

Leighton Academy

Reading for Pleasure Spine



This reading spine has been created to ensure that our pupils read a wide variety of quality, aged-related texts which are both representative of their own experiences and broaden their horizons to new places and experiences of others. These texts include both new and familiar authors as well as texts that are the beginning of a series of books.

We understand that the children in Nursery and Reception thrive on repetition and by listening to stories again and again. Through re-reading stories to pupils, teachers can deepen their familiarity with a story and increase their emotional engagement. Re-reading allows pupils to hear new vocabulary over again and helps them to develop a basic understanding of how narratives develop. The pupils will be given the opportunity to connect with characters and their feelings, and to relive the excitement and emotion of stories.

Our reading spine is progressive; books increase in complexity of language, structure and concepts as pupils progress through the school. This means that we can be assured that they are being exposed to 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, alongside suggestions from experienced year group teachers.

The Five Plagues of the Developing Reader from 'Reading Reconsidered' by Doug Lemov.

Archaic Language – books which were (usually) written in the past and use vocabulary or sentence structures which we are unlikely to be exposed to in our everyday spoken language. Children need strategies to decode unfamiliar words and to build up their own bank of known archaic language. An example of this are the traditional tales in EYFS.

Non-Linear Time Sequences – books which are not written chronologically. They may include flashbacks, time travel, multiple plots happening at different times or the start of the book being the end result. These books enable children to restructure the events chronologically in their mind as they read. An example of this is 'Voices in the Park' by Anthony Browne.

Narratively Complex – these texts are often told by a narrator who isn't aware of everything which happens in a story or may have more than one narrator. These texts may also have plots which seem separate but then intertwine to pull the different plotlines together. An example of this is 'The Hodgeheg'.

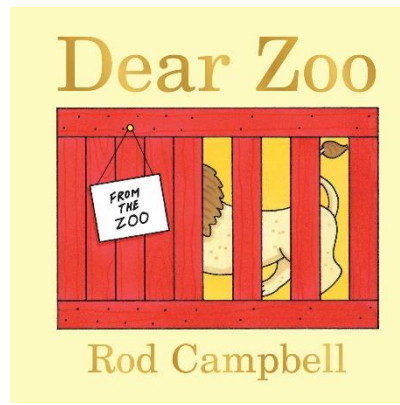
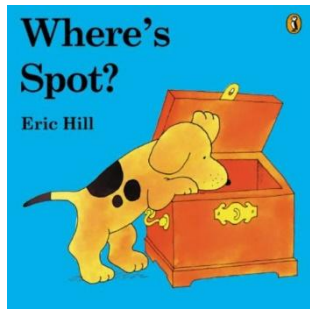
Figurative/Symbolic Text – books which use allegories, metaphors and symbols to represent an idea. For example, the snowman in the book 'The Snowman' is an allegory of death and grief.

Resistant Texts – books, and often poems, which deliberately try and create confusion. These texts should be viewed as a challenge or a brainteaser to try and work out the meaning. An example of this is 'Lost and Found'.

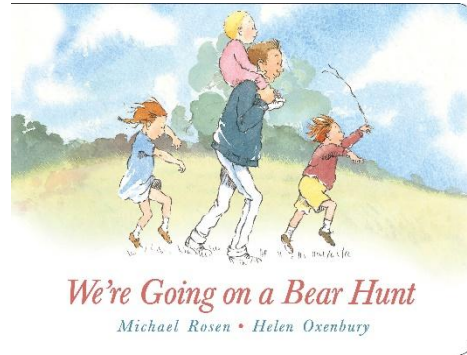
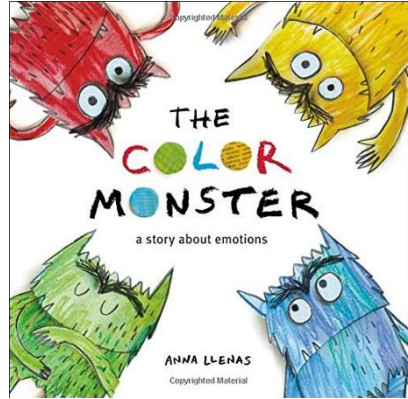
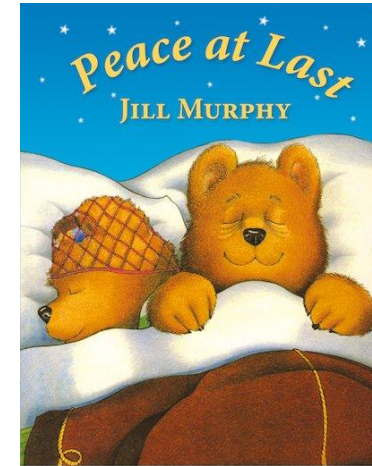
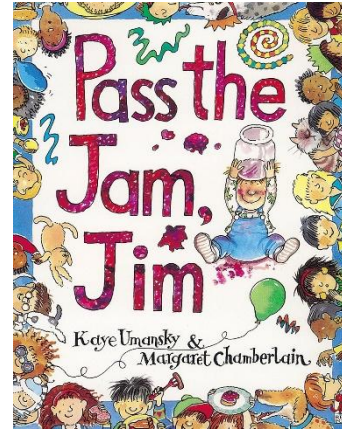
Reading for pleasure

These additional texts will be read throughout the year as either class shared stories or pupil's independent reads. Our shared stories will be read by the teacher to promote Reading for Pleasure, ensuring all of our pupils hear stories, particularly for those who have no reading role models at home. The class shared story is not to pick apart or analyse, but to share quality time where pupils enjoy being read to.

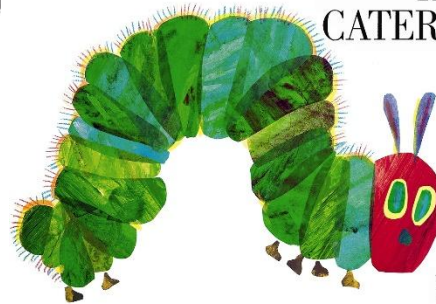
“All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instil a love of reading...” (Doug Lemov)



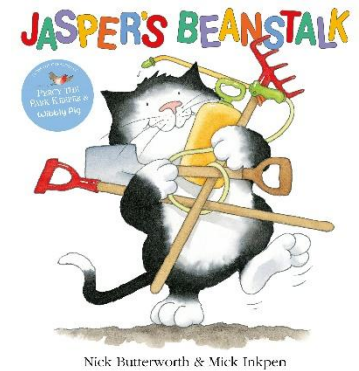
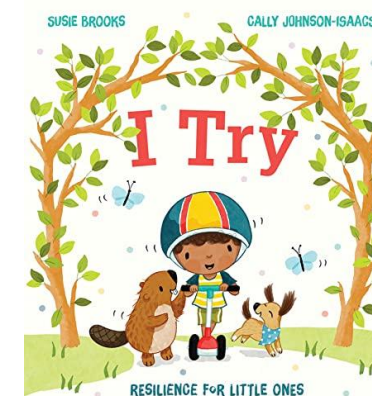
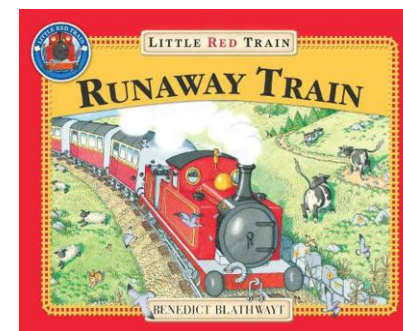
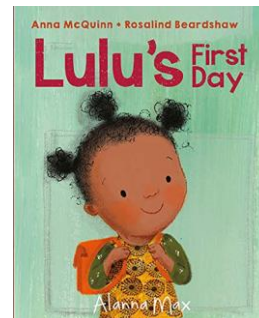
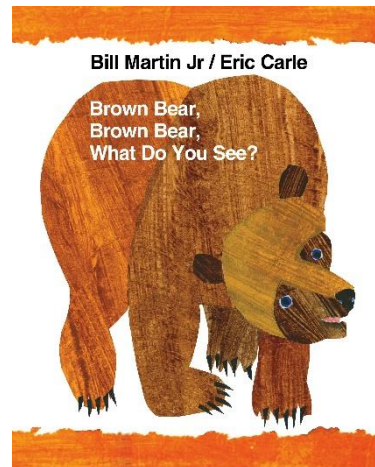
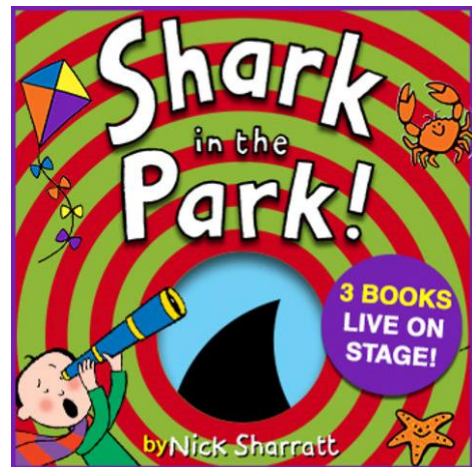
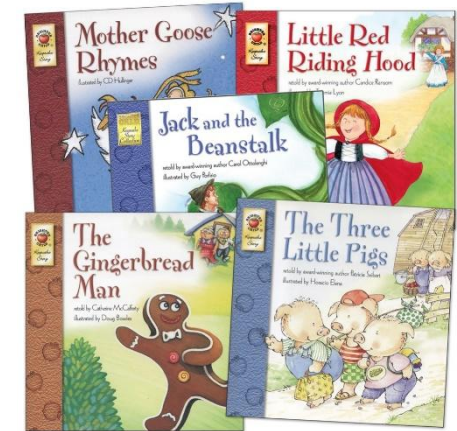
Nursery Reading for pleasure reading spine

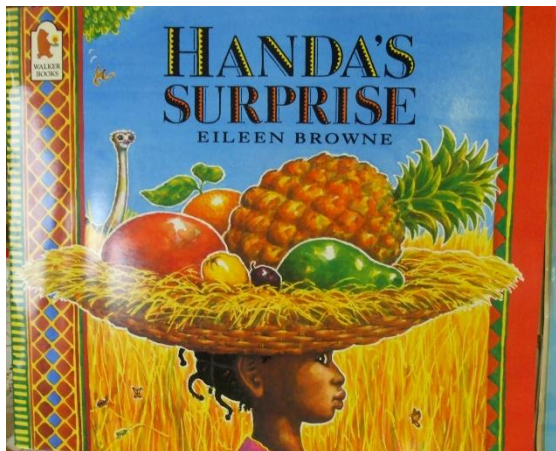
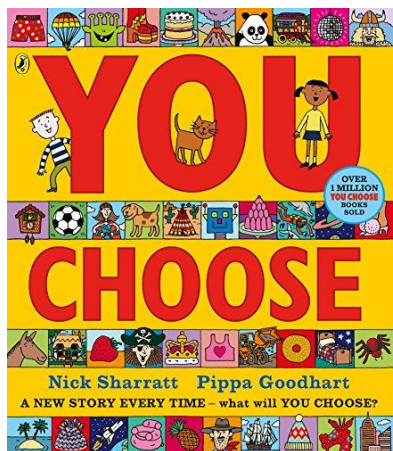


THE VERY HUNGRY CATERPILLAR

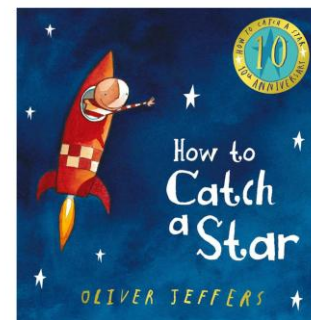
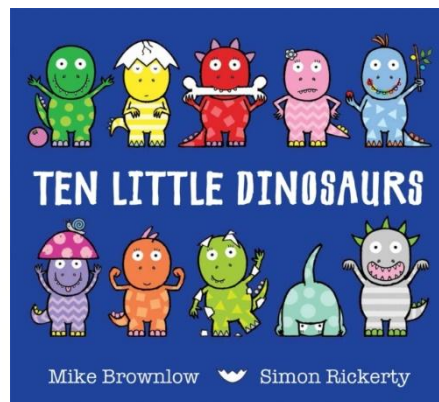
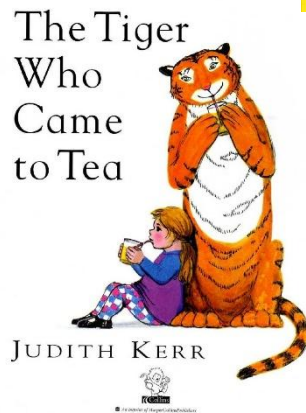
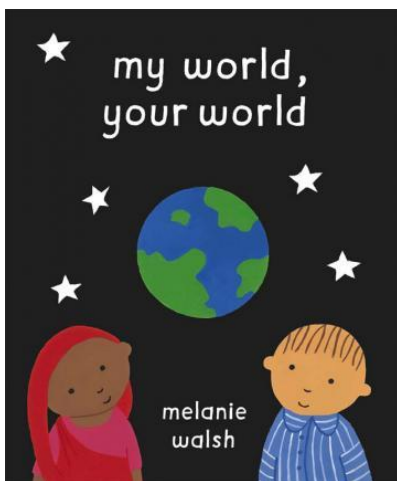
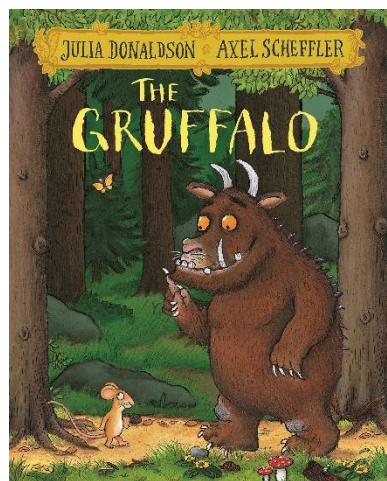
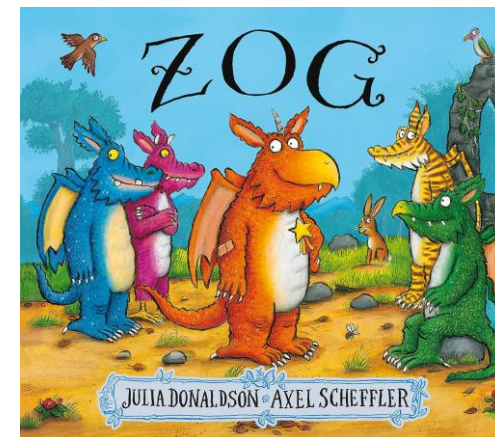
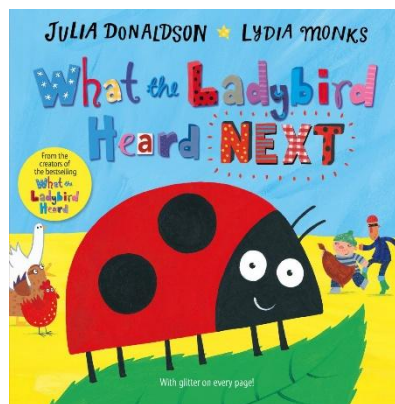
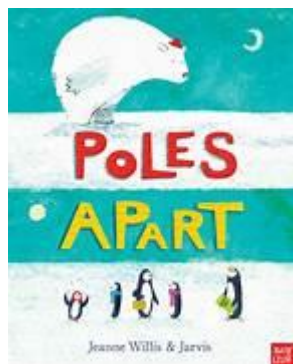
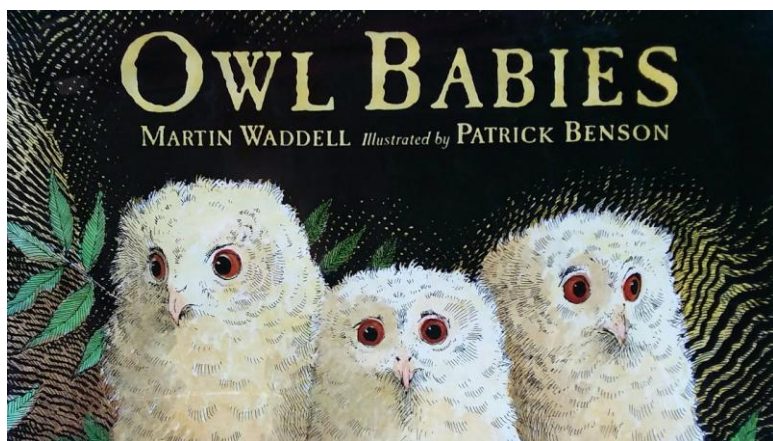
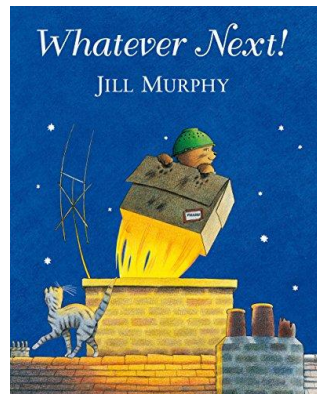
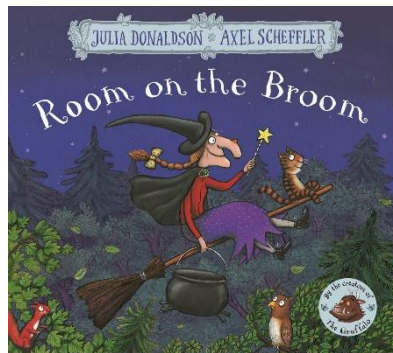


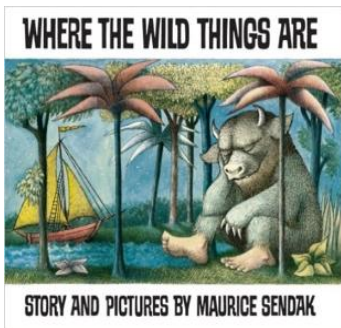
by Eric Carle



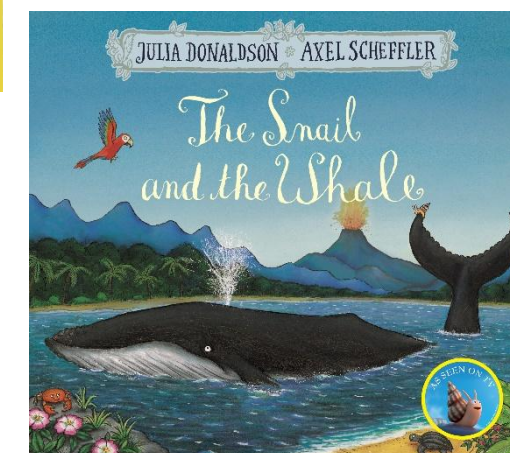
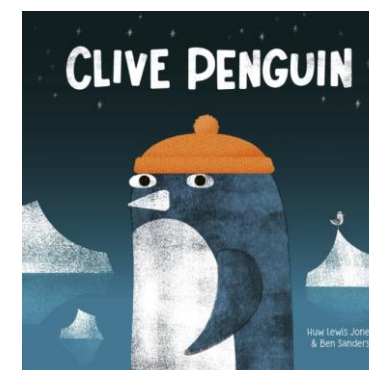
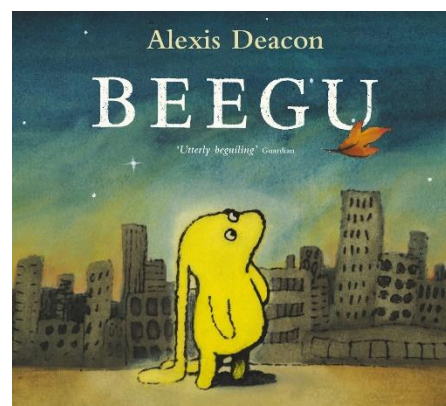
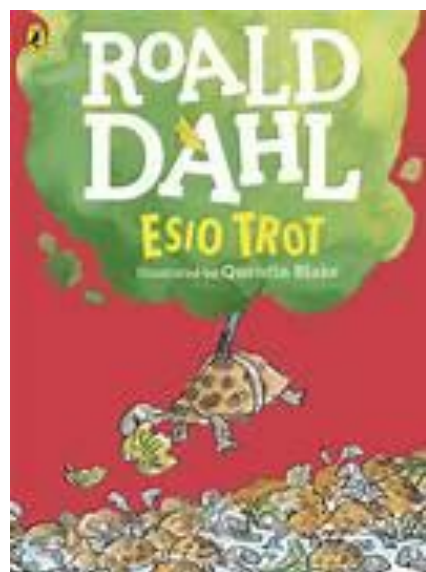
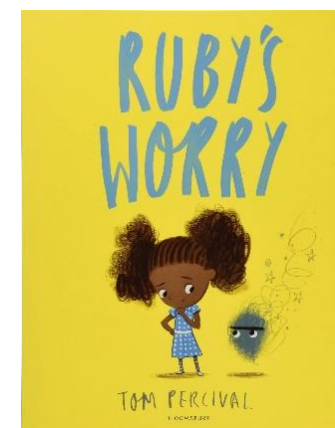
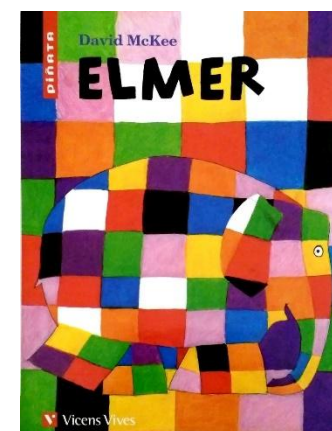
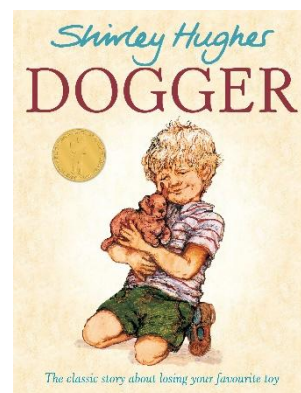
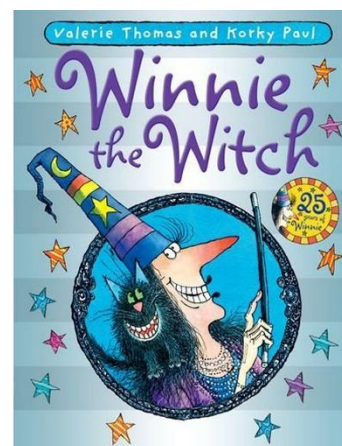
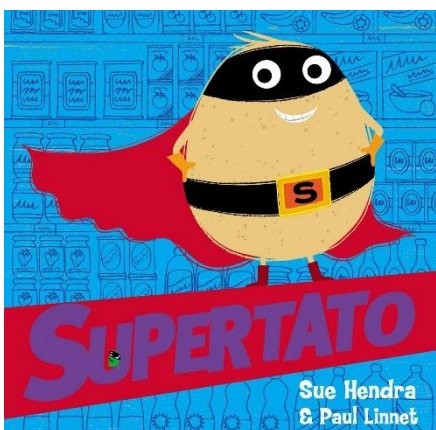
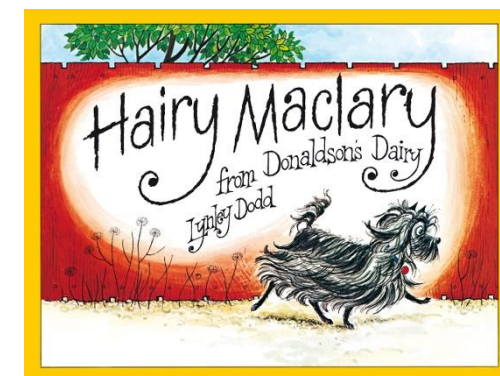
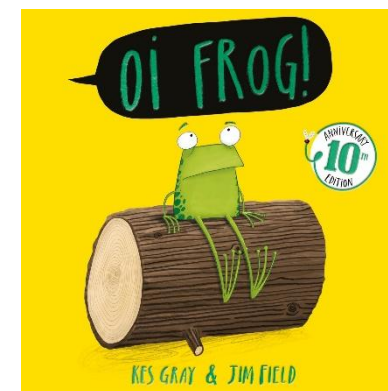
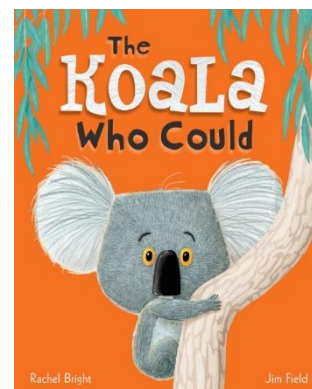
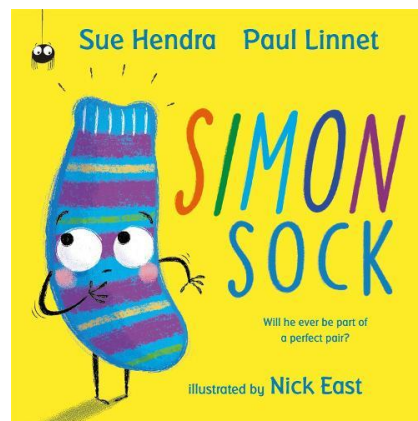


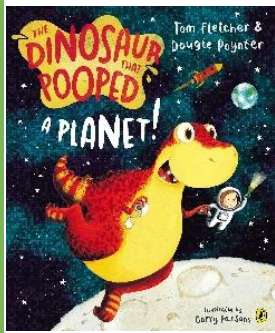
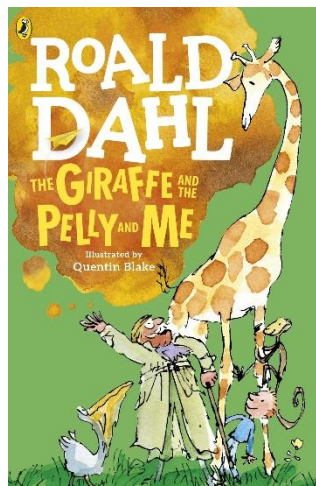
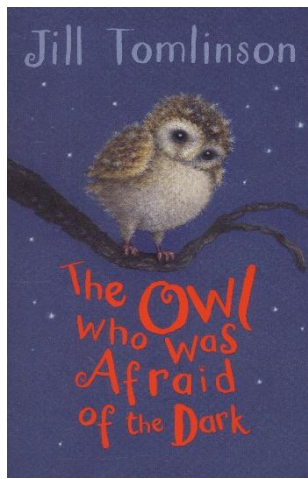
Reception Reading for pleasure reading spine



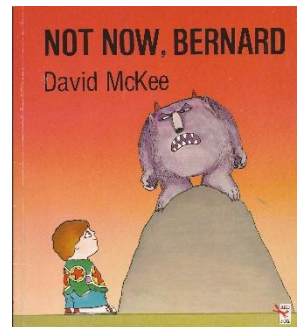
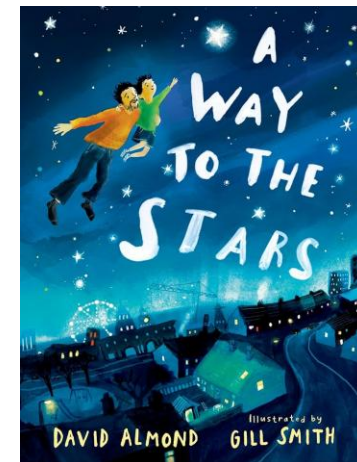
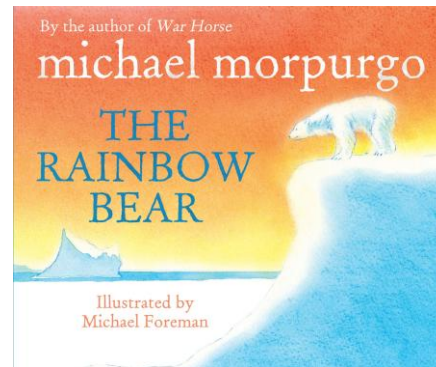
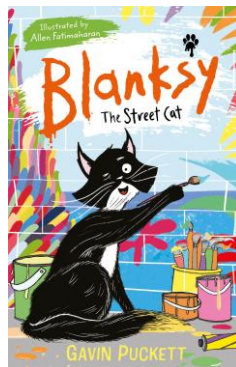
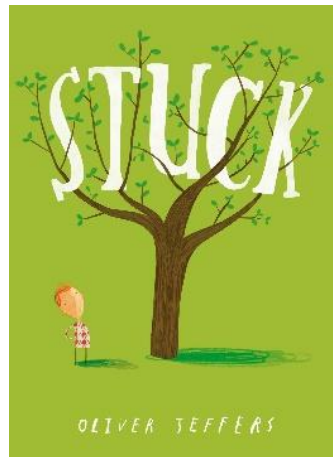
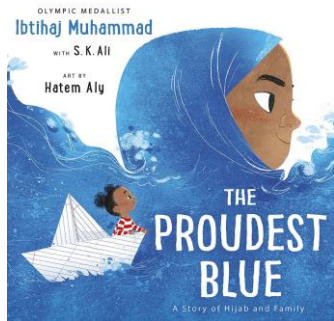
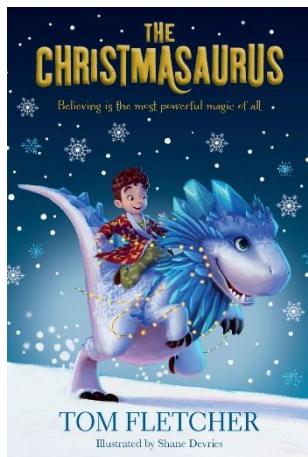
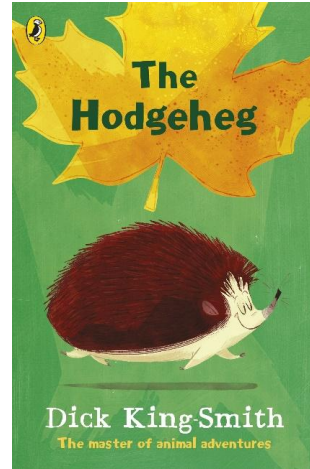
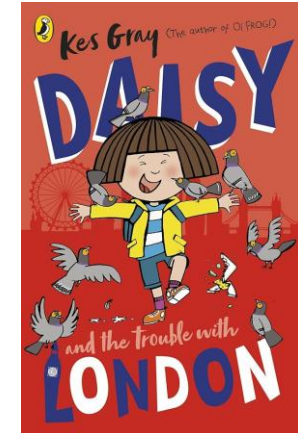
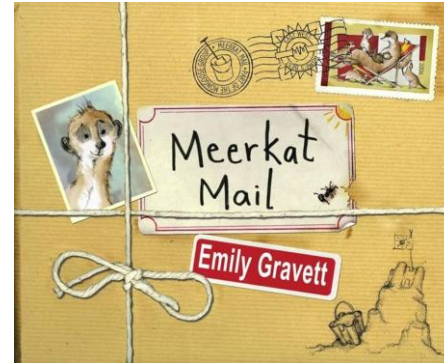
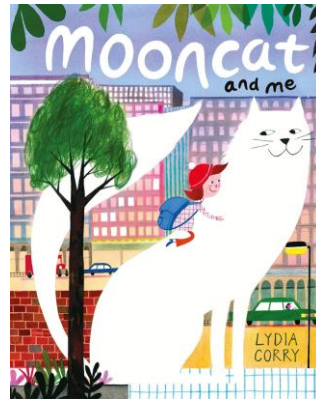
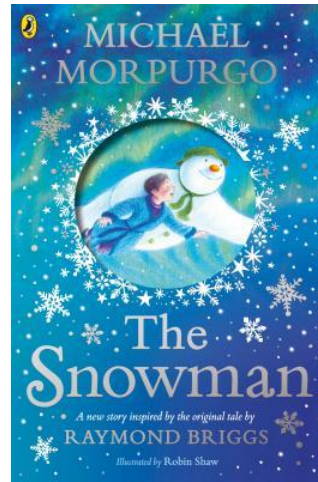
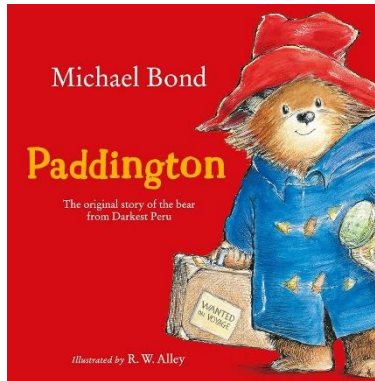
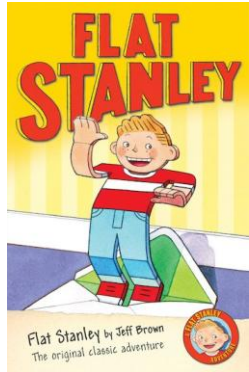
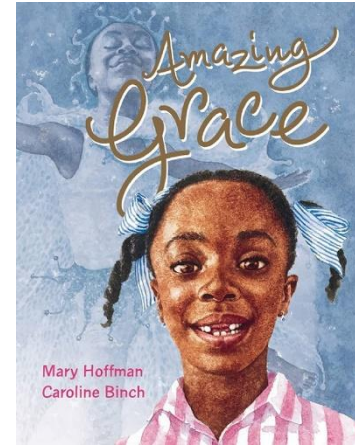
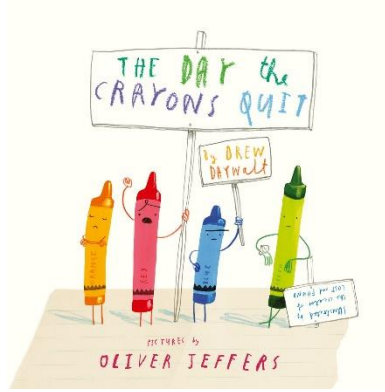


Year 1 Reading for pleasure reading spine

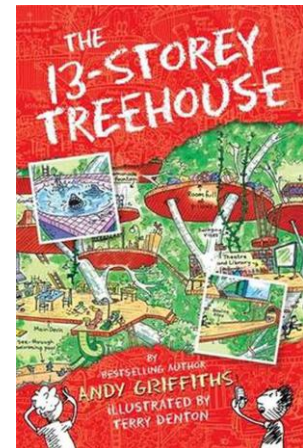
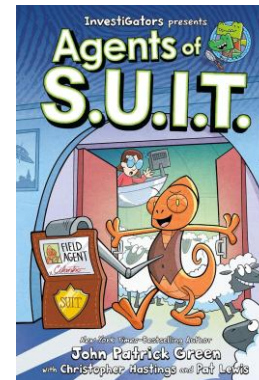
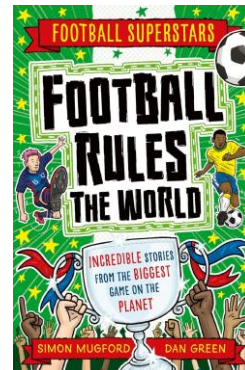
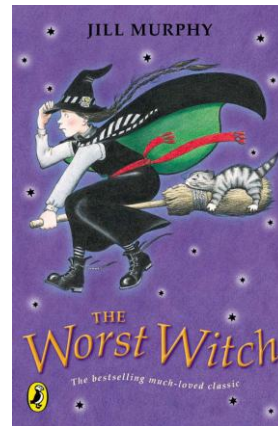
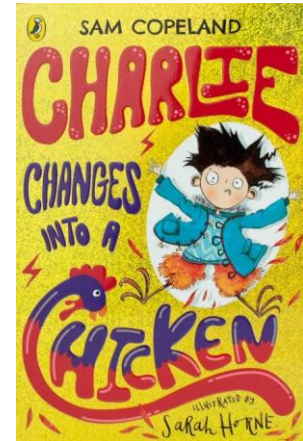
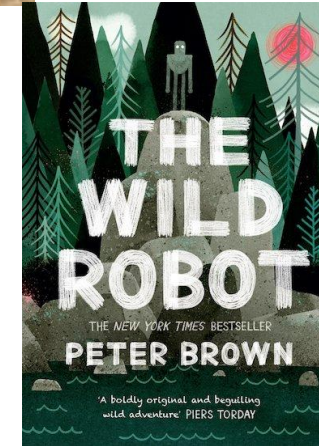
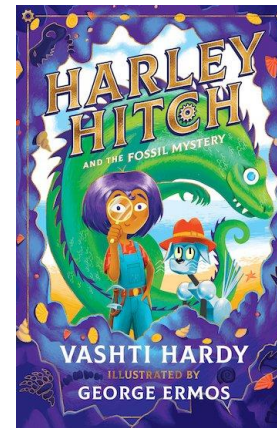
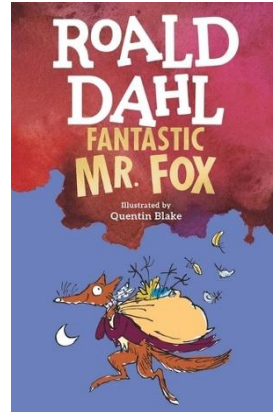
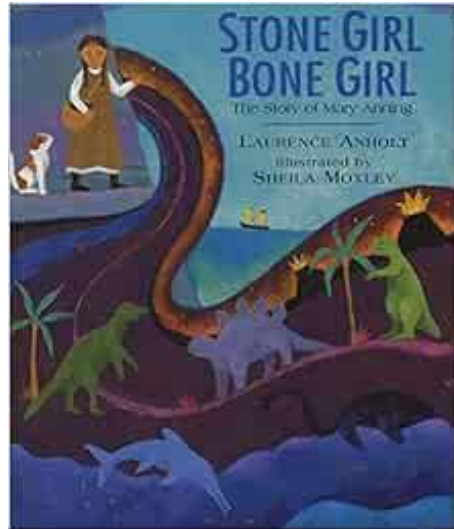
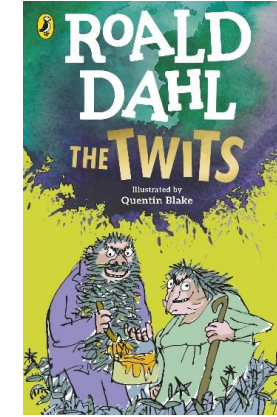
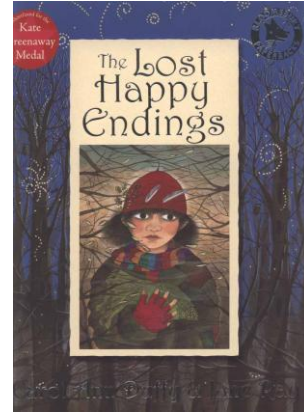
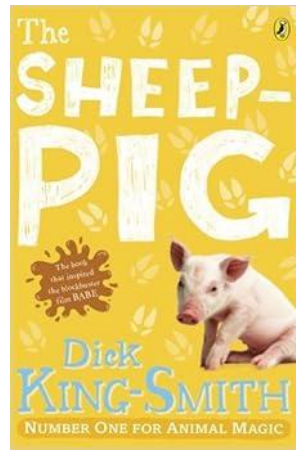




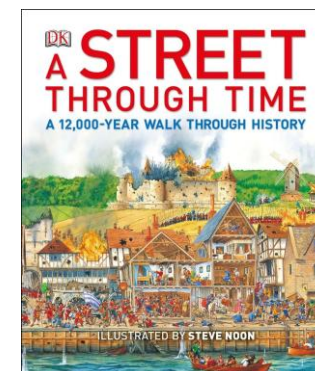
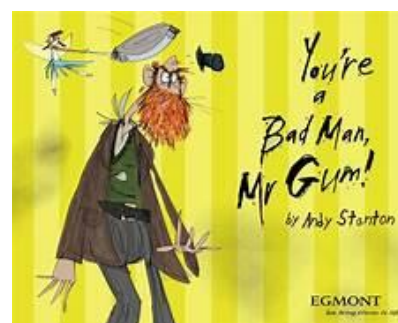
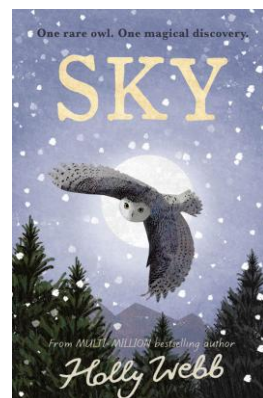
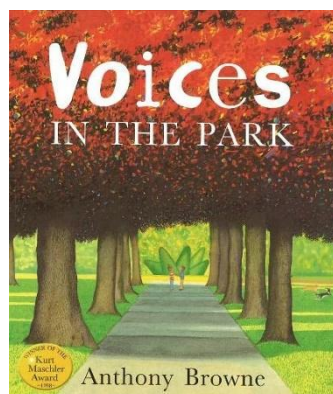
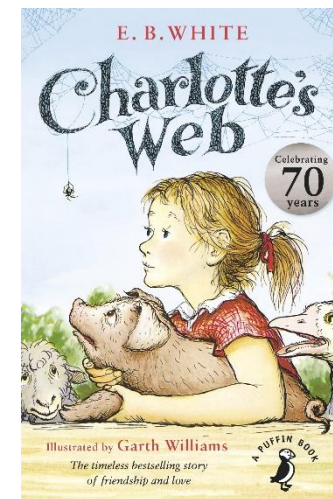
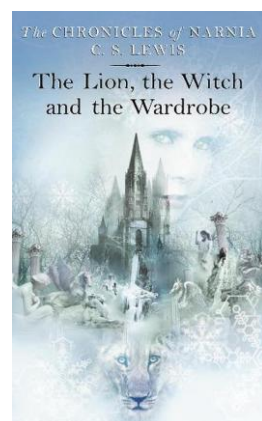
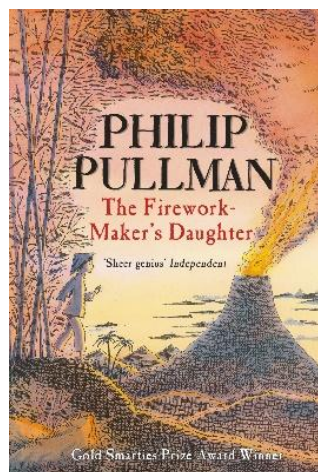
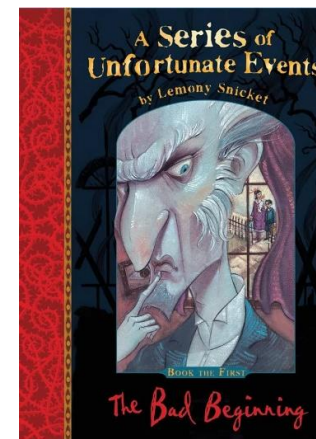
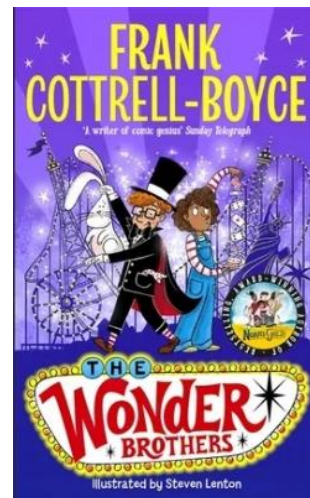
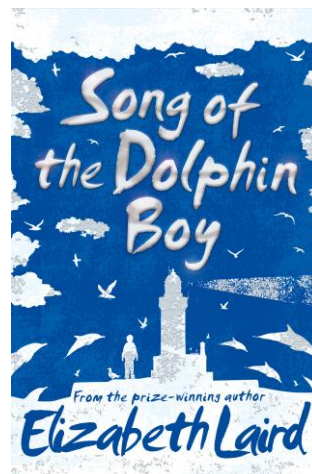
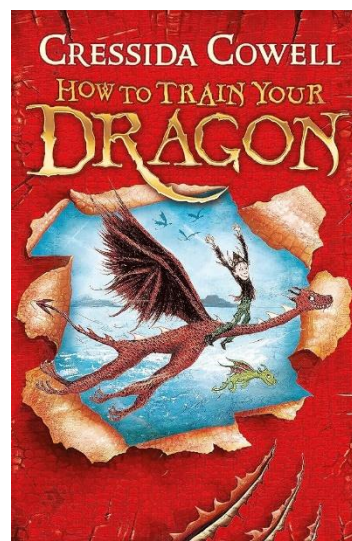
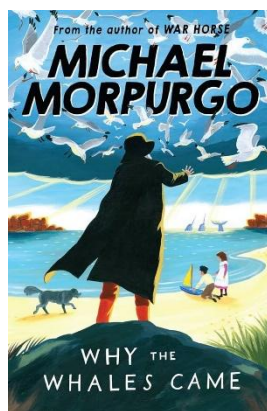
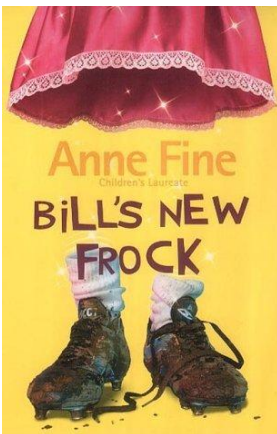
Year 2 Reading for pleasure reading spine



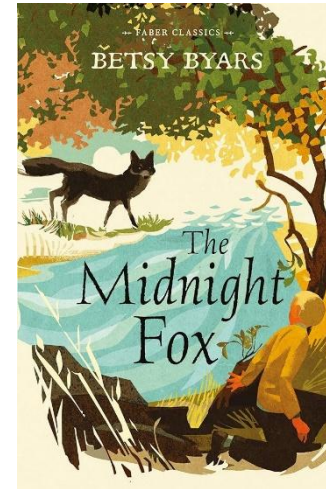
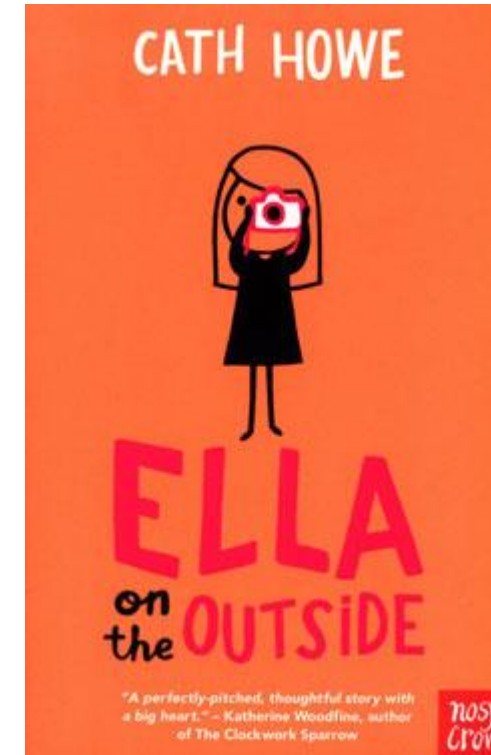
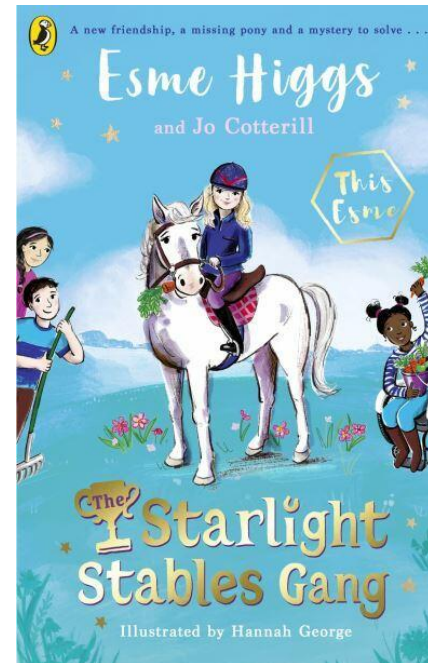
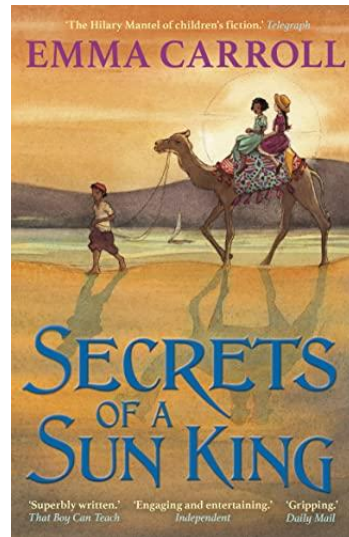
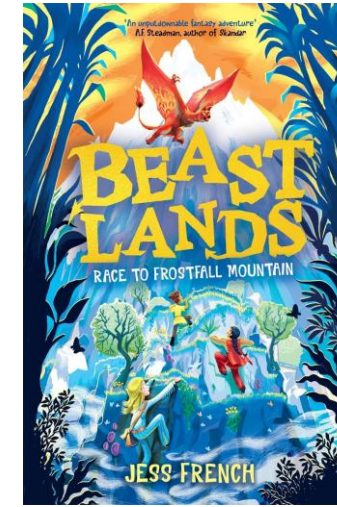
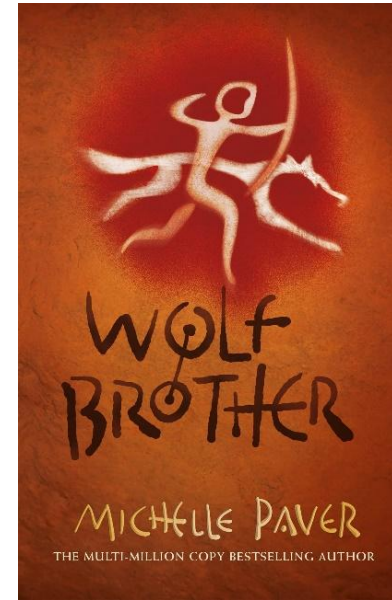
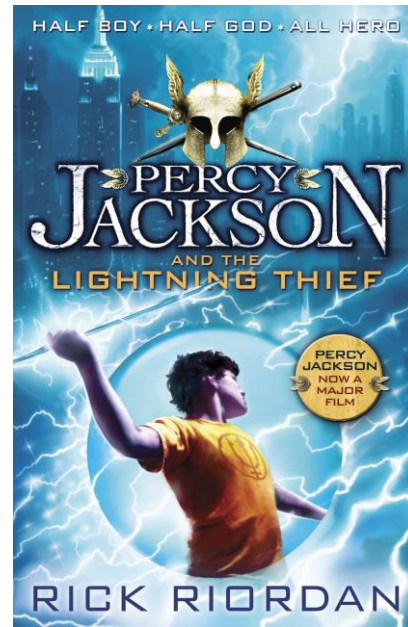
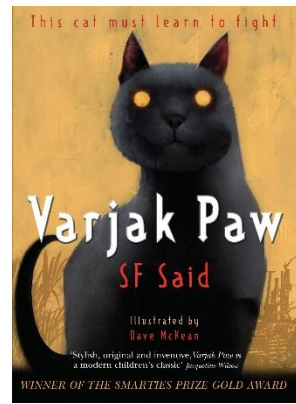
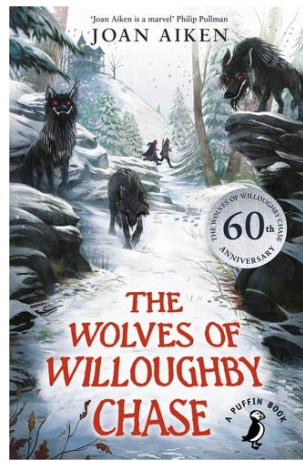
Year 3 Reading for pleasure reading spine

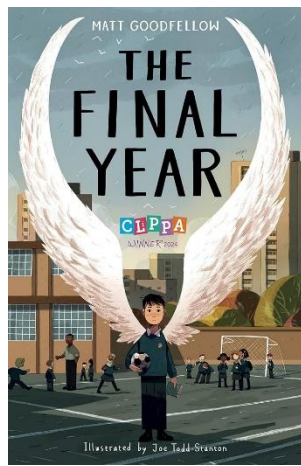
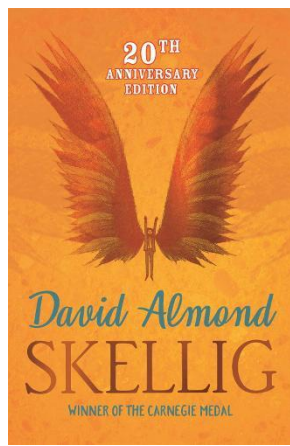


Year 4 Reading for pleasure reading spine



Year 5 Reading for pleasure reading spine





Year 6 Reading for pleasure reading spine

