

West Boldon Primary School



Reading Spine

West Boldon Primary School Literature Spine.



The Literature Spine has been developed to expose our pupils to a wide range of texts and genres, including inspirational authors. These texts, chosen in line with the English Curriculum, are the ones we want children to have engaged with by the time they leave Primary Education.

Alongside the primary texts for each year group, we have also compiled a list of additional texts which link to the core work and/or to the Learning Challenge Curriculum. There are also stand-alone texts that we do not want the children to miss out on. These can be used during whole-class reading time and/or at the end of the school day.

The Literature Spine will always remain a working document. We acknowledge that new texts are always being written and our children should access and discover them.

The 5 Plagues of the Developing Reader (source: Reading Reconsidered by Doug Lemov) There are five types of texts that children should have access to in order to successfully navigate reading with confidence.

Archaic language	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with these.
Non-linear time sequences	In these passages, time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them repeatedly and to be carefully introduced to them by a thoughtful teacher or parent.
Narratively complex	Books are sometimes narrated by an unreliable narrator Scout, for example, who does not understand and misperceives some of what happened to her. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.
Figurative/Symbolic text	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience
Resistant texts	Texts written to deliberately resist easy meaning making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues

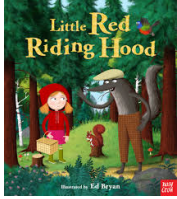

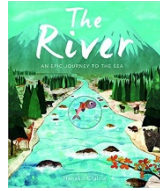


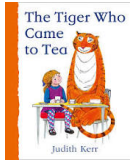
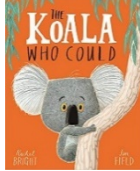

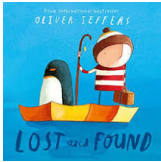


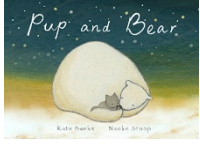
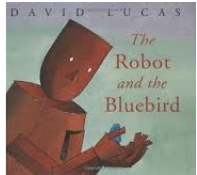

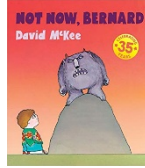

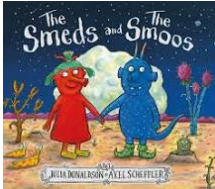



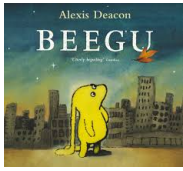


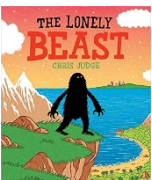
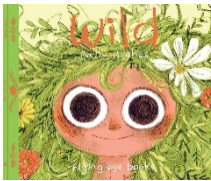

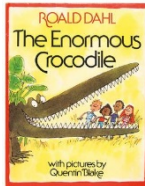
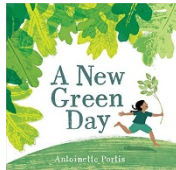
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Year group	Term	Key Text	Linked texts with possible links to the LCC curriculum. Story time texts 3:00 – 3:15	Poetry
Reception	Autumn 1	 Giraffes can't dance	   The Ugly Duckling, The Different Dragon, Funnybones	My many coloured days Dr Seuss
	Autumn 2	 Handa's Surprise	   Archaic texts On the Way Home, Rosie's walk, Stickman	Oi frog! Kes Grey
	Spring 1	 Up and Down	    Orion and the dark, The ultimate survival to monsters under the bed, How to catch a star. Whatever next	Sharing a shell Julia Donaldson
	Spring 2	 Beanstalk	Jack and the    Jasper's beanstalk, Oliver's vegetables, The Little Gardener	This little puffin Elizabeth Matterson
	Summer 1	 Aliens love underpants	    The Gingerbread man Archaic text , This Book just ate my Dog. The Thing Paper dolls	Scissors by Alan Ahlberg Complexity of the pot
	Summer 2	 The Snail and the Whale	   Goldilocks and the three bears Archaic text , The Storm Whale, The big book of blue (NF).	


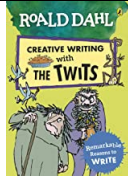
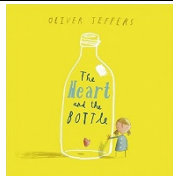



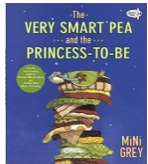
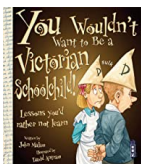
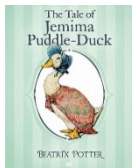
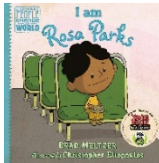
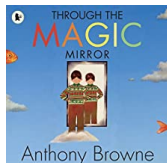

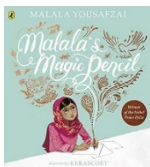

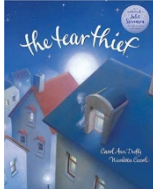
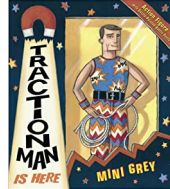
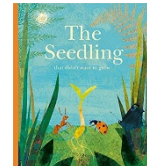
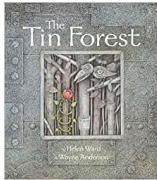


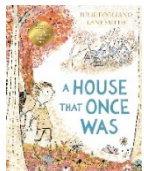

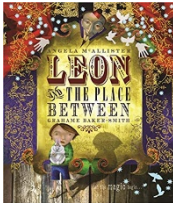

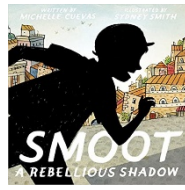

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Year 1	Autumn 1	 <p>Little Red Riding Hood</p>	   <p>Grandad's Island complexity of the plot, The River, Brenda is a sheep</p>	The puffin book of fantastic first poems
	Autumn 2	 <p>Bog Baby,</p>	   <p>Tiger who came to tea Koala who could, Meerkat Mail to tea Complexity of plot, The</p>	The more it snows. AA Milne Archaic text
	Spring 1	 <p>Lost and Found</p>	   <p>The National Geographic Penguins (NF) I want my hat back, Pup and Bear.</p>	
	Spring 2	 <p>The Robot and the bluebird</p>	   <p>The three little pigs Archaic text Not now Benard, Triangle</p>	Mustard, custard, grumble belly and gravy Michael Rosen
	Summer 1	 <p>The Smeds and the Smoos</p>	   <p>moon, Moon, Questions and answers about Space (NF), The darkest dark</p>	Hey little bug Poems for little creatures James Carter
	Summer 2	 <p>Beegu</p>	   <p>The way back home, Slug needs a hug, complexity of plot, The Lonely Beast</p>	
Year 2	Autumn 1	 <p>Wild</p>	   <p>Survival (NF) The Green Day enormous crocodile, A New</p>	When we were very young

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				A.A Milne
Autumn 2	 <p>Coming Home</p>	  	The Twits The heart and the bottle, Here comes Jack Frost.	
Spring 1	 <p>Cinderella Archaic text</p>	  	The frog prince Archaic text, You wouldn't want to be a Victorian Schoolchild, The very smart pea and the princess to be. Complexity of the narrator	On the Ning Nang Nong Spike Milligan
Spring 2	 <p>The Tales of Jemima Puddle Duck</p>	   	I am Rosa Parks, Through the magic mirror, Amazing Grace, Malala's magic pencil	Resistant texts
Summer 1	 <p>The and the Star</p> <p>Fox</p>	  	Thief, The seedling that didn't want to grow up Traction man (LCC), The Tear	Who has seen the wind? Christina Rossetti
Summer 2	 <p>Tin Forest</p> <p>The</p>	   	The magic faraway tree Archaic texts, Lots of frogs, The house that once was, Tuesday	
Year 3	 <p>Leon and the place between</p>	  	Dark, Smoot the Rebellious Shadow, Shadow, Th king who banned the dark.	The Topsy turvy world William Brightly Rands Resistant texts

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	Autumn 2	 <p>George's Marvellous Medicine</p>	   <p>The street beneath my feet. A rock is lively (NF) This little pebble</p>	
	Spring 1	 <p>Escape from Pompeii</p>	   <p>Earth (NF) The Abominables , Voices in the park shattering events</p>	<p>Lets celebrate. Festival poems from Around the world</p> <p>Debjeni Chatterjee</p>
	Spring 2	 <p>Flotsam</p>	   <p>Oliver and the Flood, Big City Atlas (NF) Seawigs,</p>	
	Summer 1	 <p>Stone Age Boy</p>	   <p>Drawings, The secrets of Stonehenge, Stone girl bone girl The First</p>	<p>The shadow</p> <p>Robert louis Stevenson</p>
	Summer 2	 <p>The Promise</p>	   <p>Kapok Tree Life-size rainforest (NF), Adventure, The Great Amazon</p>	
Year 4	Autumn 1	 <p>Mouse bird snake wolf,</p>	    <p>Kindlekrax A River, The Witches Complexity of the Narrator, The Barnabus project</p>	<p>The same inside -poems about empathy and friendship</p>

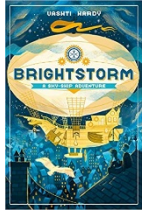

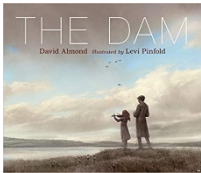

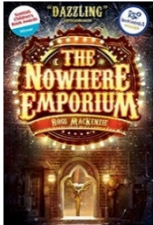

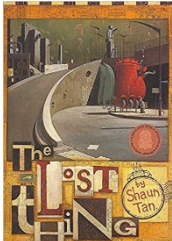

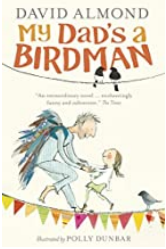


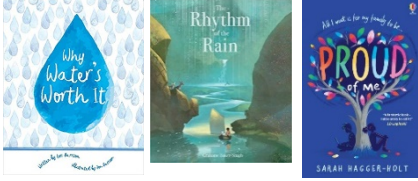
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	Autumn 2	 <p>The boy back to class</p>	 <p>Journey, Mirror, Pugs of the frozen North</p>	<p>Revolting rhymes</p> <p>Roald Dahl Complexity of the plot</p>
	Spring 1	 <p>Journey,</p>	 <p>Children who changed the world, Tinseltoon, The Invisible</p>	<p>Deep in the green wood.</p>
	Spring 2	 <p>Podkin One Ear</p>	 <p>Into the forest, The owl tree, The true story of the Three Little Pigs Complexity of the Narrator</p>	<p>Wes Magee</p>
	Summer 1	 <p>Dragons of the Dark Wood</p>	 <p>The 13 storey treehouse, How to train your dragon, Arthur and the golden rope</p>	<p>All the wild wonders</p> <p>Wendy Cooling</p>
	Summer 2	 <p>Charlotte's web Archaic text</p>	 <p>Planet Earth, The Firework Makers Daughter Non-linear time sequence, Fantastic Mr Fox Complexity of the Narrator, The story of Frog Belly Rat Bone (STEM)</p>	
Year 5	Autumn 1	 <p>Curiosity The story of a Mars Rover</p>	 <p>moon (NF), A galaxy of her own, Fortunately the Milk</p>	<p>Dreams Langston Hughes</p> <p>Complexity of plot</p>
	Autumn 2	 <p>Quest</p>	 <p>Journey to the River Sea, Matilda, The Night bus hero</p>	<p>Juggling with Gerbils</p> <p>Brian Patten</p>









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	<p>Spring 1</p>  <p>The Brightstorm</p>	 <p>bad, Pharaoh's fate, Oliver Twist Archaic text</p> <p>So you've got it</p>	<p>Lost magic The very best of Brian Moses</p>
	<p>Spring 2</p>  <p>The Dam</p>	 <p>Diary, The Tin snail I was there... Escape from the Blitz</p> <p>My Secret War (STEM), Goodnight Mr Tom</p>	
	<p>Summer 1</p>  <p>Nowhere Emporium</p>	 <p>Complexity of the Narrator, FARThER, The Viewer</p> <p>Cogheart</p>	<p>In Flanders Fields John McCrae</p> <p>Complexity of plot</p>
	<p>Summer 2</p>  <p>The lost thing</p>	 <p>plastic</p> <p>The White Giraffe, The Tree Lady, A planet full of</p>	<p>The Highwayman Alfred Noyes</p>
<p>Year 6</p>	<p>Autumn 1</p>  <p>My dad's a birdman</p>	 <p>Origin of species, Funny Poems</p> <p>Pig heart boy The</p>	<p>The Eagle Alfred Lord Tenyson</p>
	<p>Autumn 2</p>  <p>The island</p>	 <p>Why water's worth it, The Proud of me</p> <p>rhythm of the rain (NF,</p>	<p>Complexity of plot</p>

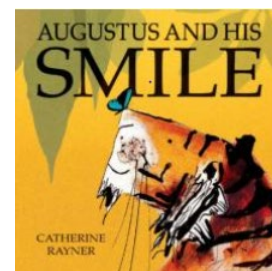
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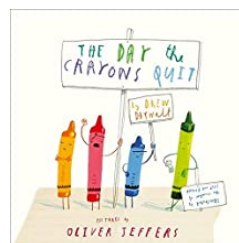
Spring 1	 <p>Shackleton's journey</p>	 <p>black, Timelines from Black History, Cold</p>	<p>Young gifted and Ted Hughes Poems for Children</p>
Spring 2	 <p>I was Titanic there...</p>	 <p>Tragedy at Sea, The shark caller, Titanic</p>	
Summer 1	 <p>The Wild Robot</p>	 <p>A boy called Hope, The highland Falcon Thief, Fpr every day of the year.</p>	<p>The oldest girl in the world. Carol Ann Duffy</p>
Summer 2	 <p>Return</p>	 <p>Boy, Wonder, I don't like poetry</p>	

Whole school reading activities linked to a book. All year groups will work with the same text to create minimum one piece of work. This will show progression throughout the year groups.

Term 1 – Mental health - Augustus and his smile



Term 2 – The Day the Crayons quit



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Term 3- Windows

