE, SOME HAVE ALSO FOUND DANGER ...



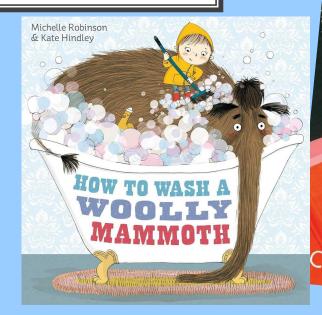
SURVIVORS

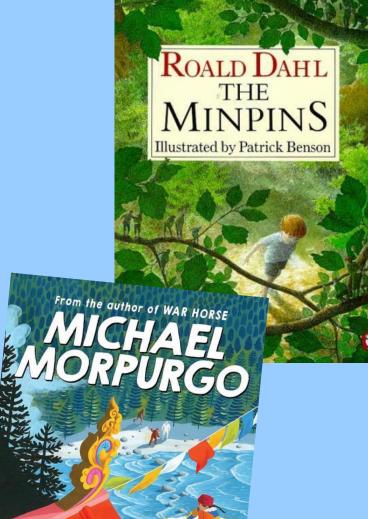


EXTRAORDINARY TALES FROM THE WILD AND BEYOND

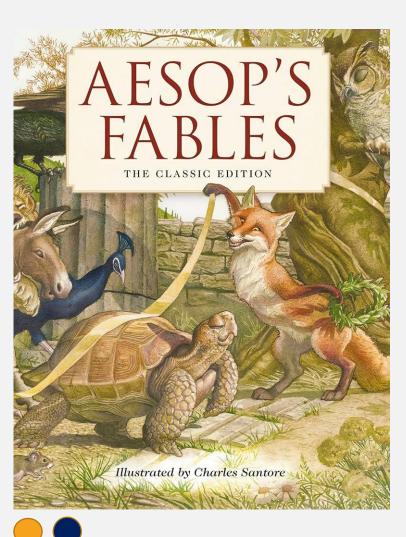


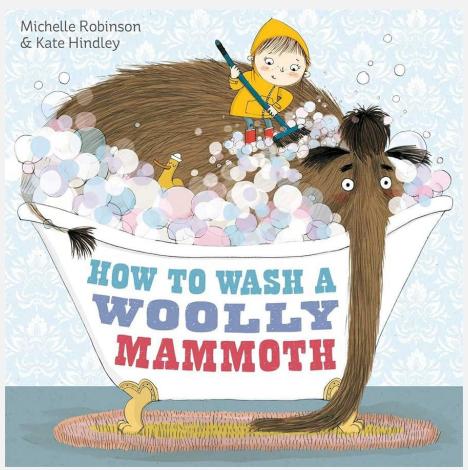
Year 3

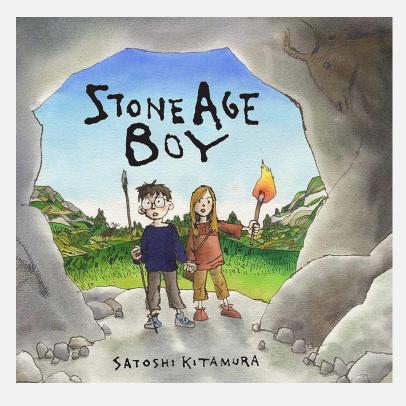




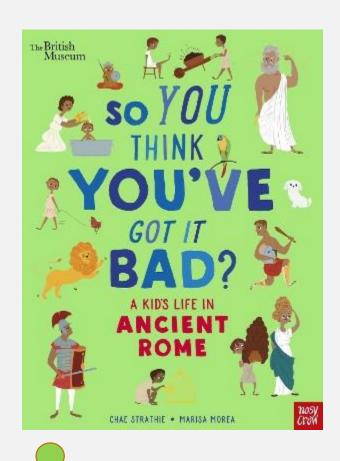
KING OF THE CLOUD FORESTS

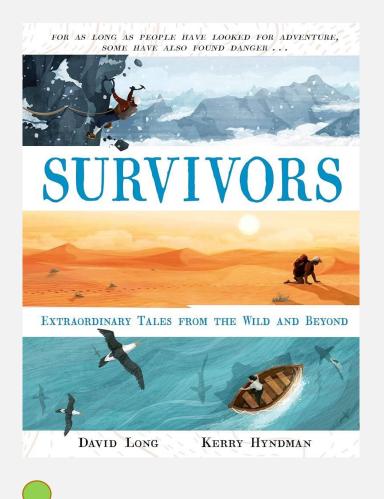


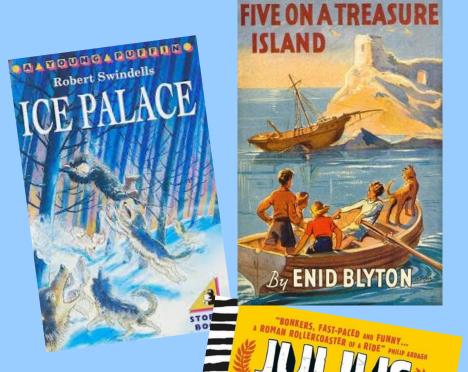




THE STORY OF THE FIRST WORLD WAR CHRISTMAS FOOTBALL MATCH Michael Foreman 'A masterpiece' The Times Literary Supplement







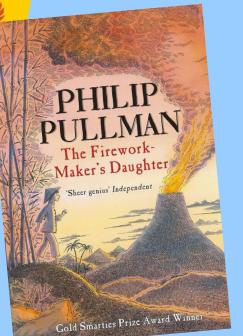
RUMBLE WITH ROMANS!

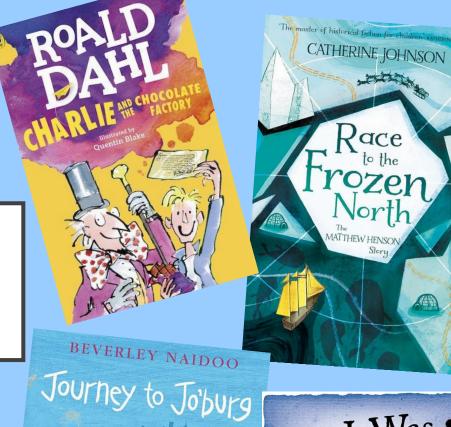
GARY NORTHFIELD

JENNY

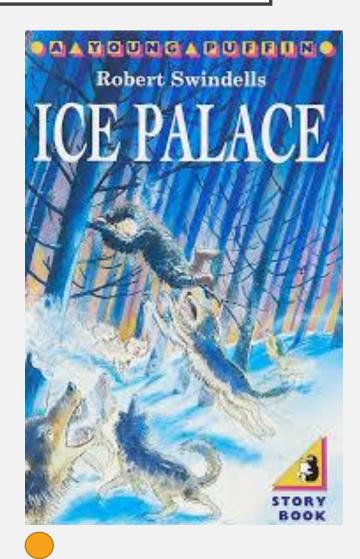
Illustrated by Ben Mantle

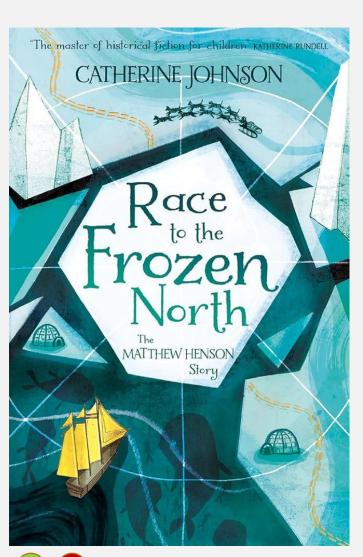


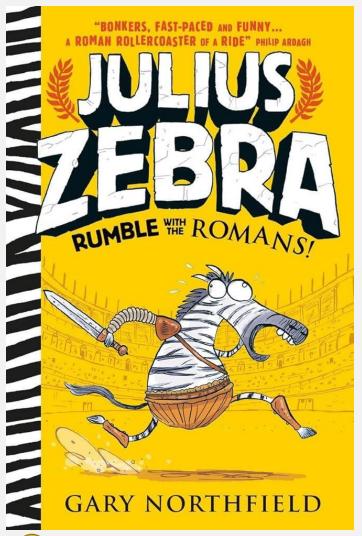


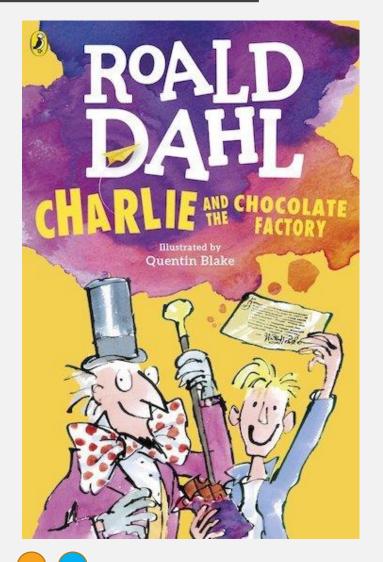


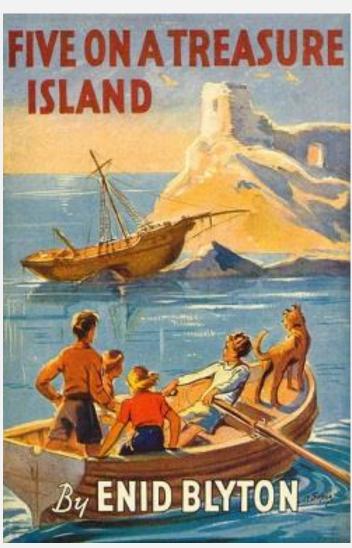


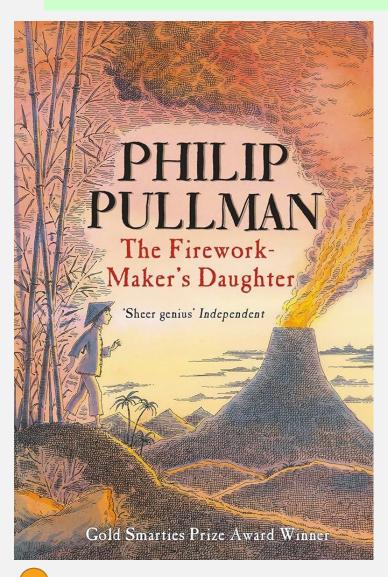






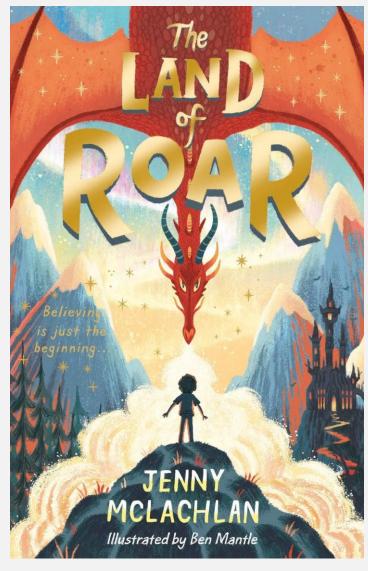




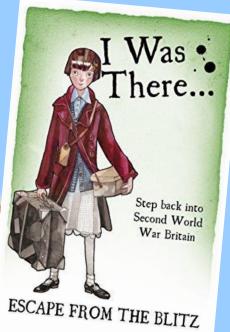


BEVERLEY NAIDOO Journey to Joburg

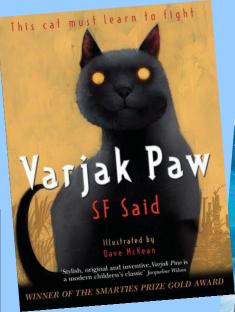


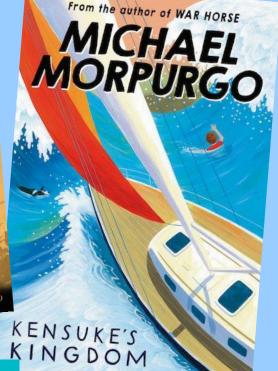




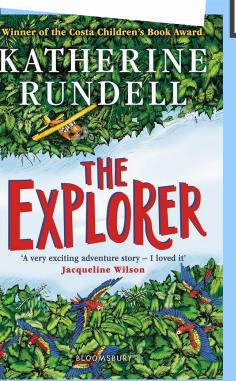


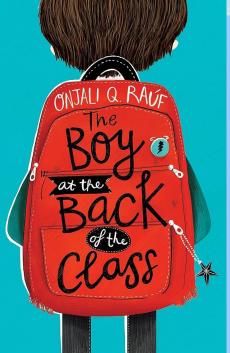
Year 5

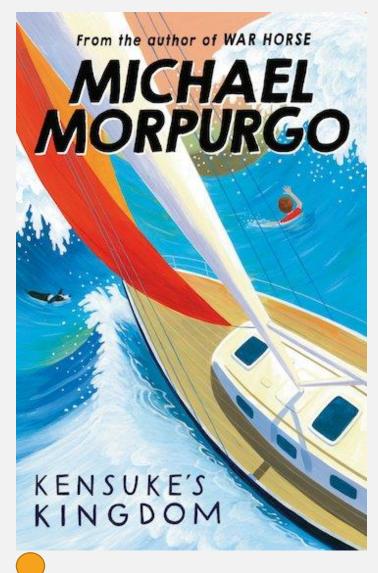


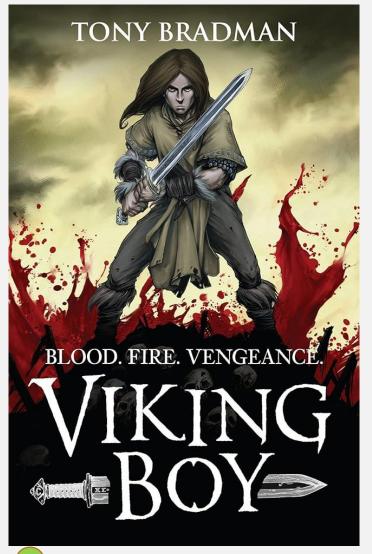


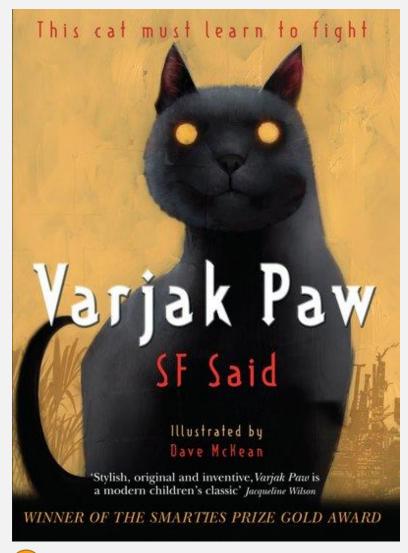


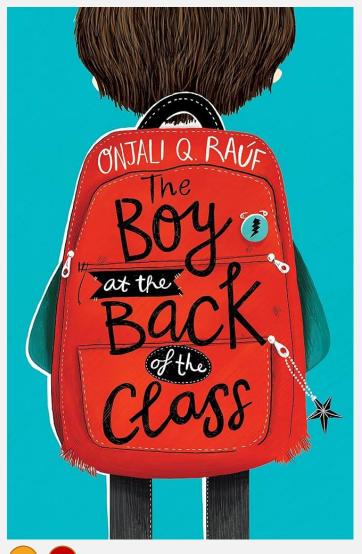


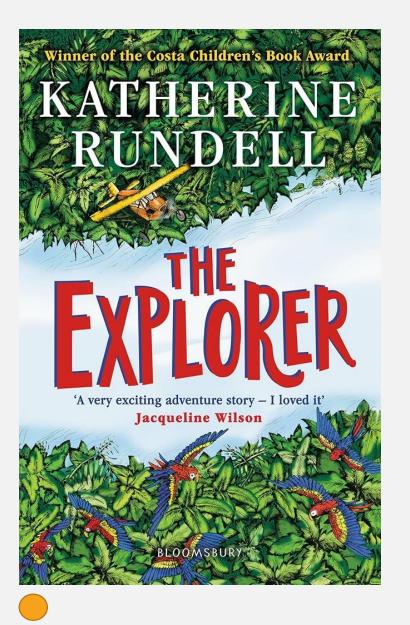




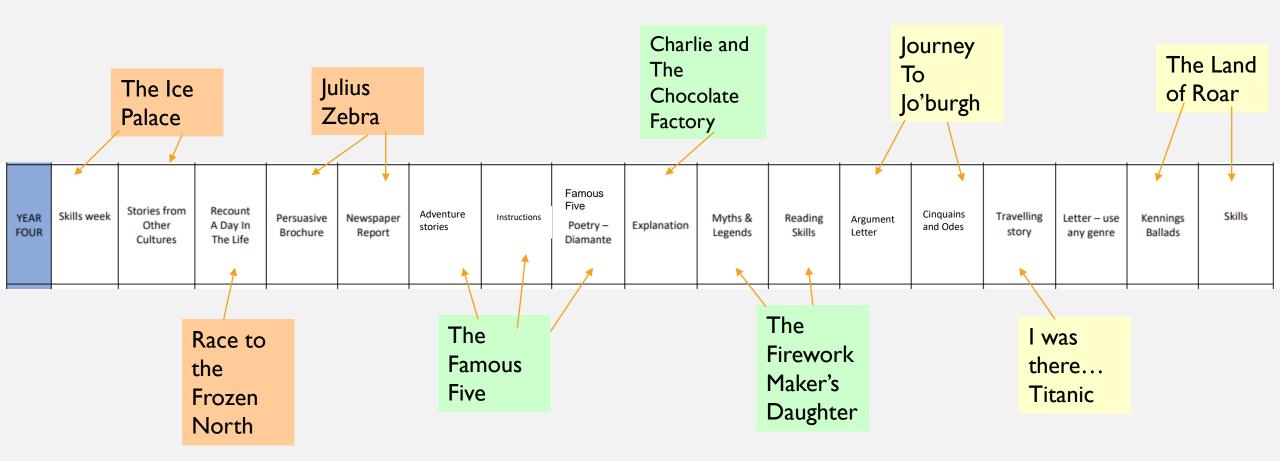




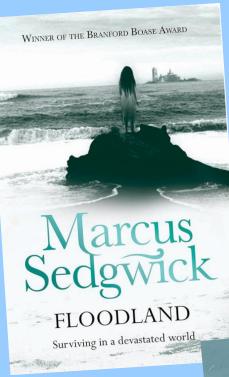




Year 4 writing topics

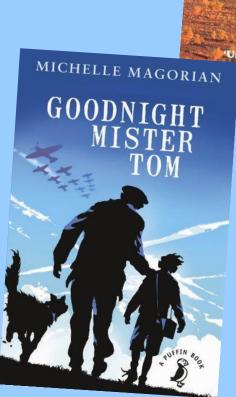


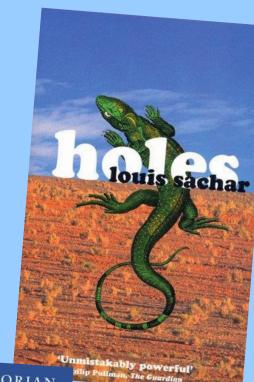
Our writing topics are tied in to the text we are reading- we use a text-based literacy strategy.

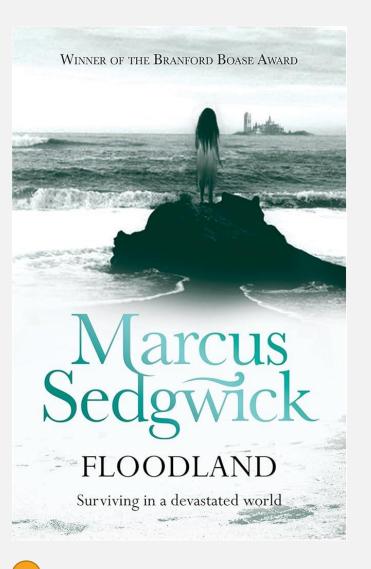


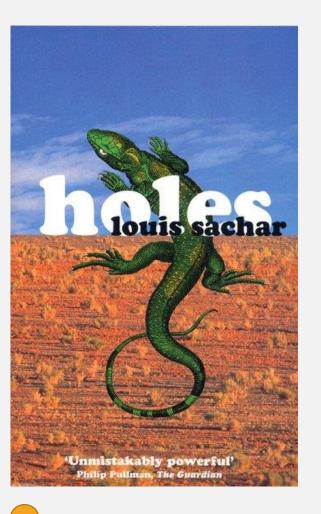
Year 6

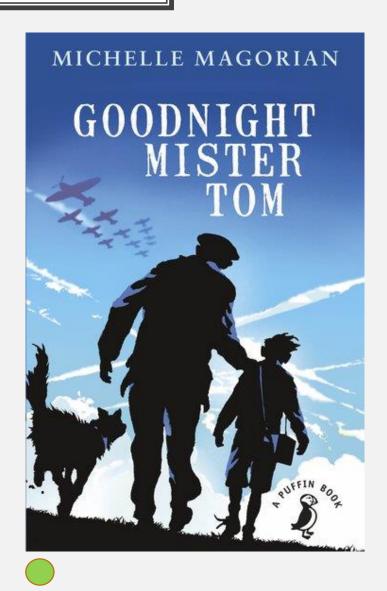


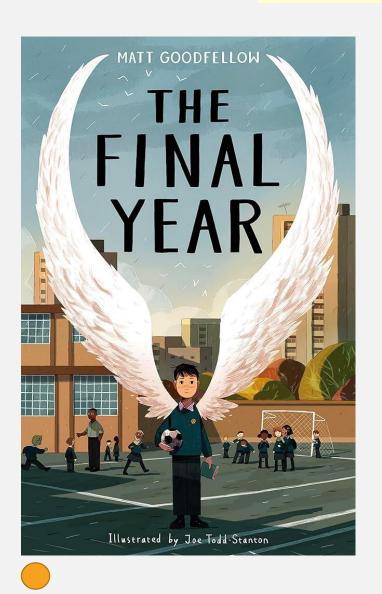




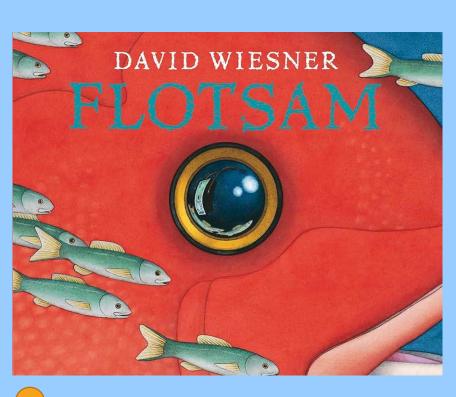


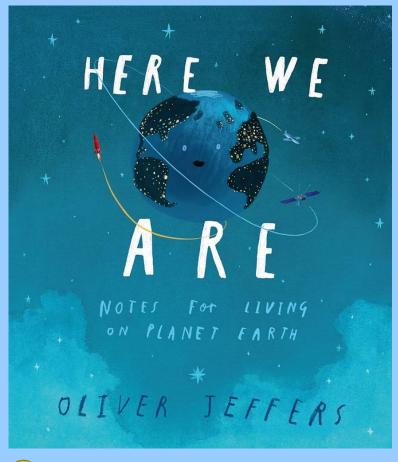


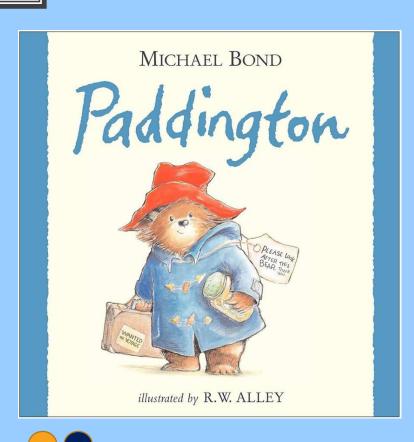




Reading Week







Reading Week Aims

The aims of Reading Week are to:

- Encouraging reading for pleasure.
- Encourage children to read for enjoyment and immerse them in creative ideas related to books.
- Developing reading, performance, communication and writing skills.
- To help students develop a love of reading and appreciate a rich and varied literacy heritage.
- To engage parents.

Other aims of Reading Week include:

- Learning about cause and effect
- Increasing vocabulary and awareness of grammar
- Understanding the differences between spoken and written language
- Participating in discussion and considering the opinions of others
- Identifying with and exploring characters through role-play and other drama techniques