



Ivern's Recommended Reads

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

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 FIDELL





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.

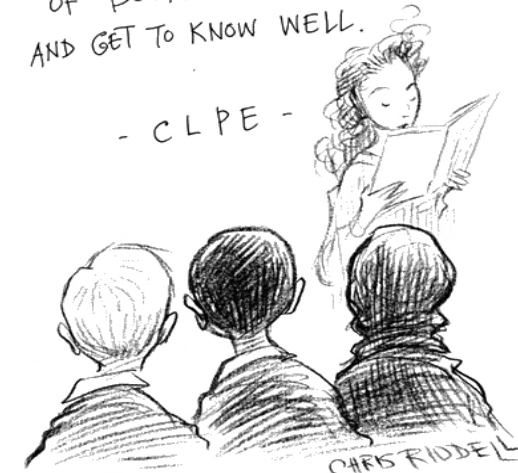
Each list consists of:

- 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.

- CLPE -



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.

- CLPE -



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.

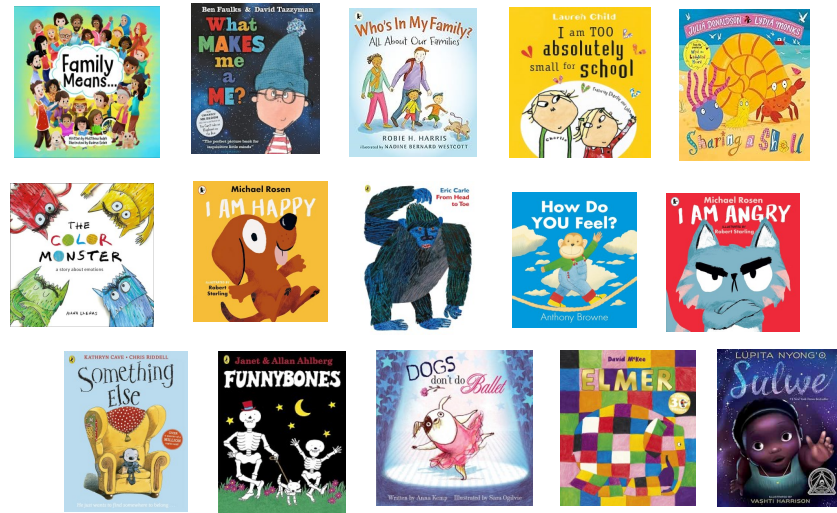
"All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instill a love of reading...." Doug Lemov

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





Yr1/2A Lauren Child / Chris Riddell

Narrative



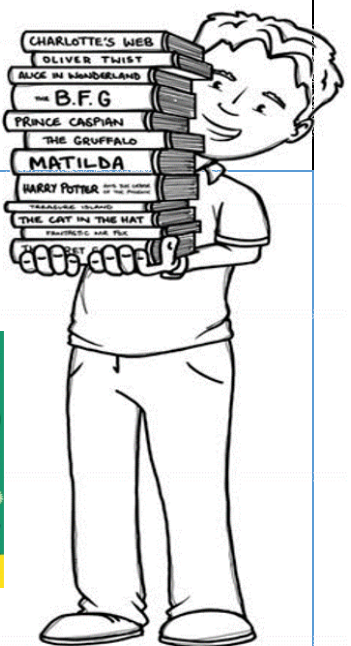
Non-Fiction



Poetry



Biography





Yr1/2B Roald Dahl / Quentin Blake

Narrative



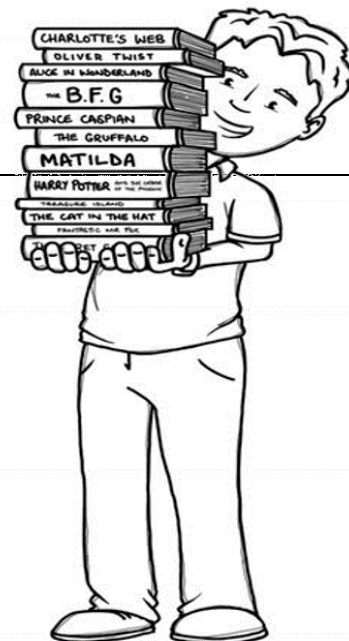
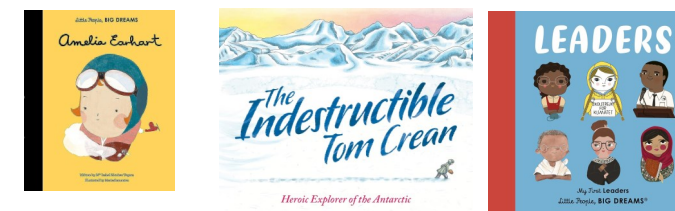
Non-Fiction



Poetry



People





Year3/4A

Michael Morpurgo / Michael Rosen

Narrative



Poetry



Non-Fiction



Biography

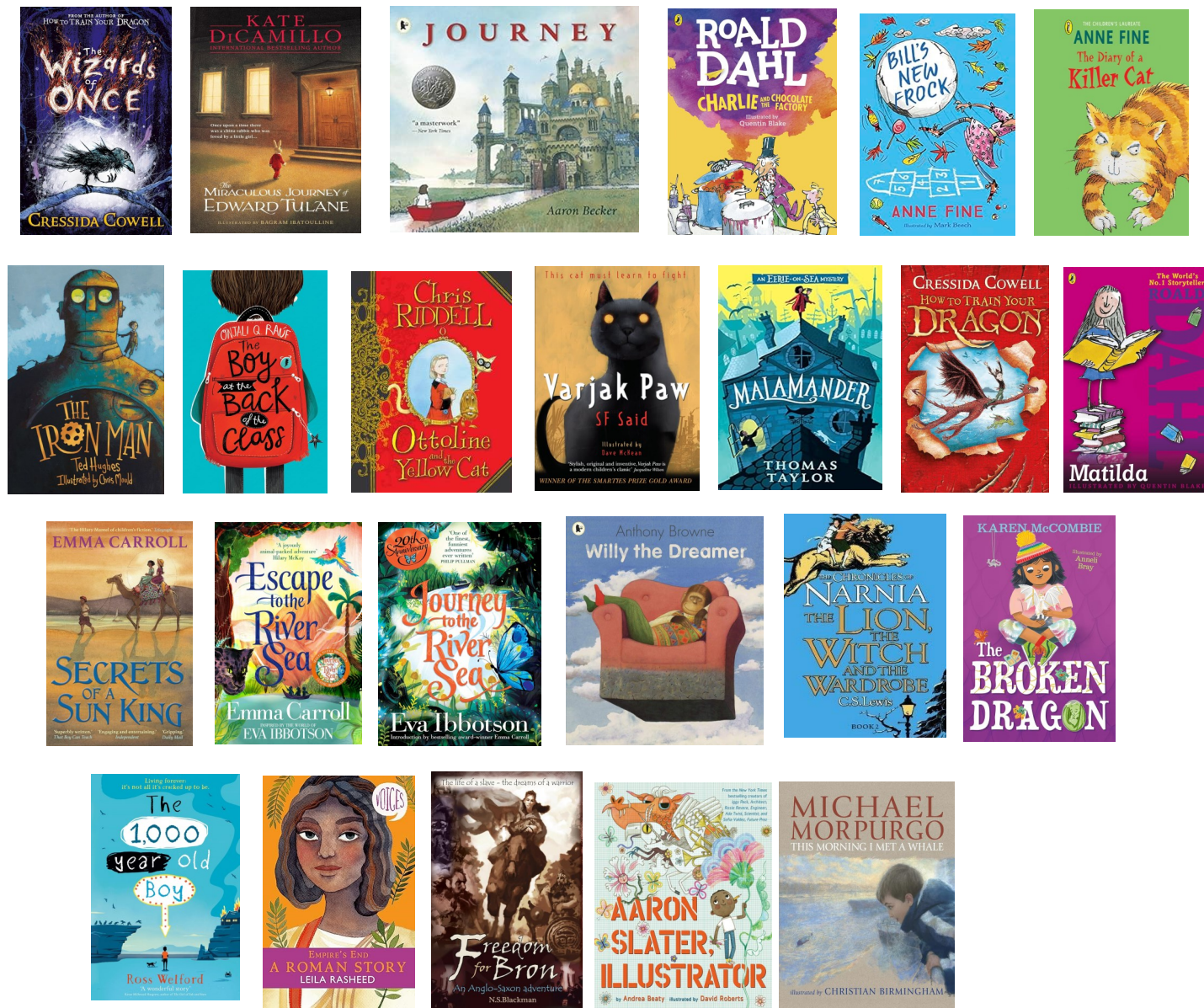




Year 3/4B

Cressida Cowell / Anne Fine

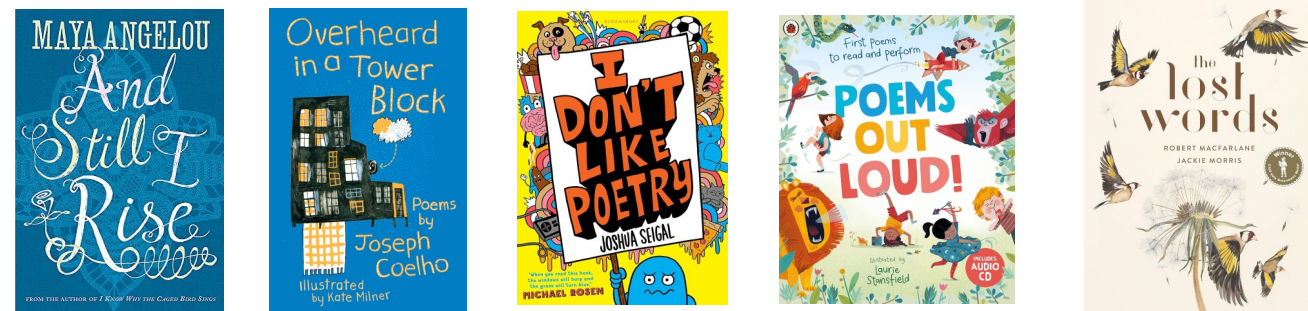
Narrative



Non-Fiction



Poetry

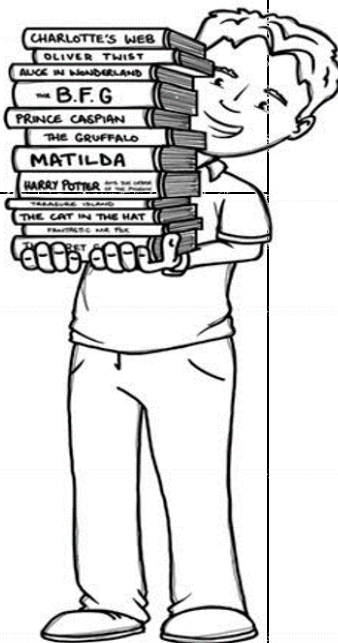
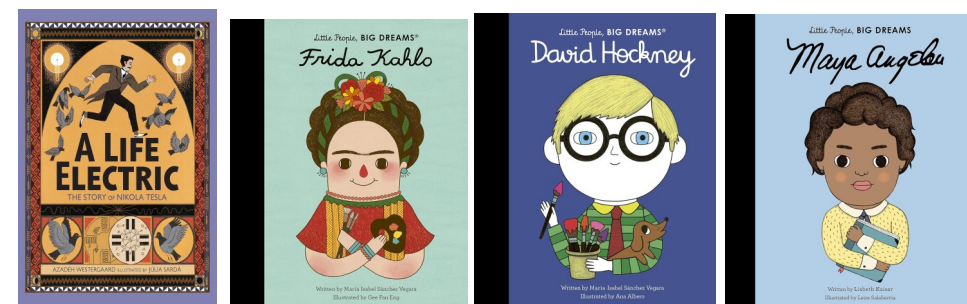


And Still I Rise

Things that lurk
in a library

Colours
Joshua Seigal

Biography





Year 5/6B

Joseph Coehlo / Anthony Browne

Narrative



Non-Fiction



Poetry



Biography

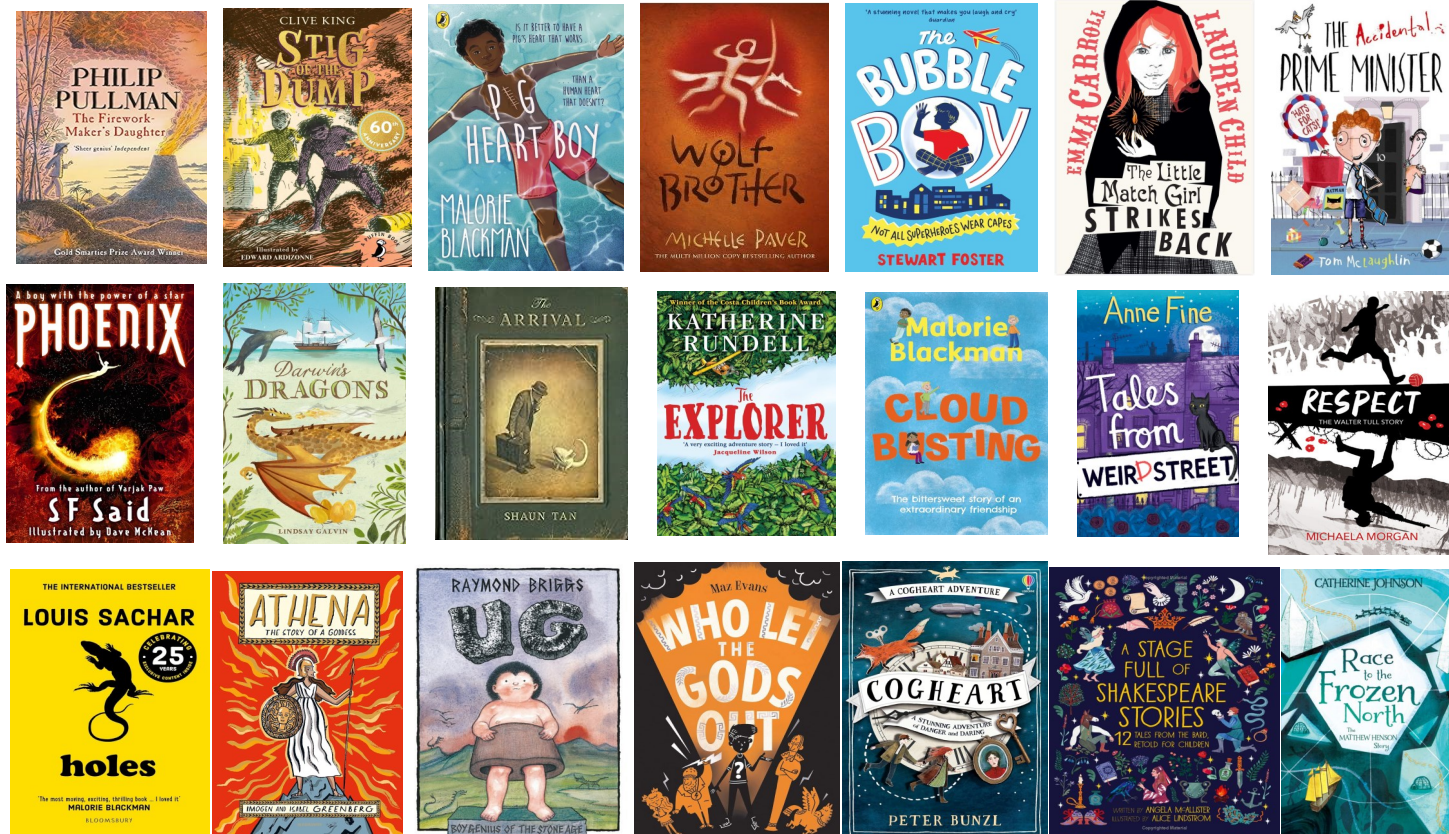




Year 5/6A

Malorie Backman / Frank Cottrell-Boyce

Narrative



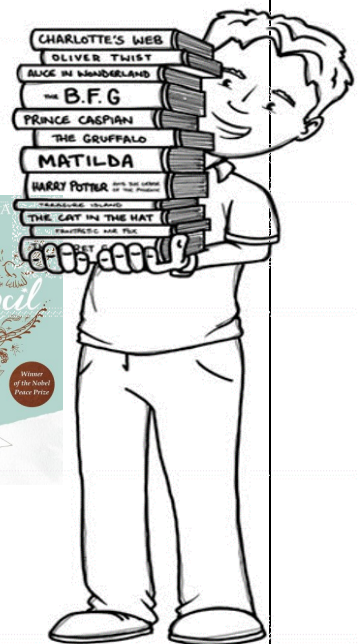
Non-Fiction



Poetry

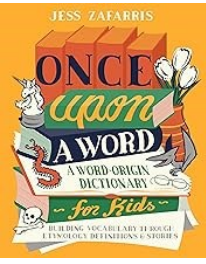
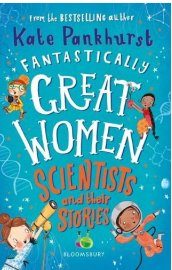
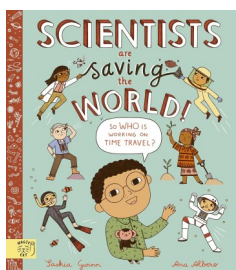
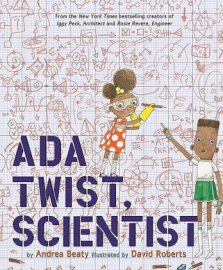
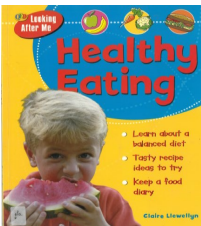
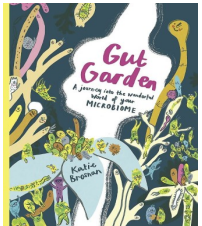
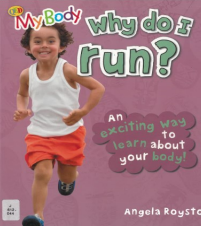
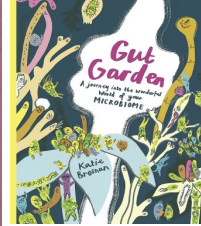
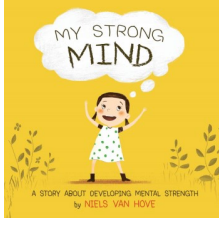
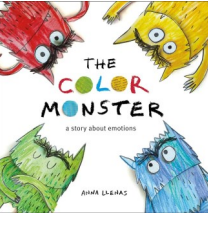
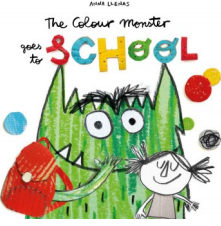
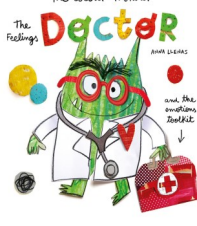
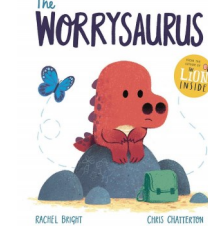
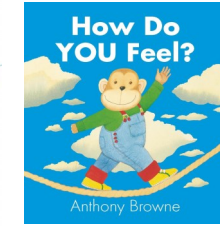
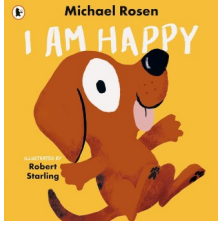
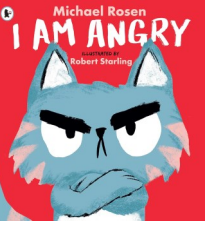
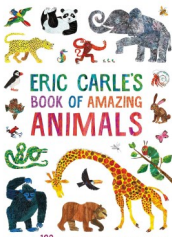
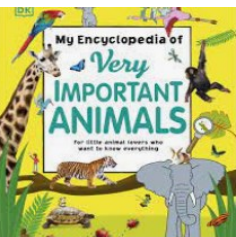
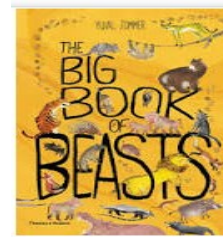
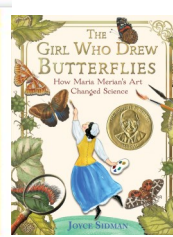
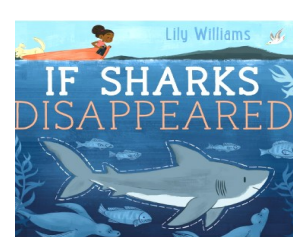
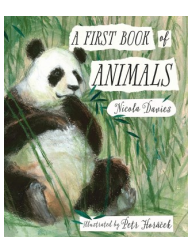
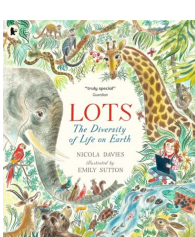
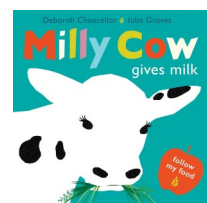
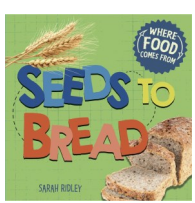
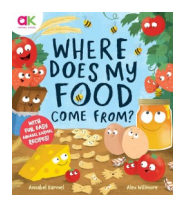
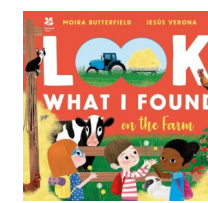
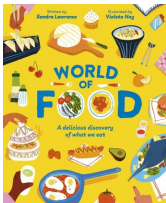
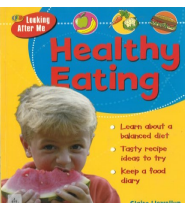
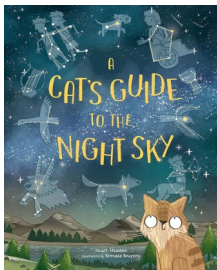
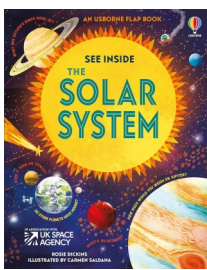
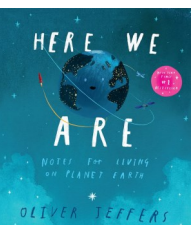
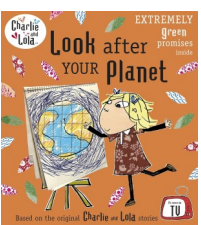
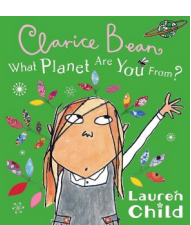
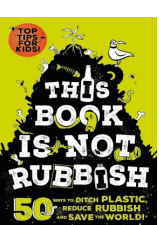
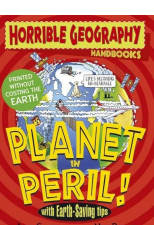


Biography





Non-Fiction

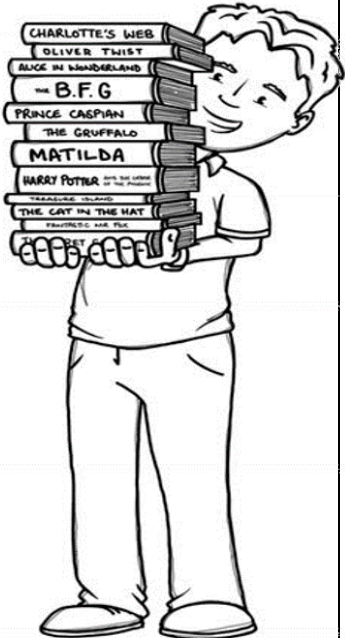
Being an Author	 
Being a Scientist	  
Healthy Mind / Healthy Body	           
Animals	        
Food and Nutrition	      
Earth in Space	  
The Environment	     



Seasons	
Plants	
Water	
Being a Geographer	
Faith / Culture	
Being an Artist	
Being an Engineer	
Being a Historian	



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:

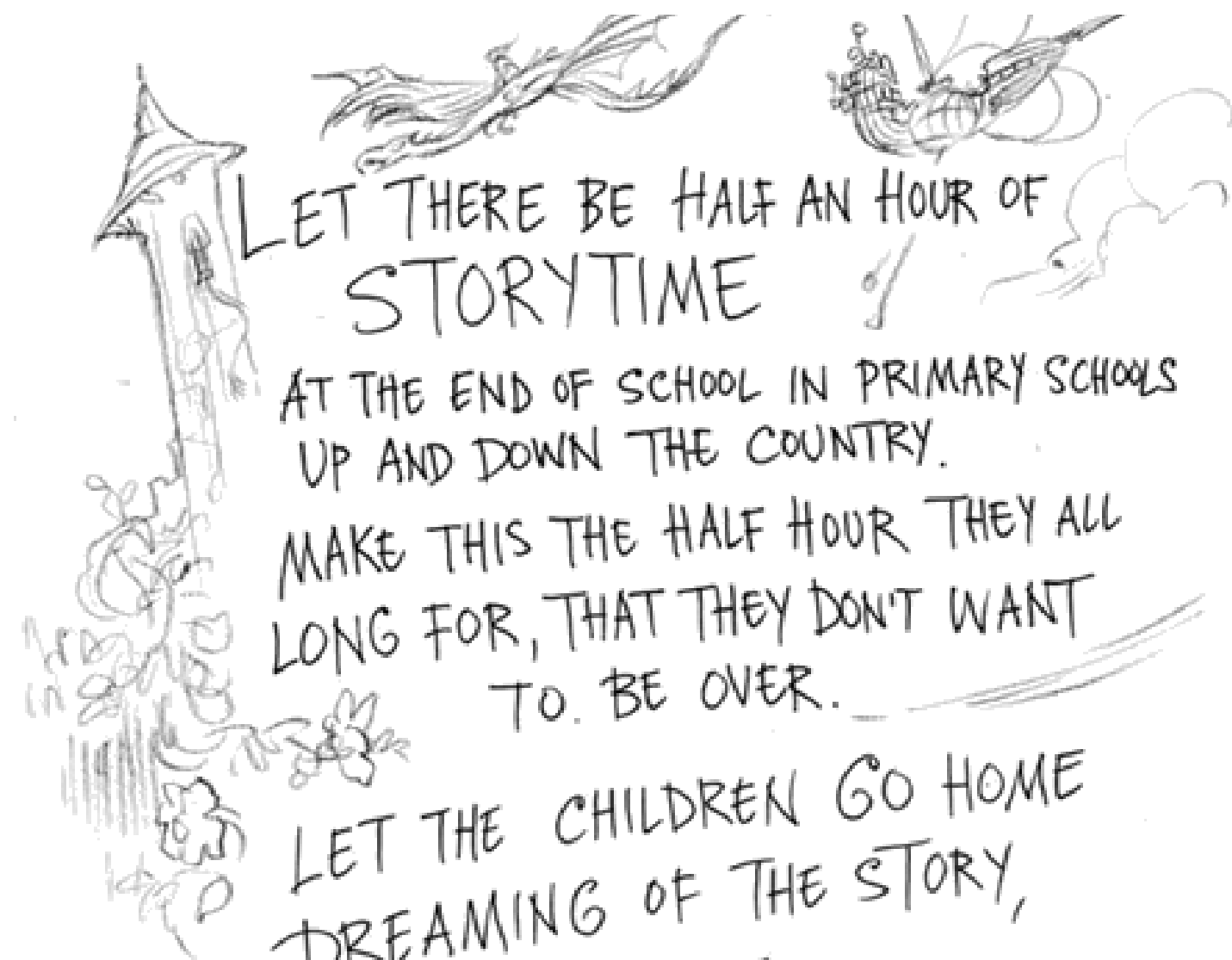
In narratively complex texts, the narrator may be unreliable. Sometimes, they have multiple narrators or non-human narrators. These can also be non-linear and plot lines can be unrelated, making them more challenging to read.

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.

