



Harbury's Reading Spine



Our intent is that by using a well-defined reading process with exposure to high-quality texts and explicitly taught vocabulary our children will see themselves as readers and develop a love of literature for life.

Reading at Harbury curriculum doc

We have created a reading spine which ensures that our pupils engage with a range of narrative structures, themes, genres and author styles, building upon their learning year on year.



Our reading spine includes **core texts**, **complementary texts** and texts designed to **broaden** our pupils' experience of literature. It includes opportunities for our pupils to learn about themselves as well as to learn about the lives and experiences of others. At Harbury, we believe in the power of good quality literature to support the holistic development of our pupils. We want them to enjoy books as 'windows, sliding doors and mirrors'.



Interwoven throughout our reading spine are author journeys where our pupils revisit certain authors during their time at Harbury, encouraging them to retrieve previous learning as well as making comparisons between texts.

Additionally, books have been chosen to support themes linked to Harbury's *Love in Action* curriculum as well as Modern British Values and important cultural, inclusive and national events.

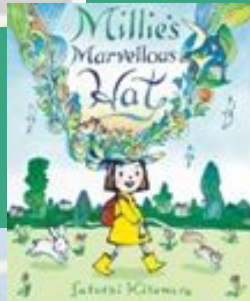
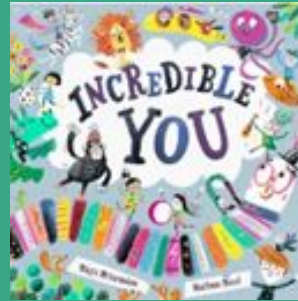




Reception



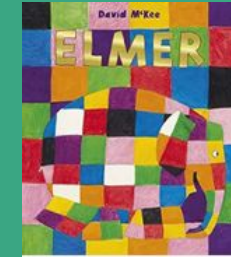
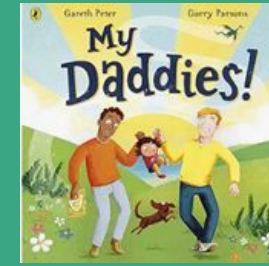
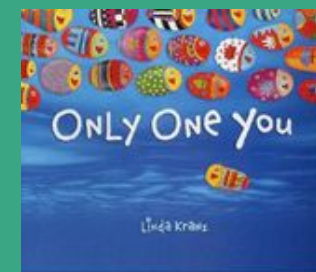
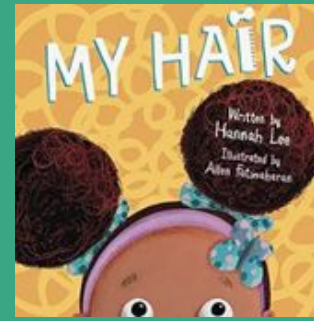
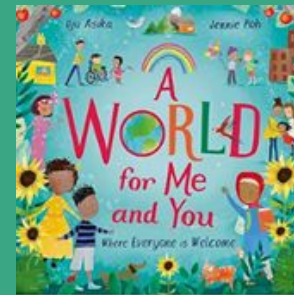
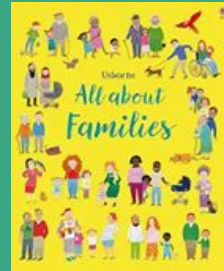
Reception CORE - Term 1a



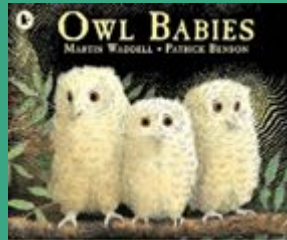
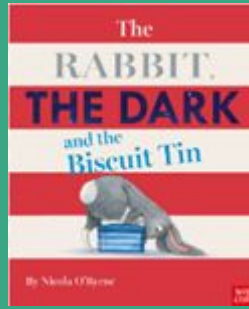
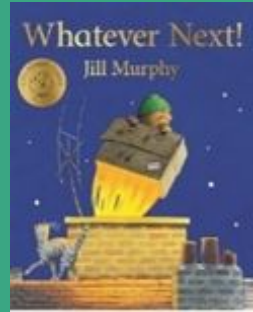
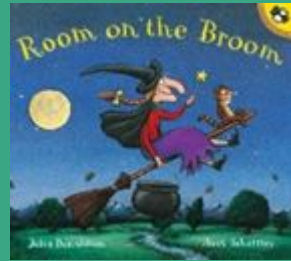
Traditional Tale:



RECEPTION COMPLEMENTARY and OLD FAVOURITES- Term 1a

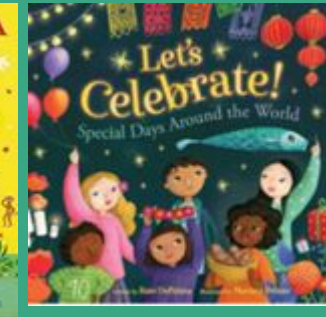
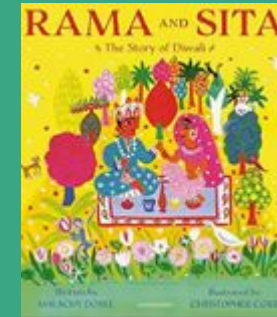
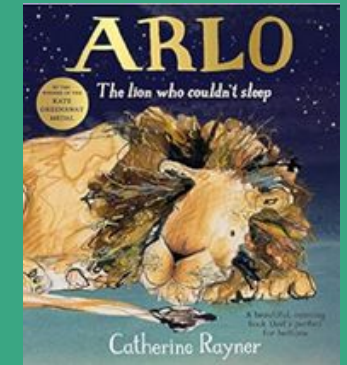
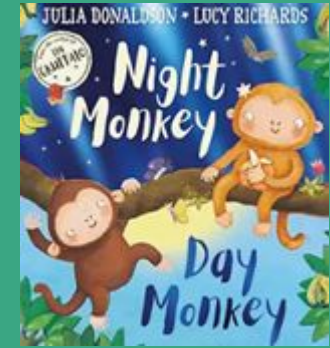
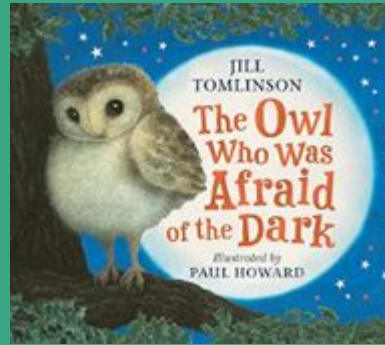


Reception CORE - Term 1b



Nursery rhymes and rhyming verse

RECEPTION COMPLEMENTARY and OLD FAVOURITES- Term 1b



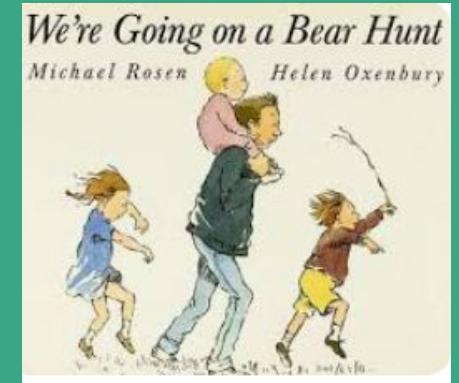
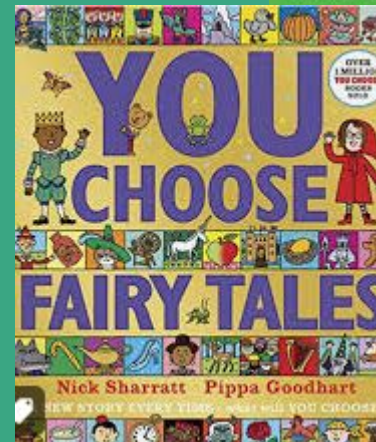
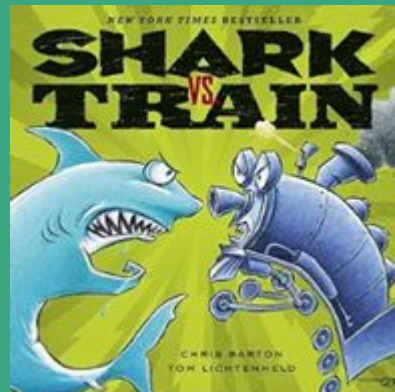
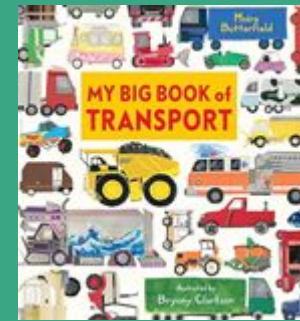
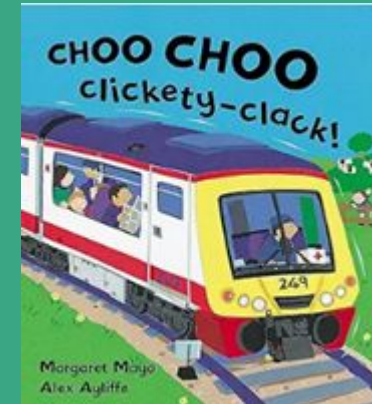
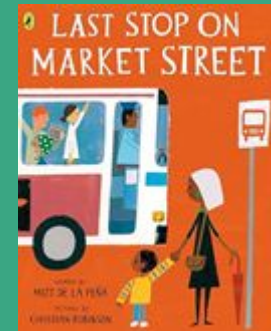
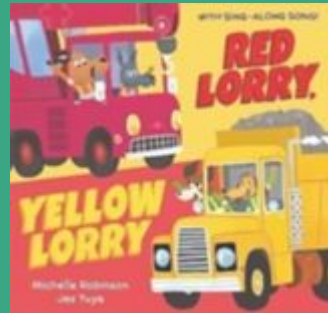
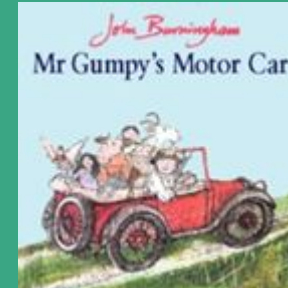
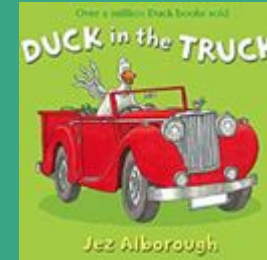
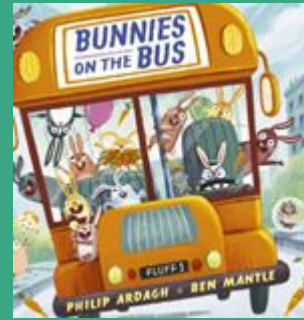
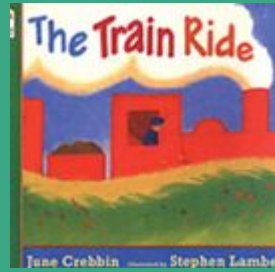
Reception CORE - Term 2a



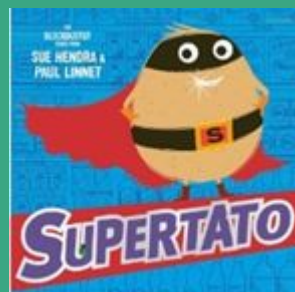
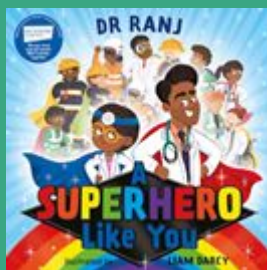
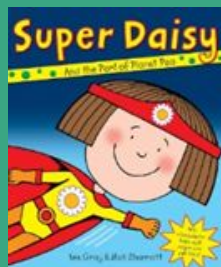
Traditional Tale:



RECEPTION COMPLEMENTARY and OLD FAVOURITES- Term 2a

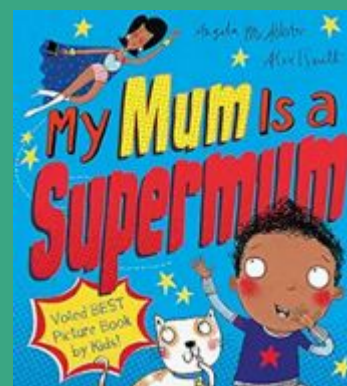
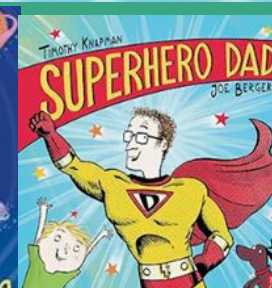
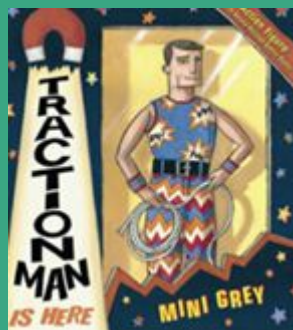
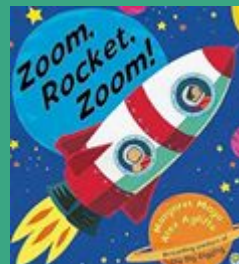
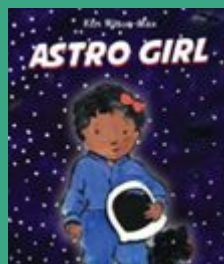


Reception CORE - Term 2b

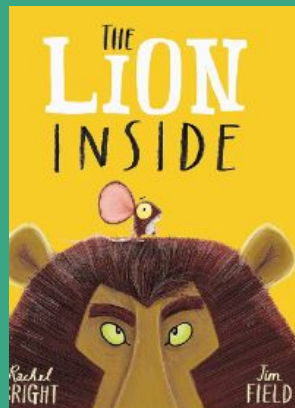
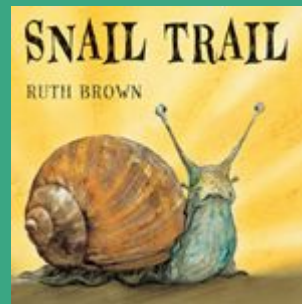
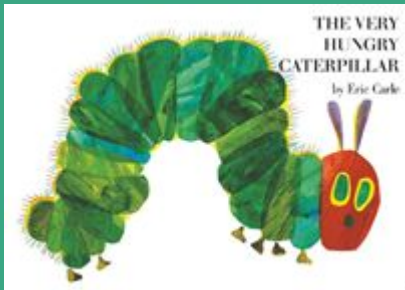
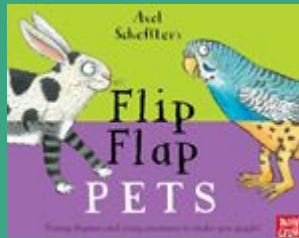


Nursery rhymes and rhyming verse

RECEPTION COMPLEMENTARY and OLD FAVOURITES- Term 2b



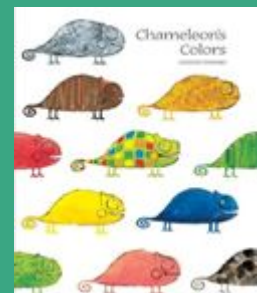
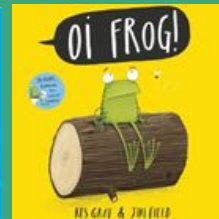
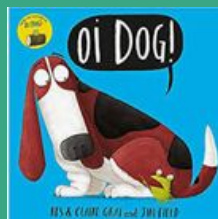
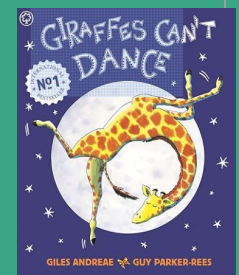
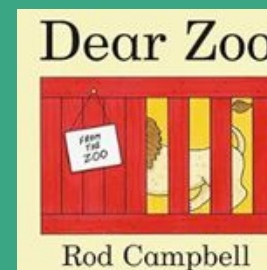
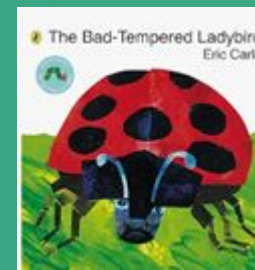
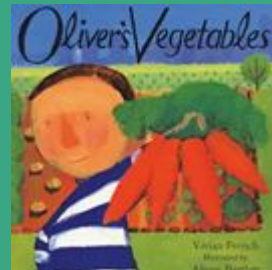
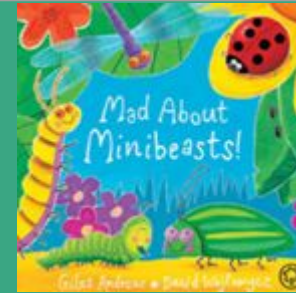
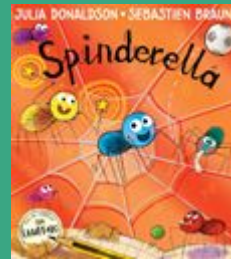
Reception CORE - Term 3a



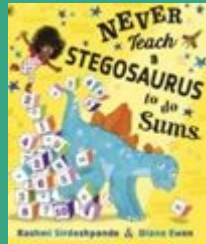
Traditional Tale:



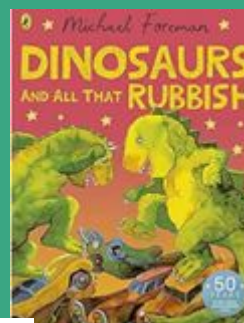
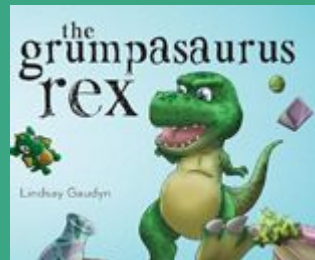
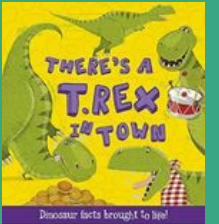
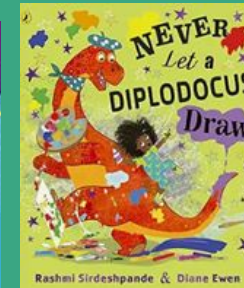
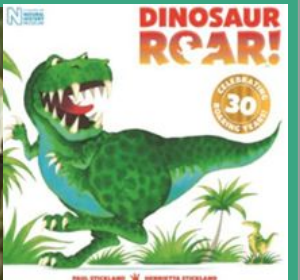
RECEPTION COMPLEMENTARY and OLD FAVOURITES- Term 3a



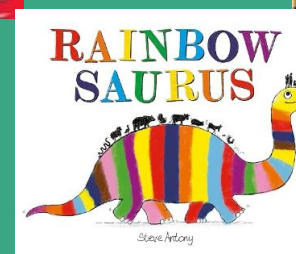
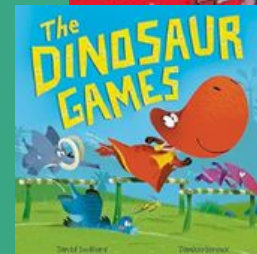
Reception CORE - Term 3b



RECEPTION COMPLEMENTARY and OLD FAVOURITES- Term 3b



Nursery rhymes and rhyming verse





Year 1



Year One CORE - Term 1



Traditional Tale:

The Gigantic Turnip

Term 2



Traditional Tale:

The Three Billy Goats Gruff

Term 3



Traditional Tale:

Goldilocks and the Three Bears

Year One COMPLEMENTARY - Term 1



Term 2



Term 3





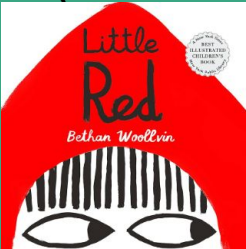
Year 2



Year Two CORE - Term 1



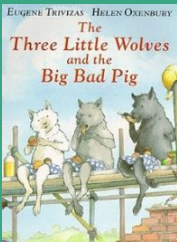
Traditional Tale (alternative version):



Term 2



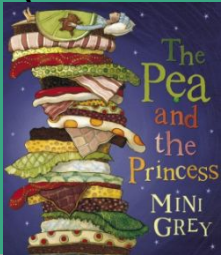
Traditional Tale (alternative version):



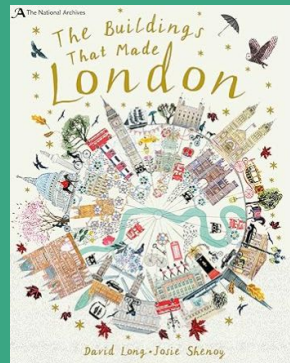
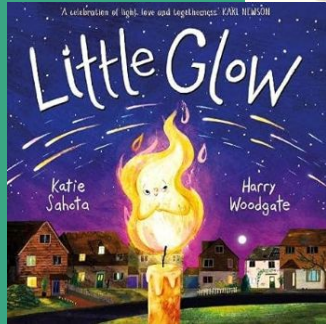
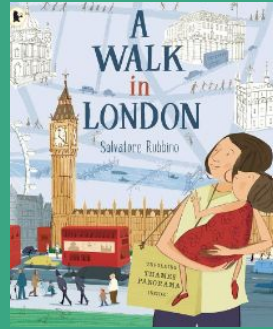
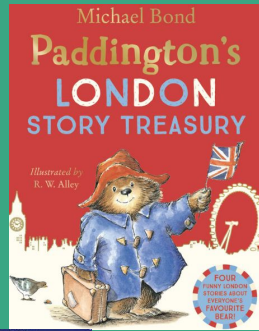
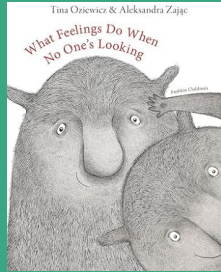
Term 3



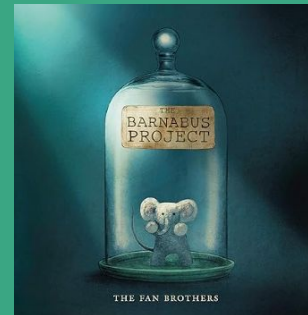
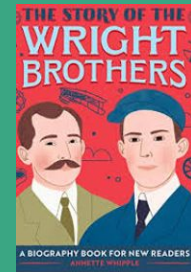
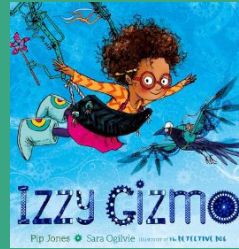
Traditional Tale (alternative version):



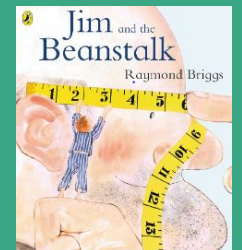
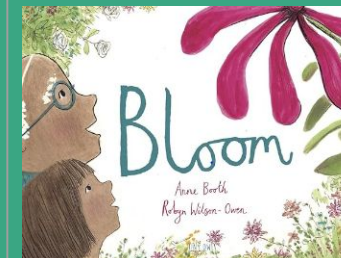
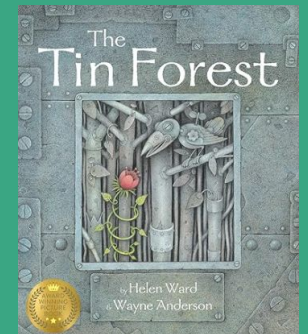
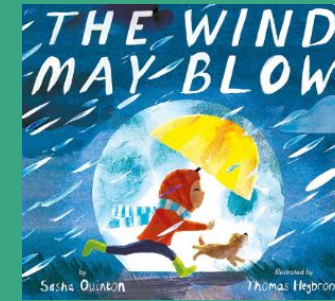
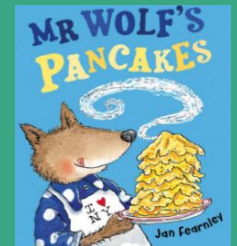
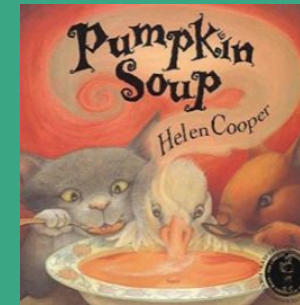
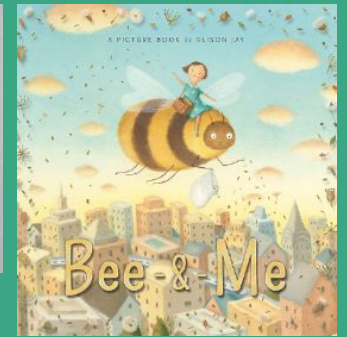
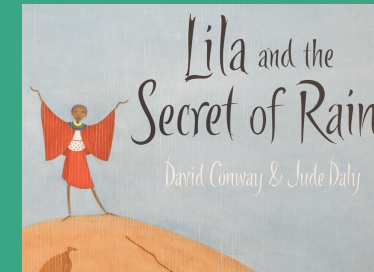
Year Two COMPLEMENTARY - Term 1



Term 2



Term 3

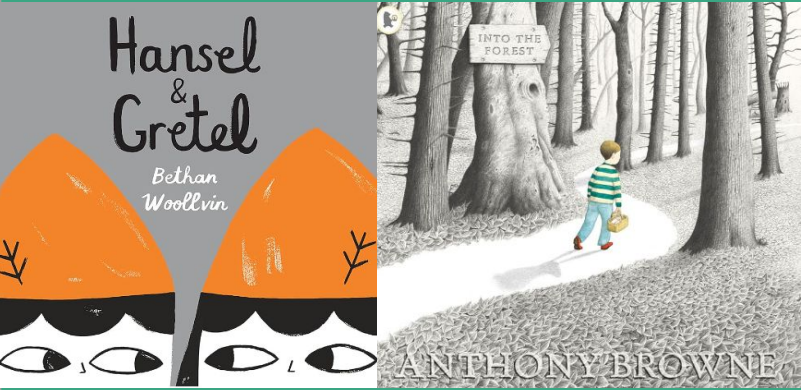




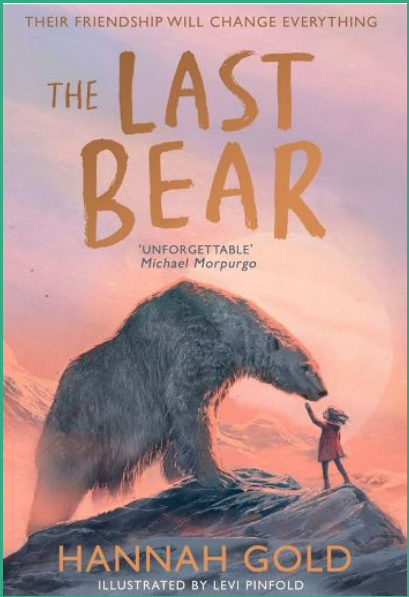
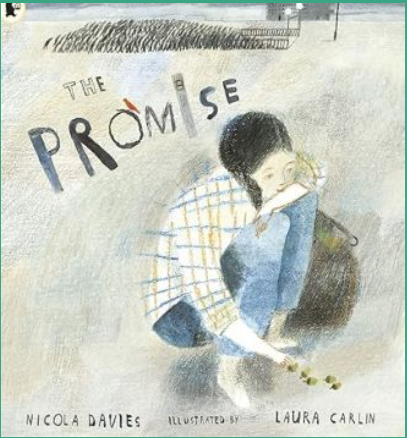
Year 3



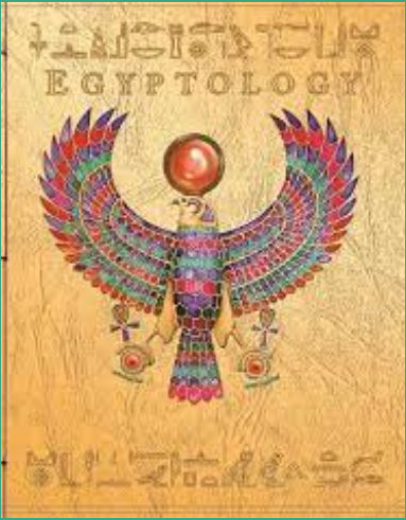
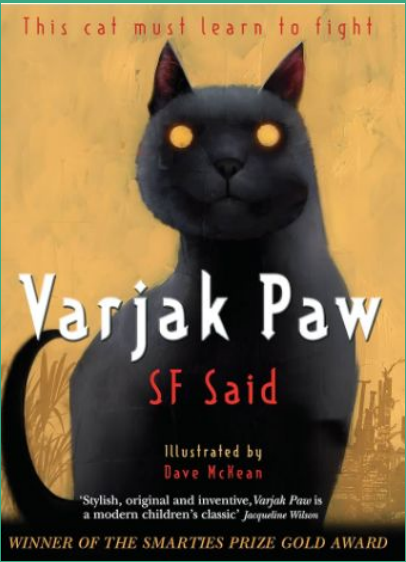
Year Three - Term 1



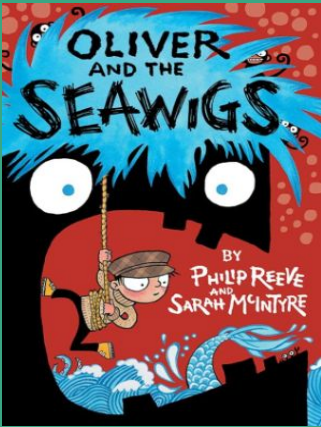
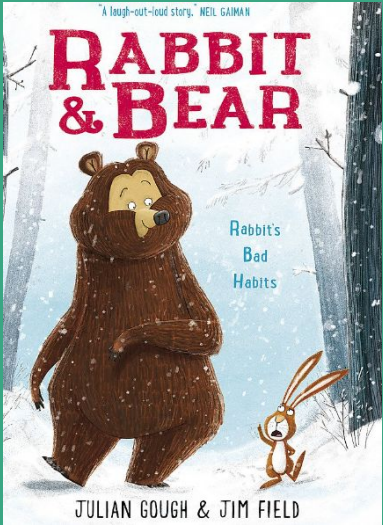
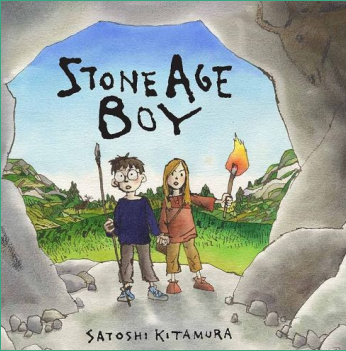
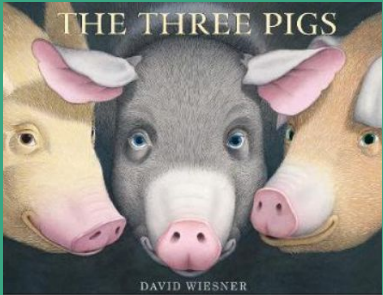
Term 2



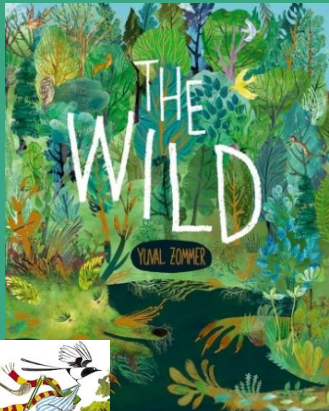
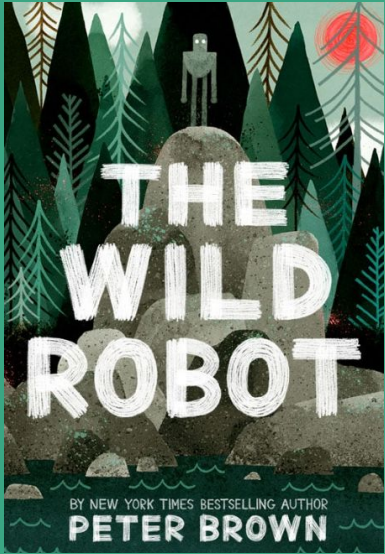
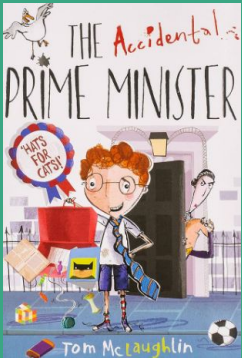
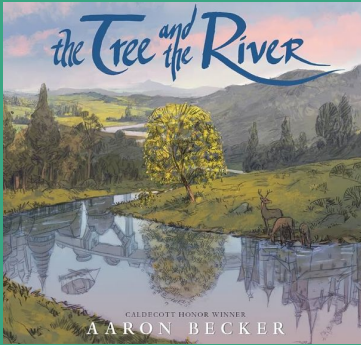
Term 3



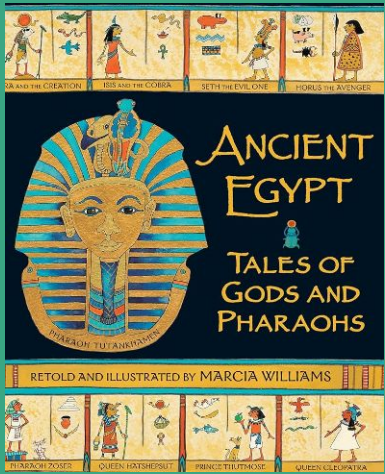
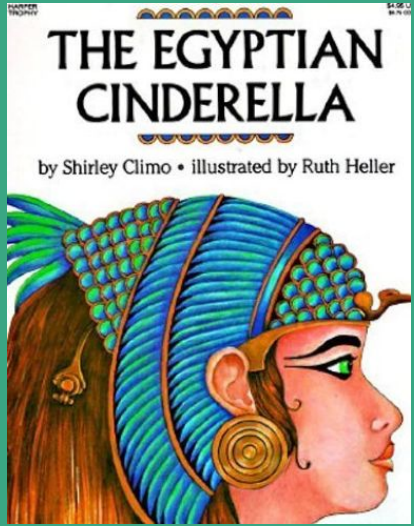
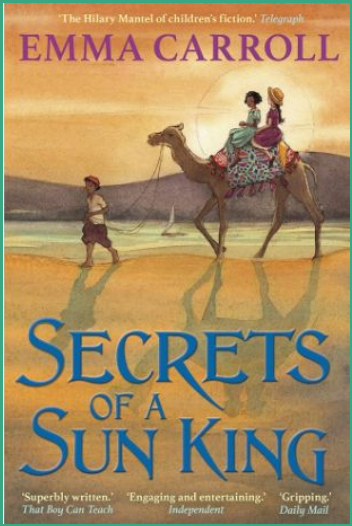
Year Three COMPLEMENTARY - Term 1



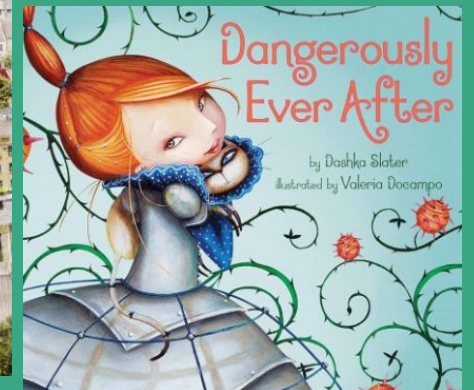
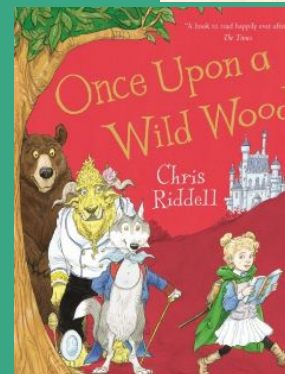
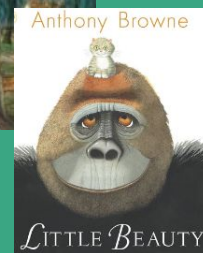
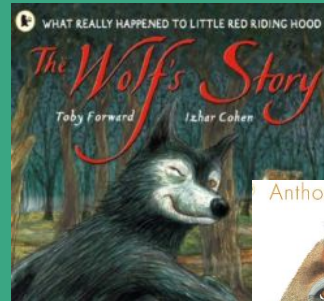
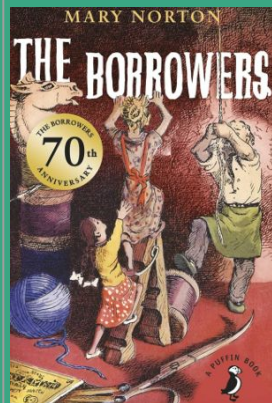
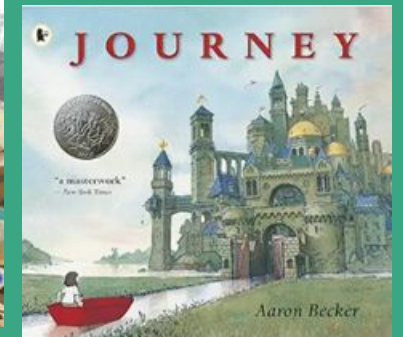
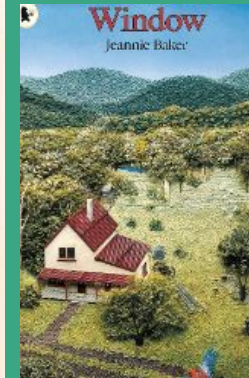
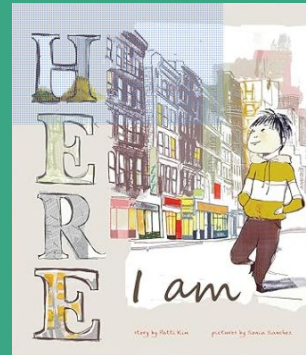
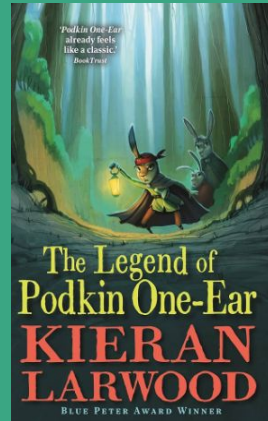
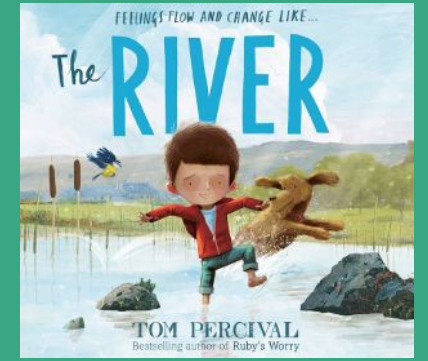
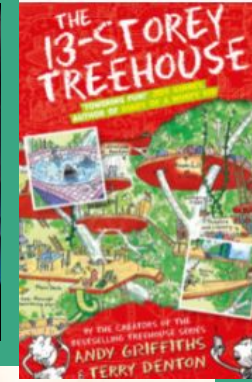
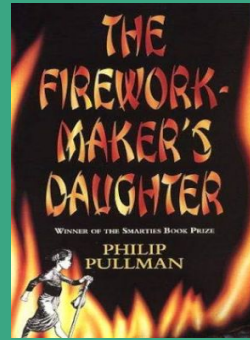
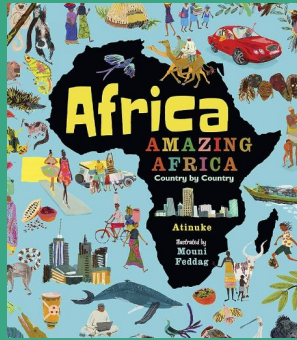
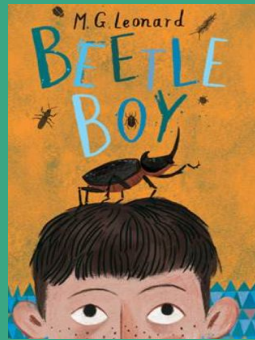
Term 2



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Year Three BROADEN

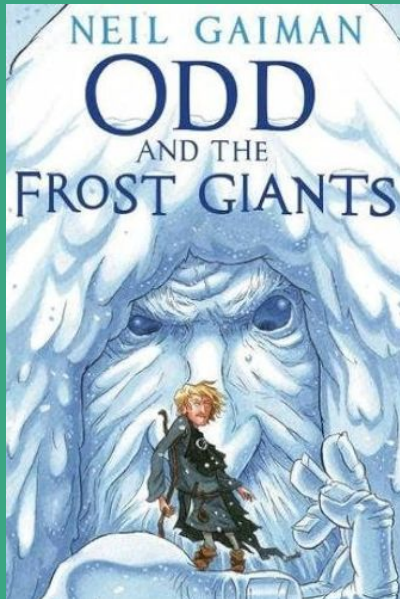
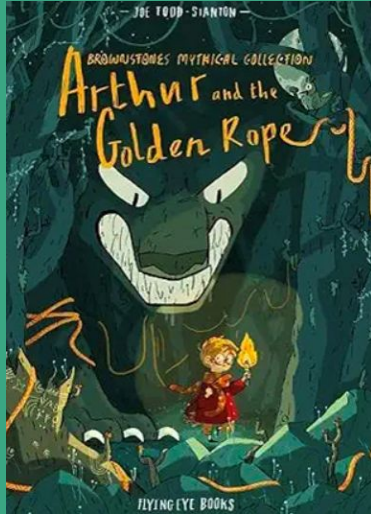




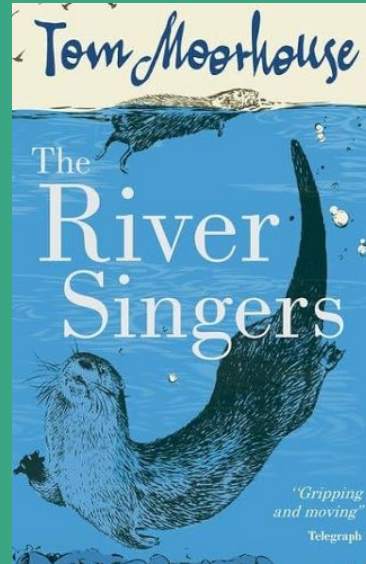
Year 4



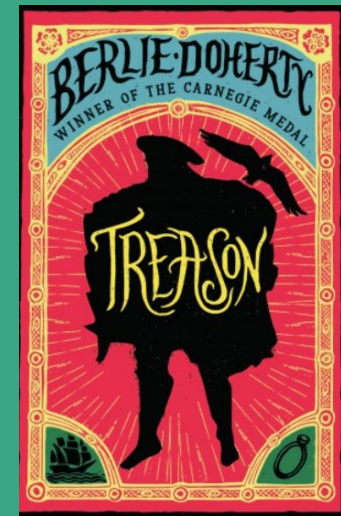
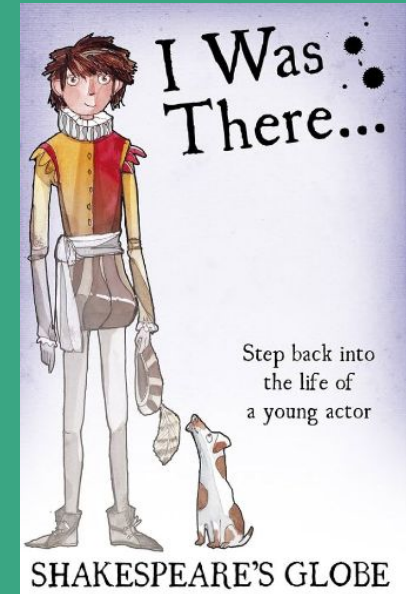
Year Four - Term 1



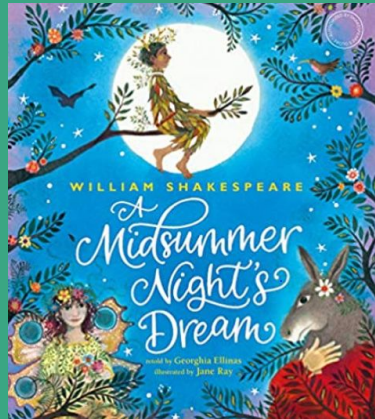
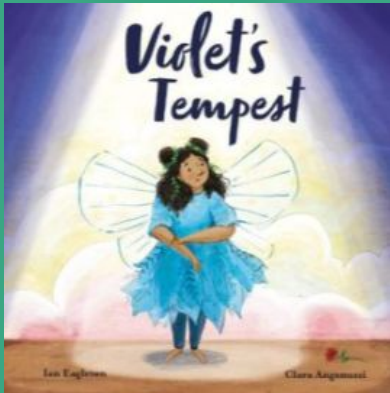
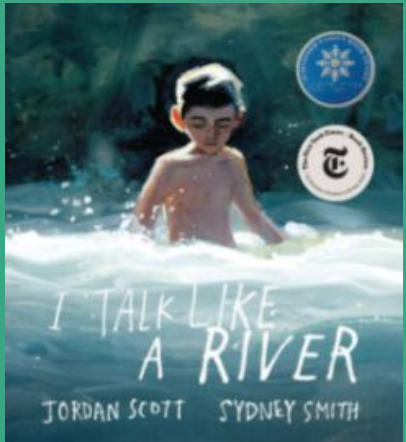
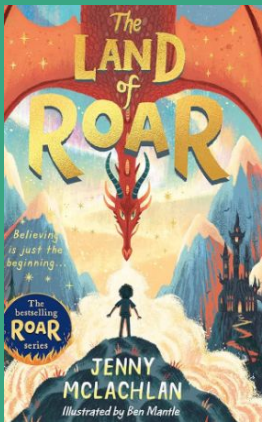
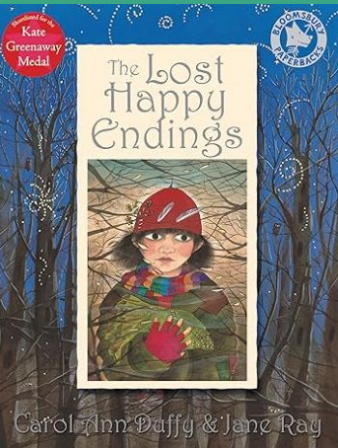
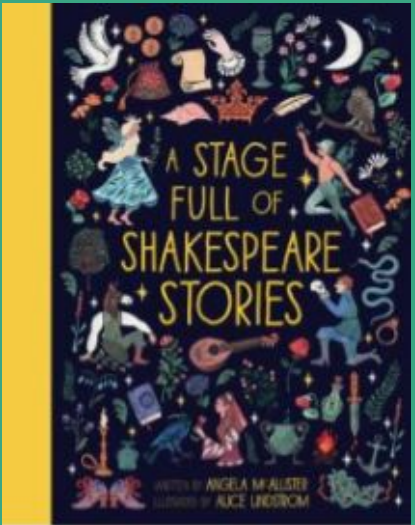
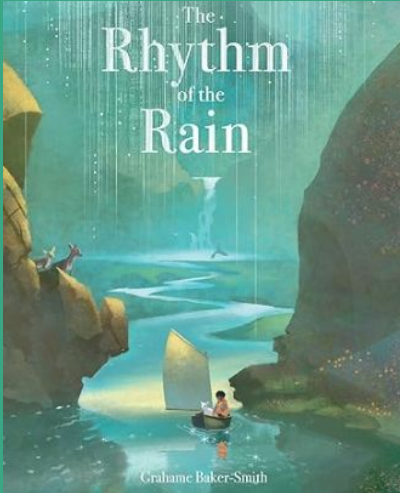
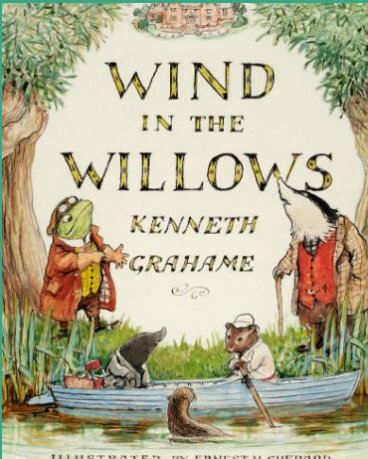
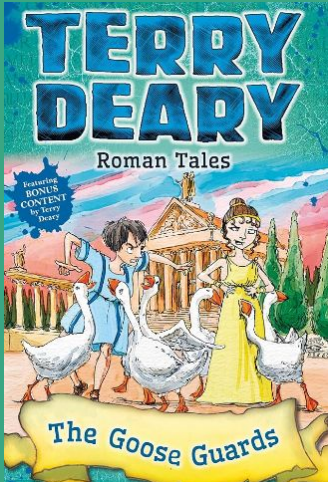
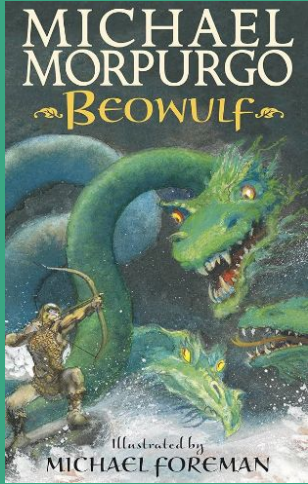
Term 2



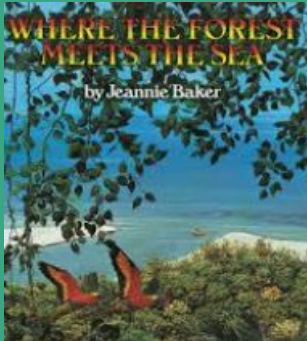
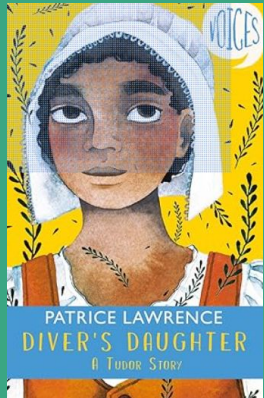
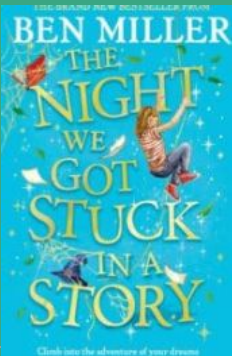
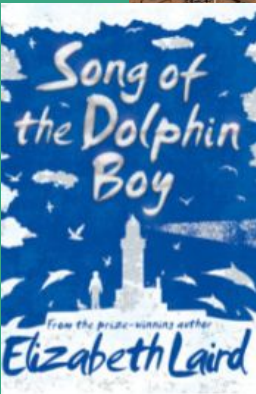
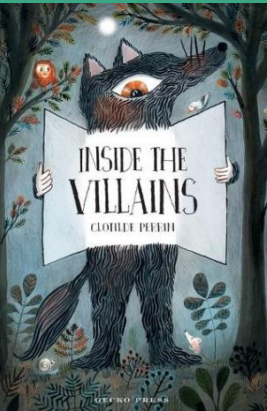
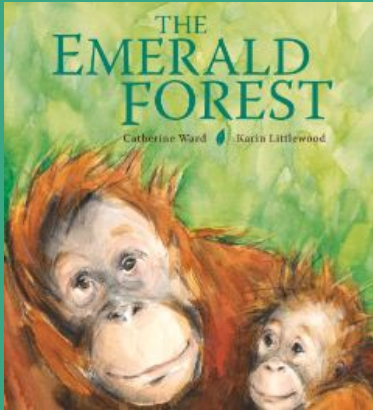
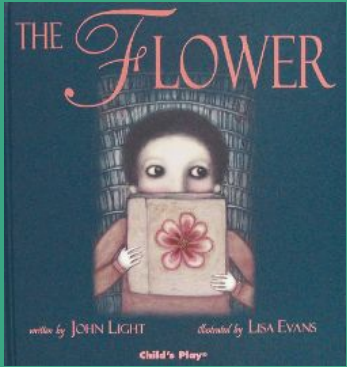
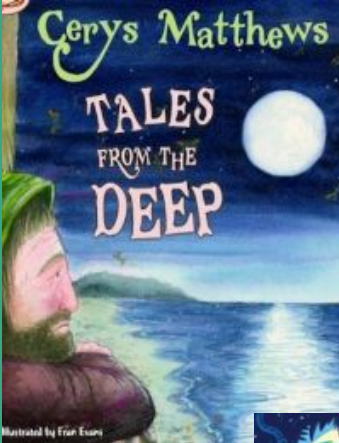
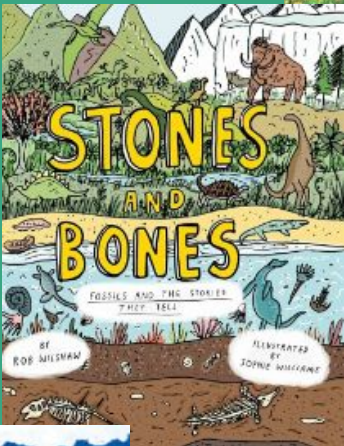
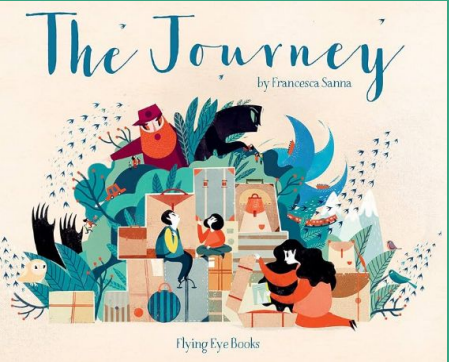
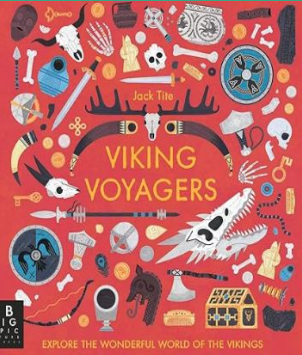
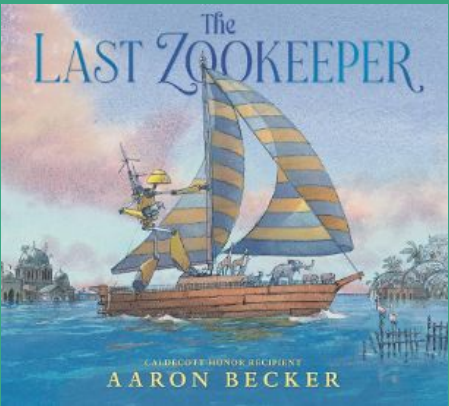
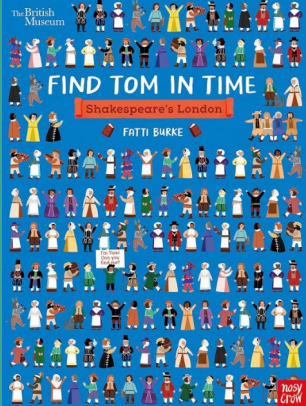
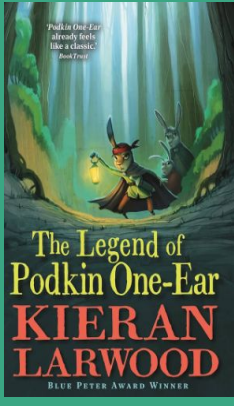
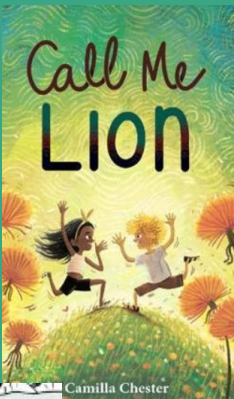
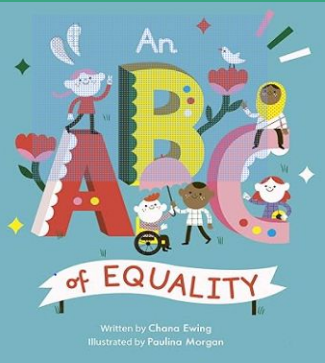
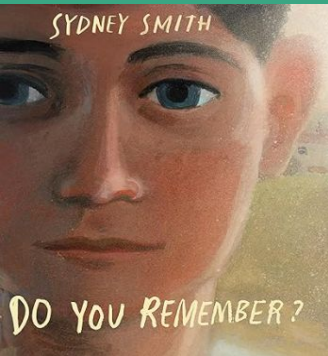
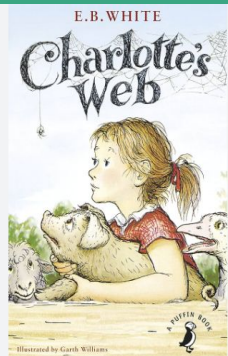
Term 3



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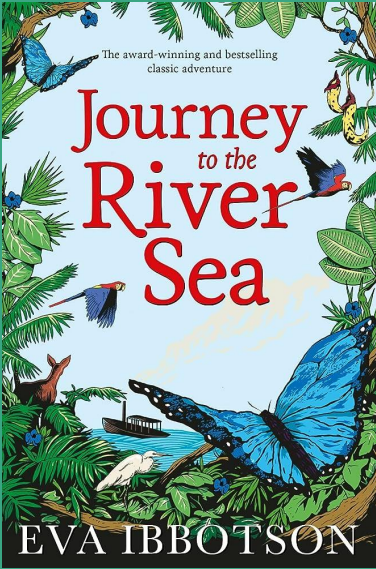




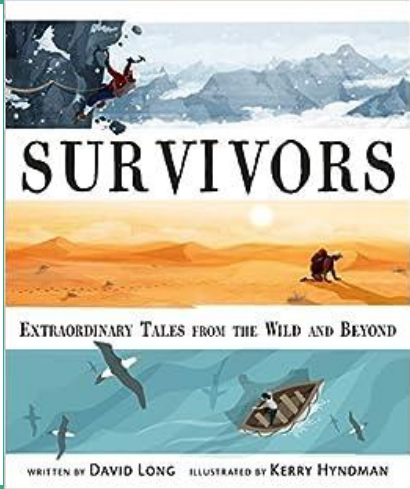
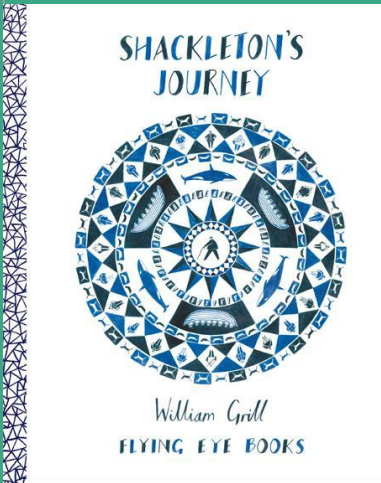
Year 5



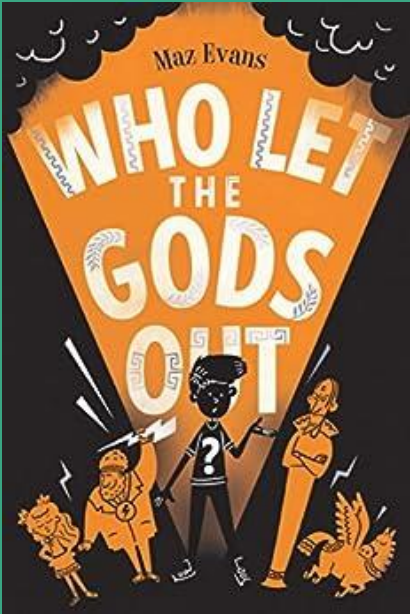
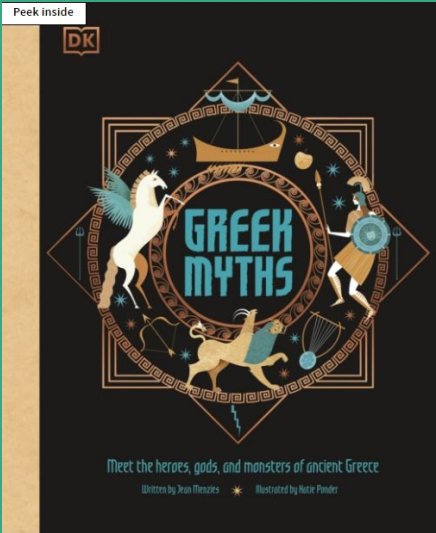
Year Five - Term 1



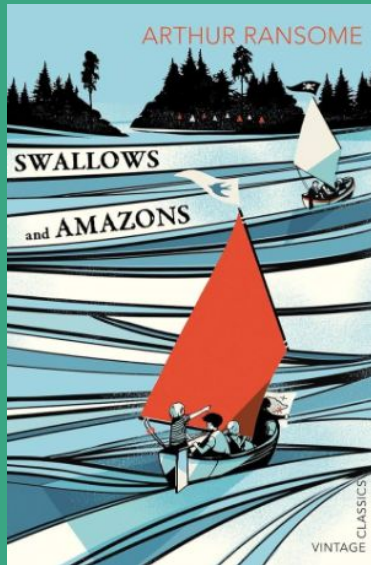
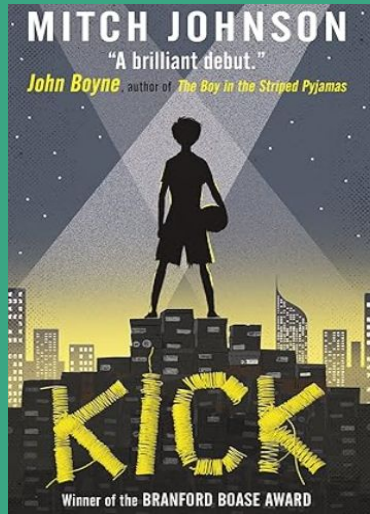
Term 2



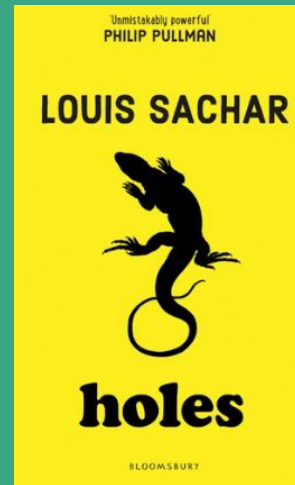
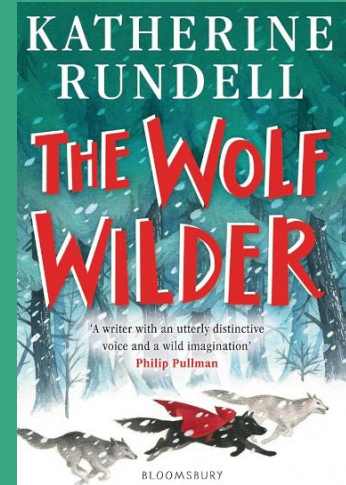
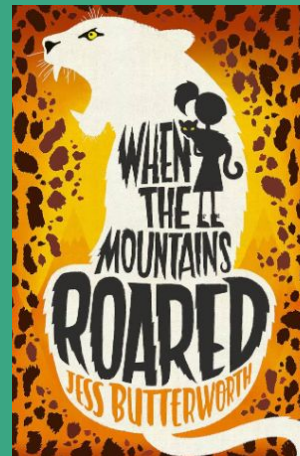
Term 3



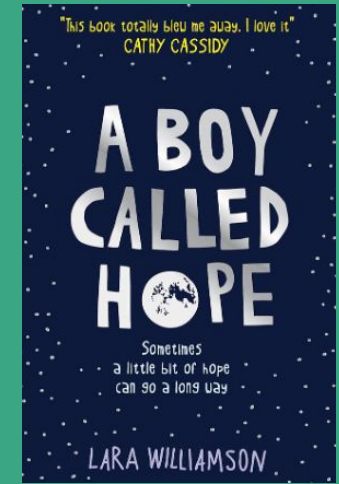
Year Five COMPLEMENTARY - Term 1



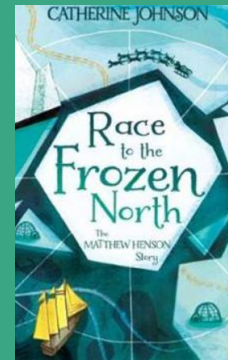
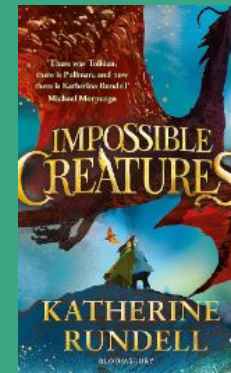
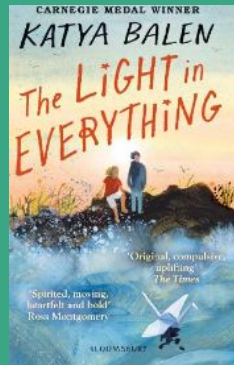
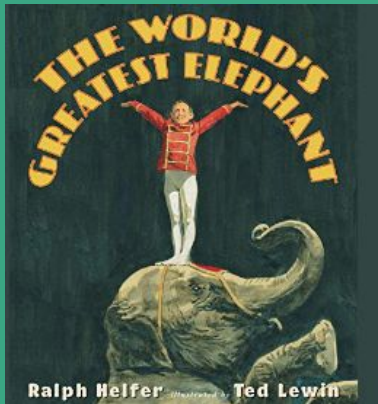
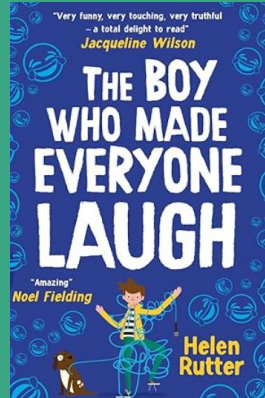
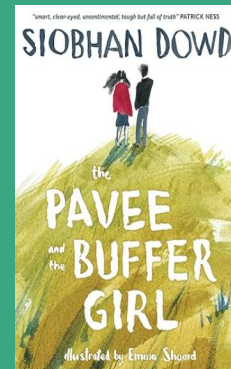
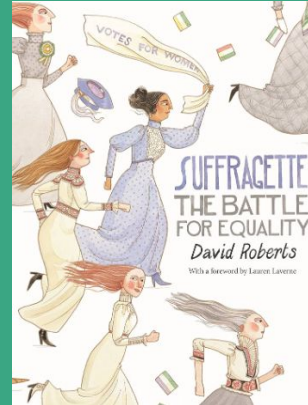
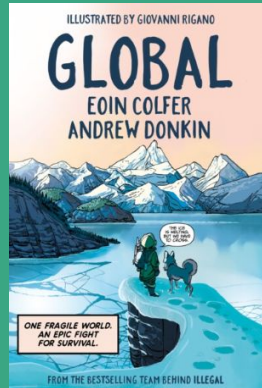
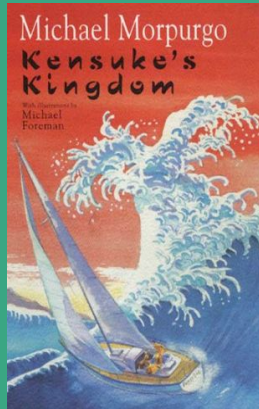
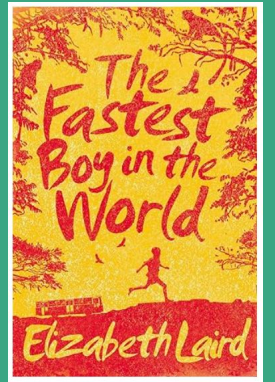
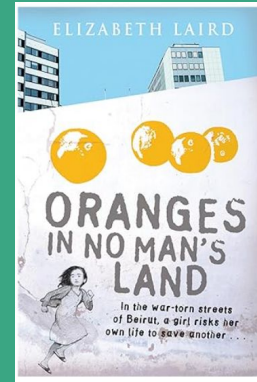
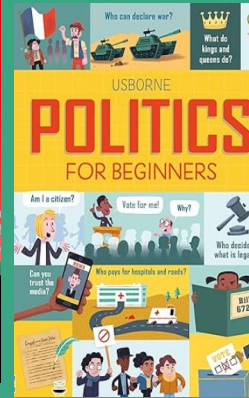
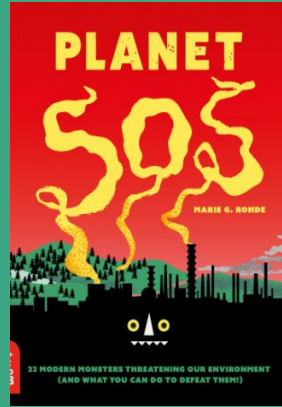
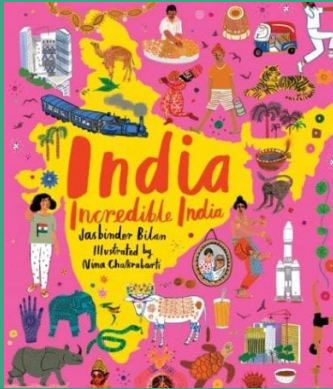
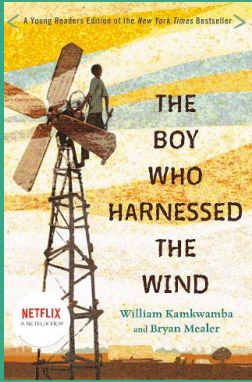
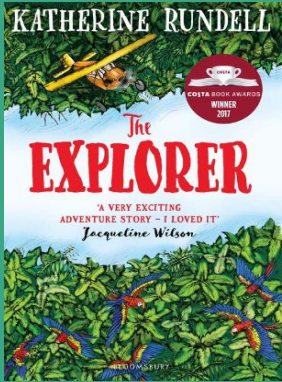
Term 2



Term 3



Year Five BROADEN

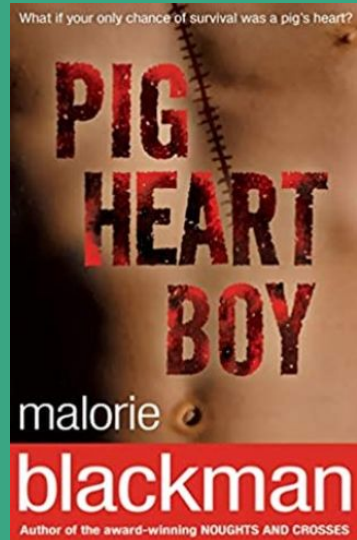




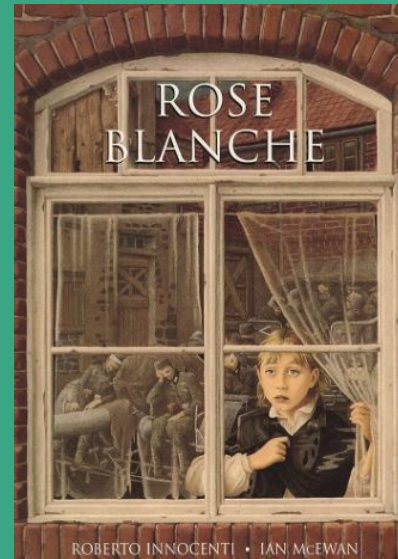
Year 6



Year Six - Term 1



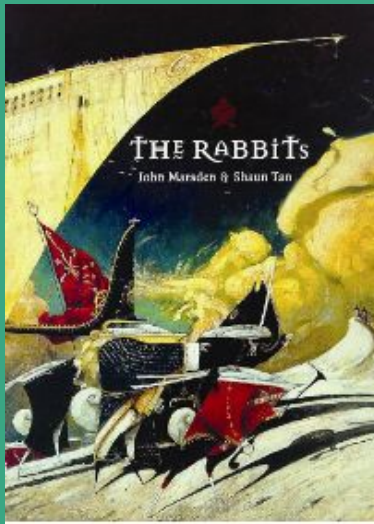
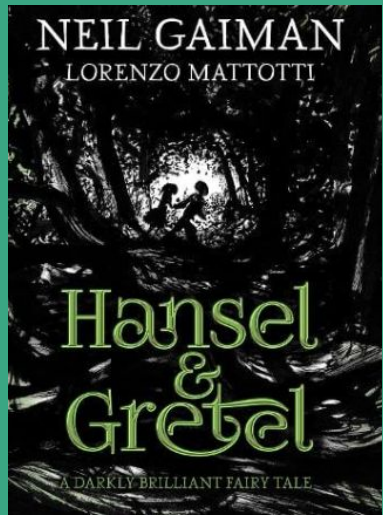
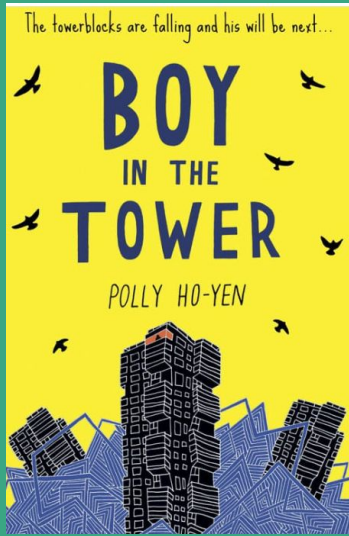
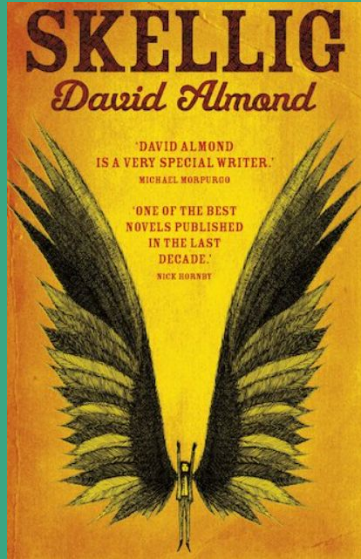
Term 2



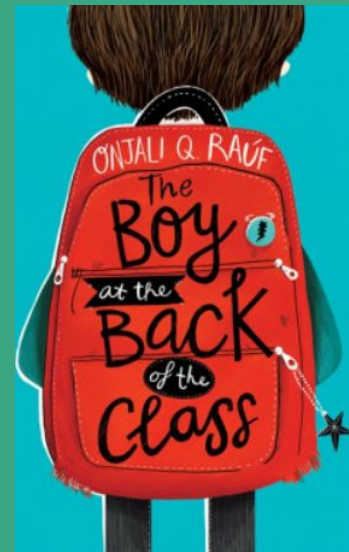
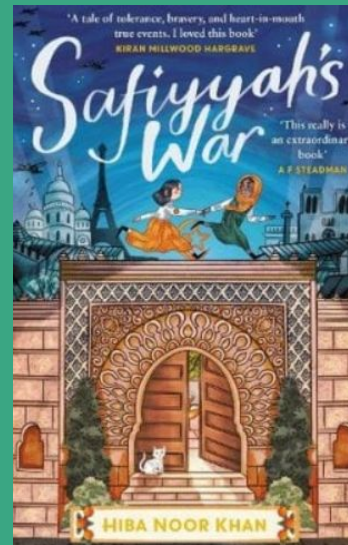
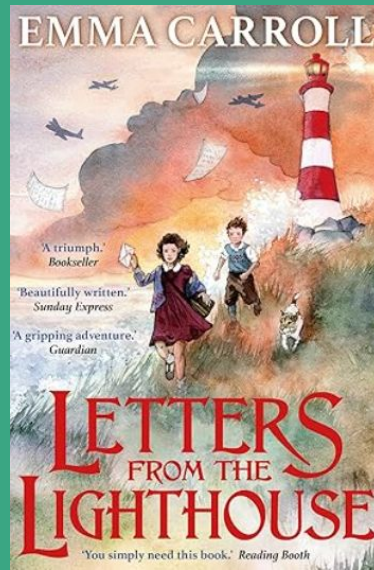
Term 3



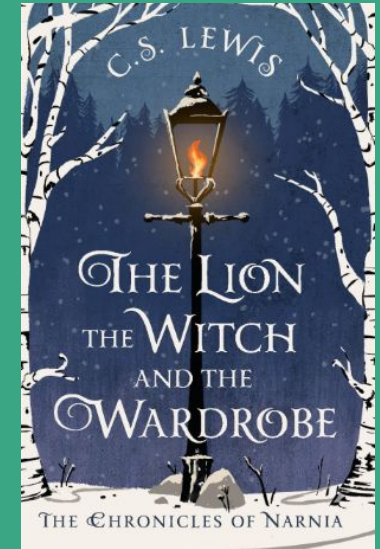
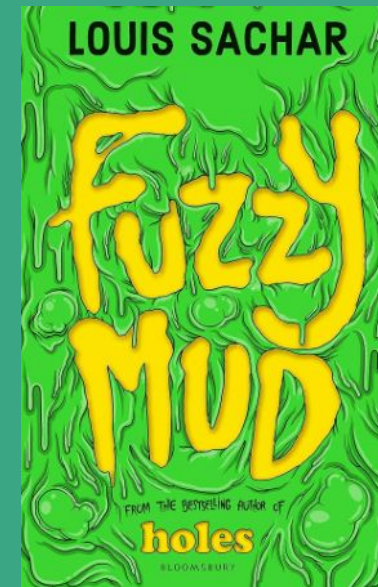
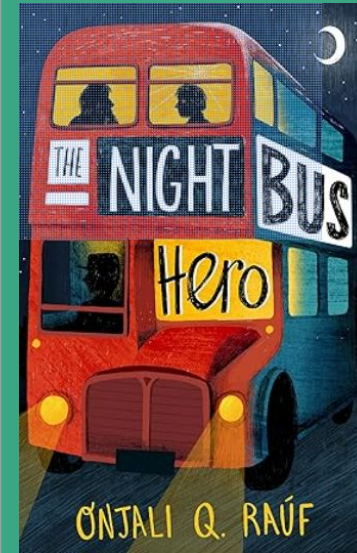
Year Six COMPLEMENTARY - Term 1



Term 2



Term 3



Year Six BROADEN

