



# Ivern's Recommended Reads - Pound Pill

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

A CHILD  
A BOOK  
A READ  
A CHAT  
THIS IS THE WAY THE MIND GROWS.

NOT WITH A TEST  
BUT A TALE.

MICHAEL ROSEN



CHRIS RIBBELL



READING ALOUD  
IS PROBABLY THE MOST IMPORTANT THING  
THAT TEACHERS CAN DO  
AND NEEDS TO BE A  
FREQUENT AND REGULAR  
PART OF EACH SCHOOL DAY.

- CLPE -



THE CENTRE FOR LITERACY  
IN PRIMARY EDUCATION.

CHRIS FIDDELL



## Corsham Primary Reading Spine

***'All pupils should be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.***

***Reading feeds pupil's imagination and opens up a treasure-house of wonder and joy for curious young minds.'***

***National Curriculum 2014***

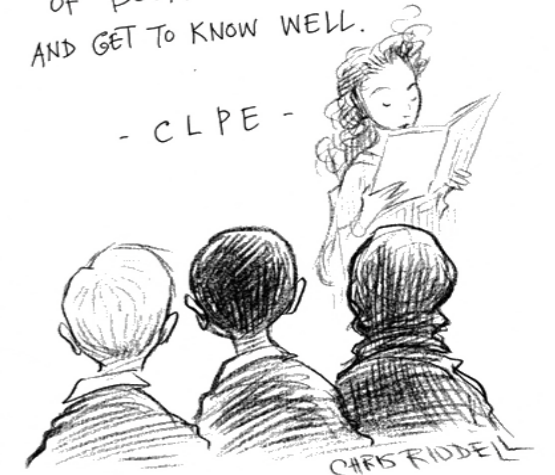
Our reading spine is a collection of recommended books which have been carefully chosen for each year group.

Each list consists of:

- Class core texts (both whole texts and extracts) used to support both reading and/or writing
- Books to develop pupil's wider knowledge (linked to our enquiry led curriculum)
- Recommended independent reads and class shared texts to promote reading for pleasure
- Books that reflect a diverse range of characters and voices or widen horizons by offering culturally rich content
- Opportunities for pupils to encounter different genres and authors to develop their own opinions and preferences
- Dyslexic and reluctant reader friendly texts to ensure everyone is a reader

BY READING WELL-CHOSEN BOOKS ALOUD, TEACHERS HELP CLASSES TO BECOME COMMUNITIES OF READERS -

ENSURING THAT THEY CAN SHARE IN EXPERIENCES OF A WIDE REPERTOIRE OF BOOKS THEY ENJOY AND GET TO KNOW WELL.



READING ALOUD SLOWS WRITTEN LANGUAGE DOWN AND ENABLES CHILDREN TO HEAR AND TAKE IN TUNES AND PATTERNS. IT ENABLES CHILDREN TO EXPERIENCE AND ENJOY STORIES THAT THEY MIGHT NOT OTHERWISE MEET.



THE CENTRE FOR LITERACY IN PRIMARY EDUCATION.

CHRIS RIDDELL

Our choices have also been informed by the research of Doug Lemov who identified 'The Five Plagues of the Developing Reader', which are stumbling blocks that children can face if they are not exposed to a rich variety of texts. Texts falling within these categories are more complex and demand more from the reader than other types of books. These text types; *Archaic, Non-linear, Narratively Complex, Symbolic/Figurative and Resistant* are therefore woven into our reading spine to ensure that children are exposed to these challenges in a supportive and engaging way in order to develop stamina, broaden knowledge, vocabulary and experience of the world and to prepare them for reading beyond Primary School.

**"All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instill a love of reading...." Doug Lemov**

***Please note: Our Reading Spine will continually grow and change to reflect the needs of our children and with the release of new texts***



# EYFS Julia Donaldson

## What makes me, me?



## What makes a good story?



## Who helps us?



## What is a journey?



## Where does our food come from?



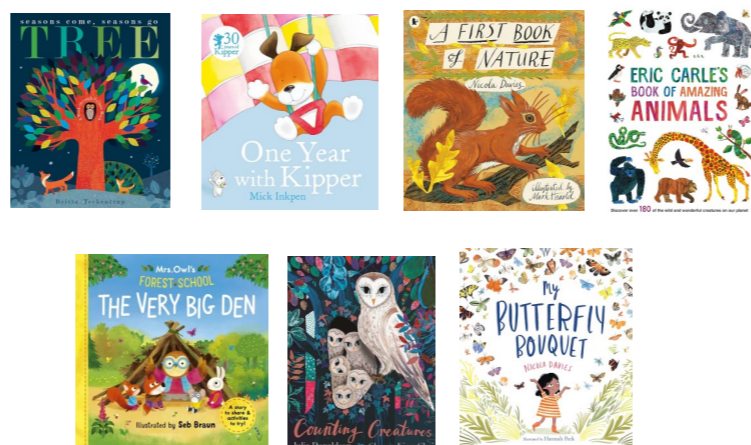
## What has changed?



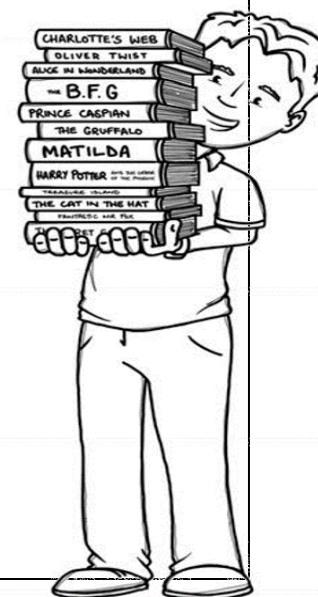
## What is water used for?



## Forest Fridays / What will I find outside?



## Poetry





# Year 1 Lauren Child

## Narrative



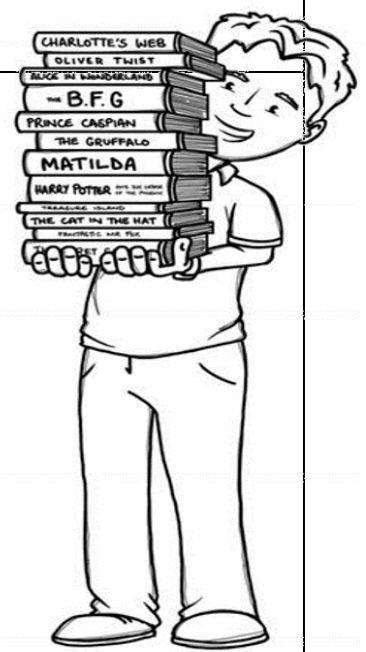
## Non-Fiction



## Poetry



## People





# Year 2 Chris Riddell / Quentin Blake

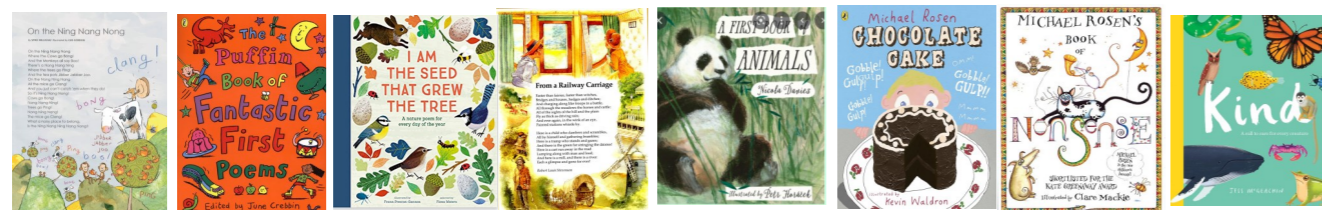
## Narrative



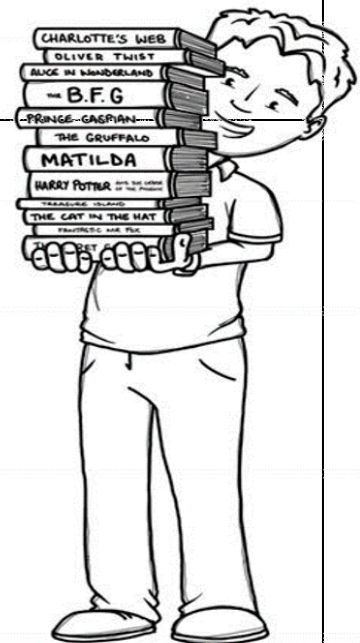
## Non-Fiction



## Poetry



## People





Year 3

Michael Morpurgo / Michael Rosen

Narrative



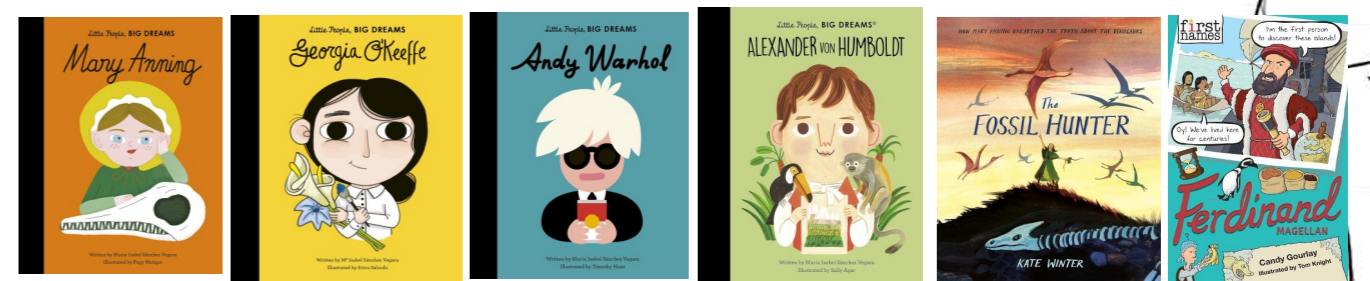
Non-Fiction



Poetry



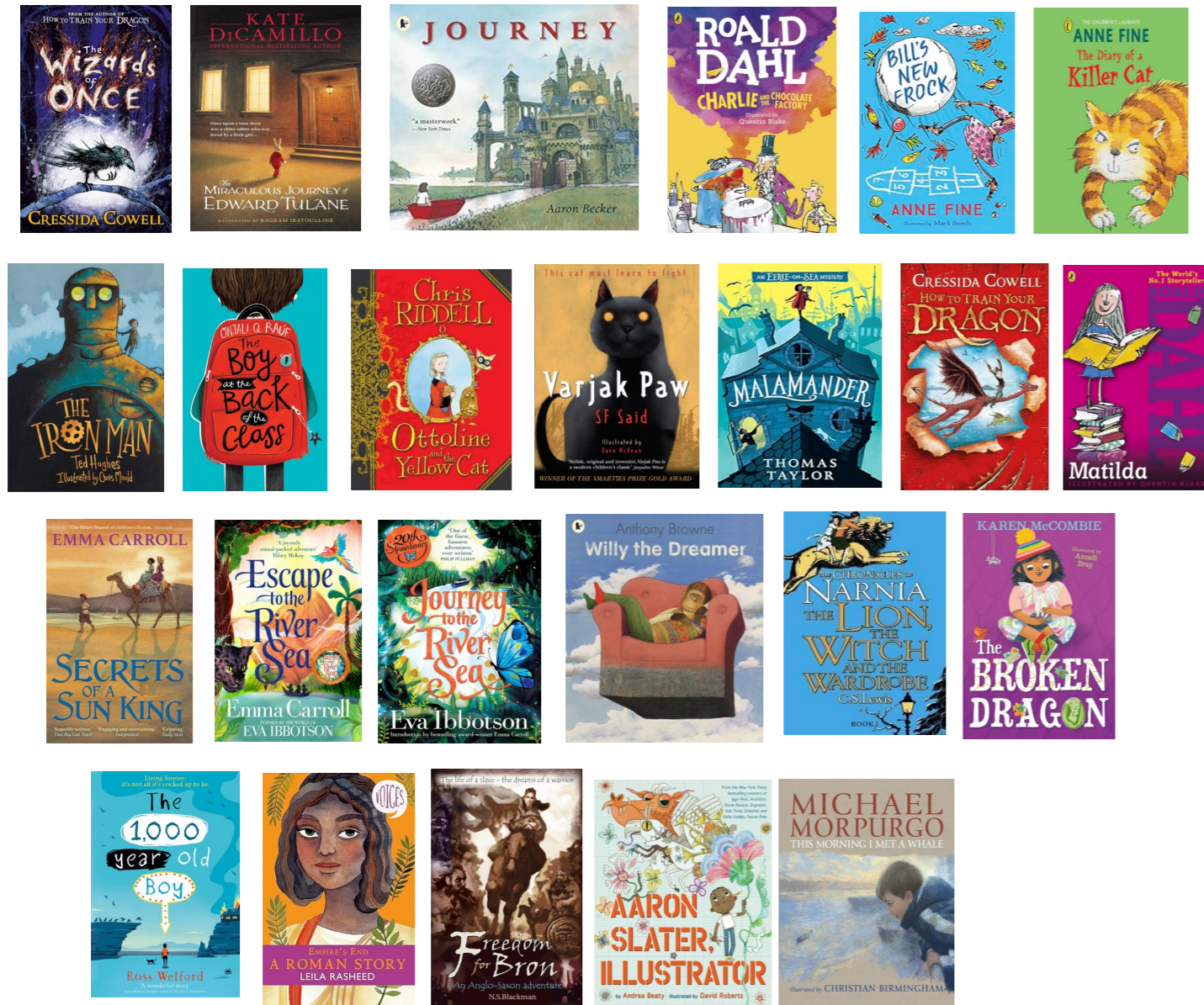
Biography





# Year 4 Cressida Cowell / Anne Fine

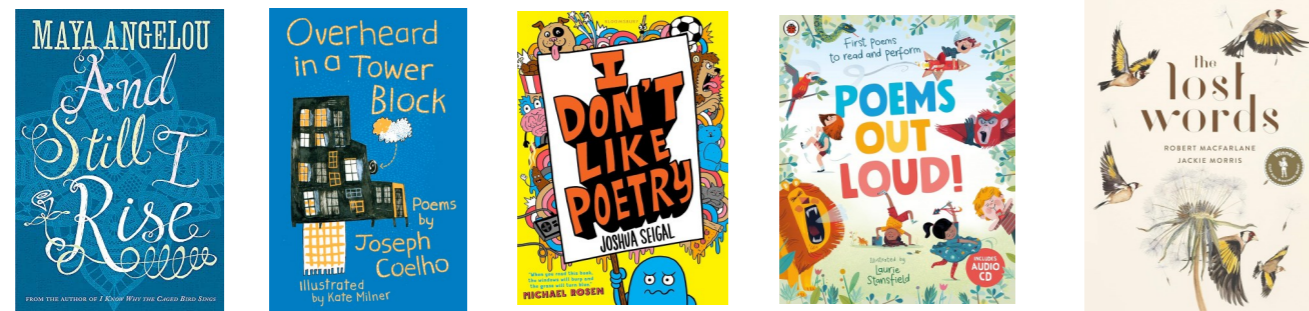
## Narrative



## Non-Fiction



## Poetry

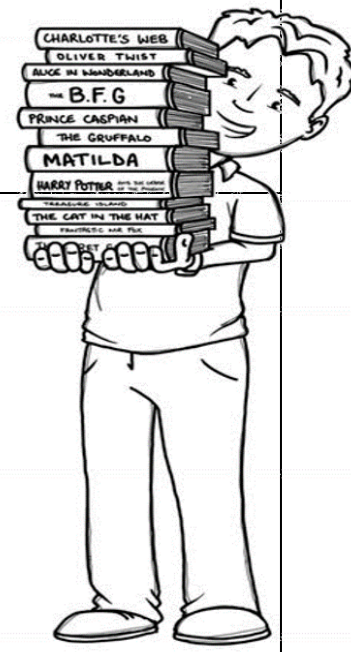
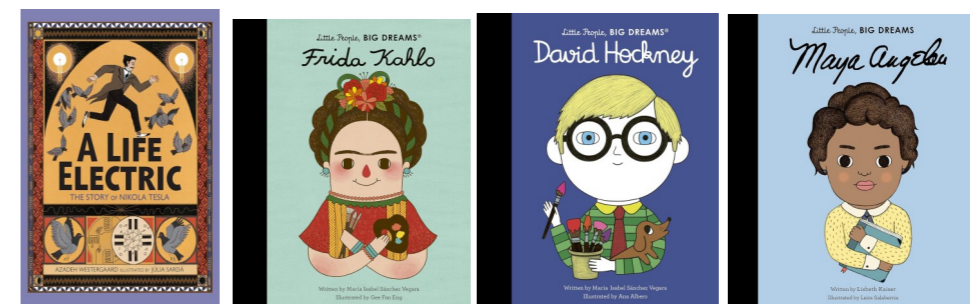


And Still I Rise

Things that lurk in a library

Colours  
Joshua Seigal

## Biography





Year 5

Joseph Coehlo / Anthony Browne

### Narrative



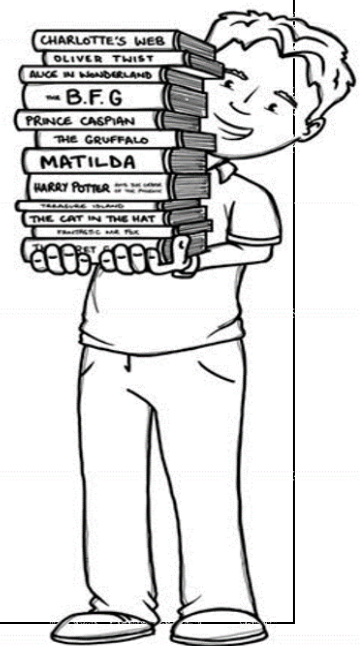
### Non-Fiction



### Poetry



### Biography

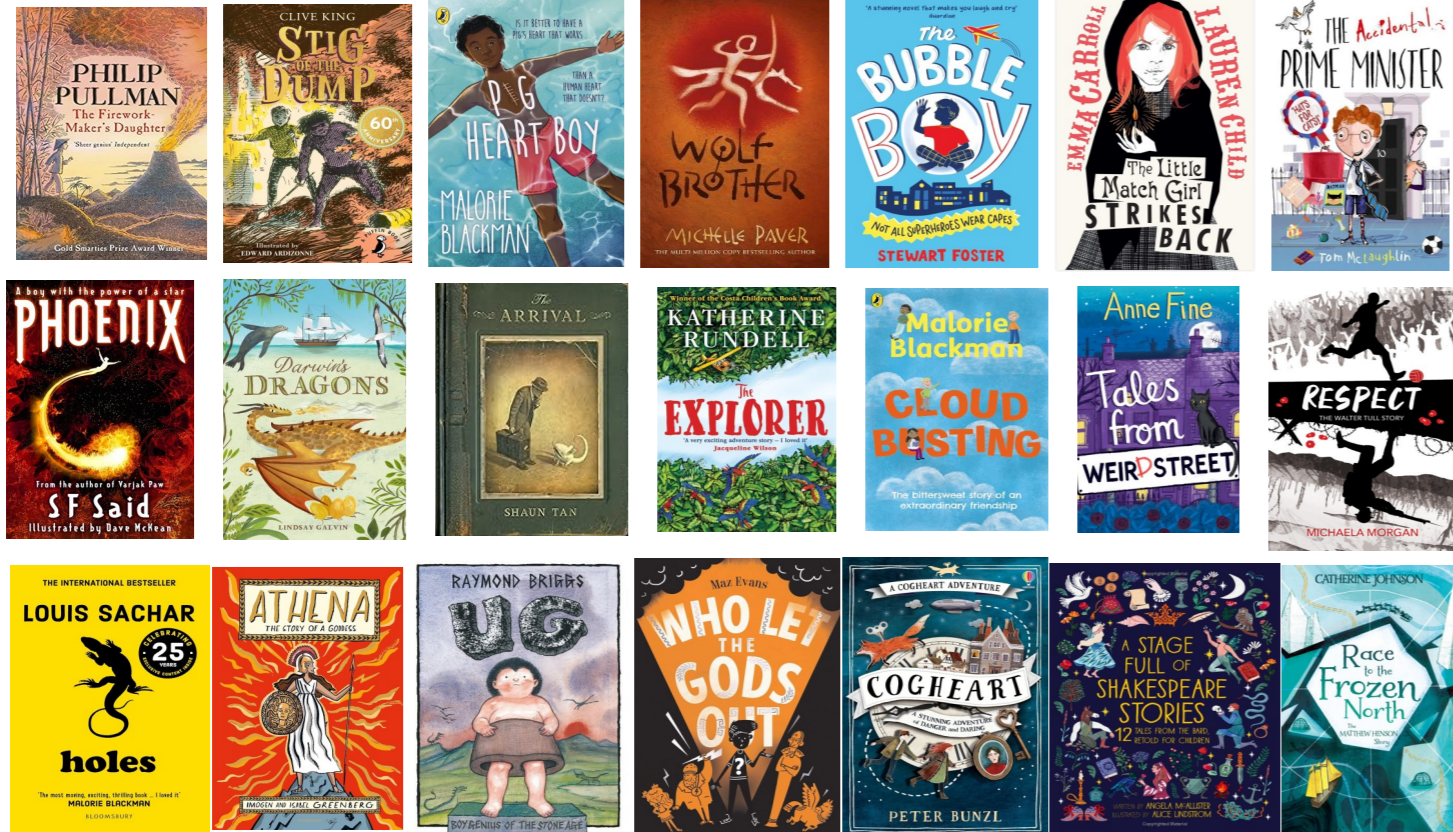




Year 6

Malorie Blackman / Frank Cottrell-Boyce

Narrative



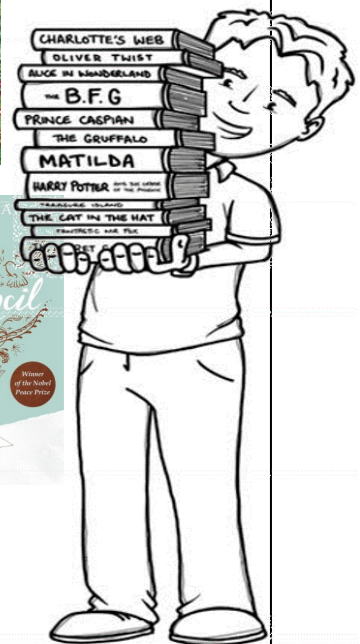
Non-Fiction



Poetry



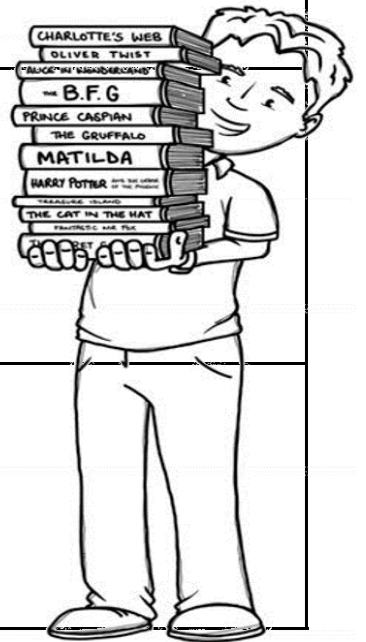
Biography





# Non-Fiction

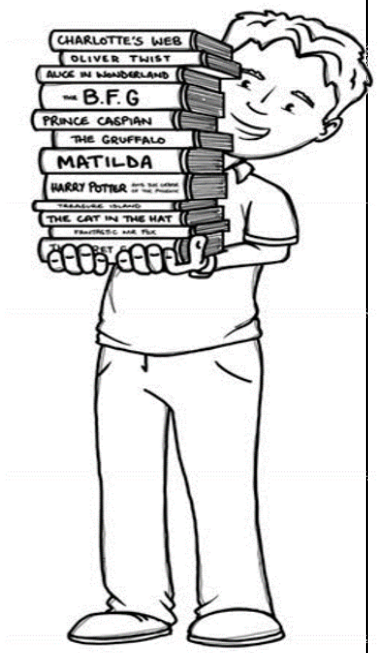
Being an Author	
Being a Scientist	
Healthy Mind / Healthy Body	
Animals	
Food and Nutrition	
Earth in Space	
The Environment	



<p><b>Seasons</b></p>	
<p><b>Plants</b></p>	
<p><b>Water</b></p>	
<p><b>Being a Geographer</b></p>	
<p><b>Faith / Culture</b></p>	
<p><b>Being an Artist</b></p>	
<p><b>Being an Engineer</b></p>	
<p><b>Being a Historian</b></p>	



People



## 'The Five Plagues of the Developing Reader' Doug Lemov

*"All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instill a love of reading...." Doug Lemov*

Our choices have also been informed by the work of Doug Lemov, who in his book, 'Reading Reconsidered', points out five types of demanding texts that children should have access to in order to successfully navigate reading with confidence. These include texts with the following features:

### Archaic Language:

The demands of archaic texts – those over 50 to 100 years old – are vastly different to today in terms of vocabulary, syntax and context. To prepare them for their next school, children must be exposed to and explore antiquated forms of expression.

### Non-Linear Time Sequence:

In these texts, the plot and events of the narrative are not written in linear time order.

### Narratively Complex:

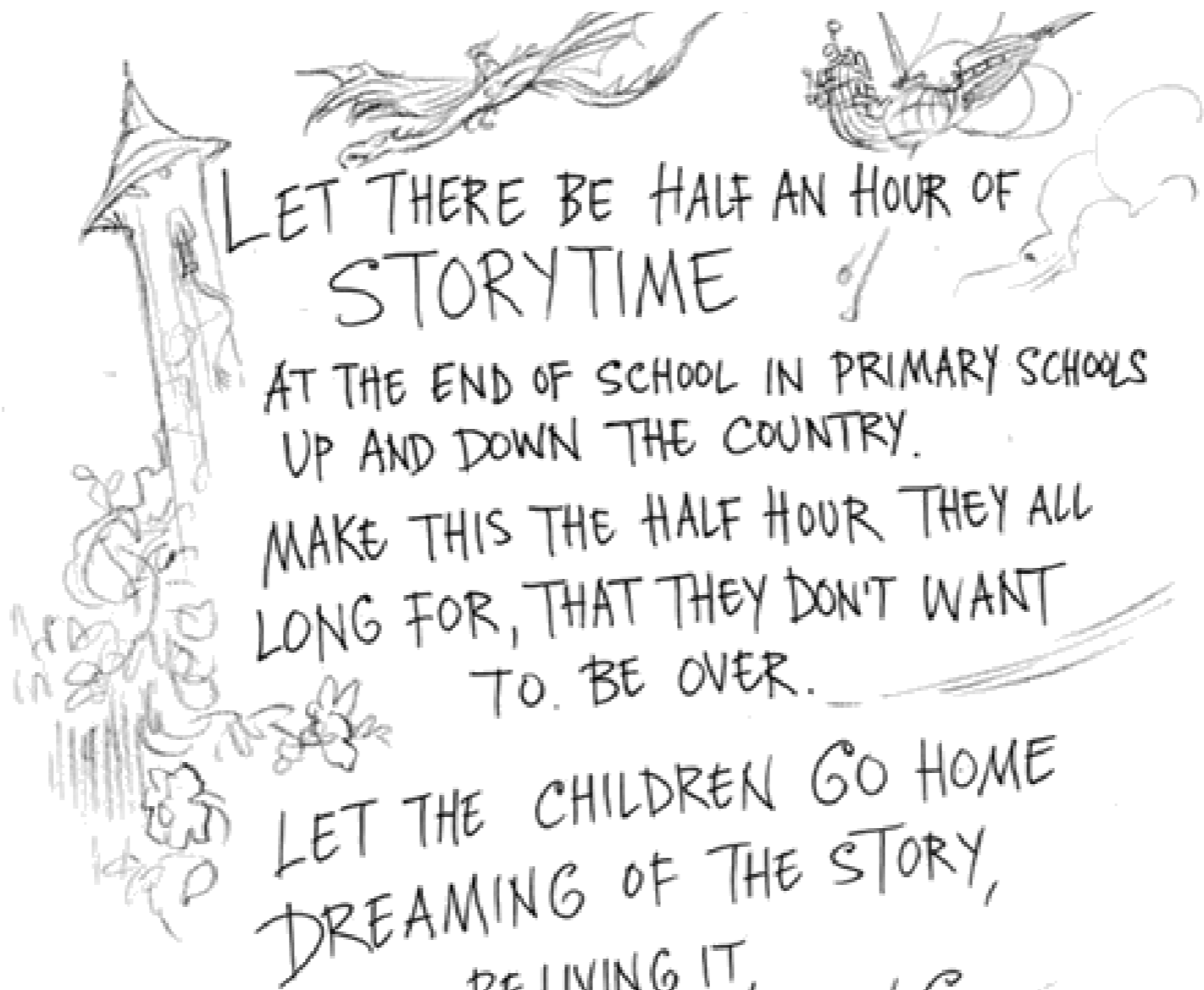
In narratively complex texts, the narrator may be unreliable. Sometimes, they have multiple narrators or non-human narrators. These can also be non-linear and plot lines can be unrelated, making them more challenging to read.

### Complexity of Plot and Symbol

These are texts which are complex in plot and often have a deeper meaning.

### Resistant Texts:

Resistant texts are written to deliberately resist easy meaning-making by readers. Meaning has to be assembled around nuances, hints, uncertainties and clues. This includes half of all poetry ever written.



LET THERE BE HALF AN HOUR OF  
STORYTIME

AT THE END OF SCHOOL IN PRIMARY SCHOOLS  
UP AND DOWN THE COUNTRY.  
MAKE THIS THE HALF HOUR THEY ALL  
LONG FOR, THAT THEY DON'T WANT  
TO BE OVER.

LET THE CHILDREN GO HOME  
DREAMING OF THE STORY,  
RELIVING IT,  
WONDERING.

MICHAEL MORPURGO.

