Key stage 2 – Reading Spine

Introduction

This document outlines Victoria Road Primary School's reading spine, a spine of books designed to support inclusion, diversity and reading for pleasure at our school. It is a reading spine that inspires, connects and engages children through high quality texts from contemporary and classic authors and illustrators.

We have selected the books in our reading spine for the quality of their writing, illustrations and their ability to represent the lives and experiences of the children at Victoria Road Primary School. We have selected books which represent a range of genders, ethnicities and socio economic backgrounds, so that everyone in our environment feels represented and validated. These books will also run alongside texts that children are exposed to during Writing and Reading lessons.

At Victoria Road Primary School, we recognise the need to raise the aspirations of all of the children at our school, one of the ways that we can do this is through the use of texts which expose children to possibilities which may currently be out of their reach; children cannot be what they cannot see. By selecting books that present ambitious, motivated characters and situations, we hope to inspire children and raise their aspirations.

Our reading spine is designed to ensure that children hear the best stories read aloud to them for pleasure; the books in our reading spine support a holistic approach to reading. They help children to understand the world around them, to encounter and understand emotions and experiences and to provide "mirrors, windows and doors to the world" (Rudine Sims Bishop).

Progression

Our reading spine is progressive; books increase in complexity of language, structure and concepts as children progress through the school. This means that we can be assured that they are reading books suitable to the needs of their age-group. To ensure progression we have based our reading spine on **The Five Plagues of the Developing Reader** from 'Reading Reconsidered' by Doug Lemov.

Archaic Language

The vocabulary, usage and syntax of texts over 50 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with archaic language to be able to access classic texts later in life.

Non-Linear Time Sequences

In these texts aspects of the narration are nuanced to create an exact image, and time moves in fits and starts. In order to master this type of text, books must be carefully introduced, discussed and read to children time and again.

Narratively Complex Books
These books may have multiple plot lines or narrators, narrators may be unreliable or they may have intertwined and apparently unrelated plot lines (e.g. The Troll by Julia Donaldson). These books are far harder to read and understand than those with a single plot line.

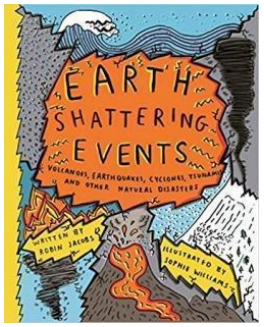
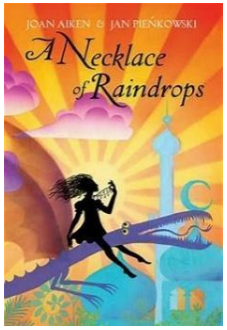
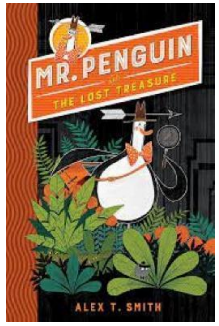
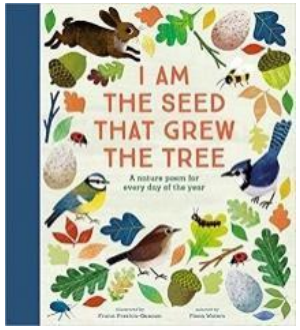
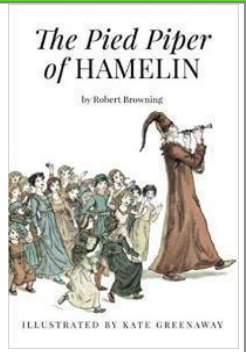
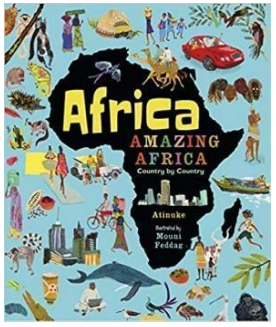
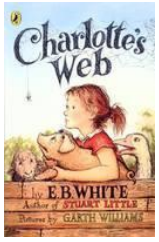
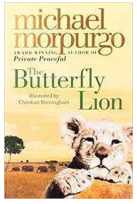
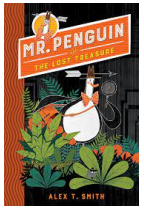
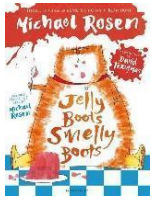
Figurative/Symbolic Text
These books use allegories, metaphors and symbols to represent an idea. For example, Jiminy Cricket represents a conscience in 'Pinocchio'

Resistant Texts
These texts are written to deliberately resist easy meaning-making by readers. Children must assemble meaning around nuances, hints, uncertainties and clues.

Diversity/Protected characteristics
The DfE states that: "'No matter what type of school children attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people." We want to ensure that these protected characteristics are promoted throughout our curriculum. Some read for pleasure books have been selected to encourage guided discussions. Other protected characteristics are covered through our Reading and Writing texts along with our PSHE curriculum.

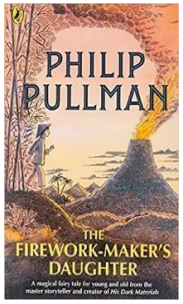
Our Reading Spine texts are subject to change and can often be cohort dependent.

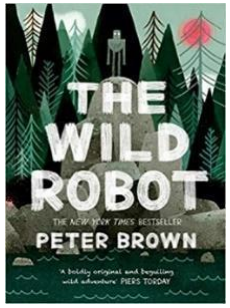
Year 3

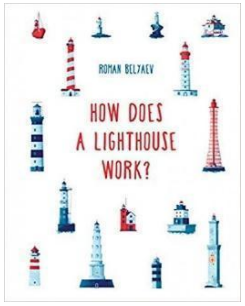
Literary Leaves Units					
					
<u>Reading for pleasure</u> Based on 'The Five Plagues of the Developing Reader' by Doug Lemov.					
Archaic 	Non-Linear time sequence 	Complexity of narrator 	Complexity of plot 	Resistant text 	Protected characteristics

Year 4

Literary Leaves Units



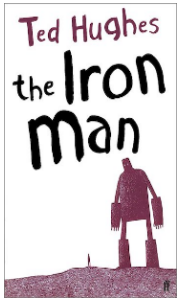




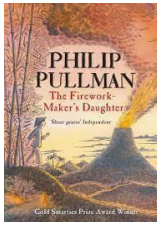
Reading for pleasure

Based on 'The Five Plagues of the Developing Reader' by Doug Lemov.

Archaic



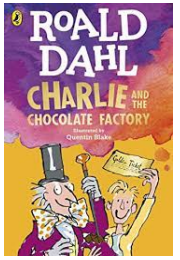
Non-Linear time sequence



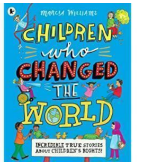
Complexity of narrator

Complexity of plot

Resistant text

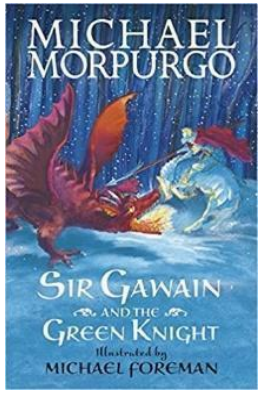


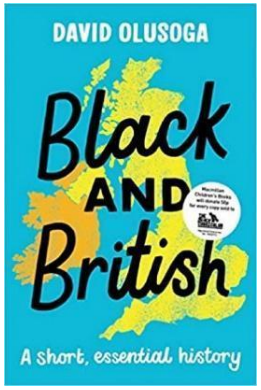
Protected characteristics

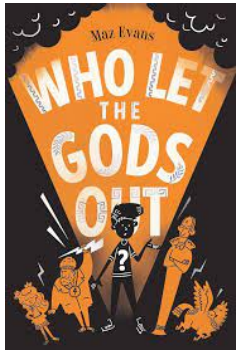


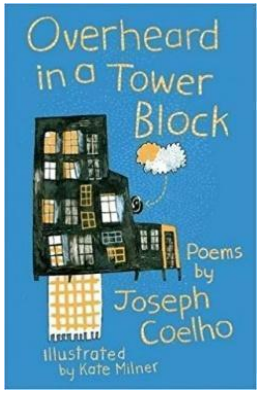
Year 5

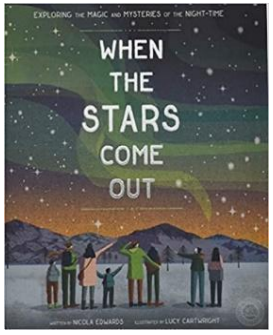
Literary Leaves Units





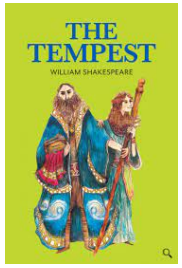
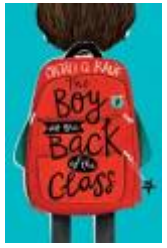
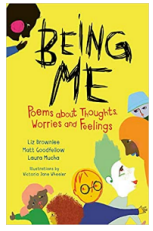
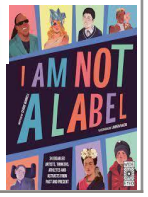






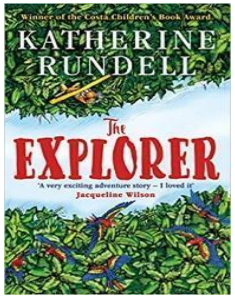
Reading for pleasure

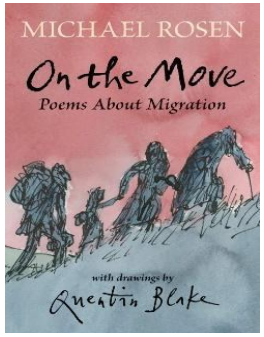
Based on 'The Five Plagues of the Developing Reader' by Doug Lemov.

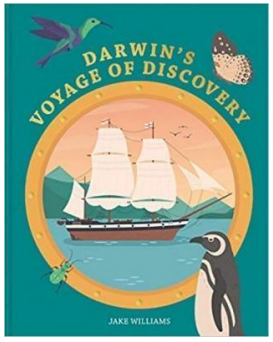
Archaic	Non-Linear time sequence	Complexity of narrator	Complexity of plot	Resistant text	Protected characteristics
					

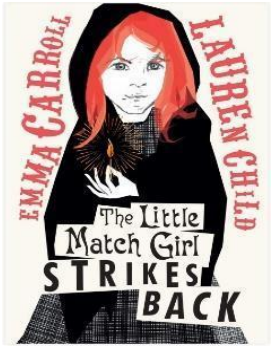
Year 6

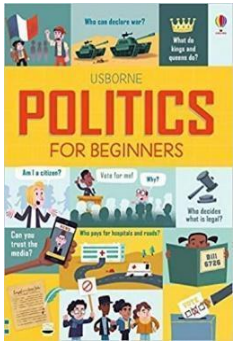
Literary Leaves Units











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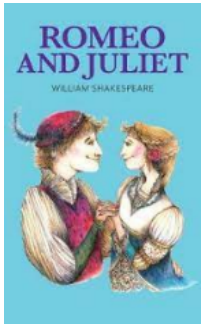
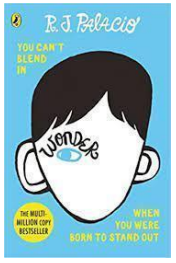
Archaic



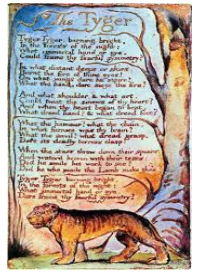
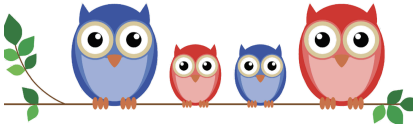
Non-Linear time sequence

Complexity of narrator



Complexity of plot

Resistant text



Protected characteristics