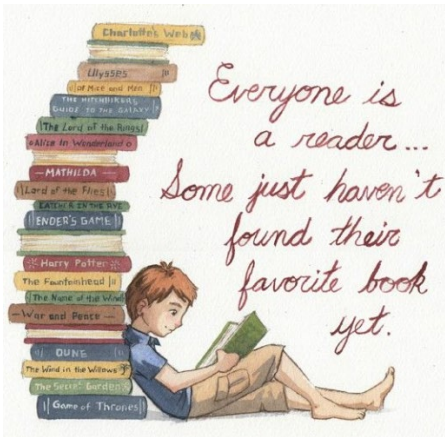


# Kingfisher Hall Academy Reading Spine

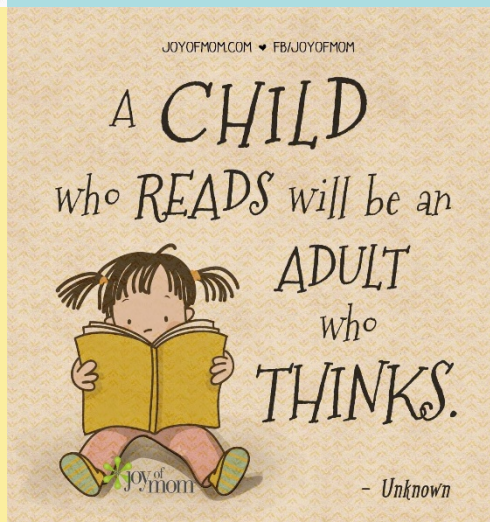
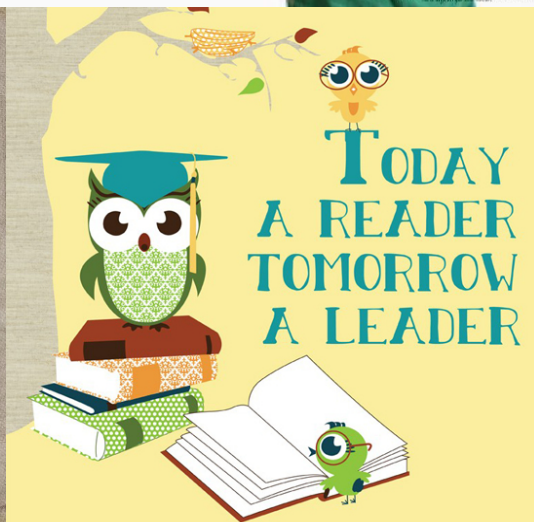
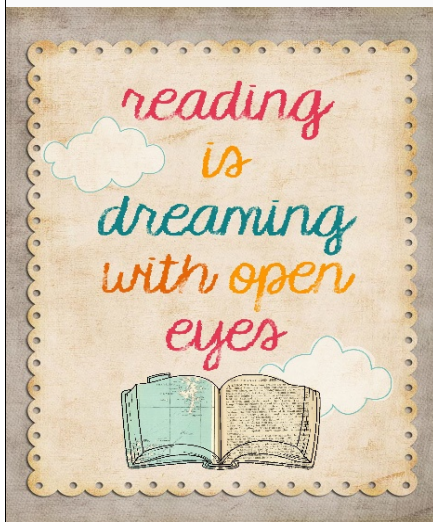
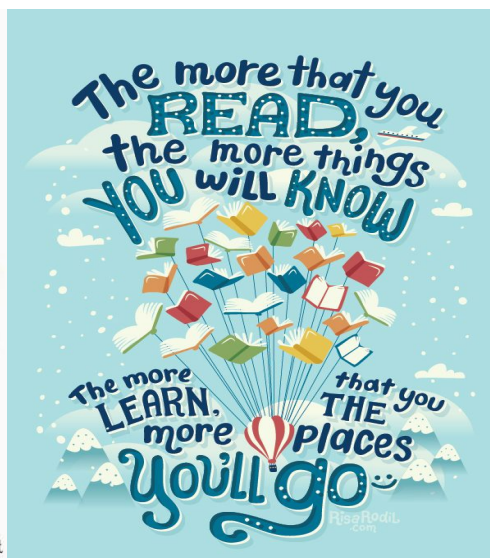
Bridging the gap between instruction and pleasure to create thinkers, believers and lifelong readers.



Our reading spine is a collection of recommended books which are considered to be 'must-reads' for everyone. The books in this collection consist of class core texts, recommended independent reads and class shared texts. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Following this reading spine provides equality of opportunity for all children; ensuring all Kingfisher Hall pupils will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

"There is no such thing as a child who hates to read; there are only children who have not found the right book."

— Frank Serafini



Exposure to a range of text types of various genres will gradually build children's stamina and familiarity with challenging texts. It develops the skills they will need to dissect more complex texts at secondary school and enhances logic and problem solving abilities that can be applied in any scenario.

## How have our texts been selected?

### Core texts rationale:

Instilling a love of reading to ensure that all children, even the most reluctant reader, have read and studied in depth, at least 6 quality texts each year. Where possible, these texts will link with the school's overarching themes that run through each term; allowing children to make links and show clear progression through each Year group. Where quality texts do not directly link with a theme or a topic covered in foundation subjects, there will be a clear rationale for their selection, with an aim for drawing on links for current or previous themes, or links with other areas of the curriculum for that term. All class core texts will be used as a stimulus for writing lessons to ensure deep understanding of the text with contextual value to their writing.

### Additional texts (Shared stories and independent reads) rationale:

These additional texts are based on research by Doug Lemov about '*The Five Plagues of the Developing Reader*', which are the stumbling blocks children can face if they are not exposed to a rich variety of texts. The texts in our spine fall into these 5 categories:

**Archaic Language** – books which were (usually) written in the past and use vocabulary or sentence structures which we are unlikely to be exposed to in our everyday spoken language. Children need strategies to decode unfamiliar words and to build up their own bank of known archaic language.

**Non-Linear Time Sequences** – books which are not written chronologically. They may include flashbacks, time travel, multiple plots happening at different times or the start of the book being the end result. These books enable children to restructure the events chronologically in their mind as they read.

**Narratively Complex** – these texts are often told by a narrator who isn't aware of everything which happens in a story or may have more than one narrator. These texts may also have plots which seem separate but then intertwine to pull the different plotlines together.

**Figurative/Symbolic Text** – books which use allegories, metaphors and symbols to represent an idea. For example, Jiminy Cricket represents a conscience in 'Pinocchio' and the snowman in the book 'The Snowman' is an allegory of death and grief.

**Resistant Texts** – books, and often poems, which deliberately try and create confusion. These texts should be viewed as a challenge or a brainteaser to try and work out the meaning. An example of this is 'The Jabberwocky' which uses nonsense words which meaning can be applied to.

In addition to these 5 plagues of the developing reader, we have also included a further category to reflect our diverse community:

**Diversity** – books which celebrate authors and protagonists that reflect our community and promote ethnical diversity.

These additional texts will be read throughout the year as either class shared stories or children's independent reads. Our shared stories will be read by the teacher to promote *Reading for Pleasure*, ensuring all children hear stories, particularly for those children who have no reading role models at home. The class shared story is not to pick apart or analyse, but to share quality time where pupils enjoy being read to. *"All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instil a love of reading..." (Doug Lemov)*

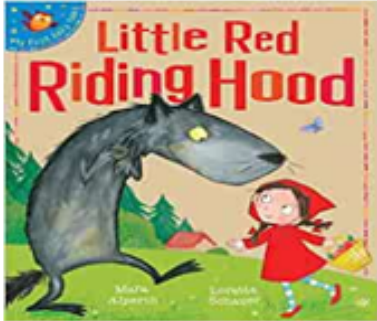
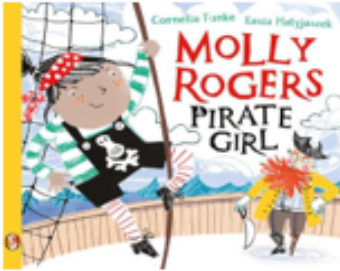



# EYFS


In our Early Years Foundation Stage, children will have early exposure to our reading spine with a selection of carefully chosen class core texts, as well as a classroom reading areas stocked with additional texts consisting of a range of recommended reads. We operate a two-year rotation of our reading spine core texts across EYFS.

Year A – EYFS: Core texts						
<b>Autumn 1</b>  <b>EYFS Theme: Marvellous ME!</b>	Elmer by David McKee 	Just Like Me by Vanessa Brantley Newton 	Anna Hibiscus' Song by Atinuke 	Owl Babies by Martin Waddell 	Big Feelings by Alexandra Penfold 	
<b>Autumn 2</b>  <b>EYFS Theme: Seasonal Changes</b>	The Squirrels who Squabbled By Rachel Bright 	We're Going on a Bear Hunt By Michael Rosen 	Stick Man By Julia Donaldson 	The Gruffalo's Child By Julia Donaldson 	Polar Bear, Polar Bear What Do You Hear? By Bill Martin Jr 	
<b>Spring 1</b>  <b>EYFS Theme: Space</b>	How to Catch a Star By Oliver Jeffers 	Zoom Rocket Zoom By Margaret Mayo 	Rocket Says Look Up! By Nathan Bryon & Dapo Adeola 	Astro Girl by Ken Wilson-Max 	Aliens Love Underpants By Claire Freedman 	Whatever Next! By Jill Murphy 
<b>Spring 2</b>  <b>EYFS Theme: People who help us</b>	Funny Bones (Doctor) By Janet & Allan Ahlberg 	The Gigantic Turnip By Aleksey & Nikolayevich Tolstoy 	Walking with my Iguana By Brian Moses (Vet) 	The Extraordinary Gardener By Sam Boughton (Gardener) 	What About the Tooth Fairy By Elys Dolan (Dentist) 	Burglar Bill (Police) By Janet & Allan Ahlberg 



<p><b>Summer 1</b></p> <p><i>EYFS Theme: Traditional Tales</i></p>	<p>On the Way Home By Jill Murphey</p> 	<p>The Ghanian Goldilocks By Dr Tamara Pizzoli</p> 	<p>Little Red Riding Hood Adapted by Mara Alperin</p> 	<p>The Gingerbread Man Ladybird</p> 	<p>Rapunzel By Gareth P. Jones</p> 	<p>The Three Billy Goats Gruff</p> 
<p><b>Summer 2</b></p> <p><i>EYFS Theme: Under the Sea</i></p>	<p>Pout Pout Fish By Deborah Diesen</p> 	<p>Molly Rogers Pirate Girl By Cornelia Funke</p> 	<p>Julián Is a Mermaid By Jessica Love</p> 	<p>Jack and the Flum Flum tree By Julia Donaldson</p> 	<p>The Singing Mermaid By Julia Donaldson</p> 	<p>The Snail and the Whale By Julia Donaldson</p> 
<p><b>Year B – EYFS: Core Texts</b></p>						
<p><b>Autumn 1</b></p> <p><i>EYFS Theme: Marvellous ME!</i></p>	<p>Tough Guys (Have Feelings Too) By Keith Negley</p> 	<p>I am Enough By Grace Byers</p> 	<p>The Rainbow Fish By Marcus Pfister</p> 	<p>I'm a Feel-O-Saur By Lezlie Evans</p> 	<p>Shu Lin's Grandpa By Matt Goodfellow</p> 	<p>The Day You Begin By Rafael Lopez</p> 
<p><b>Autumn 2</b></p> <p><i>EYFS Theme: Traditional Tales</i></p>	<p>Jack and the Beanstalk</p>  <p>Jack and the Beanstalk</p>	<p>Snow White and the Seven Robots (Stewart Ross)</p>  <p>Snow White and the Seven Robots (Stewart Ross)</p>	<p>Goldilocks and the Three Bears</p>  <p>Goldilocks and the Three Bears</p>	<p>The Princess and the Pea (Rachel Isadora)</p>  <p>The Princess and the Pea (Rachel Isadora)</p>	<p>The Princess and the Pea (Miles Kelly)</p>  <p>The Princess and the Pea (Miles Kelly)</p>	<p>The Three Little Pigs</p>  <p>The Three Little Pigs</p>
<p><b>Spring 1</b></p> <p><i>EYFS Theme: Africa</i></p>	<p>A story about Afiya By James Berry</p> 	<p>The Proudest Blue By Ibtihaj Muhammad</p> 	<p>Handa's Surprise By Eileen Browne</p> 	<p>Anansi the Spider By Gerald McDermott</p> 	<p>If All the World Were... Joseph Coelho</p> 	<p>What If We Were All the Same! C.M Harris</p> 



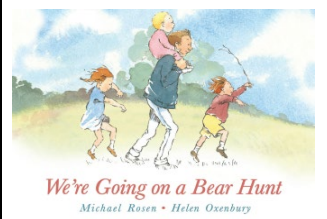
<p><i>Spring 2</i></p> <p><b>EYFS Theme: Magic!</b></p>	<p>Room on the Broom By Julia Donaldson</p> 	<p>Potion Commotion By Peter Bentley</p> 	<p>Meg and Mog By Helen Nicoll &amp; Jon Pienkowski</p> 	<p>The Princess Wizard By Julia Donaldson</p> 	<p>Winnie the Witch By Valerie Thomas &amp; Korky Paul</p> 	<p>The Fish Who Could Wish John Bush</p> 
<p><i>Summer 1</i></p> <p><b>EYFS Theme: Mini-beasts</b></p>	<p>There was an Old Lady Who Swallowed a Fly By Pam Adams</p> 	<p>Superworm By Julia Donaldson</p> 	<p>What the Ladybird Heard By Julia Donaldson</p> 	<p>Aaaarrgghh Spider! By Lydia Monks</p> 	<p>Twist and Hop, Minibeast Bop! By Tony Milton</p> 	<p>The Tiger in the Garden By Lizzy Stewart</p> 
<p><i>Summer 2</i></p> <p><b>EYFS Theme: My World</b></p>	<p>Maya in the Rubbish Sea By Lucy Munday</p> 	<p>Tidy By Emily Grant</p> 	<p>Rain Before the Rainbow By Smrita Halls</p> 	<p>Stuck By Oliver Jeffers</p> 	<p>Mess Monsters By Piers Harper</p> 	<p>Too Many Carrots By Katy Hudson</p> 

## EYFS: Additional texts

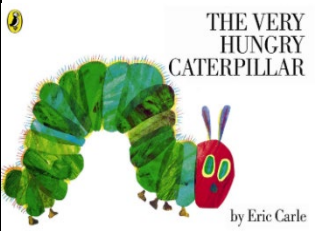
Nursery		Reception	
<ul style="list-style-type: none"> <li>Oi Get off Our Train - John Burningham</li> <li>Rabunzel - Gareth P. Jones</li> <li>We're going on a lion hunt – David Axtell</li> <li>Maya in the Rubbish Sea - Lucy Munday</li> <li>The Squash and the Squeeze – Julia Donaldson</li> <li>On the way home – Jill Murphy</li> <li>Suddenly – Colin McNaughton</li> <li>This book just ate my dog - Richard Byrne</li> <li>I'm a feel – o – saur – Lezlie Evans</li> <li>I want my hat back – Jon Klassen</li> <li>Tough Guys Have Feelings Too - Keith Negley</li> <li>Big feelings - Alexandra Penfold</li> </ul>	<ul style="list-style-type: none"> <li>I am a tiger - Karl Newson</li> <li>Stop that dinosaur - Alex English</li> <li>Jack and the Flum Flum tree – Julia Donaldson</li> <li>Julián Is a Mermaid - Jessica Love</li> <li>If All the World Were - Joseph Coelho</li> <li>Look Up! - Nathan Bryon and Dapo Adeola</li> <li>What if we were all the same - C.M Harris</li> <li>Shu Lin Grandpa - Matt Goodfellow</li> <li>I am enough - Grace Byers</li> <li>The Proudest Blue - Ibtihaj Muhammad</li> <li>The day you begin – Jacqueline Woodson</li> </ul>	<ul style="list-style-type: none"> <li>Extra Yarn - Mac Barnett</li> <li>The Tiger who came to Tea- Judith Kerr</li> <li>Super Duper You! - Sophy Henn</li> <li>Love Monster - Rachel Bright</li> <li>Avocado Baby - John Burningham</li> <li>The World Around Me - Charlotte Guillain</li> <li>The Pout-Pout Fish - Deborah Diesen</li> <li>Giraffes Can't Dance - Giles Andreae</li> <li>Lila and the Secret of Rain – David Conway</li> <li>Oh the things you can think – Dr Seuss</li> <li>Green eggs and Ham – Dr Seuss</li> <li>Aliens Love Underpants - Claire Freedman</li> </ul>	<ul style="list-style-type: none"> <li>Matisse's Magical Trail – Tim Hopgood</li> <li>Just Like Me – Vanessa Newton</li> <li>Pink is for Boys – Pearlman Robb</li> <li>Bad Seed – John Jorry</li> <li>We Are Here – Oliver Jeffers</li> <li>Proudest Blue – S. K. Ali</li> <li>The Most Magnificent Thing - Ashley Spires</li> <li>The Story Tree: Tales to Read Aloud Book - Hugh Lupton</li> <li>Night Monkey, Day Monkey – Julia Donaldson</li> <li>Spinderella – Julia Donaldson</li> <li>Elmer the Patchwork Elephant - David McKee</li> </ul>



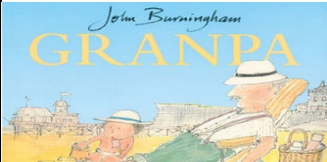
KS1 - Year 1: Core Texts



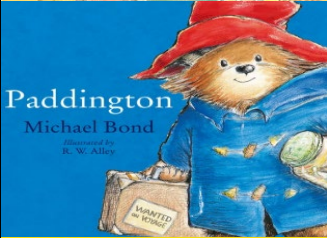
**We're Going on a Bear Hunt By Michael Rosen**  
Genre: Fiction  
Links: This is me.  
Rationale: Exploring family trips and outings.



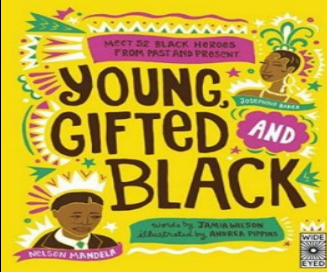
**The Very Hungry Caterpillar By Eric Carle**  
Genre: Fiction  
Links: This is me.  
Rationale: Describing different foods that I like.



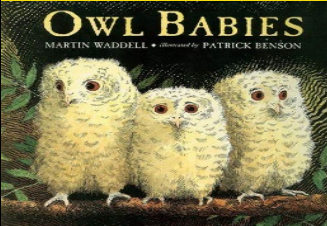
**Granpa By John Burningham**  
Genre: Fiction  
Links: This is me.  
Rationale: investigate relationships and the ways people care for one another.



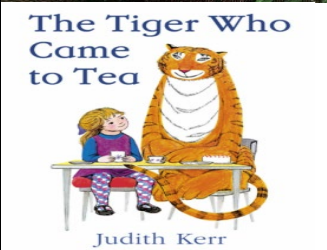
**Paddington Bear By Michael Bond**  
Genre: Fiction  
Links: The Mystery of our History  
Rationale: Gathering knowledge about London's historical station



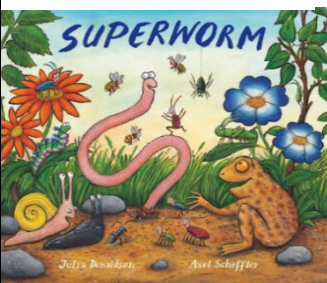
**Young, Gifted and Black By Jamia Wilson**  
Genre: Non-Fiction  
Links: The Mystery of our History  
Rationale: Historical people and their desire to be a F4+C.



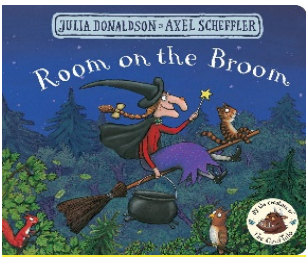
**Owl Babies By Martin Waddell**  
Genre: Fiction  
Links: Features of Creatures  
Rationale: Examine narrative writing that includes repetition.



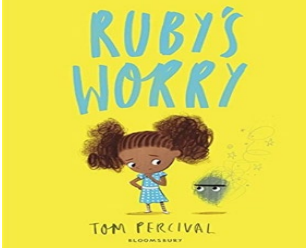
**The Tiger Who Came to Tea By Judith Kerr**  
Genre: Fiction  
Links: Features of Creatures  
Rationale: Character Description.



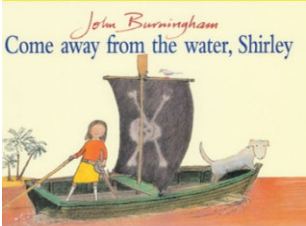
**Superworm By Julia Donaldson**  
Genre: Fiction  
Links: Protectors of the Planet  
Rationale: Exploring worm's role in creating a sustainable environment. Build on from EYFS



**Room on the Broom By Julia Donaldson**  
Genre: Fiction  
Links: Girl Power  
Rationale: Seeing how women can support nature. Build on from EYFS



**Ruby's Worry By Tom Percival**  
Genre: Fiction  
Links: Girl Power  
Rationale: How girls' can cope with their emotions.



**Come away from the water, Shirley By John Burningham**  
Genre: Fiction  
Links: Girl Power  
Rationale: Breaking stereotypes; girls' can be adventurous pirates too



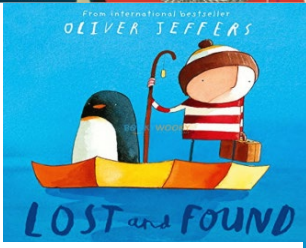
**Lost in the toy museum By David Lucas**  
Genre: Fiction  
Links: Eureka!  
Rationale: A recount of the trip around the Toy Museum.



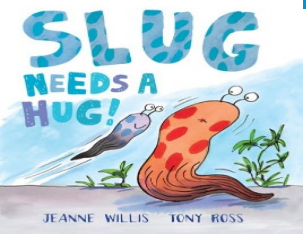
**How to trap a dragon By Caryl Hart & Ed Eaves**  
Genre: Instruction Text  
Links: Eureka!  
Rationale: instructions on how to trap a dragon.



**When the Rains Come By Tom Pow**  
Genre: Picture Book  
Links: Protectors of the Planet  
Rationale: Studying how rain impacts the environment including animals and humans.



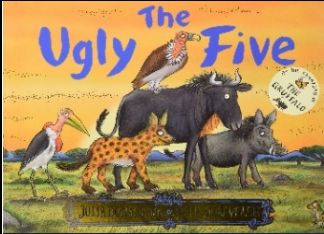
**Lost and Found By Oliver Jeffers**  
Genre:  
Links: Protectors of the Planet  
Rationale: Studying the continents of the world and the animals that habitat there.



**Slug Needs a Hug! By Jeanne Willis**  
Genre: Fiction  
Links: Features of Creatures.  
Rationale: Examining animals features and structures.



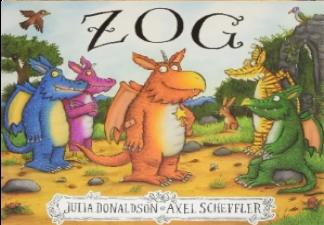
KS1 - Year 2: Core Texts



**The Ugly Five By Julia Donaldson**  
Genre: Fiction  
Links: PSHE  
Rationale: Examining how we judge others based on their appearances.



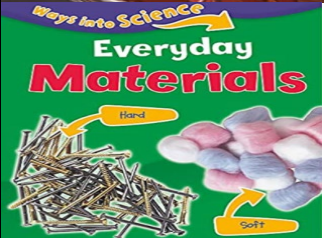
**The Smeds and the Smoos By Julia Donaldson**  
Genre: Fiction  
Links: PSHE  
Rationale: Examining how different cultures should not be kept separate or judged.



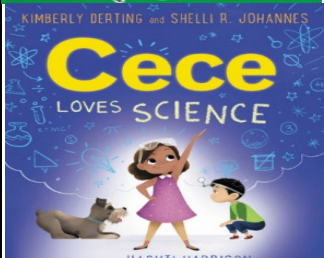
**Zog By Julia Donaldson**  
Genre: Fiction  
Links: PSHE  
Rationale: Discussing different roles we play and stereotypes. Can a princess be a doctor?



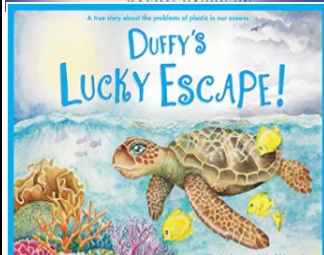
**The Great Fire of London By Hawrys Morgan**  
Genre: Historical Non-fiction  
Links: Great Fire of London  
Rationale: A non-fiction recount of the historical event.



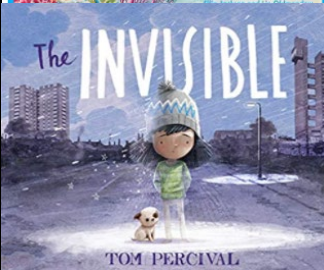
**Everyday Materials By Peter Riley**  
Genre: Non-fiction  
Links: Science  
Rationale: Discovery of materials and their suitability.



**Cece Loves Science By Kimberly Derting**  
Genre: Fiction  
Links: Science  
Rationale: Fictional story about asking questions and the scientific method.



**Duffy's Lucky Escape By Ellie Jackson**  
Genre: Fiction  
Links: Protectors of the Planet  
Rationale: Studying the impact of plastic pollution on sea turtles.



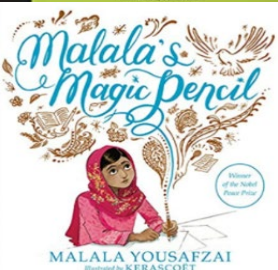
**The Invisible By Tom Percival**  
Genre: Fiction  
Links: Protectors of the Planet  
Rationale: Examining the impact that one child can have on a local community. F4+C.



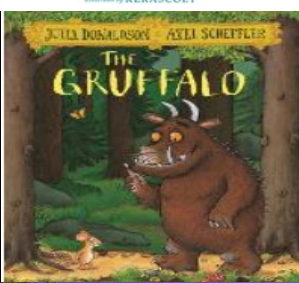
**The Water Princess By Georgie Badiel**  
Genre: Biography  
Links: Girl Power  
Rationale: Examining the power of women and children.



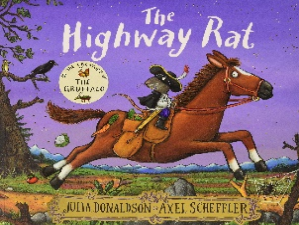
**Rosa Parks, Little People Big Dreams By Lisbeth Kaiser**  
Genre: Historical  
Links: Girl Power  
Rationale: Historical look at the changes made by one woman.



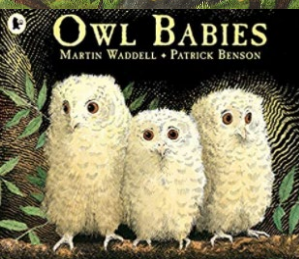
**Mala's Magic Pencil By Malala Yousafzai**  
Genre: Fiction  
Links: Girl Power  
Rationale: Examining the imagination of a young girl and her desire to be a F4+C.



**The Gruffalo By Julia Donaldson**  
Genre: Fiction  
Links: Science – Animals, Including Humans  
Rationale: Describing characters and their features.



**The Highway Rat By Julia Donaldson**  
Genre: Fiction  
Links: Science – Animals, Including Humans  
Rationale: Examining the features of creatures through character descriptions. Wanted posters to capture the Highway Rat.



**Owl Babies By Martin Waddell**  
Genre: Fiction  
Links: Science – Animals, Including Humans  
Rationale: Examine narrative writing that includes dialogue- build on from Yr 1



**Somebody Swallowed Stanley By Sarah Roberts**  
Genre: Fiction  
Links: Protectors of the Planet  
Rationale: Studying the impact of plastic pollution on marine life.

Throughout the year, the children will also have the opportunity to immerse themselves in a wide range of subject specific non-fiction books in order to appreciate information texts and deepen their understanding of their unit of study, including their sustainability project in Summer 2. These will be used as topic and writing stimulus, but will not be used during the guided reading lessons. KS1 will also be participating in the whole school Roald Dahl term in Summer 2. They will be sharing their story during end of the day story time with some elements introduced as a writing stimulus. *(Year 1: Fantastic Mr Fox Year 2: George’s Marvellous Medicine)*

KS1: Additional texts						
	Archaic Language	Non Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity
Year 1	<p>The Ugly Duckling – Hans Christian Anderson</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>Goodnight Moon – Margaret Wise Brown</p> <p>The More it Snows – A A Milne (poem)</p>	<p>Voices in the Park – Anthony Browne</p> <p>When the Rain Comes – Tom Pow</p> <p>Granpa – John Burningham</p>	<p>Hey Little Ant – Hannah Hoose</p> <p>The Teddy Bear – David McPhail</p> <p>The Day the Crayons Quit – Drew Daywalt</p> <p>Fantastic Mr Fox – Roald Dahl</p>	<p>Wanted: The Perfect Pet – Fiona Robertson</p> <p>The Heart and the Bottle – Oliver Jeffers</p>	<p>Lost and Found – Oliver Jeffers</p> <p>Wolves – Emily Gravett</p> <p>Not Now Bernard – David McKee</p>	<p>Sulwe by Lupita Nyong'o &amp; Vashti Harrison</p> <p>Hair Love by Matthew Cherry &amp; Vashti Harrison</p> <p>Happy in our skin – Fran Manushkin</p>
Year 2	<p>The Magic Faraway Tree – Enid Blyton</p> <p>The Tale of Peter Rabbit – Beatrix Potter</p> <p>Aesop’s fables – Aesop</p> <p>The Owl and the Pussycat – Edward Lear</p> <p>The Frog Prince – Brothers Grimm</p> <p>The Night before Christmas – Clement Clarke Moore</p>	<p>The Trouble With Trolls – Jan Brett</p> <p>Black and White – David Macauley</p> <p>One Candle – Eve Bunting</p> <p>The Stinky Cheese Man – John Scieska</p> <p>Three Brave Women – C.L.G Martin</p> <p>The Summer my Father Was Ten – Pat Brisson</p>	<p>Chester – Melanie Watt</p> <p>And the Dish Ran Away with the Spoon – Janet Stevens</p> <p>The Wolf Story – What Really Happened to Little Red Riding Hood – Toby Forward</p> <p>The True Story of the Three Little Pigs – John Scieska</p>	<p>Grandad’s Island – Benji Davies</p> <p>Dinosaurs and All That Rubbish – Michael Foreman</p> <p>The Red Tree – Shaun Tan</p> <p>The Chickens Build a Wall – Jean-Francois Dumont</p> <p>Red Kite, Blue Kite – Ji-Li Jiang</p> <p>The Building Boy – Ross Montgomery</p>	<p>The Book With No Pictures – B.J. Novak</p> <p>Tadpole’s Promise – Jeanne Willis</p> <p>The Colour Monster – Anna Llenas</p> <p>Ning Nang Nong – Spike Milligan</p> <p>Mirror – Jeannie baker</p> <p>Window – Jeannie Baker</p>	<p>We All Went On Safari - Laurie Krebs</p> <p>Mommy’s Khimar - Jamilah Thompkins-Bigelow</p> <p>So Much - Trish Cooke</p> <p>Coming to England – Floella Benjamin</p> <p>Antiracist baby – Ibram X. Kendi</p>



## KS2: Core Texts – Year 3

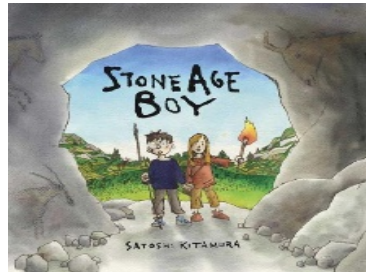


### **The Journey by Francesca Sanna**

Genre: Realistic Fiction

Links: This Is Me

Rationale: The current refugee crisis as a family leave their home to escape the turmoil brought by war. Links to their own family and how they can be a F4+C

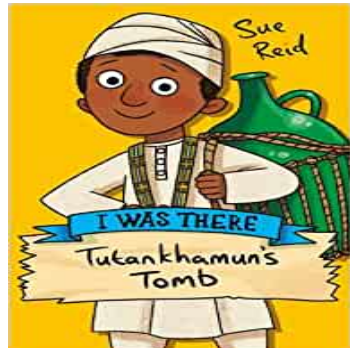


### **Stone Age Boy By Satoshi Kitamura**

Genre: Historical Fiction

Links: Stone Age to Iron Age

Rationale: To deepen understanding of the Stone Age

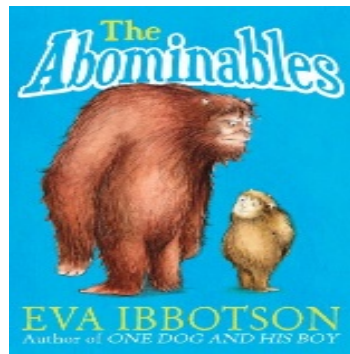


### **I was there... Tutankhamun's Tomb By Sue Reid**

Genre: Historical Fiction

Links: Ancient Egypt

Rationale: Historical fiction using familiar tales in a historical context.

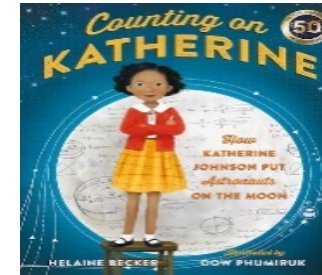


### **The Abominables By Eva Ibbotson**

Genre: Fantasy

Links: Animals Including Humans

Rationale: Appreciation and care for all living things, particular attention to caring for mythical creatures and making links with creatures they do know.

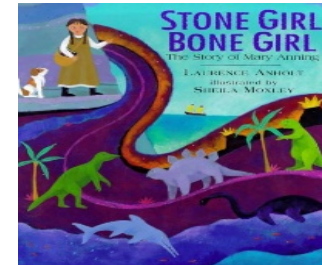


### **Counting on Katherine by Helaine Becker**

Genre: Biography

Links: BHM & This is Me

Rationale: I can do it! I can be an inspiration. Inspiring children to be the force for Positive change.



### **Stone Girl, Bone Girl by Laurence Anholt**

Genre: Biography

Links: Rocks & Girl Power

Rationale: To deepen understanding of Rocks and significant women in history.

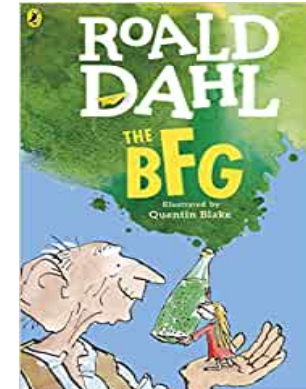


### **Iron Man By Ted Hughes**

Genre: Science-Fiction

Links: Scinece

Rationale: Following the theme of discovery, science, inventions, magic and creation. Forces and Magnets.



### **The BFG By Roald Dahl**

Genre: Fantasy

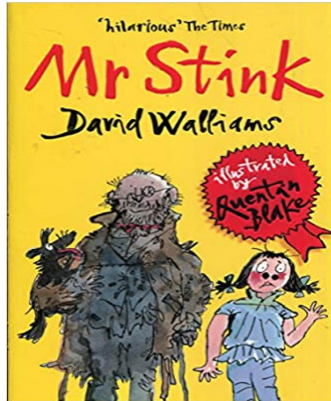
Links: Dahl term (Summer 2)

Rationale: Progression throughout the School – Roald Dahl texts.

To act as a transition project to Year 4 (in September 2021, Yr 4 to focus on The BFG during Roald Dahl day)



## KS2: Core Texts – Year 4

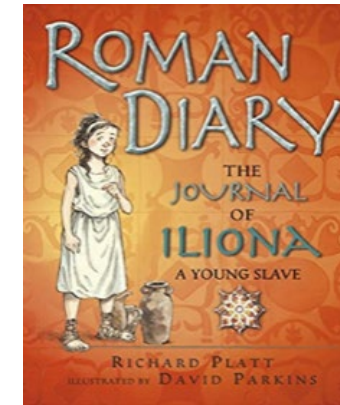


**Mr Stink by David Walliams**

Genre: Realistic Fiction

Links: PSHE & F4+C

Rationale: Discovering who we are and how people can be judged by their appearance when all is not what it seems. Links with F4+C: food donations

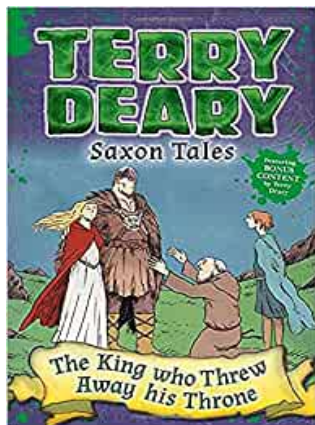


**Roman Diary- The Journal of Iliona**

Genre: Historical Fiction

Links: Romans and Girl Power

Rationale: Female protagonist leads the story - Explore the city at the heart of the ancient Roman Empire with Iliona, a Greek girl captured by pirates and sold into slavery. Further links to the Roman Army



**The King who threw away his throne By Terry Deary  
AND**

**Viking Boy (Blood, Fire, Vengeance) By Tony Bradman**

Genre: Historical Fiction

Links: Saxons & Vikings

Rationale: To gain a deeper contextual understanding of history unit through historical fiction texts.

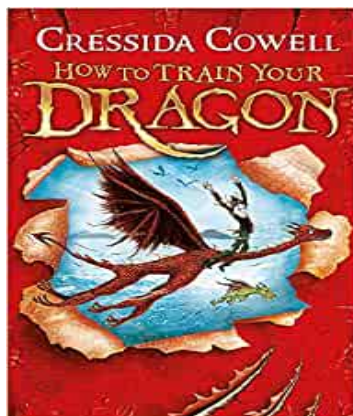


**The Boy at the Back of the Class By Onjali Rauf**

Genre: Realistic Fiction

Links: PSHE

Rationale: Strong links with PSHE unit of 'Healthy Me' looking at group dynamics, relationships and celebrating 'my inner strength and assertiveness'



**How to Train Your Dragon By Cressida Cowell**

Genre: Fantasy

Links: Creatures

Rationale: Following the theme of appreciation and care for all living things, particular attention to caring for mythical creatures and



**Charlie & the Chocolate Factory By Roald Dahl**

Genre: Fantasy

Links: Dahl term (Summer 2)

Rationale: Progression throughout the School – Roald Dahl texts.

Further links to chocolate through States of Matter and the growth of the Cacao seeds in Rainforests.

To act as a transition project to Year 5 (in September 2021, Yr 5 to focus on Charlie during Roald Dahl day)



## KS2: Core Texts – Year 5

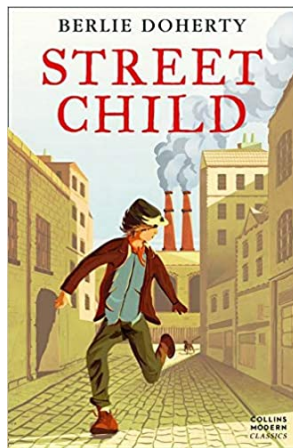


### There's a Boy in the Girl's Bathroom By Louis Sachar

Genre: Realistic Fiction

Links: This Is Me

Rationale: Understanding me – how do I perceive others? How do people perceive me? Tackles bullying, prejudgement and how we deal with the people around us.

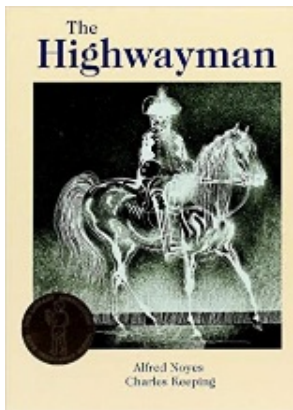


### Street Child by Berlie Doherty

Genre: Historical Fiction

Links: Victorians

Rationale: strong links with Victorians and FPC+ raising money for Bernardos. To be used in English to enrich project.

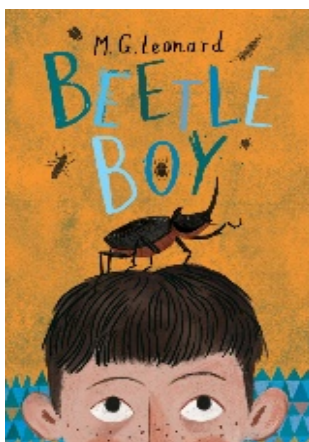


### The Highwayman By Alfred Noyes

Genre: Poetry

Links: Monarchy

Rationale: Discuss a range of classic and narrative forms before looking at the story behind *The Highwayman* and any unknown old-fashioned language. Discovering the structure of poetry through a historical context.



### Beetle Boy By MG Leonard

Genre: Mystery

Links: Science (animals & living things)

Rationale: Following the theme of appreciation and care for all living things, particular attention to caring and appreciating insects.



### Windrush Child by Benjamin Zephaniah

Genre: Historical fiction

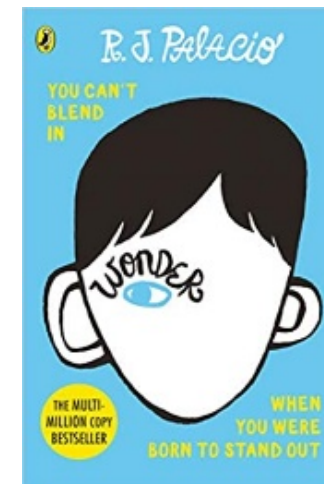
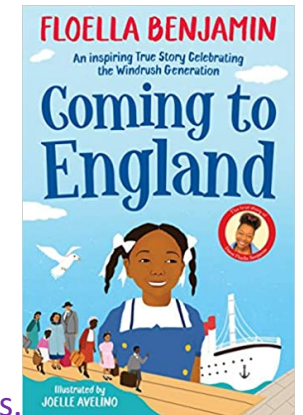
AND

### Coming to England by Floella Benjamin

Genre: Autobiography

Links: The Windrush

Rationale: Gain a deeper understanding of the Windrush generation through inspirational stories.



### Wonder By R.J Palacio

Genre: Realistic Fiction

Links: PSHE

Rationale: Strong links with PSHE unit of 'Healthy Me' looking at group dynamics, relationships and celebrating 'my inner strength and assertiveness' Tackles bullying, prejudgement and how we deal with the people around us.



### The Witches By Roald Dahl

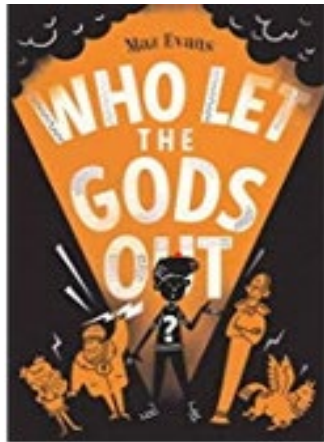
Genre: Fantasy

Links: Dahl term (Summer 2)

Rationale: Progression throughout the School – Roald Dahl texts. To act as a transition project to Year 6 (in September 2021, Yr 6 to focus on The Witches during Roald Dahl day)



## KS2: Core Texts – Year 6

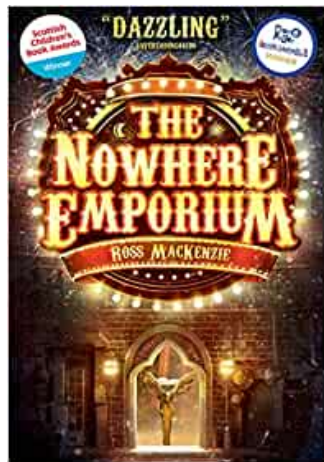


**Who let the Gods out? By Maz Evans**

Genre: Historical Fiction

Links: Ancient Greeks

Rationale: To gain a deeper understanding of Ancient Greek mythology through modern day text.

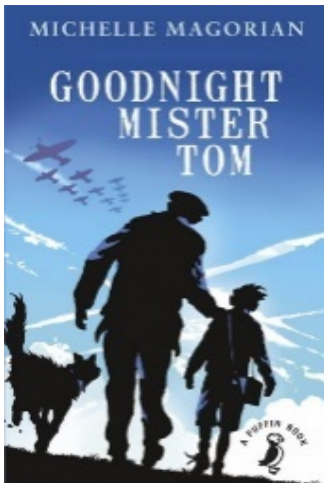


**The Nowhere Emporium By Ross MacKenzie**

Genre: Fantasy

Links: Eureka!

Rationale: Following the theme of discovery, science, inventions and magic.



**Goodnight Mr Tom by Michelle Magorian**

Genre: Historical Fiction

Links: WW2

Rationale: Tells the story of young Willie Beech, evacuated to the country as Britain stands on the brink of the Second World War.

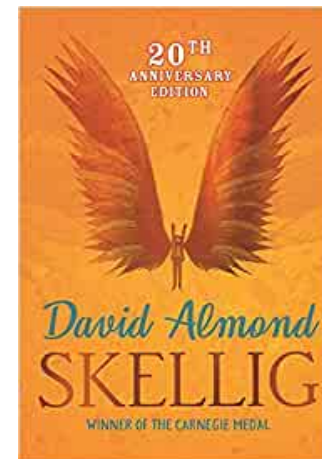


**The girl of Ink and Stars by Kiran Millwood Hargrave**

Genre: Fantasy

Links: Girl Power

Rationale: Female protagonist to promote girl power theme. For the development of character and setting descriptions in writing.

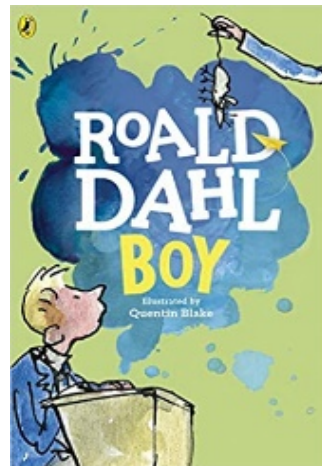


**Skellig By David Almond**

Genre: Magical Realism

Links: Creatures

Rationale: Following the theme of appreciation and care for all living things, particularly humans and how we treat and appreciate and care for each other. Caring for creatures – What creature is Skellig? Opportunities for deep questioning and sensitive themes.



**BOY By Roald Dahl**

Genre: Autobiography

Links: Dahl term (Summer 2)

Rationale: Progression throughout the School – Roald Dahl texts.



During the course of the year, each class will have the opportunity to dive into a range of non-fiction texts related to their unit of study throughout the curriculum; including science, history and geography. In addition to our Roald Dahl term during Summer 2, each class will also be immersing themselves in a sustainability project. During this time, there will be a series of information texts and short fiction books around their area of sustainability; inspiring children to be a Force for Positive Change. These will be used as topic and our writing stimulus, but will not be used during the guided reading lessons. The following texts are in addition to the above and will be available to children through independent reading or class story.

KS2: Additional texts						
	<u>Archaic Language</u>	<u>Non Linear Time Sequences</u>	<u>Complexity of Narrator</u>	<u>Complexity of Plot</u>	<u>Resistant Texts</u>	<u>Diversity</u>
Year 3	The Queen’s Nose – <b>Dick King-Smith</b> Charlotte’s Web – <b>E.B. White</b> The Children of Green Knowe – <b>Lucy M. Boston</b> Pippi Longstocking – <b>Astrid Lindgren</b>	The Midnight Fox – <b>Betsy Byers</b> The Legend of Captain Crow’s Teeth – <b>Eoin Colfer</b> The Firework Maker’s Daughter – <b>Phillip Pullman</b>	The Legend of Podkin One-Ear – <b>Keiran Larwood</b> The Creakers – <b>Tom Fletcher</b>	Revolting Rhymes – <b>Roald Dahl</b> The Tunnel – <b>Anthony Browne</b> Stig of the Dump – <b>Clive King</b>	The Mysteries of Harris Burdick – <b>Cris Van Allsburg</b> Topsy Turvy World (poem) – <b>William Brightly Rands</b> The Great Panjandrum Himself – <b>Samuel Foote</b> Bananas in my Ear – <b>Michael Rosen</b>	Planet Omar – <b>Zainab Mian</b> Sam Wu Is NOT Afraid of Ghosts! – <b>Katie &amp; Kevin Tsang</b> Ellie & the Cat – <b>Malorie Blackman</b> Mayhem Mission – <b>Burhana Islam</b>
Year 4	Five Children and It – <b>Edith Nesbitt</b> Just William – <b>Richmal Compton</b> The Lion, The Witch and the Wardrobe – <b>C.S. Lewis</b> Alice’s Adverntures in Wonderland – <b>Lewis Carroll</b> The Little Match Girl – <b>Hans Christian Anderson</b>	Clockwork – <b>Phillip Pullman</b> Harry Potter and the Philosopher’s Stone– <b>JK Rowling</b> Farm Boy – <b>Michael Morpurgo</b>	I am rat – <b>Phillip Pullman</b> The miraculous journey of Edward Tulane – <b>Kate DiCamillo</b> Varjack Paw – <b>S.F.Said</b>	Artemis Fowl – <b>Eoin Colfer</b> Demon Dentist - <b>David Walliams</b> The Iron Woman – <b>Ted Hughes</b> The Train to impossible places – <b>P.G. Bell</b>	Cloud Busting – <b>Malorie Blackman</b> The Walrus and the Carpenter – <b>Lewis carroll</b> Where Zebras Go – <b>Sue-Hardy Dawson</b>	Little Badman – <b>Henry White &amp; Humza Arshad</b> Gregory Cool – <b>Caroline Binch</b> Anisha: Accidental detective – <b>Serena Patel</b>
Year 5	Tom’s Midnight Garden – <b>Phillipa Pearce</b> The Secret Garden – <b>Frances Hodgeson Burnett</b> The Jungle Book – <b>Rudyard Kipling</b>	A Christmas Carol – <b>Charles Dickens</b> The Eagle in the Snow – <b>Michael Morpurgo</b> The Time Travelling Hamster – <b>Ross Welford</b> The London Eye Mystery - <b>Siobhan Dowd</b>	A series of Unfortunate Events – <b>Lemony Snickett</b> Cogheart – <b>Peter Bunzl</b> Kensuke’s Kingdom - <b>Michael Morpurgo</b> Boy in the Tower - <b>Polly Ho-Yen</b>	Northern Lights – <b>Phillip Pullman</b> Swallows and Amazons – <b>Arthur Ransome</b> Harry Potter and the Goblet of Fire– <b>JK Rowling</b> Welcome to Nowhere - <b>Elizabeth Laird</b> Rooftoppers- <b>Katherine Rundell</b>	The Arrival – <b>Shaun Tan</b> The Pobble Who had no Toes (poem) – <b>Edward Lear</b> Sky in the Pie (poem) – <b>Roger McGough</b>	Journey to Jo’burg - <b>Beverley Naidoo</b> Blackberry Blue and Other Fairy Tales - <b>Jamila Gavin</b> A Victorian Story – <b>E.L. Norry</b> The Infinite – <b>Patience Agbabi</b> The Breadwinner – <b>Deborah Ellis</b>
Year 6	The Hobbit – <b>J.R.R. Tolkien</b> White Fang – <b>Jack London</b> Journey to the Centre of the Earth – <b>Jules Verne</b> Oliver Twist – <b>Charles Dickens</b> Macbeth – <b>Abridged</b>	Holes – <b>Louis Sachar</b> The Infinite Lives of Maisie May – <b>Christopher Edge</b> The Boy in The Striped Pyjamas – <b>John Boyne</b>	Warhorse – Michael Morpurgo Once – <b>Morris Gleitzman</b> Watership Down – <b>Richard Adams</b> A boy called Hope - <b>Lara Williamson</b>	The Lady of Shalott – <b>Alfred, Lord Tennyson</b> In Flanders Fields (poem) – <b>John McCrae</b> Floodland - <b>Marcus Sedgewick</b> The House with Chicken Legs - <b>Sophie Anderson</b> Harry Potter and the Deathly Hallows – <b>J.K. Rowling</b>	A Monster Calls – <b>Patrick Ness</b> The Tyger (poem) – <b>William Blake</b> Jabberwocky (poem) – Lewis carroll	The Girl Who Stole and Elephant – <b>Nizrana Farook</b> High Rise Mystery – <b>Sharna Jackson</b> Now or Never: A Dunkirk Story – <b>Bali Rai</b> A Pocket Full of Stars – <b>Aisha Bushby</b> Henry’s Freedom Box – <b>Ellen Levine</b> Harriet Tubman – <b>Sandra A. Agard</b>