




The following texts are books from the reading spine that will be used as ‘Reading for Pleasure’ and in the ‘Teaching of Reading’

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R for P Text		Land of Roar	The Wild Robot	Max and the Millions	The Lion, the Witch and the Wardrobe	The Girl who Stole and Elephant	Tom’s Midnight Garden
Core Text	Fiction	Land of Roar Necklace of Raindrops	The Wild Robot Little Match Girl (inc. visual literacy)	Norse Myths	The Lion, the Witch and the Wardrobe	Race to the Frozen North	Tom’s Midnight Garden
	Non-Fiction	Bacteria			Young, Gifted and Black	The Drop in my Drink	
	Poetry		A Child’s Garden of Verses	Nonsense poems of Edward Lear			A Child’s Garden of verses.
<i>Optional texts that may be included:</i>							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<p><i>Pupils should be taught to:</i> <i>develop positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ identifying themes and conventions in a wide range of books ○ discussing words and phrases that capture the reader’s interest and imagination 					
	<p> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the Primary National Curriculum, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> ○ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ recognising some different forms of poetry ○ participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					
	<p><i>Land of Roar</i> <i>Necklace of Raindrops</i> <i>Bacteria</i></p> <ul style="list-style-type: none"> ● <u>increasing their familiarity with a wide range of books</u>, including fairy stories, myths and legends, and retelling some of these orally ● <u>checking that the text makes sense</u> to them, discussing their understanding and explaining the <u>meaning of words</u> in context ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● <u>predicting</u> what might happen from details stated and implied ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● identifying <u>how language, structure, and presentation contribute to meaning</u> ● <u>identifying themes and conventions</u> in a wide range of books ● <u>retrieve and record information from non-fiction</u> ● <u>participate in discussion</u> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p><i>The Lion, the Witch and the Wardrobe</i> <i>The Little Match Girl</i> <i>A Child’s Garden of Verse</i></p> <ul style="list-style-type: none"> ● <u>preparing poems and play scripts to read aloud and to perform</u>, showing understanding through intonation, tone, volume and action ● recognising some different forms of poetry ● <u>increasing their familiarity with a wide range of books</u>, including fairy stories, myths and legends, and retelling some of these orally ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● <u>identifying themes and conventions</u> in a wide range of books ● In books they can read independently, identifying <u>how language, structure, and presentation contribute to meaning</u> ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>predicting</u> what might happen from details stated and implied ● identifying main ideas drawn from more than one paragraph and <u>summarising</u> these 	<p><i>Norse Myths:</i></p> <ul style="list-style-type: none"> ● <u>retrieve and record information from non-fiction</u> ● <u>predicting</u> what might happen from details stated and implied ● <u>asking questions</u> to improve their understanding of a text ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● identifying <u>themes</u> and conventions in a wide range of books ● in discussions about books, taking turns and listening to what others say ● <u>increasing their familiarity with a wide range of books</u>, including fairy stories, myths and legends, and retelling some of these orally ● <u>using dictionaries</u> to check the meaning of words ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences</u> with evidence ● identifying main ideas drawn from more than one paragraph and <u>summarising</u> these 	<p><i>The Wild Robot</i> <i>Young gifted and Black</i> <i>Nonsense Poems</i></p> <ul style="list-style-type: none"> ● <u>preparing poems and play scripts to read aloud and to perform</u>, showing understanding through intonation, tone, volume and action ● recognising some different forms of poetry ● <u>retrieve and record information from non-fiction</u> ● <u>using dictionaries</u> to check the meaning of words ● <u>checking that the text makes sense</u> to them, discussing their understanding and explaining the <u>meaning of words</u> in context ● <u>predicting</u> what might happen from details stated and implied ● explaining <u>the meaning of words</u> in context ● <u>identifying themes and conventions</u> in a wide range of books ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences</u> with evidence ● identifying main ideas drawn from more than one paragraph and <u>summarising</u> these 	<p><i>Race to the Frozen North</i> <i>Max and the Millions</i> <i>The Drop in My Drink</i></p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● <u>using dictionaries</u> to check the meaning of words that they have read ● <u>identifying themes and conventions</u> in a wide range of books ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● <u>asking questions</u> to improve their understanding of a text ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>predicting</u> what might happen from details stated and implied ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>identifying how language, structure, and presentation contribute to meaning</u> ● <u>retrieve and record information from non-fiction</u> ● <u>participate in discussion</u> about both books, taking turns and listening to what others say. 	<p><i>Tom’s Midnight Garden</i> <i>Tuesday</i> <i>A Child’s Garden of Verse</i></p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● <u>using dictionaries</u> to check the meaning of words that they have read ● <u>identifying themes and conventions</u> in a wide range of books ● <u>discussing words and phrases</u> that capture the reader’s interest and imagination ● <u>preparing poems and play scripts to read aloud and to perform</u>, showing understanding through intonation, tone, volume and action ● recognising some <u>different forms of poetry</u> ● <u>checking that the text makes sense</u> to them, discussing understanding and explaining <u>the meaning of words</u> in context ● <u>asking questions</u> to improve their understanding of a text ● <u>drawing inferences</u> such as inferring characters’ feelings, thoughts and motives from their actions, and <u>justifying inferences with evidence</u> ● <u>predicting</u> what might happen from details stated and implied ● <u>identifying main ideas</u> drawn from more than one paragraph and <u>summarising</u> these ● <u>identifying how language, structure, and presentation contribute to meaning</u>