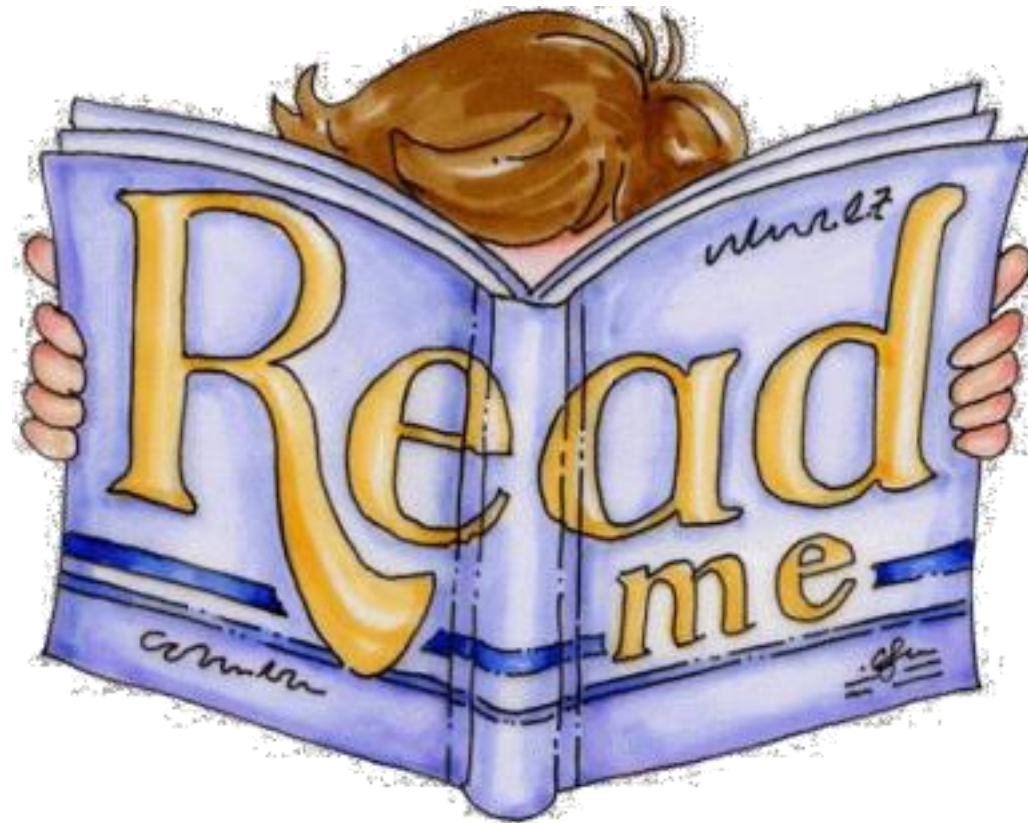


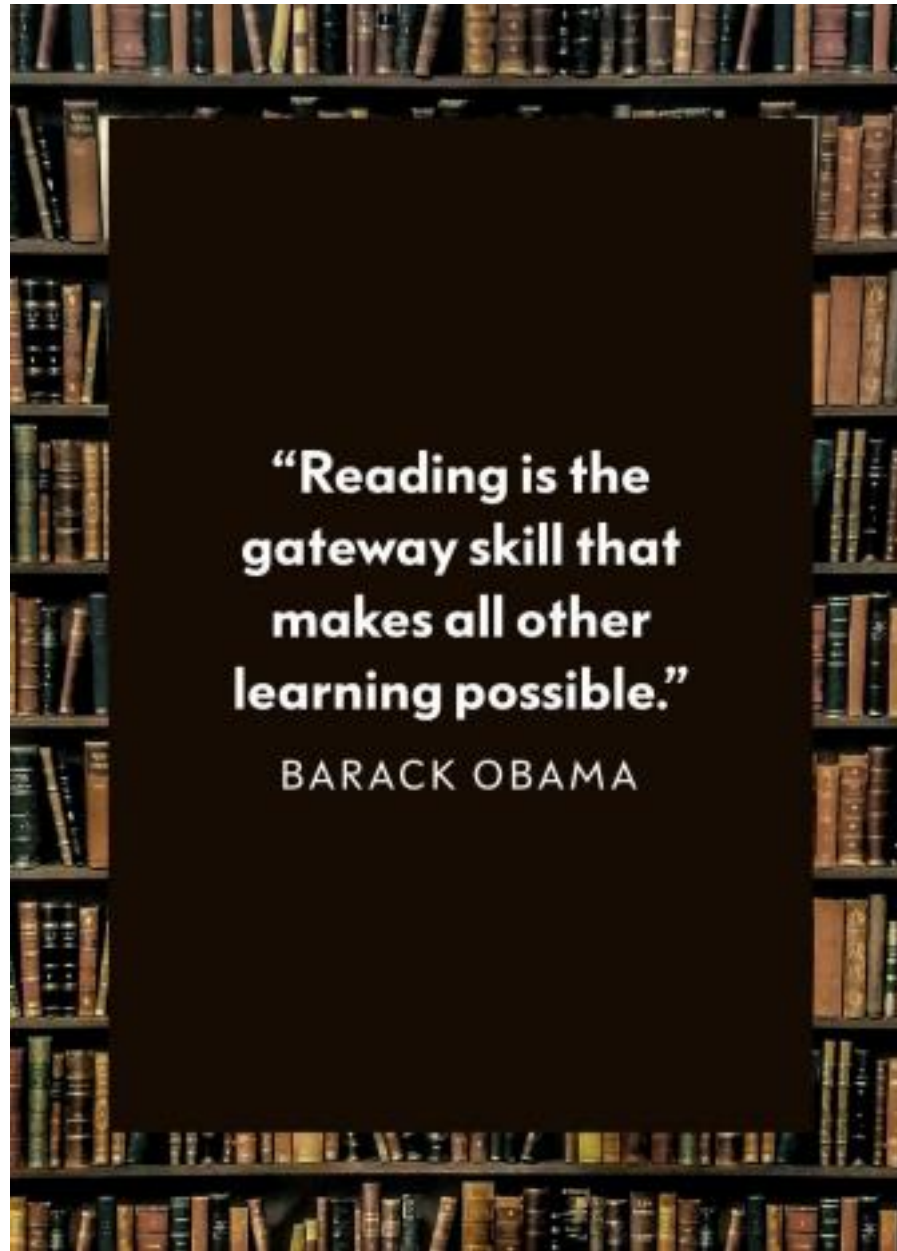


The Best That You Can Be



## Devonshire Primary Academy's Reading Spine

Today a reader, tomorrow a leader!



**Today a reader, tomorrow a leader!**

In his book "Reading Reconsidered", Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond lexical level and demand more from the reader than other types of books.

You will find more information on his blog article which can be found here: <https://teachlikeachampion.com/blog/on-text-complexity-and-reading-part-1-the-five-plagues-of-the-developing-reader/>

At Devonshire we have opted for five types of text for our reading spine:

### **Archaic Language**

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser when they get to college.

### **Non-linear time sequences**

In passages written exclusively for students—or more specifically for student assessments— time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them.

### **Complexity of the Narrator**

Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart" who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner's As I Lay Dying. Others have non-human narrators such as the horse that tells the story in Black Beauty. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

### **Figurative/Symbolic Texts**

Figurative and symbolic texts. Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

## **Resistant Texts**

Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Many of these texts feature strong characters, who can be explored in greater depth along with symbolic settings. Progression shows texts by the same author, which should always be discussed.

After the spine for each year group you will find recommended subject specific books for each year group.

This is an ever-evolving document which will take into account newly released books and other recommendations from the teaching profession

## **The aim of the list**

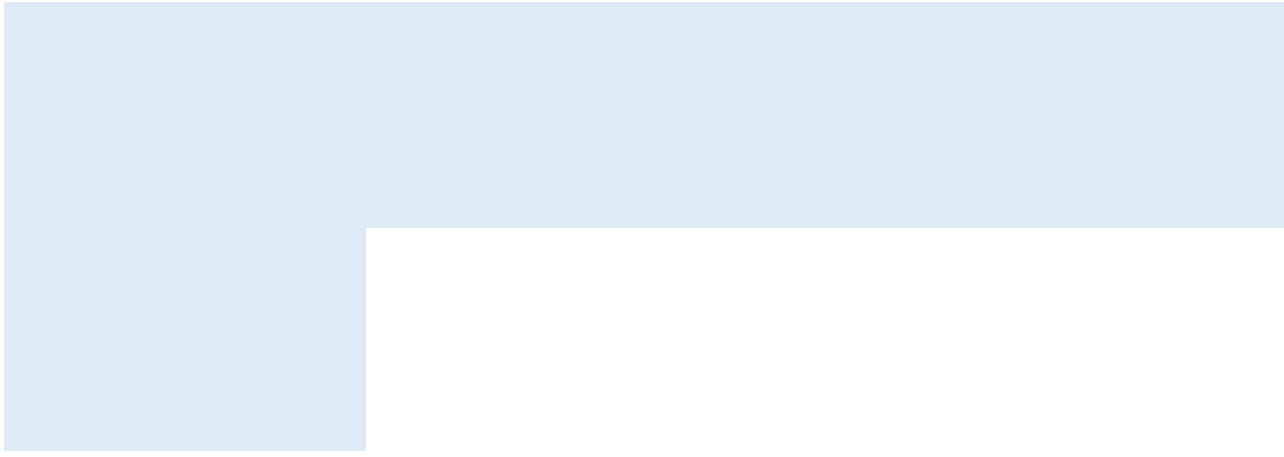
The aim of this list is to provide our teachers and subject leaders with an extensive list of books which they can apply to their own long-term plans.

- These books will be used as whole class reads, study books or extracts taken from them to look at in greater detail.
- The reason behind this is to ensure that each year, in every year group, a child will cover all 5 plagues of reading so that, by the time the children reach year 6 and beyond, they have a good understanding of all of them and are able to access more complex books expected in secondary school and beyond.

This document is designed to support narratives and poems so a good balance of topic-appropriate non-fiction has also been selected by subject leaders to help further develop children's background knowledge of the subject they are studying.


## Story Tree Books

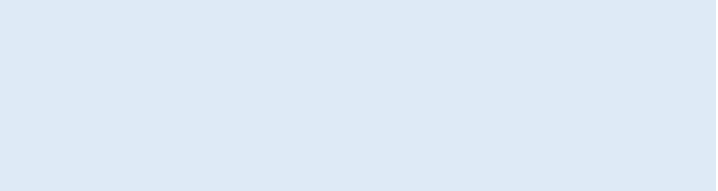
Reading aloud to children is an essential part of developing their love of reading, books, and their knowledge. At Success for All we pride ourselves on choosing and providing beautiful, inspiring books, as can be seen in the list of theme-related texts listed below.

Theme	Title	Text- front cover
<b>Welcome to School</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Starting School</li><li><input type="checkbox"/> Alphabet Ice Cream</li><li><input type="checkbox"/> ABC Animal Rhymes for You and me</li></ul>	
	<ul style="list-style-type: none"><li><input type="checkbox"/> It's not always Easy to Share</li></ul>	

<p><b>I am Amazing, I Feel Fine</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This Moose Belongs to Me</li> <li><input type="checkbox"/> The Koala who Could</li> <li><input type="checkbox"/> I'm feeling Angry</li> <li><input type="checkbox"/> I don't want to play nicely</li> <li><input type="checkbox"/> The Great Big Book of Feelings</li> <li><input type="checkbox"/> Something Else</li> <li><input type="checkbox"/> Too Shy for Show and Tell</li> <li><input type="checkbox"/> Come to School too, Blue Kangaroo</li> </ul>	
<p><b>Those Nearest and Dearest</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Little Red Hen</li> <li><input type="checkbox"/> Goldilocks and the Three Bears</li> <li><input type="checkbox"/> Penguins can't fly</li> <li><input type="checkbox"/> Friends</li> <li><input type="checkbox"/> Little Owl's First Day</li> <li><input type="checkbox"/> Wait and See</li> <li><input type="checkbox"/> Grandma Comes to Stay</li> </ul>	

	<input type="checkbox"/> The New Small Person <input type="checkbox"/> Caring	
<b>Head to Toe</b>	<input type="checkbox"/> The Very Hungry Caterpillar <input type="checkbox"/> Peace at Last <input type="checkbox"/> Come on, Daisy <input type="checkbox"/> Mrs Mole, I'm Home <input type="checkbox"/> First Encyclopaedia of the Human Body <input type="checkbox"/> The Princess and the Pea <input type="checkbox"/> Delicious <input type="checkbox"/> Topsy and Tim go to the Doctor <input type="checkbox"/> From Head to Toe	

<b>Seasons of Plenty</b>	<input type="checkbox"/> The Gigantic Turnip <input type="checkbox"/> Mama Panya's Pancakes <input type="checkbox"/> The Odd Egg <input type="checkbox"/> Picnic <input type="checkbox"/> Squirrel's Autumn Search	
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	<input type="checkbox"/> Harvest Festival <input type="checkbox"/> Fabulous Pie	



**What's on  
the Menu?**

- The Little Mouse, the Ripe Strawberry and the Very Hungry Bear
  - The Shopping Basket
- The Magic Word
  - Spaghetti with the Yeti
- Curious George and the Pizza Party
- Oliver's Vegetables
  - Green Eggs and Ham
- Baby Goes to Market
- Walter's Wonderful Web

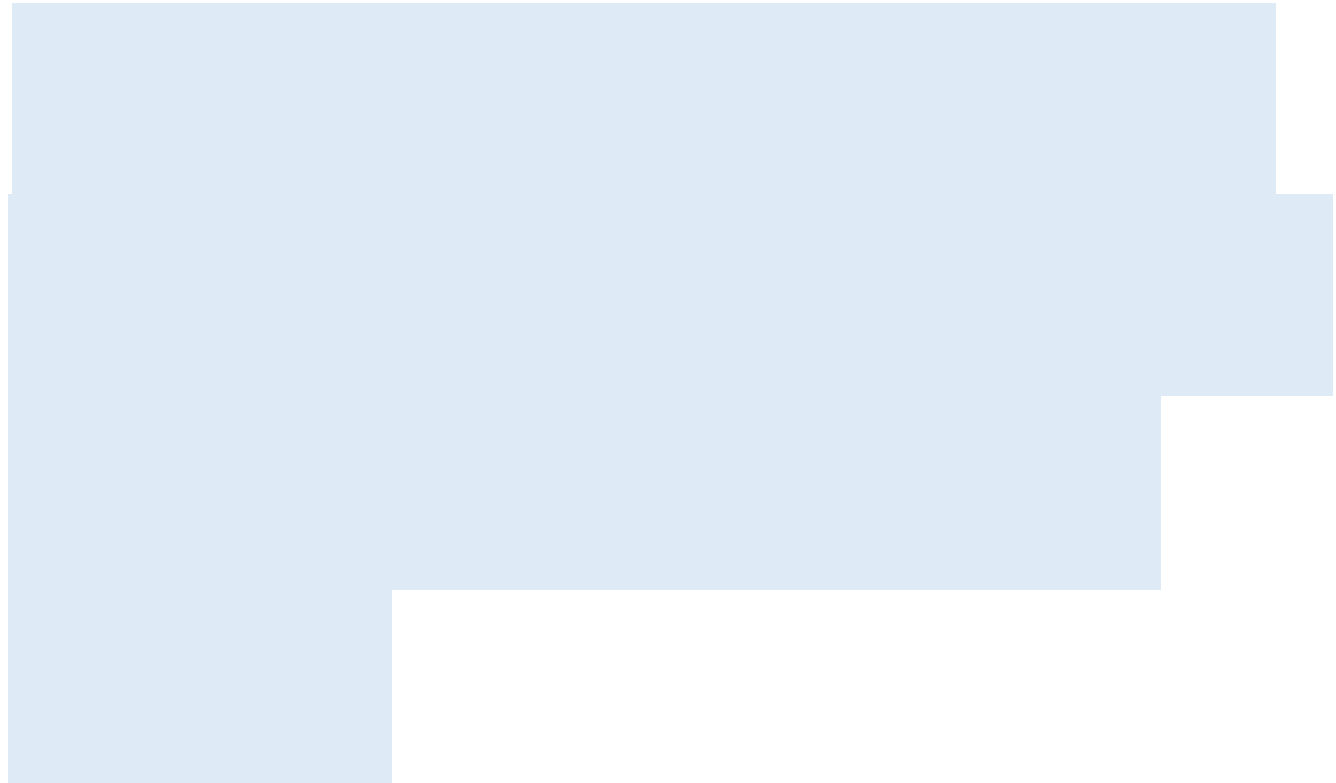
<p><b>Sing a Song, Paint a Picture</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Degas and the Little Dancer</li> <li><input type="checkbox"/> The Night Gardener</li> <li><input type="checkbox"/> Dogs Don't do Ballet</li> <li><input type="checkbox"/> Harold Finds a Voice</li> <li><input type="checkbox"/> Peter and the Wolf</li> <li><input type="checkbox"/> Creepy Crawley Calypso</li> <li><input type="checkbox"/> Noisy Orchestra</li> <li><input type="checkbox"/> The Pencil</li> <li><input type="checkbox"/> Adventures on the art palette</li> </ul>	
<p><b>Winter Weatherland</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picnic</li> <li><input type="checkbox"/> Tap the Magic tree <ul style="list-style-type: none"> <li><input type="checkbox"/> Robin's Winter Song</li> <li><input type="checkbox"/> Skip Through the Seasons</li> </ul> </li> <li><input type="checkbox"/> The Sun and the Wind <ul style="list-style-type: none"> <li><input type="checkbox"/> Flora's Very Windy Day</li> <li><input type="checkbox"/> I Completely Love Winter</li> </ul> </li> <li><input type="checkbox"/> What Makes</li> </ul>	


	it Rain?	
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	<input type="checkbox"/> The Windy Day <input type="checkbox"/> The Water Cycle <input type="checkbox"/> It was a Cold, Dark Night	
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**Day and  
Night,  
Light and  
Dark**

- The Barefoot  
Book of  
Earth  
Tales
- Harry the  
Dirty Dog
- We are  
Family  I  
Took the  
Moon for a  
Walk
- The Lost Stars
  - Frog and  
Toad are  
Friends
- Tiddler
  - Sun, Moon  
and Stars
- On the  
Moon  My  
Book of  
Opposites
- The Sun
- The Lion  
Inside
- 



<b>Words and Roads Take us Places</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Click, Clack, Moo</li><li><input type="checkbox"/> Don't Forget the bacon!</li><li><input type="checkbox"/> Love from Louisa</li><li><input type="checkbox"/> Freddy and the Fairy</li><li><input type="checkbox"/> Emergency!</li><li><input type="checkbox"/> Herman's Letter</li><li><input type="checkbox"/> My First Book of Transport</li></ul>	
<b>Safe and Sound</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> The Pirates Next Door</li><li><input type="checkbox"/> Topsy and Tim meet the Firefighters</li><li><input type="checkbox"/> Safety First</li><li><input type="checkbox"/> What you see in the Town</li><li><input type="checkbox"/> The Jolly Postman</li><li><input type="checkbox"/> Bicycle Basics</li></ul>	

<p><b>Buggy About Spring</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rabbit's Spring Adventure</li> <li><input type="checkbox"/> My First Book of Garden Bugs</li> <li><input type="checkbox"/> Guess How Much I Love You in the Spring?</li> <li><input type="checkbox"/> Bugs</li> <li><input type="checkbox"/> Slug Needs a Hug</li> <li><input type="checkbox"/> The Very Greedy Bee</li> <li><input type="checkbox"/> WOW! Said the Owl</li> <li><input type="checkbox"/> Superworm</li> <li><input type="checkbox"/> Mad About Minibeasts</li> <li><input type="checkbox"/> Twist and Hop Minibeast Bop</li> <li><input type="checkbox"/> Ants</li> </ul>	
<p><b>City Gardens and Country Farms</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maisy Grows a Garden <ul style="list-style-type: none"> <li><input type="checkbox"/> The Vegetable Patch</li> </ul> </li> <li><input type="checkbox"/> The Tiny Seed <ul style="list-style-type: none"> <li><input type="checkbox"/> Eddie's Garden and How to Make Things Grow</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"><li><input type="checkbox"/> A Farmer's Life for Me</li><li><input type="checkbox"/> Driving my Tractor<ul style="list-style-type: none"><li><input type="checkbox"/> How Flowers Grow</li></ul></li><li><input type="checkbox"/> Lunchbox</li><li><input type="checkbox"/> Look Inside a Farm</li></ul>	
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**Fur and Feather**

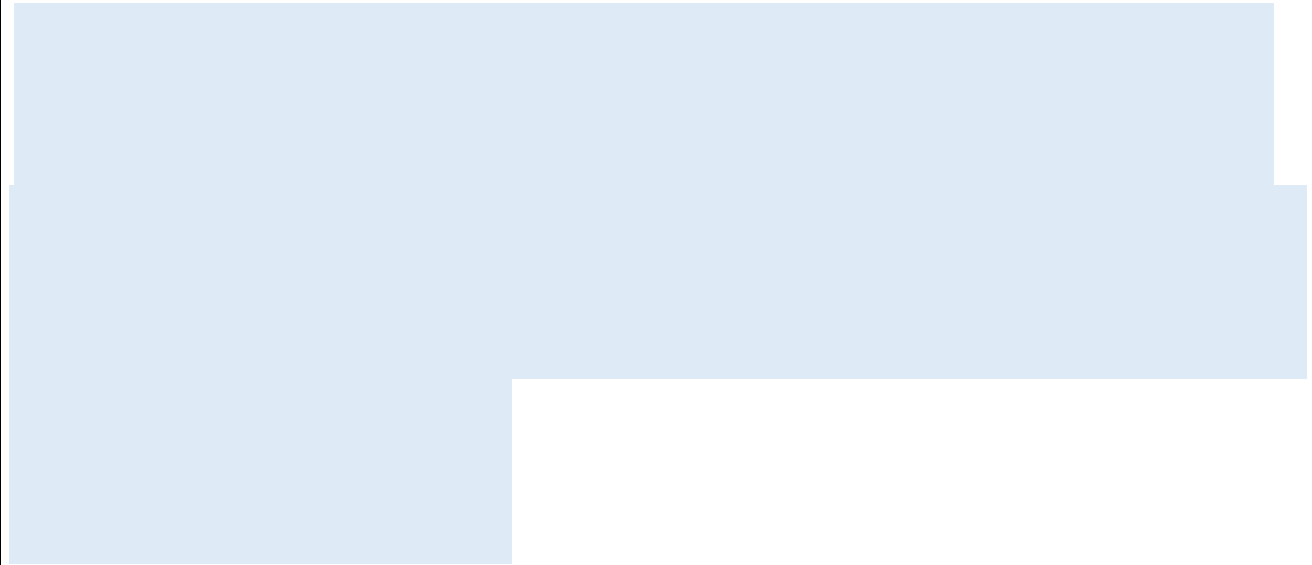
- Elmer and the Big Bird
- Amazing Elephants
  - Pandemonium at Peek Zoo
- I Want a Pet
  - So, You Want a Pet
- Wibbly Pig Picks a Pet
- Can't You Sleep Little Bear?
- Peep Inside Animal Homes

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**Water Wonders**

- Splat the Cat
  - At the Seaside
  - The Rainbow Fish
- The Biggest Muddy Puddle in the World
- Down by the Cool of the Pool
- A Cool Drink of Water
- A Drop in the Ocean
- Goldie's Guide to Caring for Your Goldfish
- The Drop Goes Plop



**Earth Day is Every Day**

- The Vanishing Rainforest
- The World Came to My Place Today
  - The Snail and the Whale
- Desert
- Look After Your Planet
- George Saves the World by Lunchtime

	<ul style="list-style-type: none"><li><input type="checkbox"/> Dinosaurs and all that Rubbish</li><li><input type="checkbox"/> Ten Things I can do to Help My World</li><li><input type="checkbox"/> Planet Earth</li><li><input type="checkbox"/> See Inside Planet Earth</li><li><input type="checkbox"/> Dog Loves Counting</li></ul>	
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### **Vocabulary**

In order to understand what they are reading, children need to understand unfamiliar vocabulary. Developing a wide vocabulary is a key element in ensuring academic success, so vocabulary is explicitly explained and taught throughout.

### **The SFA phonic texts**

These texts are designed to support the school SFA phonic program which runs from Pre-School into Year 2. The program is a systematic phonic program that builds on previous phonic knowledge taught to encourage fluency in reading and clear CEW recognition. Each text matches the GPCs that the children have been that week and allows them to practice and create fluency because of this.

Here are the texts from the Reception shared reading / phonic manual:



Here are the texts for Year One:



## The Wings Texts

Listed below is a complete set of the Wings texts provided as part of the programme, together with very abbreviated details of Learning Objectives. Wings 1 is designed as a transition for children from Success for All's learning-to-read component, Roots, and therefore only consists of eight titles. Other Wings texts and materials are provided at four levels, Wings 2, 3, 4 and 5, each of which has enough texts to last for an entire academic year. Each level is further divided into Phase 1, 2 and 3 (each equating roughly to a term) to provide progression. The reading age associated with each level and phase of Wings is provided below. Units of study last from one to four weeks long. A wide range of Genre & Links is included and can be linked to teaching in the wider curriculum. Further, higher level texts are available and are used by many schools.

<b>Wings 1 Reading age of children: to 6 years and 10 months to 7 years and 2 months.</b>		
	<b>Title and author</b>	<b>Anancy and Mr Dry Bones -1 week</b> Fiona French
	<b>Genre &amp; Links</b>	Fiction/Folk Tales
	<b>Reading focus</b>	Decoding, fluency and recalling information.
	<b>Title and author</b>	<b>Whatever Next! -1 week</b> Jill Murphy
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Decoding, fluency and recalling information.

	<b>Title and author</b>	<b>Where the Wild Things Are -1 week</b> Maurice Sendak
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Decoding, fluency, comment on structure and form of poetry.

	<b>Title and author</b>	<b>Bugs -1 week</b> Lucy Bowman
	<b>Genre &amp; Links</b>	Non-fiction/Natural Science
	<b>Reading focus</b>	Decoding, fluency, identify features of a non-fiction text.
	<b>Title and author</b>	<b>Peace at Last -1 week</b> Jill Murphy
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Decoding, fluency, infer reactions and emotions from text.

	<b>Title and author</b>	<b>Night Animals -1 week</b> Sue Meredith
	<b>Genre &amp; Links</b>	Non-fiction/Natural Science
	<b>Reading focus</b>	Decoding, fluency, identify features of a non-fiction text.
	<b>Title and author</b>	<b>Dinosaur Dreams -1 week</b> Allan Ahlberg and Andre Amstutz
	<b>Genre &amp; Links</b>	Fiction/Science
	<b>Reading focus</b>	Decoding, fluency, infer reactions and emotions from text.

	<b>Title and author</b>	<b>Seashore -1 week</b> Lucy Bowman
	<b>Genre &amp; Links</b>	Non-fiction/Natural Science
	<b>Reading focus</b>	Decoding, fluency, identify features of a non-fiction text.

<b>Wings 2 Phase 1 Reading age of children: 7 years 2 months to 7 years 6 months.</b>		
	<b>Title and author</b>	<b>Arise Our Rita -1 week</b> Hilda Offen
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To identify the main points in a plot.
	<b>Title and author</b>	<b>The Little Polar Bear -1 week</b> Hans De Beer



	<b>Genre &amp; Links</b>	Fiction/Natural Science
	<b>Reading focus</b>	To identify story settings.
	<b>Title and author</b>	<b>China -1 week</b> Usborne Beginners
	<b>Genre &amp; Links</b>	Non-fiction/Geography/History
	<b>Reading focus</b>	To survey the text and identify the main ideas.

	<b>Title and author</b>	<b>Jim and The Beanstalk -1 week</b> Raymond Briggs
	<b>Genre &amp; Links</b>	Fiction/Fairy Tales

	<b>Reading focus</b>	To identify what a character is like, decide if we like him.
	<b>Title and author</b>	<b>Can't You Sleep Little Bear -1 week</b> Martin Waddell and Barbara Frith
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To look at story structure.
	<b>Title and author</b>	<b>Dumpling -1 week</b> Dick King Smith
	<b>Genre &amp; Links</b>	Fiction/PSHE
	<b>Reading focus</b>	To identify what a character is like and decide if we like him.

	<b>Title and author</b>	<b>Floss -1 week</b> Kim Lewis
	<b>Genre &amp; Links</b>	Fiction/Geography
	<b>Reading focus</b>	To identify story settings.

	<b>Title and author</b>	<b>What I like -1 week</b> Gervaise Phinn
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	To read nonsense poems with expression.

	<b>Title and author</b>	<b>I Wonder Why Stars Twinkle &amp; other questions about space</b> Carole Stott -2 weeks
	<b>Genre &amp; Links</b>	Non-fiction/Astronomy/Science
	<b>Reading focus</b>	To survey the text and ask questions. Summarise main ideas.
<b>Wings 2 Phase 2 Reading age of children: 7 years 6 months to 7 years 10 months</b>		
	<b>Title and author</b>	<b>The Day the Crayons Quit -1 week</b> Drew Daywalt and Oliver Jeffries
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Understand how the author's viewpoint influences readers.

	<b>Title and author</b>	<b>Dr Xargle's Book of Earthlets -1 week</b> Jeanne Willis and Tony Ross
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Influence of characters' viewpoints on the reader's opinion.

	<b>Title and author</b>	<b>Playtime -1 week</b> Julia Donaldson
	<b>Genre &amp; Links</b>	Plays
	<b>Reading focus</b>	To understand features of playscript. To perform a play.
	<b>Title and author</b>	<b>Insects -1 week</b> Janet Riehecky

	<b>Genre &amp; Links</b>	Non-fiction/Natural Science/Entomology
	<b>Reading focus</b>	To survey the text and ask sensible questions.
	<b>Title and author</b>	<b>Winnie and Wilbur: The Magic Wand -1 week</b> Valerie Thomas and Korky Paul
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To examine how a plot is structured.
	<b>Title and author</b>	<b>Poems About the Seaside -1 week</b> Brian Moses
	<b>Genre &amp; Links</b>	Poetry/Geography
	<b>Reading focus</b>	To read poems with expression.

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	<b>Title and author</b>	<b>The Bog Baby -1 week</b> Jeanne Willis and Gwen Millward
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To ask questions of the text whilst reading.
	<b>Title and author</b>	<b>The Selfish Crocodile -1 week</b> Faustin Charles and Mike Terry
	<b>Genre &amp; Links</b>	Fiction/PSHE
	<b>Reading focus</b>	To identify the story theme.

	<b>Title and author</b>	<b>The Selfish Giant -1 week</b> Oscar Wilde
	<b>Genre &amp; Links</b>	Fiction/PSHE
	<b>Reading focus</b>	To clarify difficult to understand words and ideas.

**Wings 2 Phase 3 Reading age of children: 7 years 10 months to 8 years 2 months**

	<b>Title and author</b>	<b>Amazing Grace -1 week</b> Mary Hoffman and Caroline Binch
	<b>Genre &amp; Links</b>	Fiction/PSHE
	<b>Reading focus</b>	To make predictions about what might happen next.

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	<b>Title and author</b>	<b>Burglar Bill -2 weeks</b> Alan Ahlberg
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To summarise the text. To compare with other Ahlberg texts.
	<b>Title and author</b>	<b>Why Can't Humans Fly? -1 week</b> Sarah Fleming and Wes Lowe
	<b>Genre &amp; Links</b>	Non-fiction/Science
	<b>Reading focus</b>	Identify main ideas in non-chronological text.
	<b>Title and author</b>	<b>The Gruffalo -1 week</b> Julia Donaldson and Alex Scheffler
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To enjoy story poems, including making inferences.

	<b>Title and author</b>	<b>The Lighthouse Keeper's Catastrophe -1 week</b> Rhonda Armitage and David Armitage
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To identify the problem and solution in the story.

	<b>Title and author</b>	<b>Poems to Read Aloud</b> from <b>The Works -1 week</b> Paul Cookson
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	To perform poems with expression.

<b>NO TEXT REQUIRED – ALL WORK DONE WITHIN PLANS</b>	<b>Title and author</b>	<b>Presentation Skills -1 week</b>
	<b>Genre &amp; Links</b>	How to make a presentation.
	<b>Reading focus</b>	To prepare, deliver and give feedback on presentations.
	<b>Title and author</b>	<b>Rapunzel -1 week</b> Sarah Gibb
	<b>Genre &amp; Links</b>	Fiction/Traditional Tales
	<b>Reading focus</b>	To identify common features of Traditional Tales.
	<b>Title and author</b>	<b>The Paperbag Princess -1 week</b> Robert Munsch and Michael Martchenko
	<b>Genre &amp; Links</b>	Fiction/Fairy Tales

	<b>Reading focus</b>	Compare and contrast princesses in different Fairy Tales.

	<b>Title and author</b>	<b>The Tiger Child -1 week</b> Joanna Troughton
	<b>Genre &amp; Links</b>	Fiction/Folk Tales
	<b>Reading focus</b>	Role of Fairy Tales in entertaining and teaching a lesson.
	<b>Title and author</b>	<b>Oceans -1 week</b> Samantha Gray
	<b>Genre &amp; Links</b>	Non-fiction/Natural Science

	<b>Reading focus</b>	To identify main ideas and supporting evidence.
<b>Wings 3 Phase 1 Reading age of children: 8 years 2 months to 8 years 6 months</b>		
	<b>Title and author</b>	<b>Grace and Family -1 week</b> Mary Hoffman and Caroline Binch
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	To identify the character's viewpoint and the setting.
	<b>Title and author</b>	<b>Fantastically Great Women Who Changed the World</b> Kate Pankhurst -1 week
	<b>Genre &amp; Links</b>	Non-Fiction/History
	<b>Reading focus</b>	To clarify difficult vocabulary and collect information.

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	<b>Title and author</b>	<b>Amazing Animal Journeys -1 week</b> Chris Packham and Jason Cockcroft
	<b>Genre &amp; Links</b>	Non-fiction/Natural Science/Geography/History
	<b>Reading focus</b>	To identify explicit and inferred cause and effect in the text.
	<b>Title and author</b>	<b>The Owl Who was Afraid of the Dark -2 weeks</b> Jill Tomlinson and Paul Howard
	<b>Genre &amp; Links</b>	Fiction/Natural Science
	<b>Reading focus</b>	To identify the main problem and the events that resolve it.

	<b>Title and author</b>	<b>Gardening for Beginners -1 week</b> Emily Bone
	<b>Genre &amp; Links</b>	Non-fiction/Nature
	<b>Reading focus</b>	To recognise the language and structure of instructions.
	<b>Title and author</b>	<b>Shape Poems from The Works -1 week</b> Paul Cookson
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	To comment on the language, structure and effect of poems.

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	<b>Title and author</b>	<b>The Hodgeheg -2 weeks</b> Dick King Smith
	<b>Genre &amp; Links</b>	Fiction/Natural Science/Road Safety
	<b>Reading focus</b>	To recognise what a character is like- inferred and explicit.


**Wings 3 Phase 2 Reading age of children: 8 years 6 months to 8 years 10 months**

	<b>Title and author</b>	<b>101 Ways to Save the Plant Before Bedtime -2 weeks</b> Paul Mason and Sandy Shepherd
	<b>Genre &amp; Links</b>	Non-fiction/Geography/Environment/Data Analysis
	<b>Reading focus</b>	To interpret diagrams and written directions.



	<b>Title and author</b>	<b>My Little Book of Weather -1 week</b> Claudia Martin
	<b>Genre &amp; Links</b>	Non-fiction/Geography
	<b>Reading focus</b>	To identify cause and effect and to clarify difficult vocabulary.
	<b>Title and author</b>	<b>Fairy Tales -1 week</b> Berlie Dogherty
	<b>Genre &amp; Links</b>	Fiction/Fairy Tales
	<b>Reading focus</b>	Identify common themes and features of Fairy Tales.

	<b>Title and author</b>	<b>The Ghostly Guinea Pig -1 week</b> Kate Pankhurst
	<b>Genre &amp; Links</b>	Fiction/Natural Science

	<b>Reading focus</b>	Collect evidence to solve the mystery and clarify vocabulary.
	<b>Title and author</b>	<b>Little Lemur Laughing -1 week</b> Joshua Seigal
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	Comment on sound of poem and perform with expression.
	<b>Title and author</b>	<b>The BFG: a set of plays -1 week</b> Roald Dahl, adapted by David Wood
	<b>Genre &amp; Links</b>	Playscripts
	<b>Reading focus</b>	Identify features of playscript. To perform a play.

	<b>Title and author</b>	<b>Robin Hood -2 weeks</b> Marcia Williams
	<b>Genre &amp; Links</b>	Fiction/Comic Strip/History
	<b>Reading focus</b>	Compare different versions of a story/identify main theme.

	<b>Title and author</b>	<b>Ruby's Wish -1 week</b> Shirin Yim Bridges and Sophie Blackall
	<b>Genre &amp; Links</b>	Fiction/History
	<b>Reading focus</b>	Identify the impact of the setting on the events in a story.

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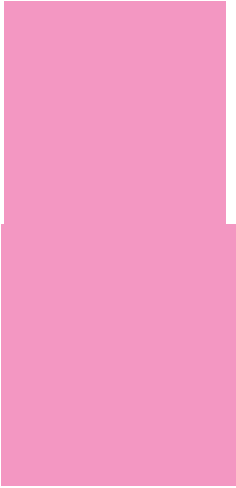
**Wings 3 Phase 3 Reading age of children: 8 years 10 months to 9 years 2 months**

	<b>Title and author</b>	<b>Cliffhanger -2 weeks</b> Jacqueline Wilson
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Examine the presentation of a character: creating tension.
	<b>Title and author</b>	<b>Dear Greenpeace -1 week</b> Simon James
	<b>Genre &amp; Links</b>	Fiction/Science/Geography/Environment
	<b>Reading focus</b>	To identify the purpose of a letter.

	<b>Title and author</b>	<b>iExplore Bugs -1 week</b> Hannah Wilson
	<b>Genre &amp; Links</b>	Non-fiction/Science/Entomology
	<b>Reading focus</b>	To collect information about different bugs to compare them.

	<b>Title and author</b>	<b>Flat Stanley -2 weeks</b> Jeff Brown
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Summarise text/cause and effect
	<b>Title and author</b>	<b>George's Marvellous Medicine -3 weeks</b> Roald Dahl
	<b>Genre &amp; Links</b>	Fiction

	<b>Reading focus</b>	Prediction/explore authorial style/story structure
<b>NO SET TEXT RESOURCES PROVIDED IN PLANNING</b>	<b>Title and author</b>	<b>A Family Mystery -1 week</b> Resources provided by SfA- based on real communications.
	<b>Genre &amp; Links</b>	Letters/e-mails
	<b>Reading focus</b>	Letter formats and how they reflect the purpose of the letter.
	<b>Title and author</b>	<b>Explorers -1 week</b> Collins
	<b>Genre &amp; Links</b>	Non-fiction/History/Geography
	<b>Reading focus</b>	Explore order of events/time marker words and phrases.

<b>NO SET TEXT USE CLIPS FROM TV PROGRAMMES.</b>	<b>Title and author</b>	<b>Understanding TV -1 week</b>
	<b>Genre &amp; Links</b>	Non-fiction/Media Studies
	<b>Reading focus</b>	Analyse TV shows/ identify dialogue designed for audience.
<b>Wings 4 Phase 1 Reading age of children: 9 years 2 months to 9 years 6 months</b>		
	<b>Title and author</b>	<b>The Silver Swan -1 week</b> Michael Morpurgo
	<b>Genre &amp; Links</b>	Fiction/Natural Science
	<b>Reading focus</b>	To identify a story setting.
	<b>Title and author</b>	<b>Krindlekrax -2 weeks</b> Phillip Ridley
	<b>Genre &amp; Links</b>	Fiction

	<b>Reading focus</b>	Prediction/authorial devices for explaining perspectives.
	<b>Title and author</b>	<b>Under the Moon and Over the Sea: Caribbean Poetry</b> Edited by: John Agard and Grace Nichols <b>-1 week</b>
	<b>Genre &amp; Links</b>	Poetry/Culture
	<b>Reading focus</b>	Identify and understand poetic devices.

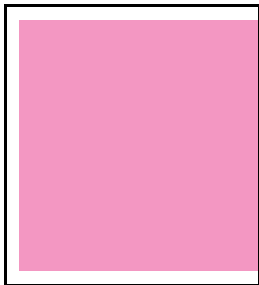
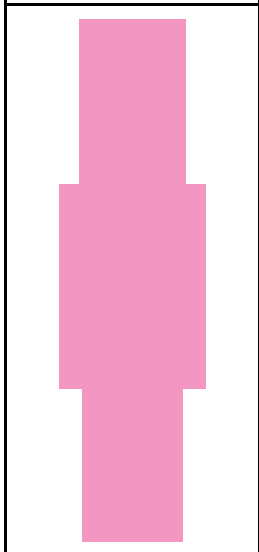
	<b>Title and author</b>	<b>The Good Time Boys -3 weeks</b> Hiawyn Orams



	<b>Genre &amp; Links</b>	Playscripts/Folk-tale
	<b>Reading focus</b>	Format/setting/stage directions/storyline/directors' notes.
	<b>Title and author</b>	<b>50 Things You Should Know About the Titanic -1 week</b> Sean Callery
	<b>Genre &amp; Links</b>	Non-fiction/History/Geography
	<b>Reading focus</b>	Inference from a text.
	<b>Title and author</b>	<b>The Wreck of The Zanzibar -2 weeks</b> Michael Morpurgo
	<b>Genre &amp; Links</b>	Fiction/History
	<b>Reading focus</b>	Sequence of events/chronology/flashbacks.

	<b>Title and author</b>	<b>Science: Fascinating Facts -1 week</b> Anna Claybourne
	<b>Genre &amp; Links</b>	Non-fiction/Science
	<b>Reading focus</b>	To interpret diagrams as an aspect of understanding texts.

<b>Wings 4 Phase 2 Reading age of children: 9 years 6 months to 9 years 10 months</b>		
	<b>Title and author</b>	<b>The Amazing Story of Adolphus Tips -3 weeks</b> Michael Morpurgo
	<b>Genre &amp; Links</b>	Fiction/History
	<b>Reading focus</b>	Context/setting/emotions/learning from historical fiction.

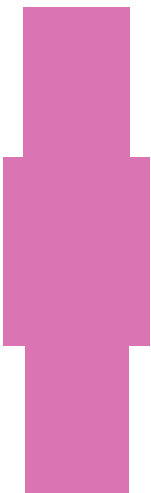
		
	<b>Title and author</b>	<b>Greatest Warriors: Knights -1 week</b> Peter Hepplewhite
	<b>Genre &amp; Links</b>	Non-fiction/History
	<b>Reading focus</b>	To make inferences about the text.
	<b>Title and author</b>	<b>Caribbean Poetry- Under the Moon and Over the Sea &amp;The Works -1 week</b>
	<b>Genre &amp; Links</b>	Poetry/Culture
	<b>Reading focus</b>	Caribbean poetry and how it is shaped by context of writers.

	<b>Title and author</b>	<b>Have Your Say -1 week</b> Sylvia Karavis and Gill Matthews
	<b>Genre &amp; Links</b>	Persuasive/Discursive Texts
	<b>Reading focus</b>	Identify features of persuasive and discursive texts.

	<b>Title and author</b>	<b>Room 13 -4 weeks</b> Robert Swindells
	<b>Genre &amp; Links</b>	Fiction/Horror
	<b>Reading focus</b>	Features of horror/sci fi/adventure/fantasy/build tension

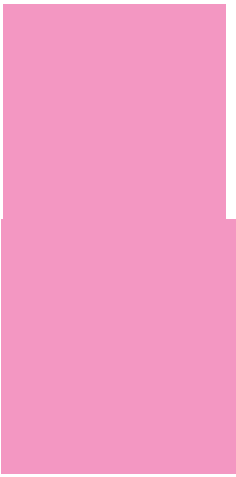
	<b>Title and author</b>	<b>Spooky Poems – uses Under the Moon and Over the Sea &amp; The Works -1 week</b>
	<b>Genre &amp; Links</b>	Poetry/Culture
	<b>Reading focus</b>	Identify mood of poem/poem with different time or culture.

**Wings 4 Phase 3 Reading age of children: 9 years 10 months to 10 years 2 months**

	<b>Title and author</b>	<b>Film Narrative- Ratatouille and Shrek Films -1 week</b> DVD's supplied
	<b>Genre &amp; Links</b>	Fiction in film/PSHE
	<b>Reading focus</b>	Understand structure of film narrative and characterisation.

	<b>Title and author</b>	<b>Ancient Egypt -1 week</b> Angela McDonald
	<b>Genre &amp; Links</b>	Non-fiction/History/Archaeology/Geography
	<b>Reading focus</b>	Ways information is presented/compare information.

	<b>Title and author</b>	<b>Please Mrs Butler -2 weeks</b> Allan Ahlberg
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	Compare and contrast poems on similar themes.

	<b>Title and author</b>	<b>Nelson Mandela: Long Walk to Freedom -1 week</b> Nelson Mandela
	<b>Genre &amp; Links</b>	Autobiography/History
	<b>Reading focus</b>	To draw conclusions from past events.
	<b>Title and author</b>	<b>Secret Friends -1 week</b> Elizabeth Laird
	<b>Genre &amp; Links</b>	Fiction/PSHE
	<b>Reading focus</b>	Prediction and summarisation of text.
	<b>Title and author</b>	<b>The Suitcase Kid -3 weeks</b> Jacqueline Wilson
	<b>Genre &amp; Links</b>	Fiction/PSHE
	<b>Reading focus</b>	To identify the issue/cause and effect/ and impact.

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	<b>Title and author</b>	<b>When Jessie Came Across the Sea -1 week</b> Amy Hest
	<b>Genre &amp; Links</b>	Fiction/History
	<b>Reading focus</b>	Identify what we learn from historical fiction.
<b>Wings 5 Phase 1 Reading age of children: 10 years 2 months to 10 years 6 months</b>		
	<b>Title and author</b>	<b>Anne Frank -1 week</b> Suzanne Davidson
	<b>Genre &amp; Links</b>	Autobiography/History



	<b>Reading focus</b>	To make inferences about the text.
	<b>Title and author</b>	<b>The Daily Life of a WWII Evacuee -1 week</b> Alan Childs
	<b>Genre &amp; Links</b>	Non-fiction/History
	<b>Reading focus</b>	Cause & effect relationships/structure of text.
	<b>Title and author</b>	<b>Darwin and Wallace -1 week</b> Anna Claybourne
	<b>Genre &amp; Links</b>	Non-fiction/Science/History
	<b>Reading focus</b>	To make inferences about the text.

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	<b>Title and author</b>	<b>I Like this Poem -1 week</b> Kaye Webb and Anthony Maitland
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	Identify poetic devices and how they enhance the poem.
	<b>Title and author</b>	<b>Johnny and the Dead- Play edition -3 weeks</b> Stephen Briggs
	<b>Genre &amp; Links</b>	Playscript/Horror
	<b>Reading focus</b>	Format/setting/storyline/directions/dialogue/characters.

	<b>Title and author</b>	<b>Kensuke's Kingdom -4 weeks</b> Michael Morpurgo
	<b>Genre &amp; Links</b>	Fiction/History
	<b>Reading focus</b>	Character presentation/relationships/ impact author's view.

**Wings 5 Phase 2 Reading age of children: 10 years 6 months to 10 years 10 months**

<b>NO SET TEXT</b>	<b>Title and author</b>	<b>Becoming Media Savvy -2 weeks</b>
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<b>RESOURCES PROVIDED IN PLANNING</b>	<b>Genre &amp; Links</b>	Non-fiction/Media Studies
	<b>Reading focus</b>	Identify question types/impact of advertising on consumer.
	<b>Title and author</b>	<b>Greek Myths -2 weeks</b> Marcia Williams
	<b>Genre &amp; Links</b>	Fiction/Myths
	<b>Reading focus</b>	Understand oral origin of myths/read different versions.
	<b>Title and author</b>	<b>Journey to Jo'burg -2 weeks</b> Beverley Naidoo
	<b>Genre &amp; Links</b>	Fiction/History/Geography
	<b>Reading focus</b>	Investigate a story opening/plot building to resolution.
	<b>Title and author</b>	<b>The Mousehole cat -1 week</b> Antonia Barber

	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Identify metaphors, similes and personification in writing.

<b>NO SET TEXT RESOURCES PROVIDED IN PLANNING</b>	<b>Title and author</b>	<b>Narrative Poetry- The Highwayman &amp; The Lady of Shallott</b> Alfred Moyes/ Alfred Lord Tennyson <b>-1 week</b>
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	Read, analyse and enjoy narrative poetry/ poetic devices.
	<b>Title and author</b>	<b>Earth -1 week</b> Maryam Sharif-Draper
	<b>Genre &amp; Links</b>	Non-fiction/Geography/Geology/Environment
	<b>Reading focus</b>	Explicit and inferred cause and effect relationships.

<b>NO SET TEXT RESOURCE S PROVIDED IN PLANNING</b>	<b>Title and author</b>	<b>Exploring the Universe on the Web -1 week</b> NASA and ESA websites
	<b>Genre &amp; Links</b>	Non-fiction/Internet Research/Science/Astronomy
	<b>Reading focus</b>	Infer from information/compare different sources.
	<b>Title and author</b>	<b>Tales of Sir Gawain</b> from <b>Tales of King Arthur and the Knights of the Round Table</b> Roger Lancelyn Green <b>-2 weeks</b>
	<b>Genre &amp; Links</b>	Fiction/Legends
	<b>Reading focus</b>	Question text while reading/features of legends.

	<b>Title and author</b>	<b>Explore! The Most Dangerous Journeys of All Time -1 week</b> Deborah Kespert
	<b>Genre &amp; Links</b>	Non-fiction/Geography/History
	<b>Reading focus</b>	To make inferences.
<b>Wings 5 Phase 3 Reading age of children: 10 years 10 months to 11 years 2 months</b>		
<b>NO SET TEXT ALL EXTRACTS INCLUDED IN RESOURCES</b>	<b>Title and author</b>	<b>Classic Extracts- Tom Sawyer/Treasure Island/Little Women/Water Babies/Oliver Twist/Black Beauty -2 weeks</b>
	<b>Genre &amp; Links</b>	Fiction/History/Social History
	<b>Reading focus</b>	Importance of social and historical context in historical texts.
	<b>Title and author</b>	<b>The Fantastic Mr Dahl -2 weeks</b> Michael Rosen
	<b>Genre &amp; Links</b>	Non-fiction/Biography
	<b>Reading focus</b>	Comment on writer's viewpoint and the effect on the reader.

	<b>Title and author</b>	<b>Walter Tull's Scrapbook: star footballer and war hero</b> Michaela Morgan -1 week
	<b>Genre &amp; Links</b>	Non-fiction/Biography/History
	<b>Reading focus</b>	Identify and comment on views expressed in the text.

<b>NO SET TEXT RESOURCE S PROVIDED IN PLANNING</b>	<b>Title and author</b>	<b>It's All About Persuasion -2 weeks</b>
	<b>Genre &amp; Links</b>	Non-fiction/Persuasion
	<b>Reading focus</b>	Identify features of persuasive writing and advertisements.



<b>NO SET TEXT RESOURCES PROVIDED IN PLANNING</b>	<b>Title and author</b>	<b>Pottermore -1 week</b> J.K. Rowling
	<b>Genre &amp; Links</b>	Fiction
	<b>Reading focus</b>	Viewpoints of different characters and their narrative impact.
	<b>Title and author</b>	<b>Poems to be Performed- The Works -2 weeks</b> Paul Cookson
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	Enjoy reading poems alone/in pairs/in small groups.
	<b>Title and author</b>	<b>Poetry from Different Times- The Works -2 weeks</b> Paul Cookson
	<b>Genre &amp; Links</b>	Poetry
	<b>Reading focus</b>	How/when/where texts are written/historical context.

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	<b>Title and author</b>	<b>The Firework-Maker's Daughter -4 weeks</b> Phillip Pullman
	<b>Genre &amp; Links</b>	Fiction/Science
	<b>Reading focus</b>	Predict/summarise/comment on resolution/review ending.

**RESISTANT TEXTS**

PRE SCHOOL	A Great Big Cuddle – Michael Rosen
YEAR ONE	National Trust: I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year – Fiona Waters
YEAR TWO	Poems to Perform – Julia Donaldson
YEAR THREE	Silly Rhymes and Limericks – Nicola Baxter
YEAR FOUR	Poems Aloud – Joseph Coelho
YEAR FIVE	Sun Time , Snow Time – Grace Nichols
YEAR SIX	101 Poems for Children – Carol Ann Duffy

	Archaic Language	Non-linear time sequences	Complexity of the Narrator	Figurative/Symbolic Texts
<b>Pre School</b>	<p><b>Enormous Turnip</b> Ladybird Tales</p> <p><b>Goldilocks and 3 Bears</b> Ladybird Tales</p> <p><b>Chicken Licken</b> Ladybird Tales</p> <p><b>Rapunzel</b> Ladybird Tales</p> <p><b>Beauty and the Beast</b> Ladybird Tales</p> <p><b>Jack and the Beanstalk</b> Ladybird Tales</p> <p><b>The Three Little Pigs</b> Ladybird Tales</p> <p><b>Little Red Riding Hood</b> Ladybird Tales</p> <p><b>The Gingerbread Man</b> Ladybird Tales</p>	<p><b>Where's Spot?</b> Eric Hill</p> <p><b>Dear Zoo</b> Rod Campbell</p> <p><b>Six Dinner Sid</b> Inga Moore</p> <p><b>One Mole Digging a Hole</b> Julia Donaldson</p> <p><b>On Friday Something Funny Happened</b> John Prater</p>	<p><b>We're Going on a Bear Hunt</b> Michael Rosen</p> <p><b>Each peach pear Plum</b> Allan and Janet Ahlberg</p> <p><b>Monkey Do</b> Allan Ahlberg</p> <p><b>Hungry Caterpillar</b> Eric Carle</p> <p><b>Open very Carefully</b> Nick Bromley</p>	<p><b>Brown Bear, Brown Bear, What do you see?</b> Eric Carle</p> <p><b>Hairy Maclary from Donaldson's Dairy</b> Lynley Dodd</p> <p><b>Hug</b> Jez Alborough</p> <p><b>Elmer and the Colours</b> David McKee</p> <p><b>Oi Dog</b> Kes Grey</p> <p><b>Oi Frog</b> Kes Grey</p> <p><b>Polar Bear, Polar Bear</b> Eric Carle</p>
<b>Preschool SFA books</b>	<p>Going to nursery</p> <p>My body</p> <p>How do you feel?</p> <p>Lost and found</p> <p>Bear feels happy</p> <p>The very busy spider</p> <p>Boxer and the fish</p>	<p>Bear feels kind</p> <p>Monkey Puzzle</p> <p>A dark, dark tale</p> <p>I went to the Zoopermarket</p> <p>Handa's surprise</p> <p>What makes it rain</p> <p>A seed in need</p>	<p>Winter weather</p> <p>The first Christmas</p> <p>Choo Clickety clack</p> <p>Pets</p> <p>This book just ate my dog</p> <p>Rural and city homes</p> <p>Rosie's walk</p>	<p>Elmer's Weather</p> <p>Going to the doctor</p> <p>10 things to help the world</p> <p>The very hungry caterpillar</p> <p>The tiger who came for tea</p> <p>Spots Easter</p> <p>Dear Zoo</p> <p>Old MacDonald had a farm</p>

	Archaic Language	Non-linear time sequences	Complexity of the Narrator	Figurative/Symbolic Texts
Year 1	<p><b>Jack and The Beanstalk</b> Susanna Davidson</p> <p><b>Ugly Duckling</b> Giuseppe Di Lernia</p> <p><b>Little Inchkin</b> Fiona French</p> <p><b>Little Bear and the Wish Fish</b> Debi Gliori</p>	<p><b>Katie In London</b> James Mayhew</p> <p><b>Topsy And Tim Visit London</b> Jean Adamson</p> <p><b>Weather Monster</b> Steve Smallman</p> <p><b>The Cloud Spotter</b> Tom McLaughlin</p> <p><b>Where The Wild Things Are</b> Maurice Sendak</p> <p><b>Bad Day Good Day</b> Roderick Hunt</p> <p><b>Something Special</b> Nicola Moon</p>	<p><b>The Paper Dolls</b> Julia Donaldson and Rebecca Cobb</p> <p><b>Old Bear</b> Jane Hissey</p> <p><b>Dinosaurs In My School</b> Timothy Knapman</p> <p><b>Bumpus Jumpus Dinosaurumpus!</b></p> <p><b>Gran</b> Roderick Hunt</p> <p><b>Rock Pool Rap</b> Roderick hunt</p> <p><b>That's Nothing</b> Roderick Hunt</p>	<p><b>The Queen's Knickers</b> Nicholas Allan</p> <p><b>The Memory Tree</b> Britta Teckentrup</p> <p><b>Giganotosaurus</b> Johnny Duddle</p> <p><b>Dirty Great Dinosaur</b> Martin Waddell</p> <p><b>Lila And The Secret Of Rain</b> David Conway</p> <p><b>The Boy Who Lost His Bumble</b> Trudy Esberger</p> <p><b>Out And About</b> Shirley Hughes</p> <p><b>Oops</b> Colin McNaughton</p> <p><b>Scat Cat</b> Roderick Hunt</p>

	<b>Archaic Language</b>	<b>Non-linear time sequences</b>	<b>Complexity of the Narrator</b>	<b>Figurative/Symbolic Texts</b>
<b>Year 2</b>	<p><b>Beatrix Potter Collection</b> Various titles</p> <p><b>The Little Mermaid</b> Hans Christian Andersen</p> <p>Shakespeare stories Romeo and Juliet The Tempest</p>	<p><b>The Wall In The Middle of the Book</b> Jon Agee</p> <p><b>The Bad Tempered Ladybird</b> Eric Carle</p> <p>Wind In the Willows Kenneth Graham</p>	<p><b>On The Way Home</b> Jill Murphy</p> <p><b>Matilda</b> Roald Dahl</p> <p><b>The Storm Whale</b> Benji Davies</p> <p><b>The Snail And The Whale</b> Julia Donaldson</p> <p><b>James and the Giant Peach</b> Roald Dahl</p>	<p><b>Swashbuckle Lil The Secret Pirate</b> Ellie Woolard</p> <p><b>The Tunnel</b> Anthony Browne</p> <p><b>Sharing A Shell</b> Julia Donaldson</p>

## **Whole Class Novels**

**“Part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of knowledge and cultural capital is derived from the following wording in the national curriculum: is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and (Ofsted School Inspection Handbook, Nov 2019)**

Cultural Capital is the accumulation of knowledge, behaviours and skills that pupils can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients our pupils will need to be successful at secondary school, in further education and eventually their career and the world of work. At Devonshire, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking and learning about authors of the books that we read across the curriculum. Through the introduction of whole class novels, we have immersed the children in challenging, thought provoking texts, that are overflowing with rich vocabulary, that they otherwise would not have experiences of.

	Archaic Language	Non-linear time sequences	Complexity of the Narrator	Figurative/Symbolic Texts
Year 3	<b>Stig of the Dump</b> Clive King	<b>The Midnight Fox</b> Betsy Byars	<b>The BFG</b> Roald Dahl	<b>The Iron Man</b> Ted Hughes

	Archaic Language	Non-linear time sequences	Complexity of the Narrator	Figurative/Symbolic Texts
Year 4	<b>How To Train Your Dragon</b> Cressida Cowell	<b>The Abominables</b> Eva Ibbotson	<b>The Suitcase Kid</b> Jacqueline Wilson	<b>Demon Dentist</b> David Walliams

	Archaic Language	Non-linear time sequences	Complexity of the Narrator	Figurative/Symbolic Texts
Year 5	<b>A Christmas Carol - play</b> Charles Dickens	<b>Butterfly Lion</b> Michael Morpurgo	<b>Wonder</b> RJ Palacio	<b>Treason</b> Berlie Doherty

	Archaic Language	Non-linear time sequences	Complexity of the Narrator	Figurative/Symbolic Texts
Year 6	<b>A Christmas Carol – PDF - abridged</b> Charles Dickens <b>Alice in Wonderland</b> Lewis Carroll	<b>Goodnight Mister Tom</b> Michelle Magorian	<b>The 1000 Year Old Boy</b> Ross Welford	<b>Skellig</b> David Almond



## **POETRY SPINE – Resistant Texts**

### **PRE-SCHOOL**

A Great Big Cuddle – Michael Rosen

### **RECEPTION**

20<sup>TH</sup> Century Poetry Compendium

### **YEAR ONE**

National Trust: I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year – Fiona Waters

### **YEAR TWO**

Poems to perform – Julia Donaldson

### **YEAR THREE**

Silly Rhymes and Limericks – Nicola Baxter

### **YEAR FOUR**

Poems Aloud – Joseph Coelho

### **YEAR FIVE**

Sun Time, Snow Time – Grace Nichols

### **YEAR SIX**

101 Poems For Children – Carol Ann Duffy