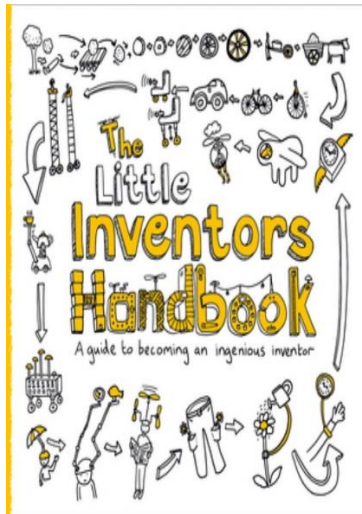


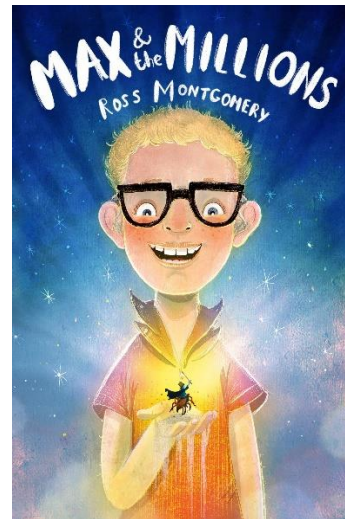


Brackenwood Junior School Reading Spine

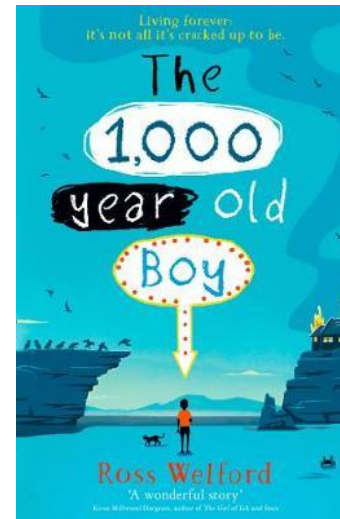
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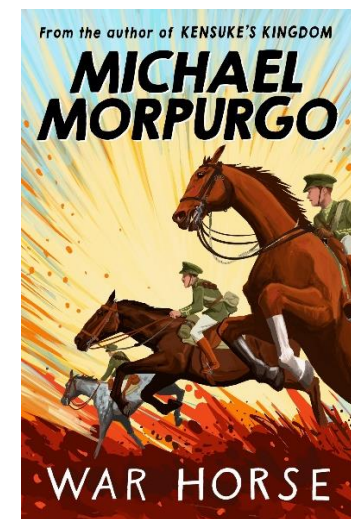
Year 3



Year 4



Year 5



Year 6

As a school, we believe that there are many different types of texts that children should have access to in order to successfully navigate reading with confidence beyond their phonic understanding. These books are complex beyond a lexical level and demand more from the reader/listener than other types of books. We also believe in order to instil a love of reading in pupils, staff should have the opportunity to share some of their favourite childhood books with them. Once pupils become familiar with these more complex texts, we hope to see them using ideas from them in their own writing.

Archaic Language

The vocabulary, usage, composition and context for cultural reference of texts 50-100 years old are vastly different and often more complex than texts written today. We believe that pupils should be exposed to and develop proficiency with antiquated forms of expression.

Non-linear Time Sequences

Not all stories start at the beginning and end at the end. In non-chronological narratives, time takes on a fluidity that allows the writer to play with different stories in one interconnected text. Fiction books for children are often written in a given style with a given pace which remains consistent throughout the book but in more complex books, the narration can be used to create exact images by time moving in fits and starts and time doubling back. Non-linear storytelling can take many forms, such as by using flash forwards, flashbacks and dream sequences. Non-linear plots can mimic the recall of human memory or weave in fantastical elements.

Narratively Complex

More basic children's books tend to have one narrator. However, books can be narrated by a variety of narrators, such as multiple within one book, non-human or multiple intertwined with unrelated plot lines. These are harder for pupils to read or to follow if listening to compared to books with a single plot line and we believe it is important for pupils to experience these books too. By listening to these more complex narratives, we hope that pupils will be able to engage with scenarios far removed from their life experiences.

Figurative/Symbolic Texts

Using symbolism and figurative language brings texts closer to poetic expression and provides the opportunity to deliver information on multiple levels that can be understood by multiple levels of educational awareness. Gaining a deeper understanding of language, such as use of similes, metaphors, irony etc will help pupils comprehension skills and also allow them to gain a depth of understanding to use within their writing.

Resistant Texts

Resistant reading scrutinises the beliefs and attitudes that typically go unexamined in a text, drawing attention to the gaps, silences and contradictions. It means to read a text as it was not meant to be read; reading the text against itself. Reading against the grain combines analysis, evaluation and creation. It also develops and assesses comprehension as pupils must understand the text to successfully engage in alternative reading thoughts. Applying these skills should help to develop pupil's comprehension skills.

Non-fiction Texts

Non-fiction children's literature naturally integrates complicated vocabulary in ways that make it easy for students to learn new words and within context. As pupils move through life, many texts that they encounter will be non-fiction therefore it is important that we equip our pupils to be able to access them and engage with them fully. Listening to feedback from our pupils, some pupils also prefer non-fiction texts and they help to engage reluctant readers.

Expectations

Each year, pupils will be exposed to all books from the following sections:

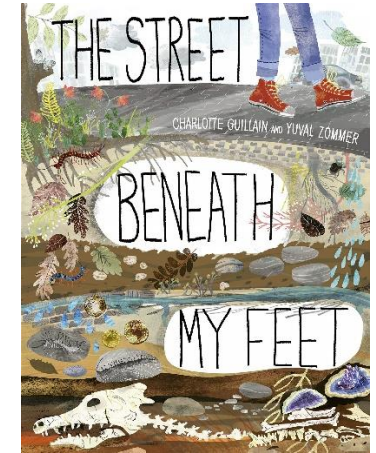
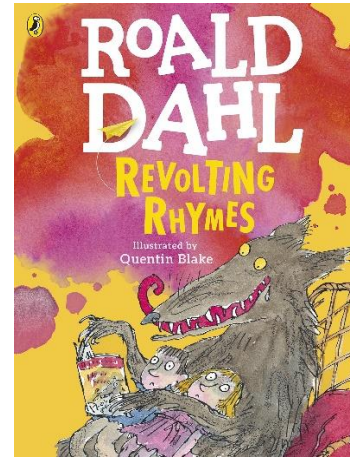
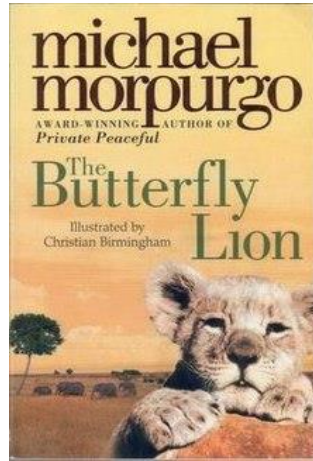
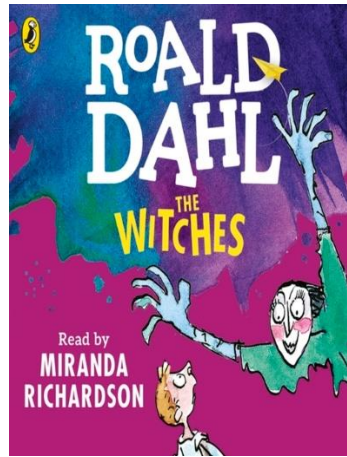
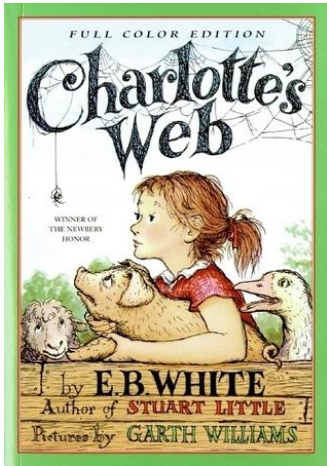
- Archaic Language
- Non-linear Time Sequences
- Narratively Complex
- Figurative/Symbolic Text
- Resistant Texts
- Non-fiction

Poems will be read in full and some other books will also be read in full. For other books, shorter extracts will be read to pupils and then they will have the option to read the rest of the text independently. In addition, staff will be able to choose a selection of other books to share with their classes. These will be a combination of their favourite childhood books as well as others, such as books linked to the wider Curriculum or current issues.

For each book read, there will be a rationale displayed on classroom doors. Please look out for them around school!

Year 3 Reading Spines

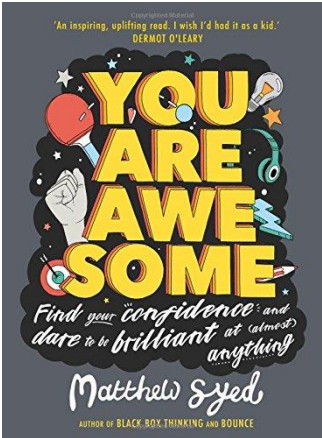
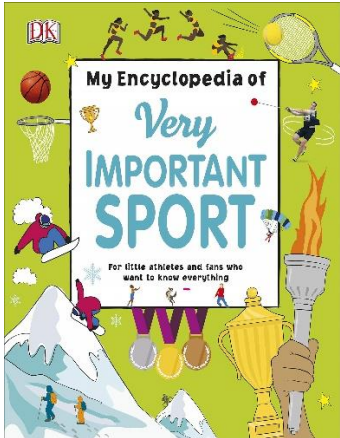
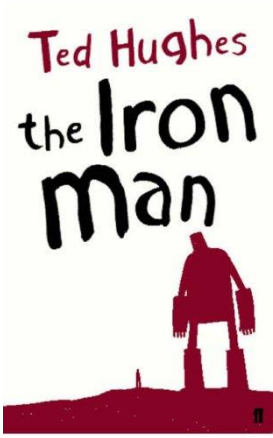
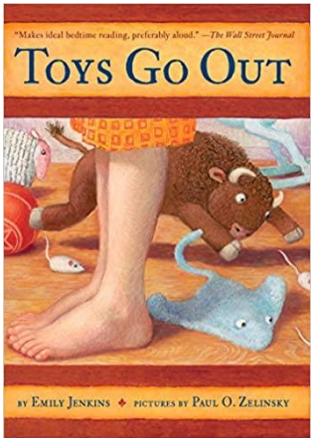
Archaic Language	Charlotte's Web Alice Adventure's in Wonderland Winnie-the-Pooh Five Children and It Stig of the Dump	E. B. White Lewis Carroll A.A. Milne Edith Nesbit Clive King	1952 1865 1926 1902 1963
Non-linear Time Sequences	The Butterfly Lion The Midnight Fox	Michael Morpurgo Betsy Byars	1996 1968
Narratively Complex	The Witches Woof	Roald Dahl Allan Ahlberg	1983 1987
Figurative/Symbolic Text	Revoltig Rhymes (poems) Catch a Little Rhyme (poem) Quick Let's Get Out of Here The World's Greatest Space Cadet Paint Me a Poem – New Poems Inspired by Art in the Tate Puffin Book of Utterly Brilliant Poetry	Roald Dahl Eve Merriam Michael Rosen and Quentin Blake James Carter Grace Nichols Brian Patten	1982 1999 2015 2017 2004 1998
Resistant Texts	Cloud Busting Topsy Turvy World (poem)	Malorie Blackman William Brighty Rands	2004 1871
Non-fiction	The Street Beneath My Feet The Little Inventors Handbook Our Planet	Charlotte Guillain & Yuval Zommer Dominic Wilcox Matt Whyman	2017 2018 2019
SMSC, SEN, RRS and the wider World Texts	SEN Superheroes The Miraculous Journey of Edward Tulane Little People, Big Dreams Little People, Big Lives - Emmeline Pankhurst Little People, Big Dreams – Amelia Earhurst Stories from South Asian Super Girls Black Dog	Dr. Tracy Packiam Alloway Ph.D and Ana Sanfelippo Kate DiCamillo Lisbeth Kaiser Isabel Sanchez Vegara Raj Kaur Khaira Levi Pinfold	2019 2015 2017 2016 2019 2012
Teacher's and teaching assistant's choices	The Miraculous Journey of Edward Tulane (CD) World's Worst Teachers (CD) The land of Roar (SW) Not bad for a bad lad (SW)	Kate DiCamillo David Walliams Jenny McLachlan Michael Morpurgo	2006 2019 2019 2012



Year 4 Reading Spines

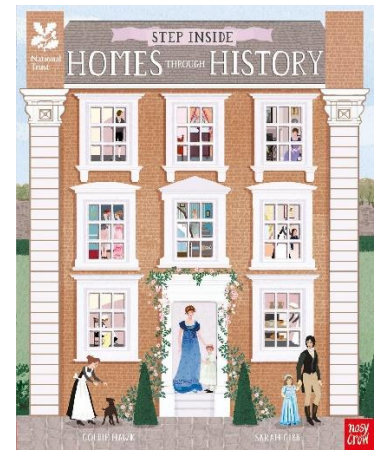
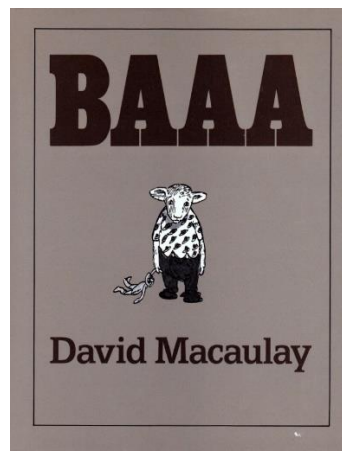
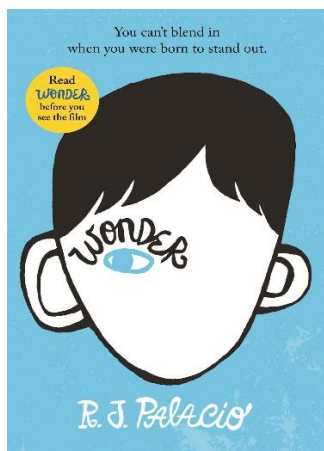
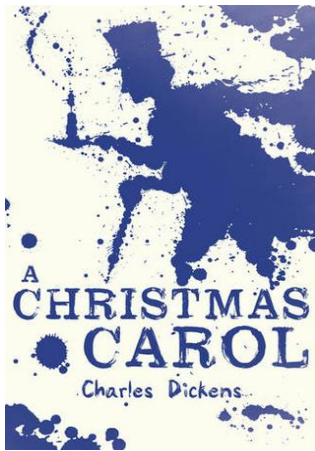
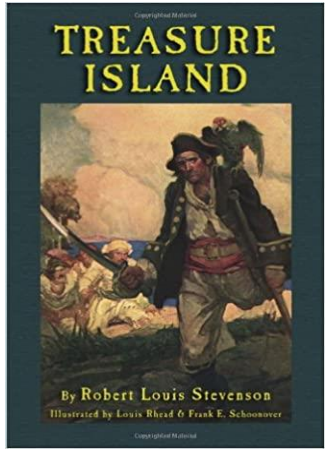
Archaic Language	The Lion the Witch and the Wardrobe A Bear Called Paddington How Doth the Little Crocodile (poem) The Railway Children	C.S. Lewis Michael Bond Lewis Carroll Edith Nesbit	1950 1958 1865 1905
Non-linear Time Sequences	The Firework Maker's Daughter Farm Boy	Phillip Pullman Michael Murpurgo	1995 1997
Narratively Complex	Max and the Millions Toys Go Out Nim's Island	Ross Montgomery Emily Jenkins Wendy Orr	2018 2006 1999
Figurative/Symbolic Text	The Iron Man Dream Variations (poem) Deep in the Green Wood Hot Like Fire and Other Poems Sensational Hello H2O	Ted Hughes Langston Hughes Wes Magee Valerie Bloom Roger McGough John Agard	1968 1926 2012 2009 2004 2003
Resistant Texts	The Mysteries of Harris Burdick Something Told the Wild Geese (poem)	Chris Van Allsburg Rachel Field	1984 1920
Non-fiction	Hello World: A Celebration of Languages and Curiosities What A Waste: Rubbish, Recycling, and Protecting our Planet My Encyclopedia of Very Important Sport: For little athletes and fans who want to know everything	Johnathon Litton Jess French DK	2016 2019 2020
SMSC, SEN, RRS and the wider World Texts	You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything My name is not Refugee Little People, Big Dreams - Frida Kahlo Little People, Big Dreams - Marie Curie	Matthew Syed Katie Milner Isabel Sanchez Vegara Isabel Sanchez Vegara	2019 2017 2014 2016
Teacher's and teaching assistant's choices	Swallows and Amazons (AK)	Arthur Ransome Frances Hodgson Burnett	1930 1905

	A Little Princess (AK) Flights of Fancy: Stories, Pictures and Inspiration from Ten Children’s Laureates (AK)	Quentin Blake, Anne Fine, Michael Morpurgo, Jacqueline Wilson, Michael Rosen, Julia Donaldson, Anthony Browne, Malorie Blackman, Chris Riddell, Lauren Child	2019
	Matilda (SL)	Roald Dahl	1988



Year 5 Reading Spines

Archaic Language	Treasure Island The Wonderful Wizard of Oz The Eagle (poem) If (poem) Wind in the Willows	Robert Louis Stevenson L. Frank Baum Alfred, Lord Tennyson Rudyard Kipling Kenneth Grahame	1882 1900 1851 1910 1908
Non-linear Time Sequences	Holes A Christmas Carol	Louis Sachar Charles Dickens	1998 1843
Narratively Complex	Wonder 1000 Year Old Boy	R.J. Palacio Ross Welford	2012 2018
Figurative/Symbolic Text	Skellig Harry Potter Dreams (poem) Juggling With Gerbils The Magic Box Lost Magic The Works 4	David Almond J.K. Rowling Langston Hughes Brian Patten Kit Wright Brian Moses Pie Corbett and Gaby Morgan	1998 1997 1926 2000 2009 2016 2015
Resistant Texts	Jabberwocky (poem) Baaa	Lewis Carroll David MacCauley	1871 -
Non-fiction	The skies about my eyes National Trust: Step Inside Homes Through History What's the Point in Maths	Charlotte Guillain & Yuval Zommer Goldie Hawk DK	2018 2019 2020
SMSC, SEN, RRS and the wider World Texts	The Boy at the Back of Class Little Leaders: Bold Women in Black History Earth Heroes: 20 Inspiring Stories of People Saving Our World	Onjali Rauf Vashti Harrison Lily Dyu	2018 2019 2019
Teacher's and teaching assistant's choices	Viking Boy (LW) Oranges in No mans' Land (FK) Under the Hawthorn tree (LW) Northern Lights (FK) Can you see me? (LW)	Tony Bradman Elizabeth Lard Marita Conlon- McKenna Philip Pullman Libby Scott	2012 2007 1998 2011 2019



Year 6 Reading Spines

Archaic Language	Oliver Twist Dreams (poem) The Secret Garden The Jungle Book	Charles Dickens Langston Hughes Frances Hodgson Burnett Rudyard Kipling	1838 1926 1911 1894
Non-linear Time Sequences	Below Zero An Egle in the Snow	Dan Smith Michael Murpurgo	2018 2016
Narratively Complex	War Horse Below Zero	Michael Murpurgo Dan Smith	1982 (2017) 2018
Figurative/Symbolic Text	In Flanders Fields (poem) The Lady of Shalott (poem) The House with Chicken Legs Collected Poems for Children The Works Key Stage 2 Collected Poems for Children New and Collected Poems for Children	John McCrae Alfred, Lord Tennyson Sophie Anderson Charles Causley Pie Corbett Ted Hughes Carol Ann Duffy	1915 1832 2018 2016 2006 2005 2017
Resistant Texts	Sky in the Pie (poem) The Arrival	Roger McGough Shaun Tan	1983 2010
Non-fiction	A Street Through Time Staying Safe Online (Not all chapters might be suitable)	Steve Noon Louis Stowell	2020 2016
SMSC, SEN, RRS and the wider World Texts	The Princess and the Suffragette George Pig Heart Boy Martin Luther King	Holly Webb Alex Gino Malorie Blackman Rob Jones	2018 2017 2004 2006
Teacher's and teaching assistant's choices	Go Big: The Secondary School Survival Guide (LT) Letters from the Lighthouse Street Child (WW) Goodnight Mr Tom (WW) Kensuke's Kingdom (WW) The Witches (CB)	Matthew Burton Emma Carroll Berlie Doherty Michelle Magorian Michael Morpurgo Roald Dahl	2020 2017 1995 1981 1999 1983

