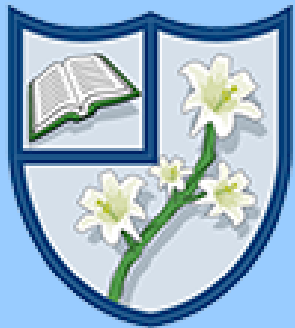


St Mary's Reading Spine

Text- based Literacy 2025-26



St Mary's
Catholic Primary School



Reading Spine Aims

'From the earliest ages, reading is much more than decoding. From the start, reading is also accessing and further acquiring language knowledge and domain knowledge. This means that instruction and practice in fluency of decoding need to be accompanied by instruction and practice in vocabulary and domain knowledge. If we want to raise later achievement ..., we need to combine early instruction in the procedures of literacy with early instruction in the content of literacy, specifically: vocabulary, conventions of language, and knowledge of the world.'

E. D. Hirsch, Jr. (2003)

The aim of this reading spine is to provide an extensive list of books which staff can apply to their own long-term plans. These are books to use as class reads, study books for writing and whole class reading, recommendations for reading corners or for extracts (taken from them to look at in greater detail). The intention is that by the time they reach year 6 and beyond, they have developed a wide, rich vocabulary and broader knowledge of the world and, as a result, are able to access the more complex books expected of them in secondary schools. It should be noted that book and text selection in school not only considers narratives and poems but also recognises that a good balance of topic-appropriate non-fiction should also be read to help further develop children's background knowledge of the subject they are studying.

The books have been selected to consider three areas: learning to read, access to high quality texts to enable access for all (during WCR and class reads) and to promote reading for pleasure and experiential and language development through information texts.

Learning to Read

These are books which are particularly supportive for children who are learning to read. Books are included here because they help children to behave like readers. They may be:

- memorable texts that feature repetition and encourage predictions
- texts within which rhythm and rhyme are important
- texts that allow children to practice and apply their phonic knowledge
- books with strong story shapes and structures
- texts which positively reflect children's interests and backgrounds
- books with supportive illustrations
- books that draw attention to written language and to the way books work

Literature Collection – High Quality Texts for All

These are books which will form the basis of a literature curriculum and the collection has been designed to introduce children to a growing range of texts. Whilst some children in the class may not be able to read all the books independently, an important function of the collection is to give them access to a wider range of titles, authors and genres that they might not otherwise meet. For more experienced readers, this collection offers an increasingly challenging range of material for individual or group reading. Books in this collection are likely to be:

At St Mary's, we follow a text-based literacy strategy

There are many benefits to text-based literacy in primary school, including:

Developing reading comprehension

- Reading a variety of texts can help students develop a better understanding of how language is used and increase their reading comprehension skills.

Building background knowledge

- Text sets can help students develop a deeper understanding of a topic and to make connections between texts.
- Enriching writing skills
- Reading a variety of texts can help students learn about syntax, sentence structure, and how to connect ideas, which in turn improves their own writing.

Encouraging reading for pleasure






- Reading for pleasure is a lifelong skill that involves reading with enjoyment and choice.
- Creating a language-rich environment
- Teachers can encourage literacy by reading aloud, talking about their favorite books, and engaging students in conversation.

Shared reading

- Shared reading can be a powerful and engaging way to teach literacy. It can help students learn about meaning, text structure, and vocabulary, and it can also help them step up to more challenging texts.
- Making meaning together
- Students can use comparisons to integrate information from text with their prior knowledge and with visuals.

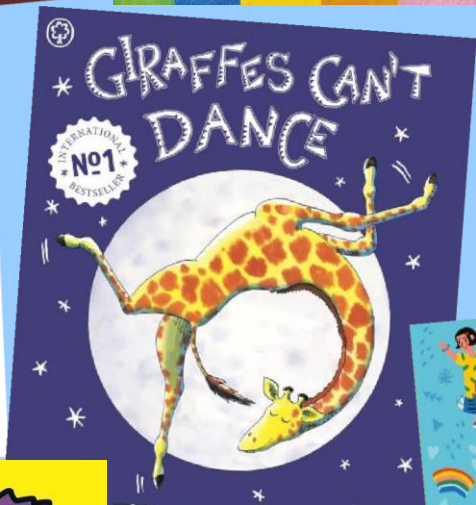
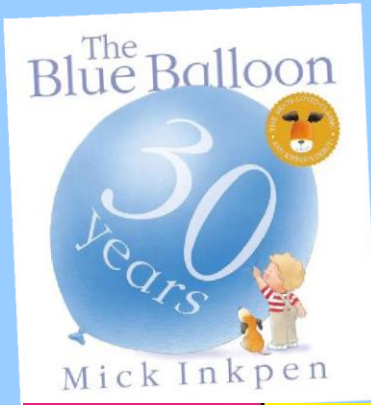
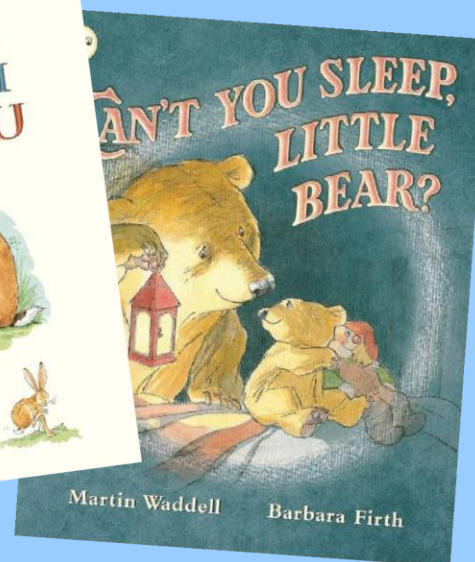
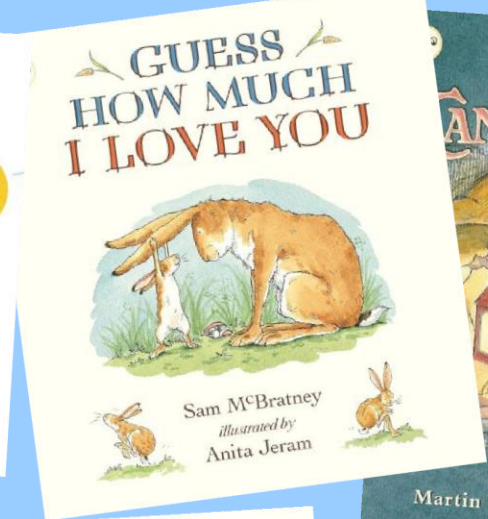
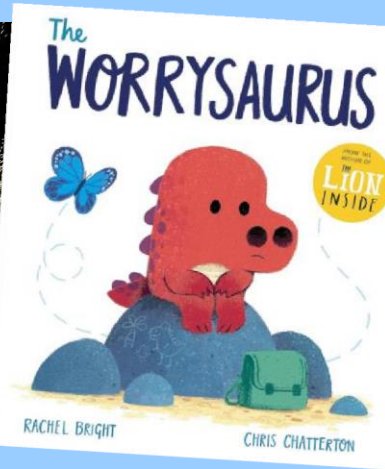
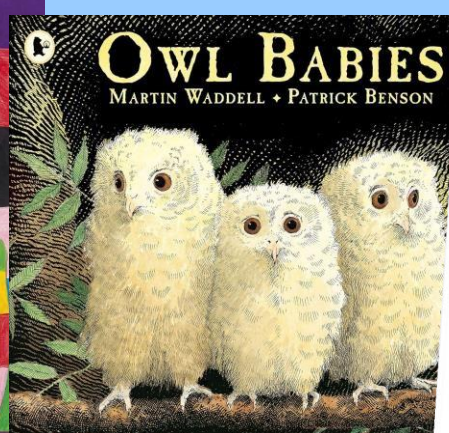
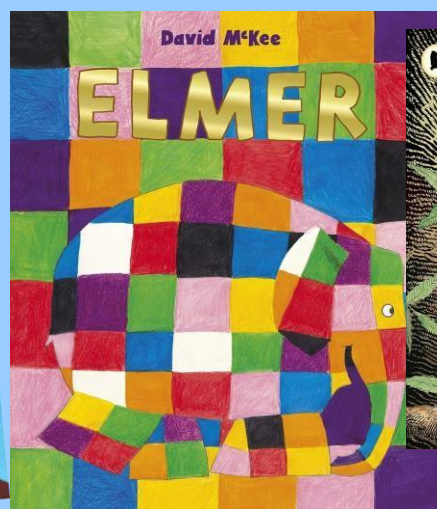
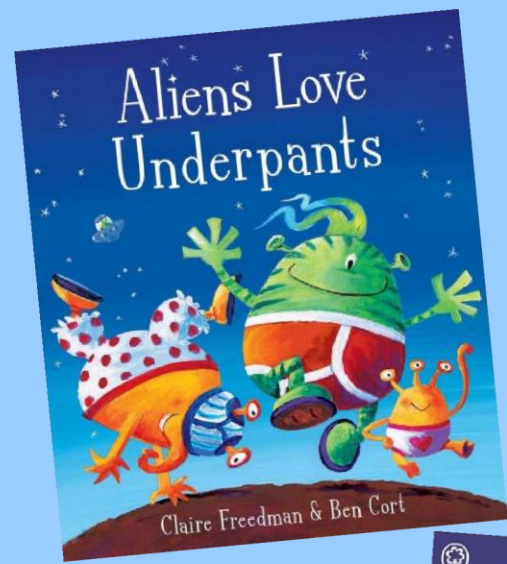
We provide a wide range of texts:

Key

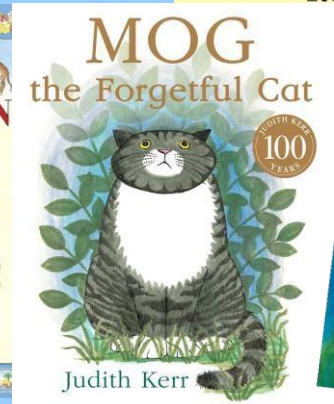
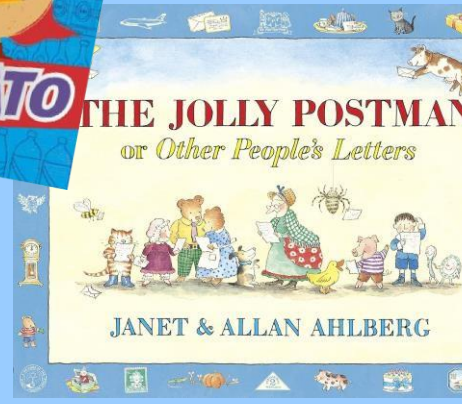
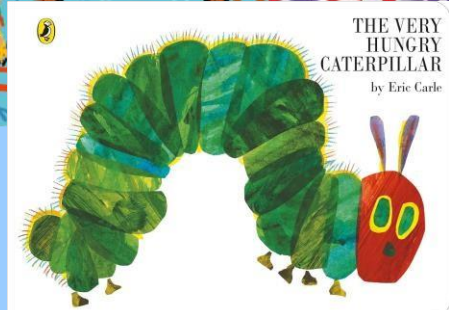
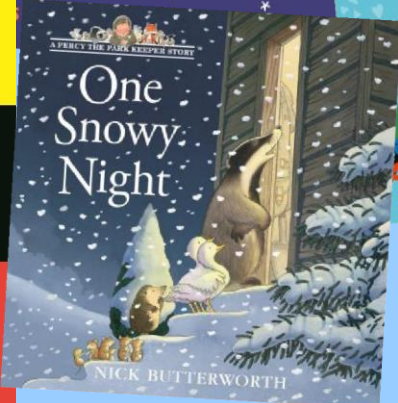
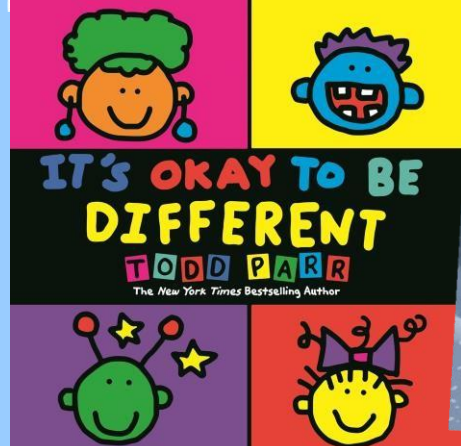
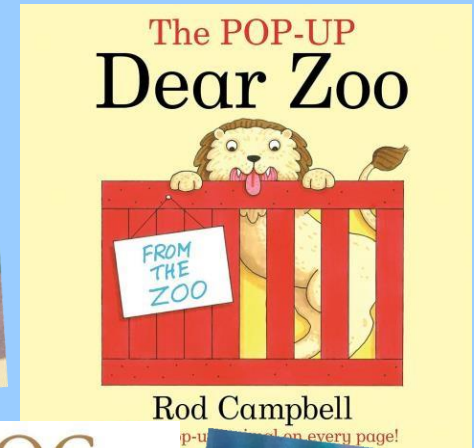
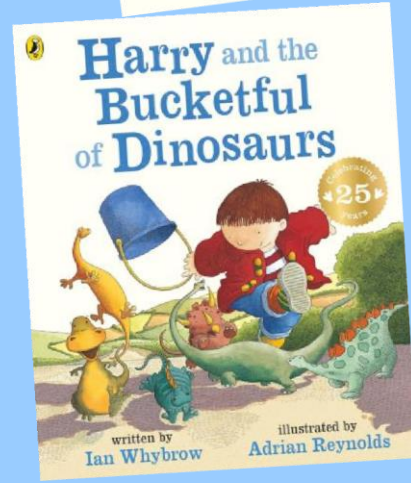
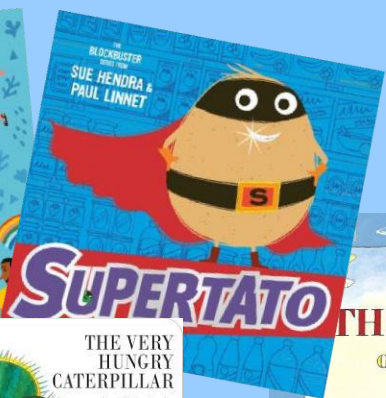
Fiction text	
Non-fiction text or historical basis	
Writer/character of colour	
Poetry or uses a rhyme scheme	
Traditional/tale language	

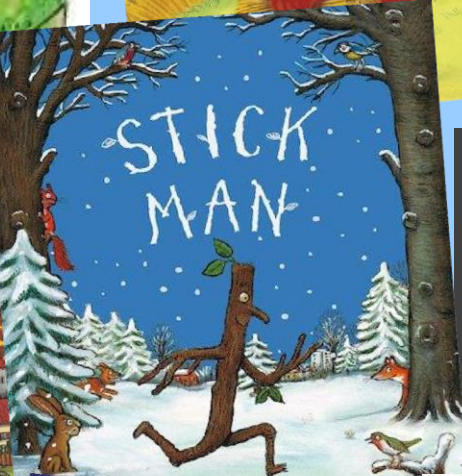
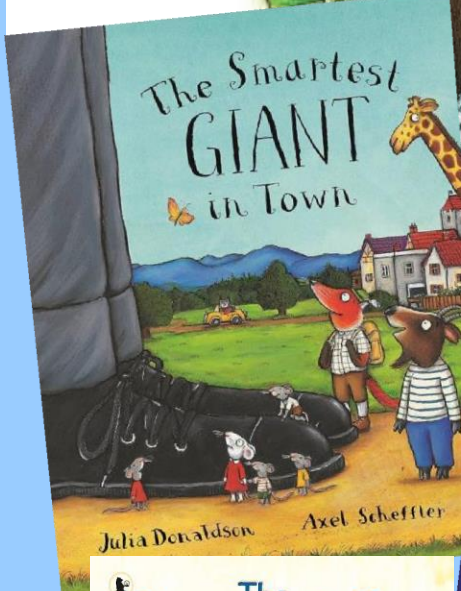
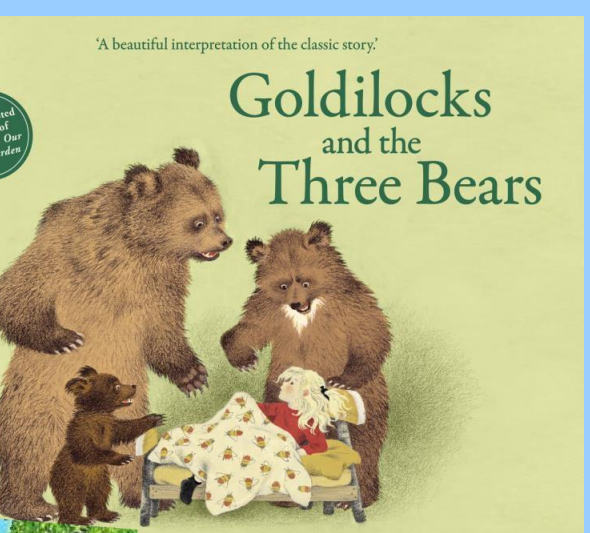
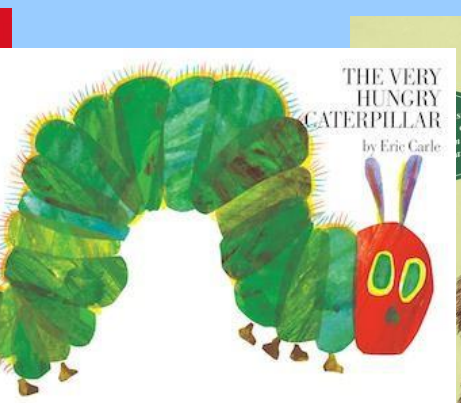
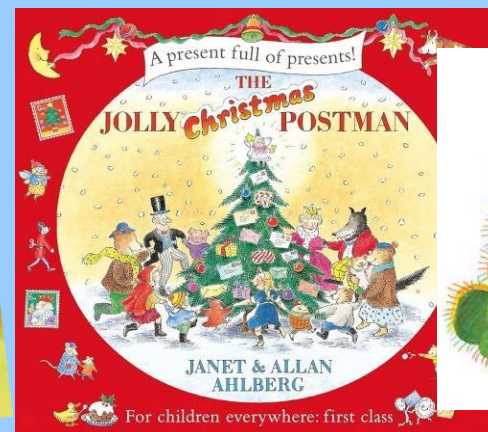
Giving learners chances to engage with a wide range of texts provides more opportunities for understanding how language is used in different ways. From fiction and non-fiction stories in different genres to plays, poetry and graphic novels, the more time learners spend engaging with different text types, the more likely they are to find something that sparks their interest in literacy. We also ensure that our text choices reflect the multicultural society that we live in so that all children can feel represented in the texts that they are reading. Many texts are also strongly linked to the history or geography topic being taught at the time, allowing for a cross-curricular approach to be used.

We aim to create a language-rich environment in our classrooms, the more likely learners are to develop strong literacy skills (and an appreciation thereof) early on.

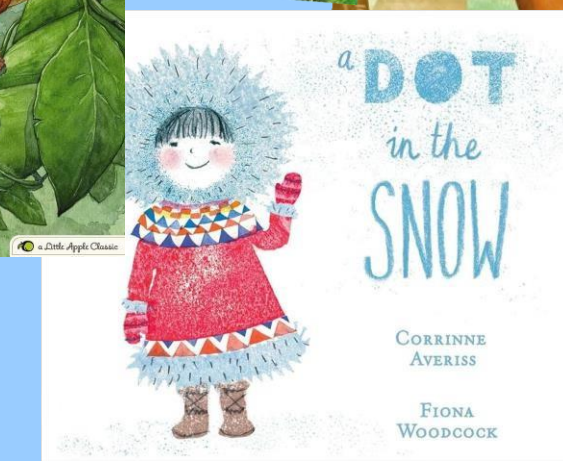
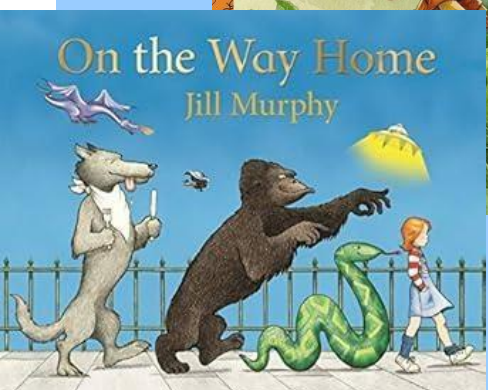
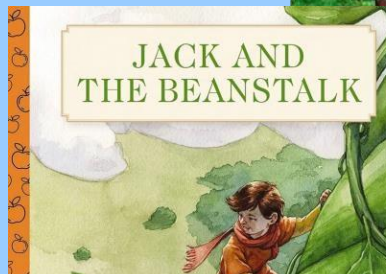
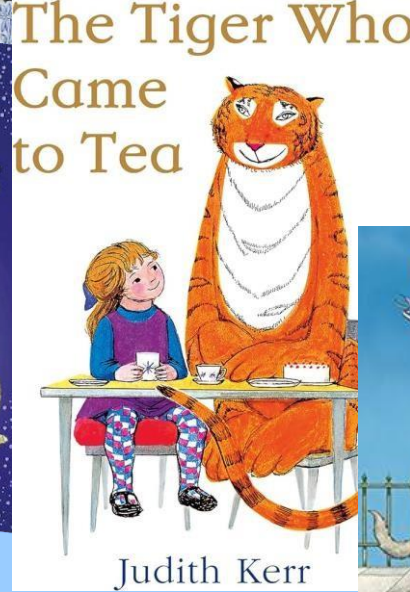
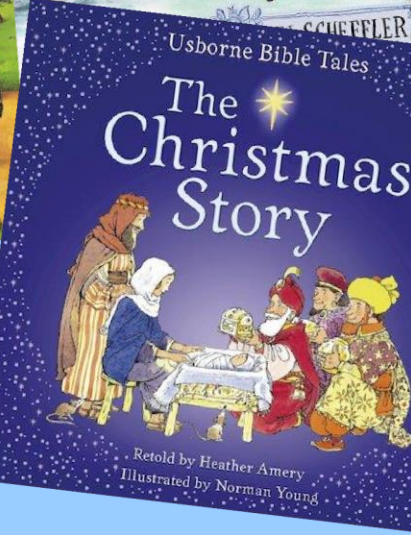
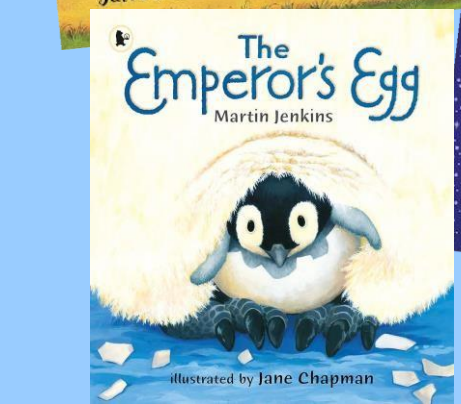
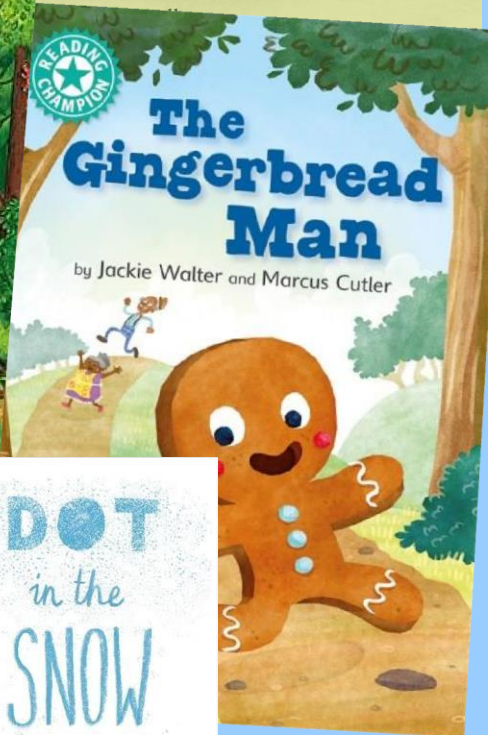
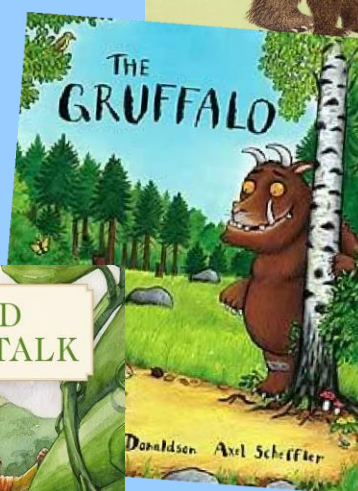


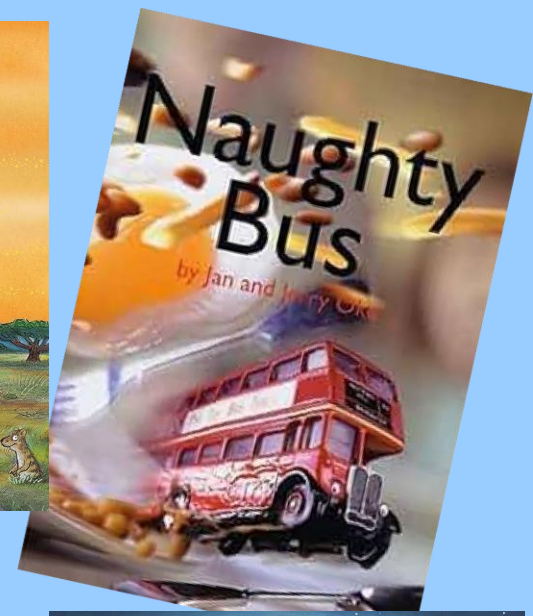
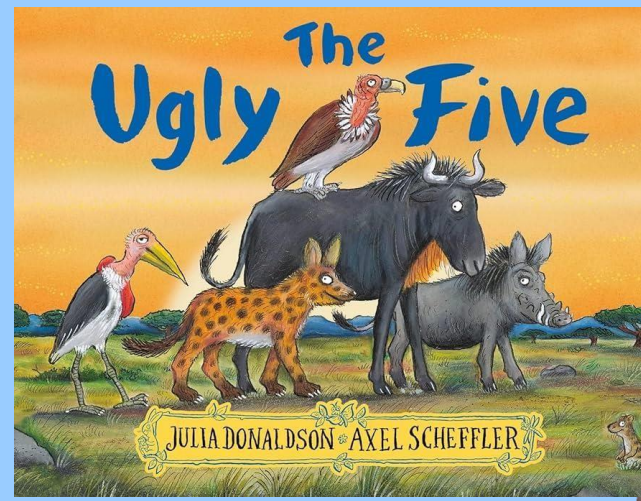
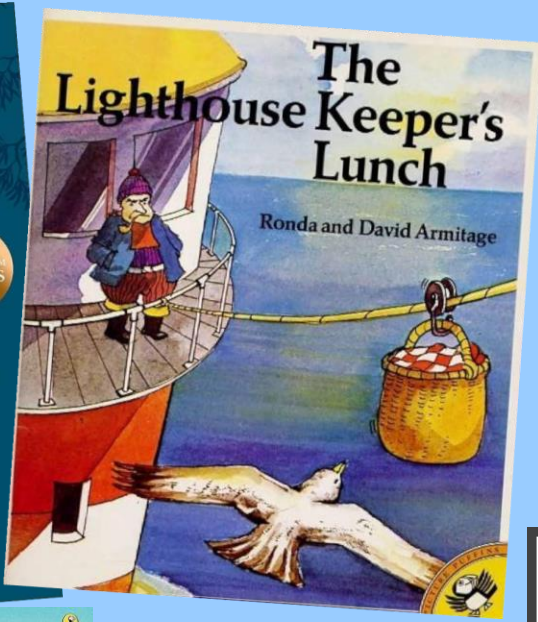
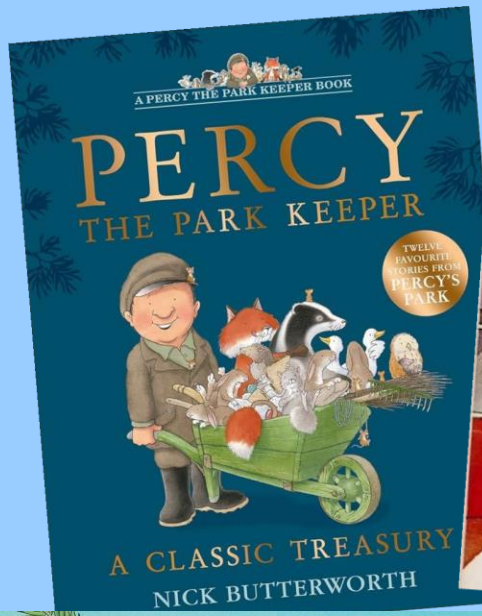
Nursery



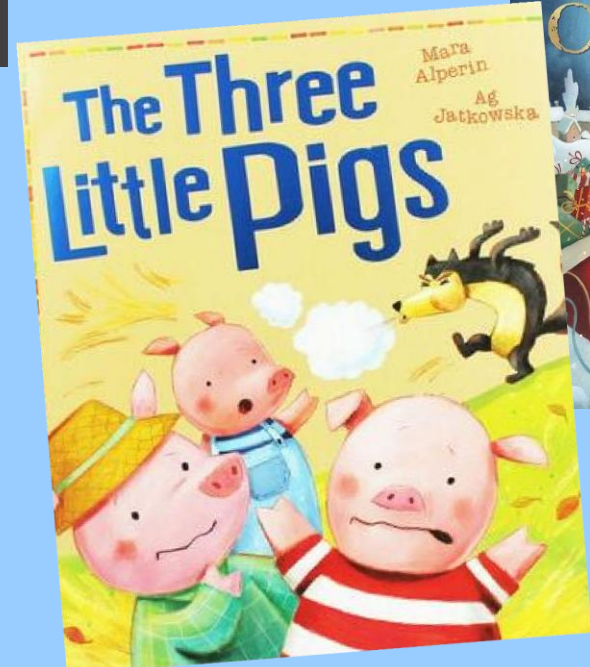
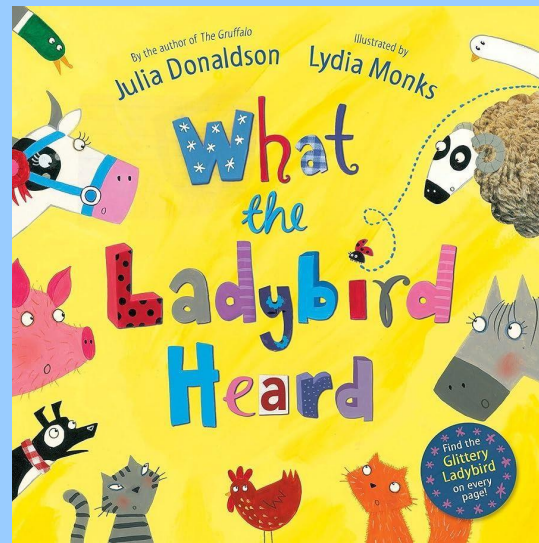
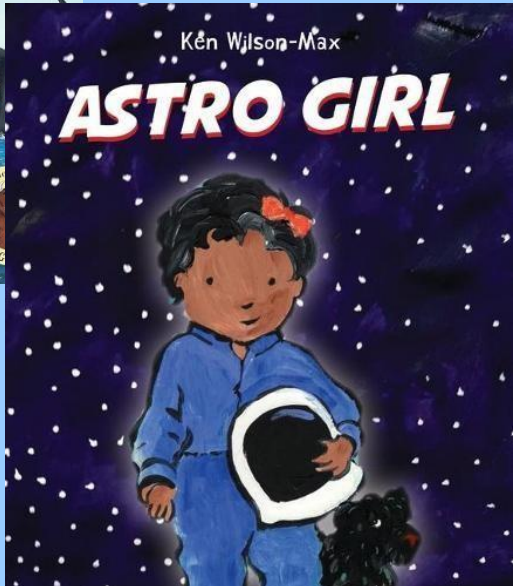
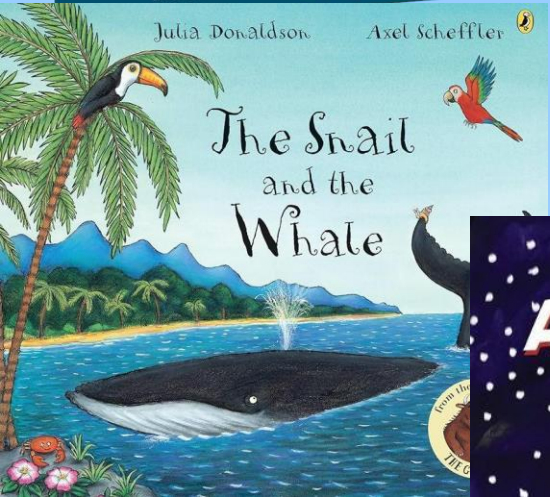


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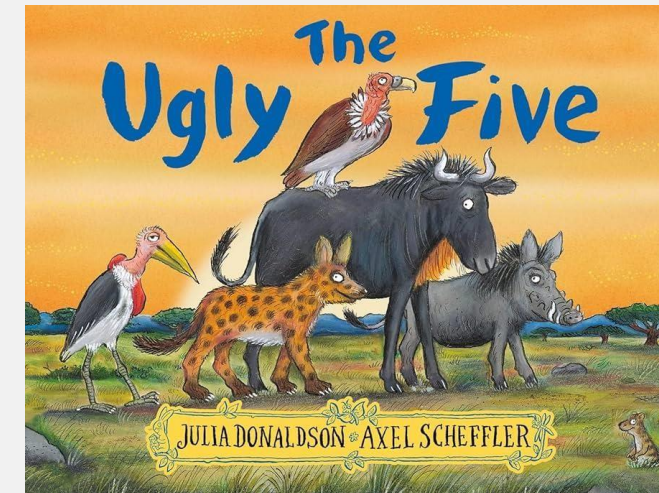
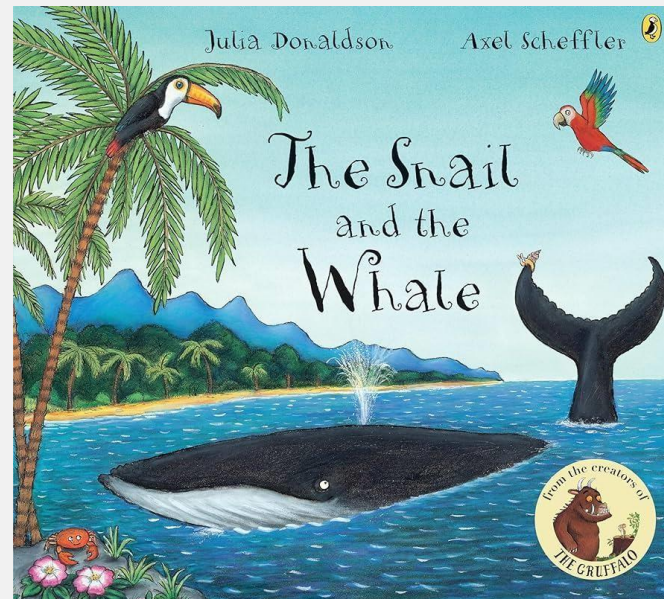
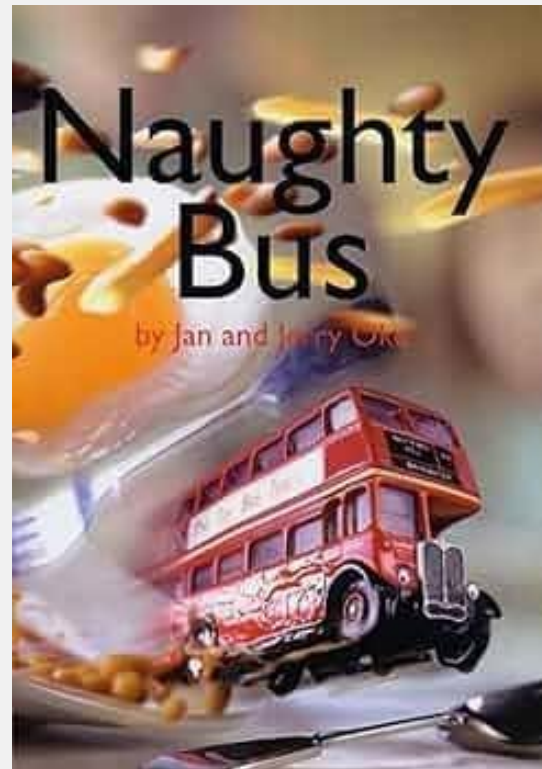
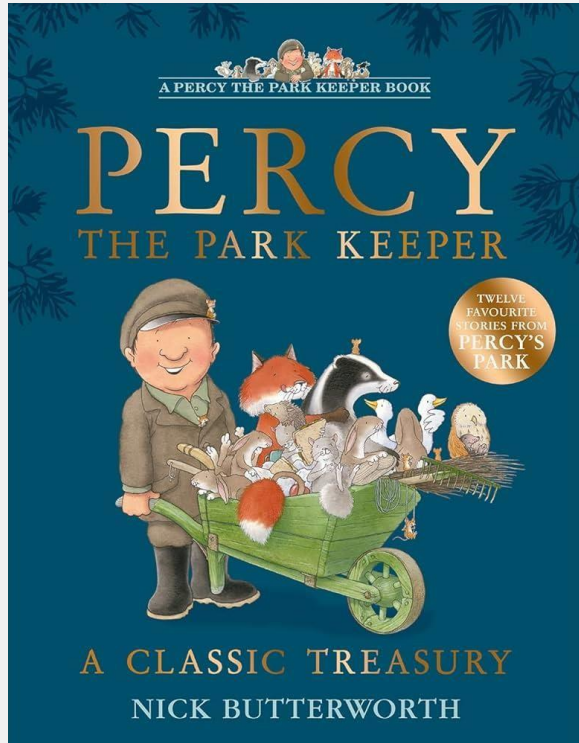


Year 1



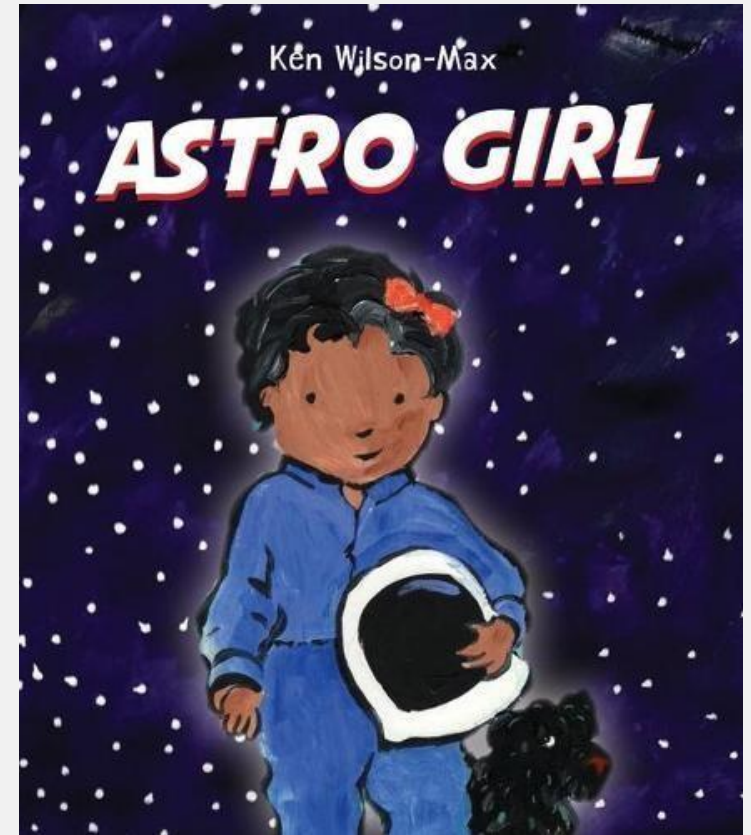
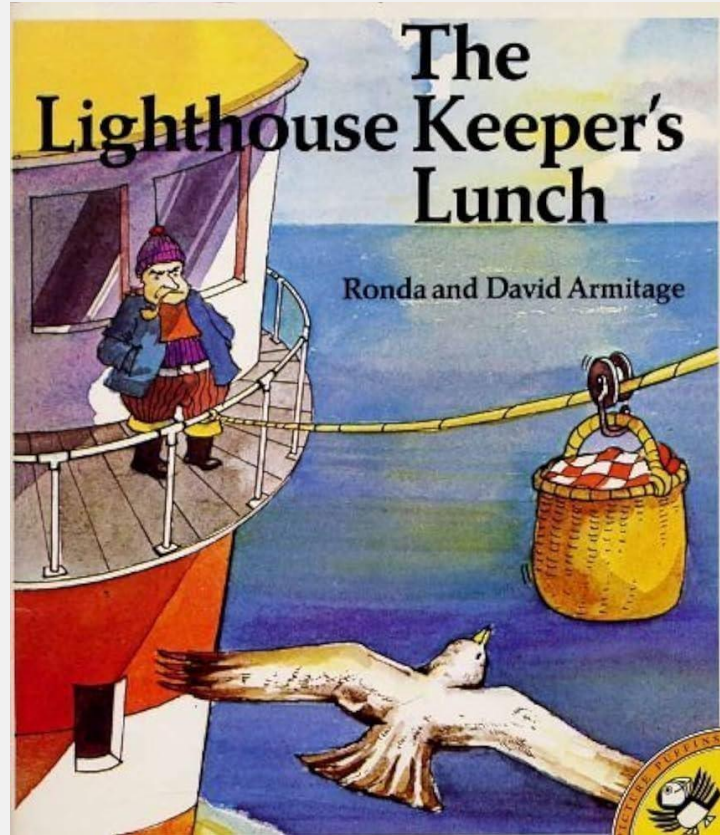
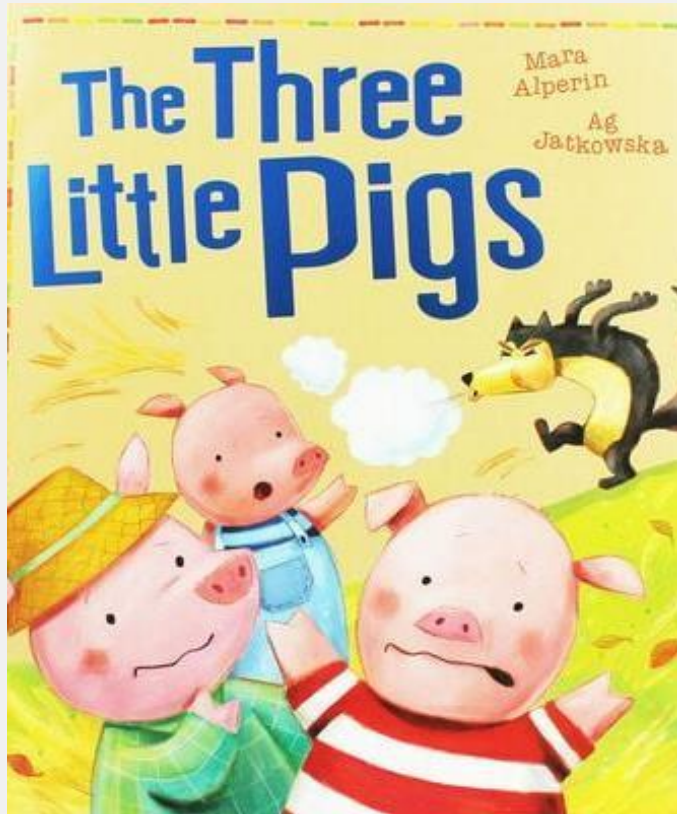
Whole Class texts

Autumn term



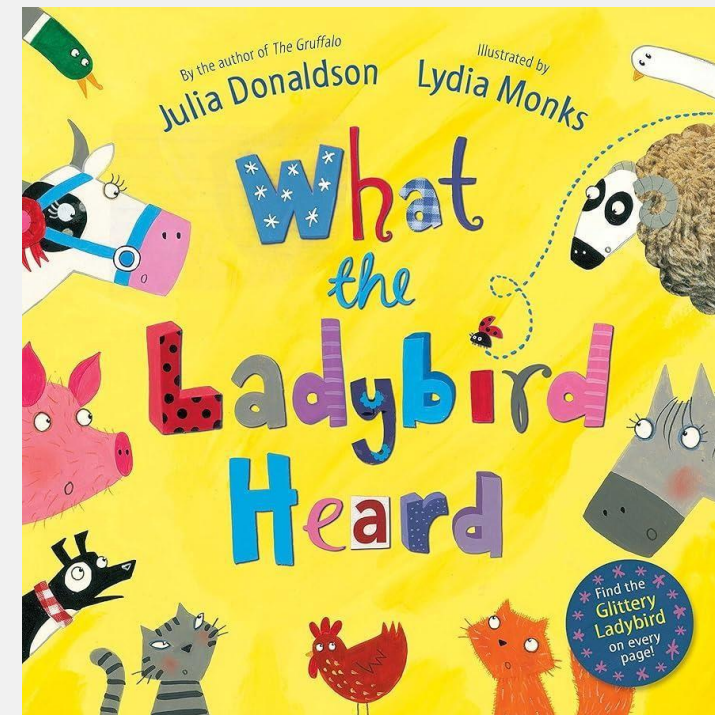
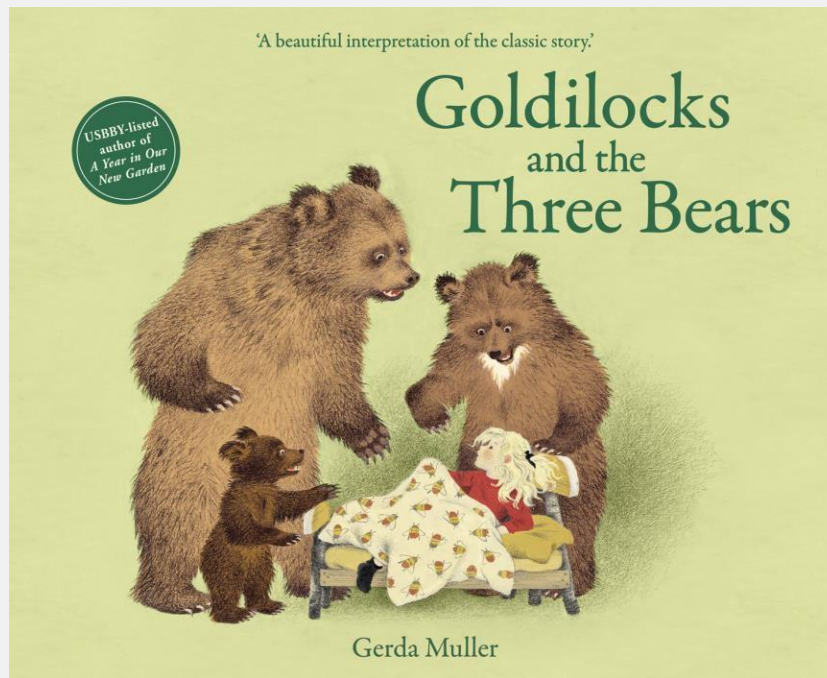
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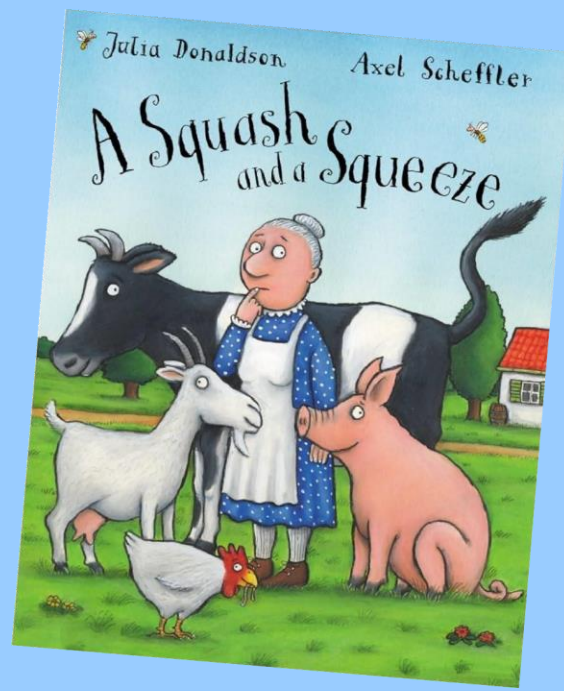
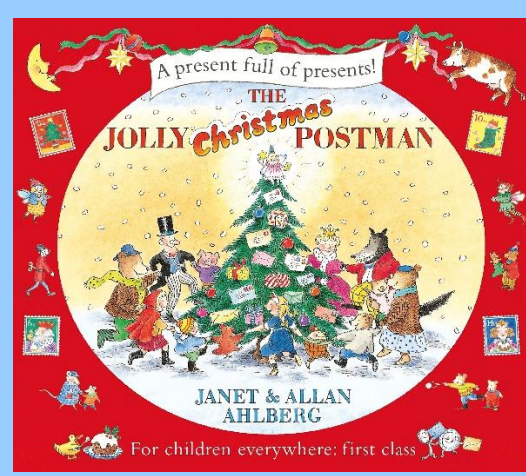
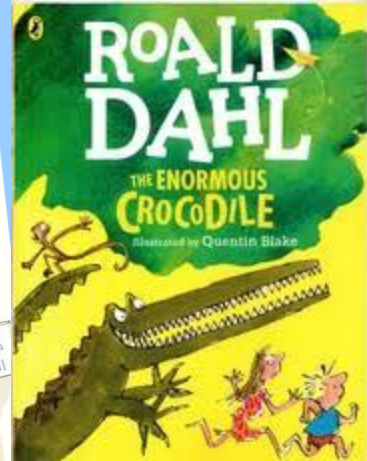
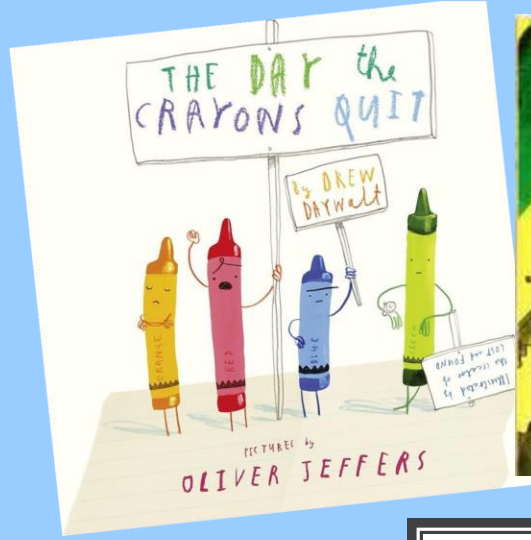
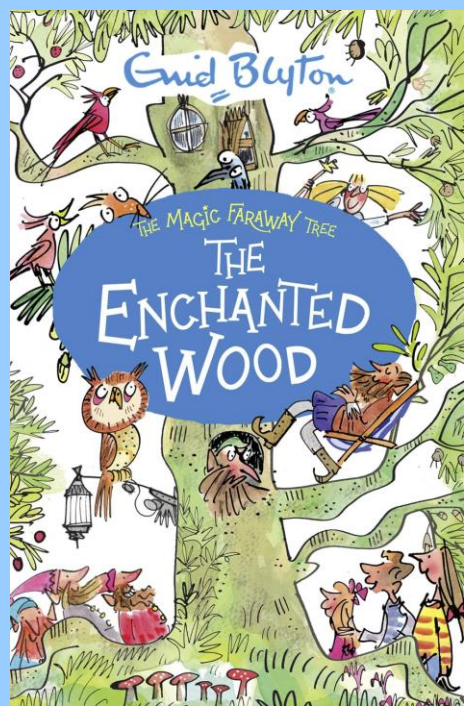
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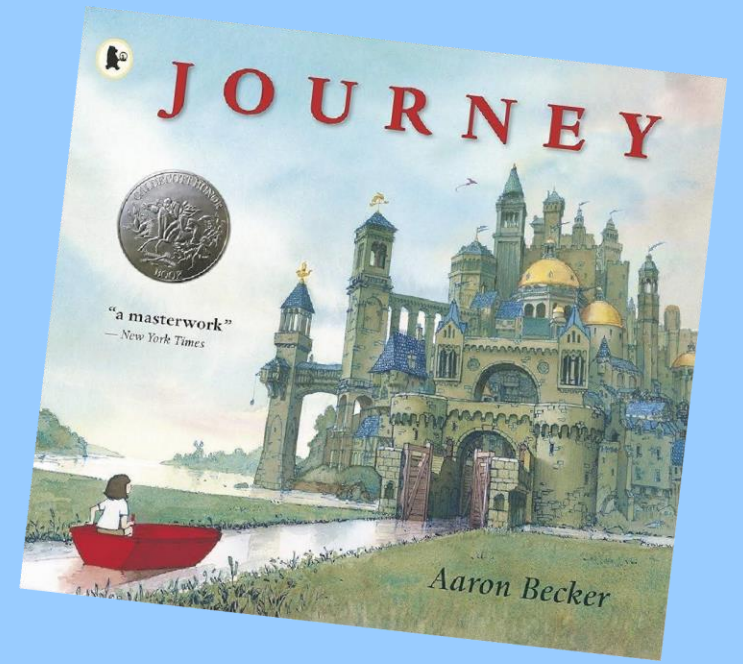
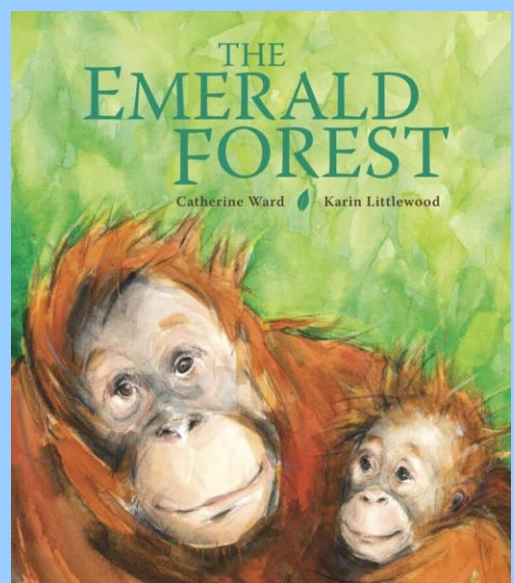
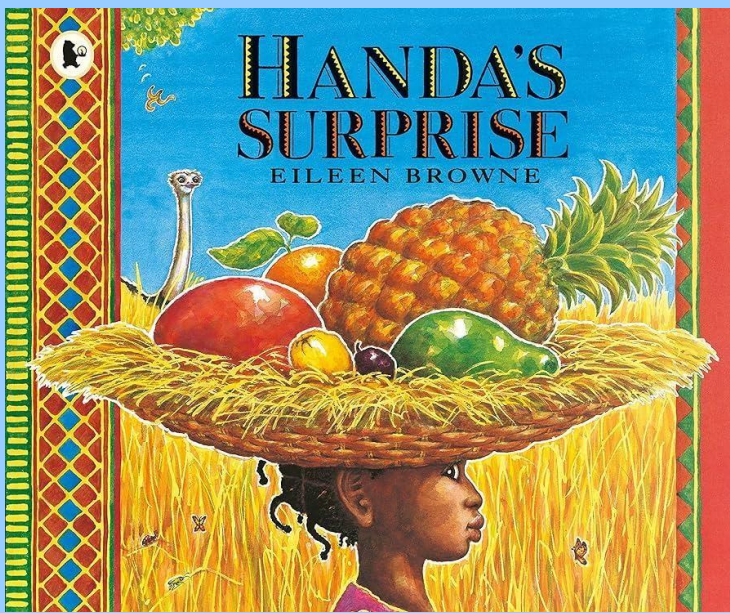
Whole Class texts

Summer term



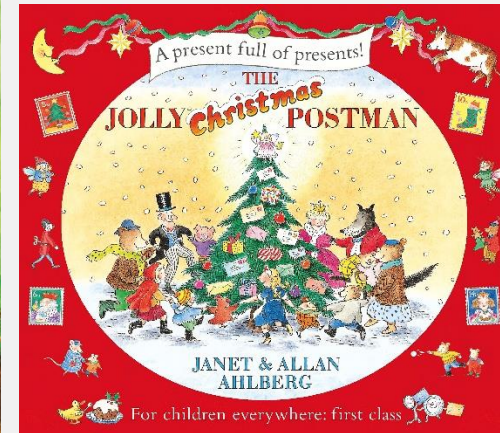
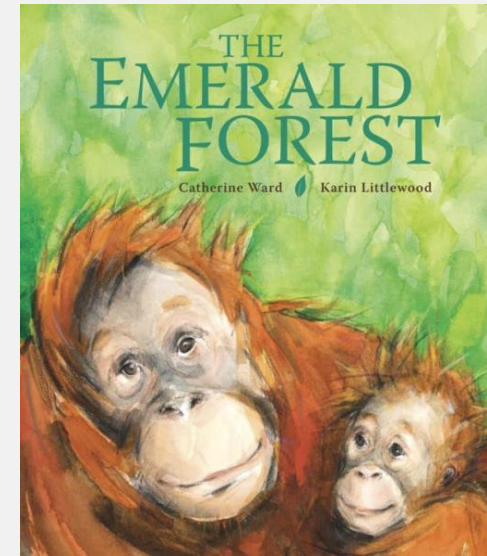
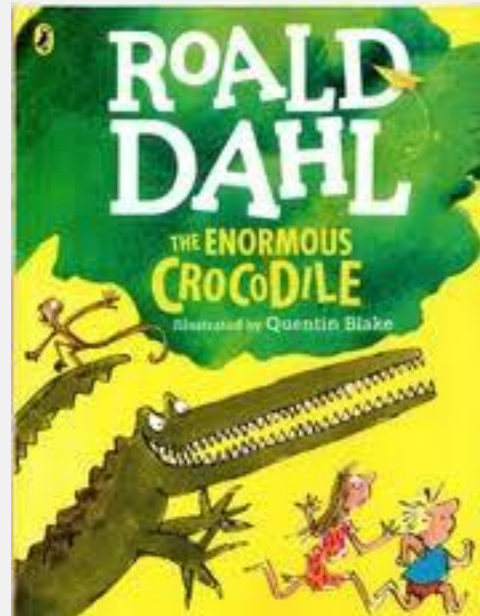
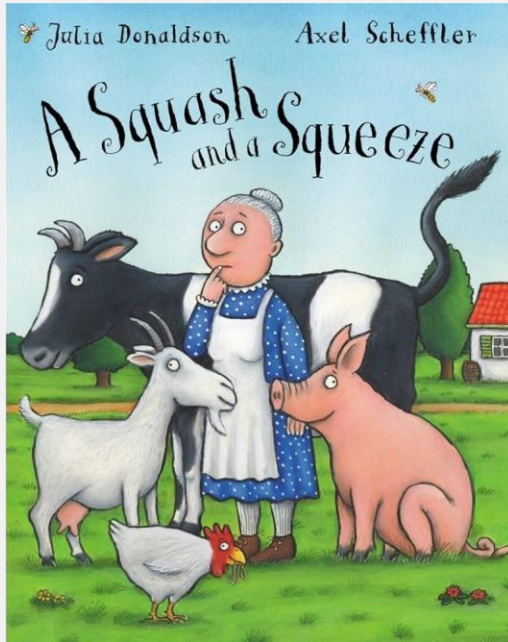
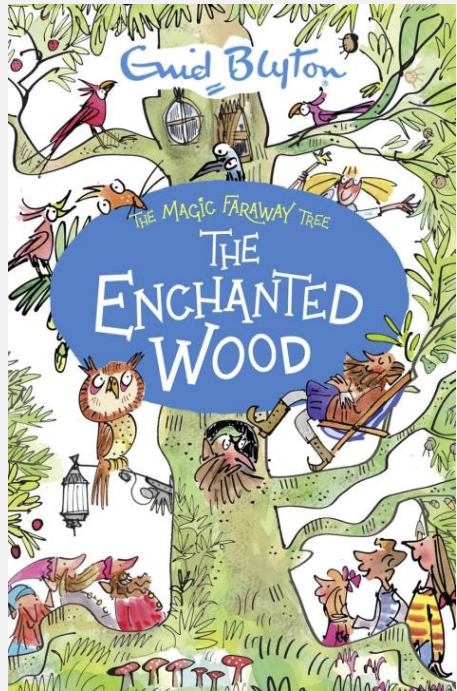


Year 2



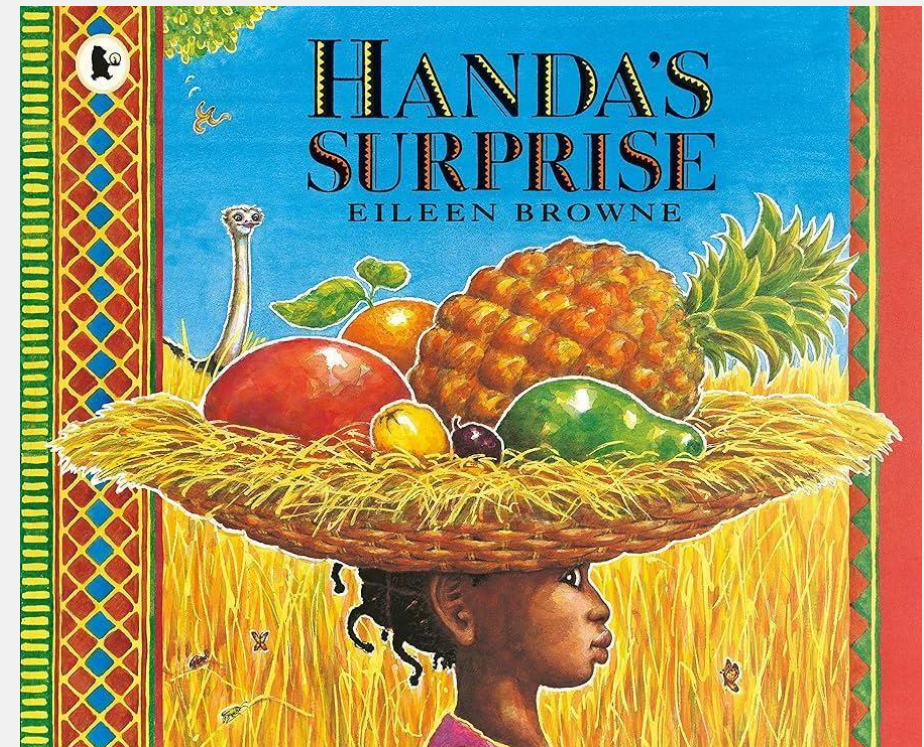
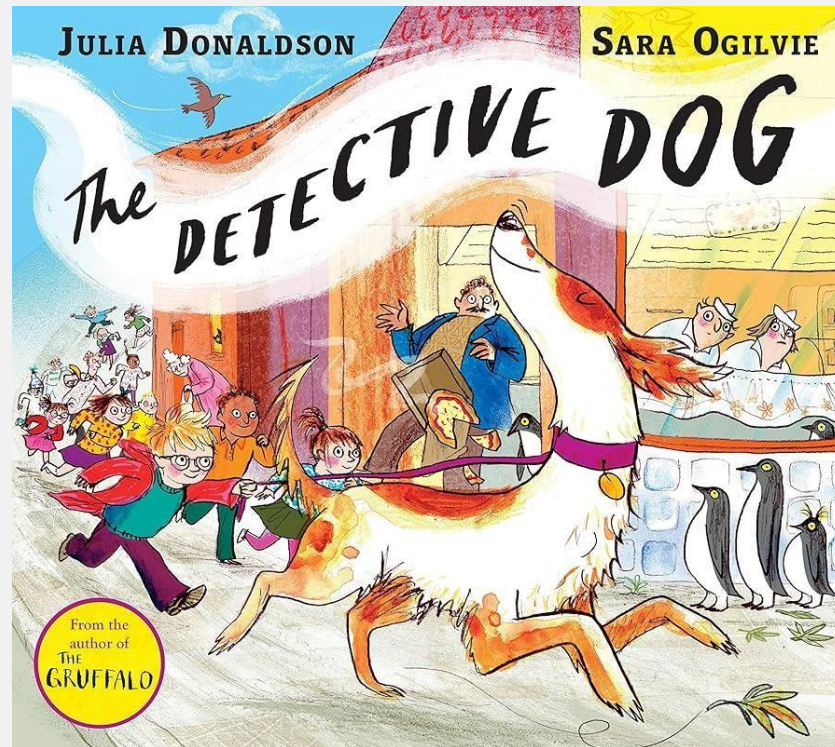
Whole Class texts

Autumn term



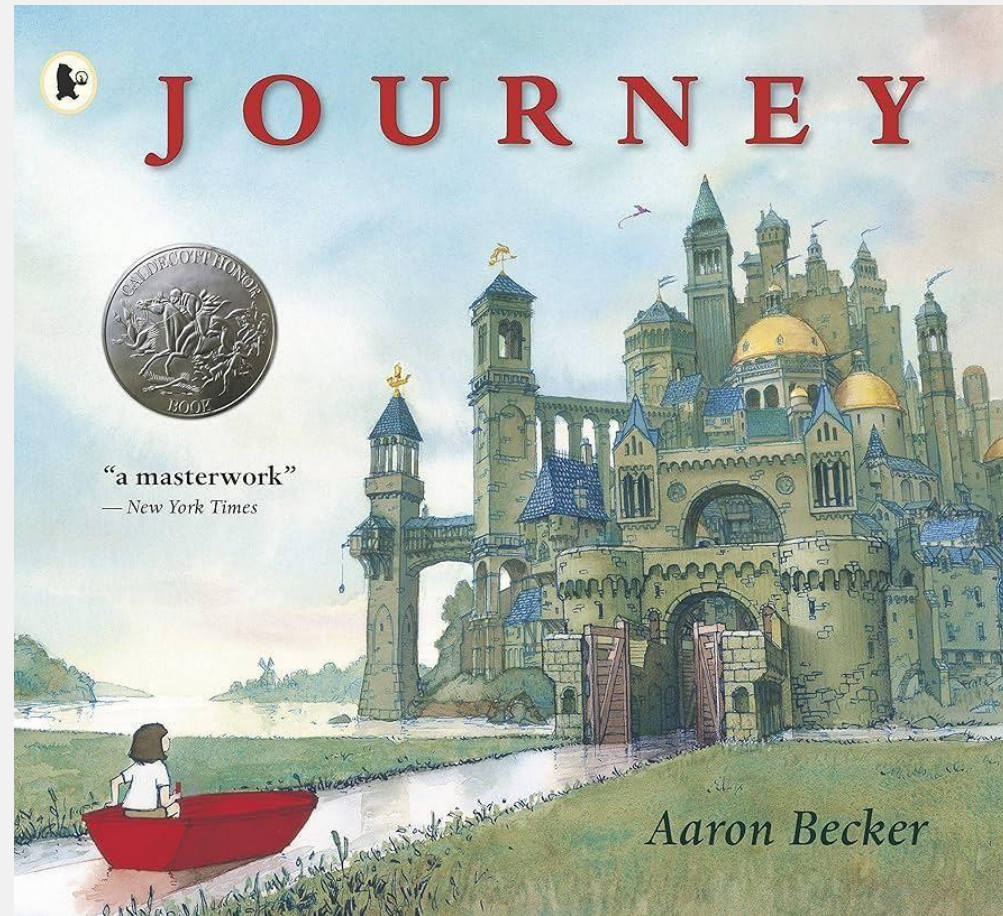
Whole Class texts

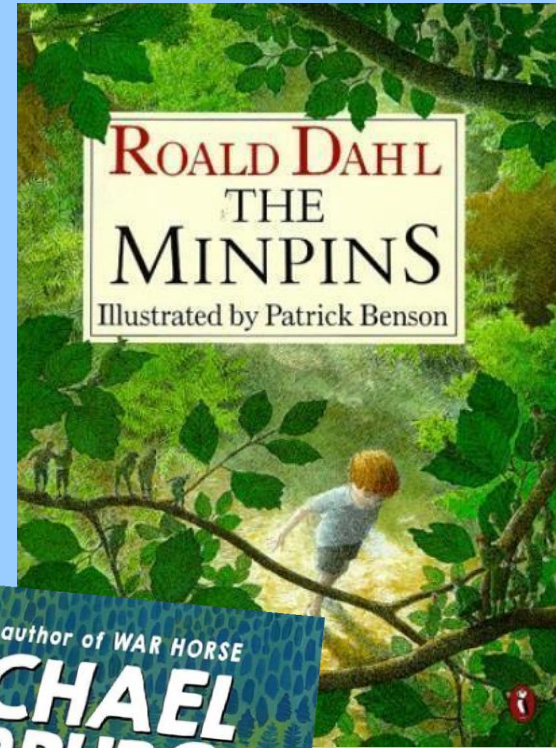
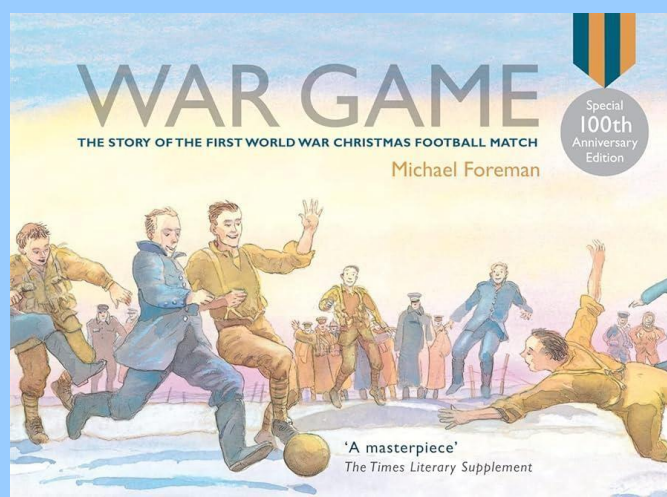
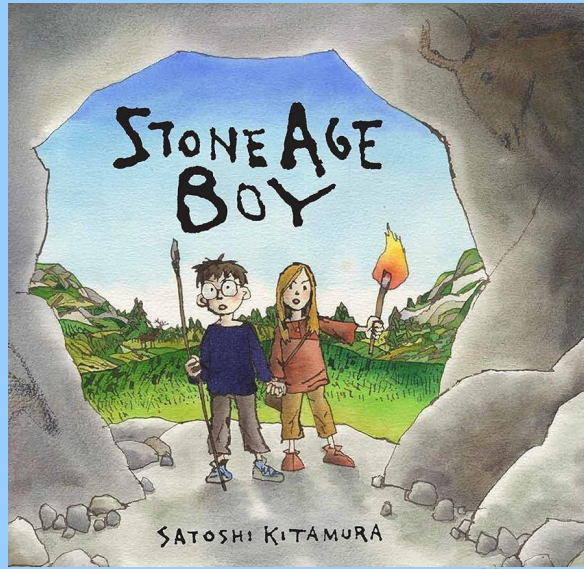
Spring term



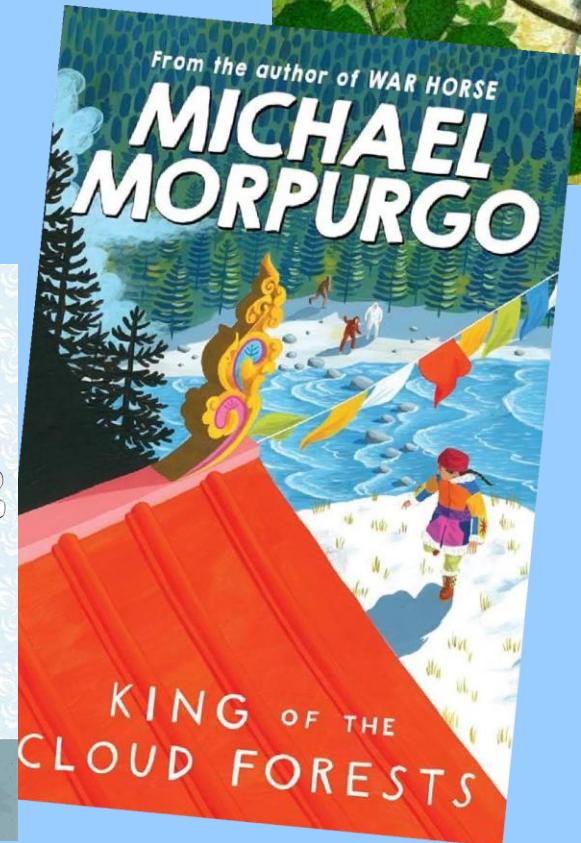
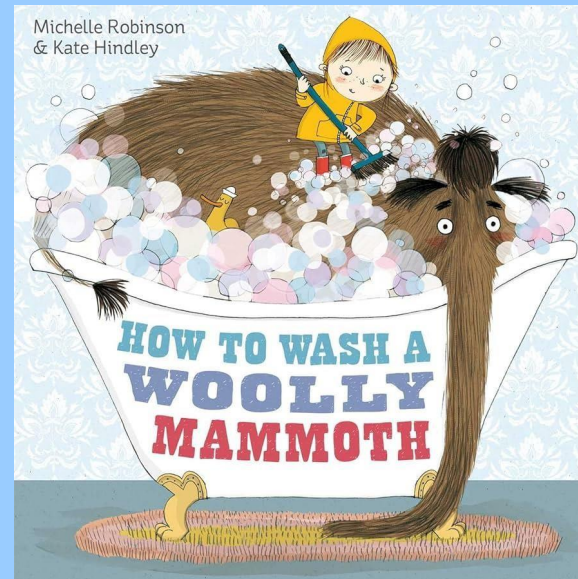
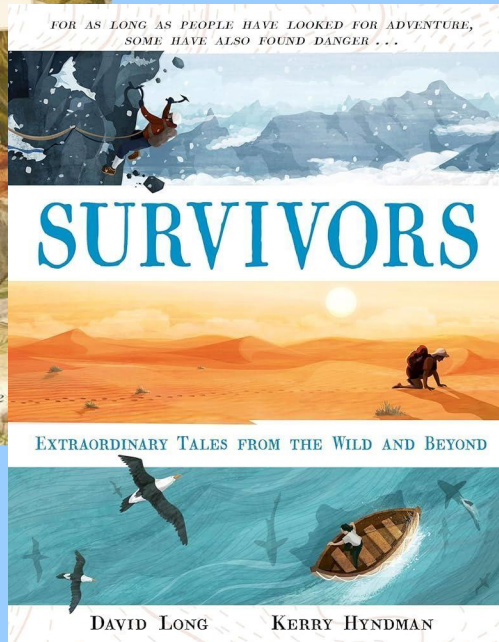
Whole Class texts

Summer term



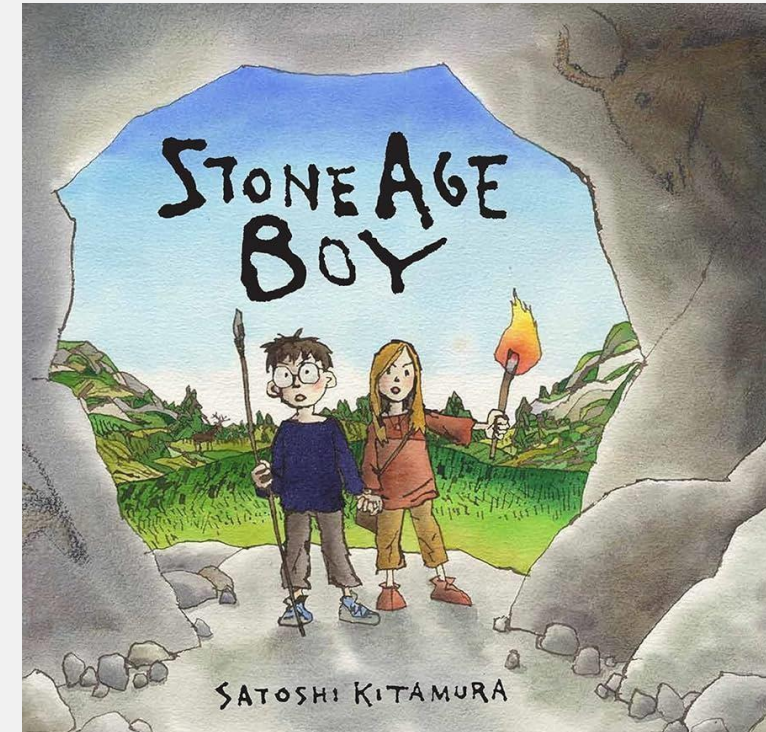
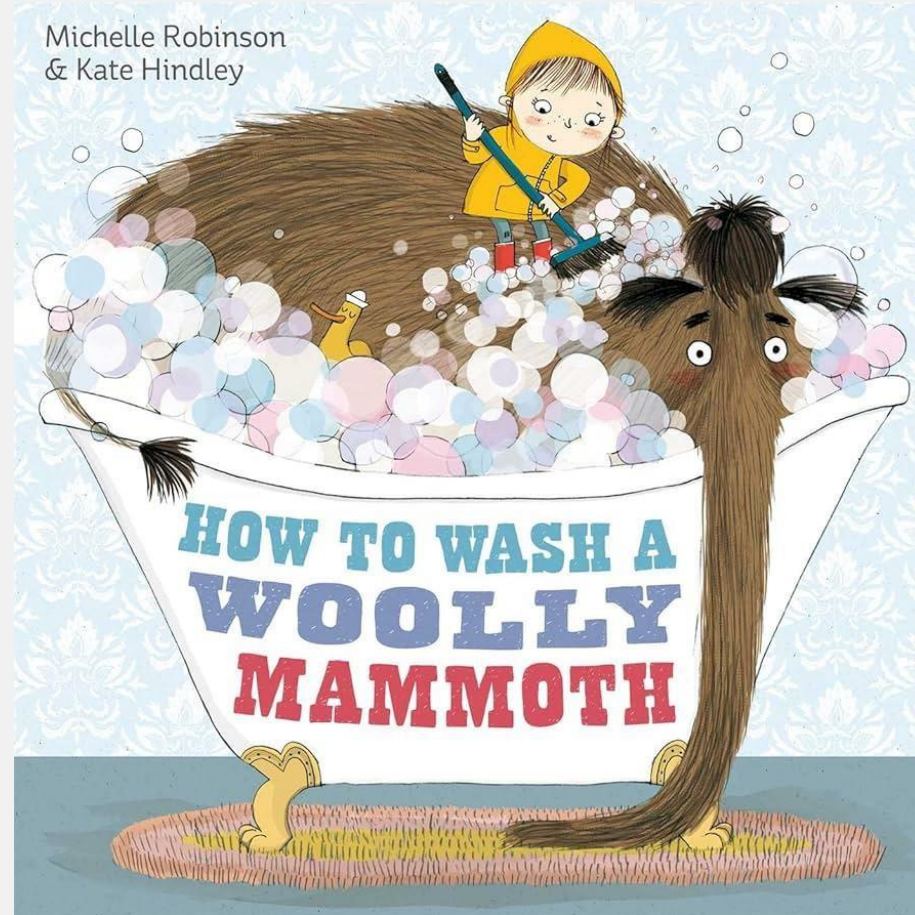
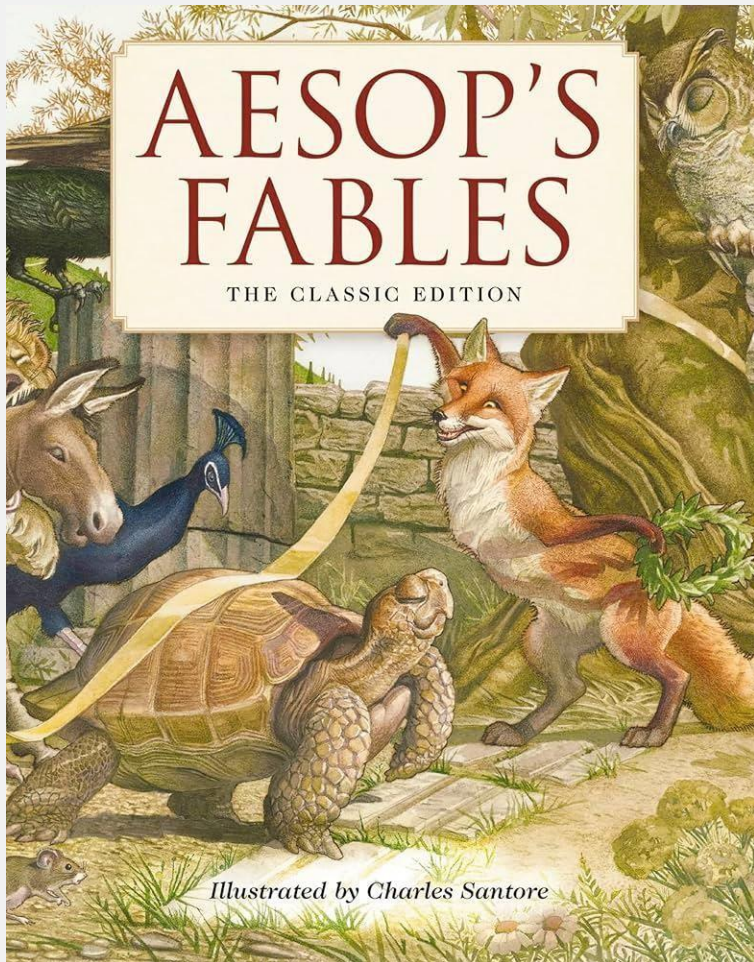


Year 3



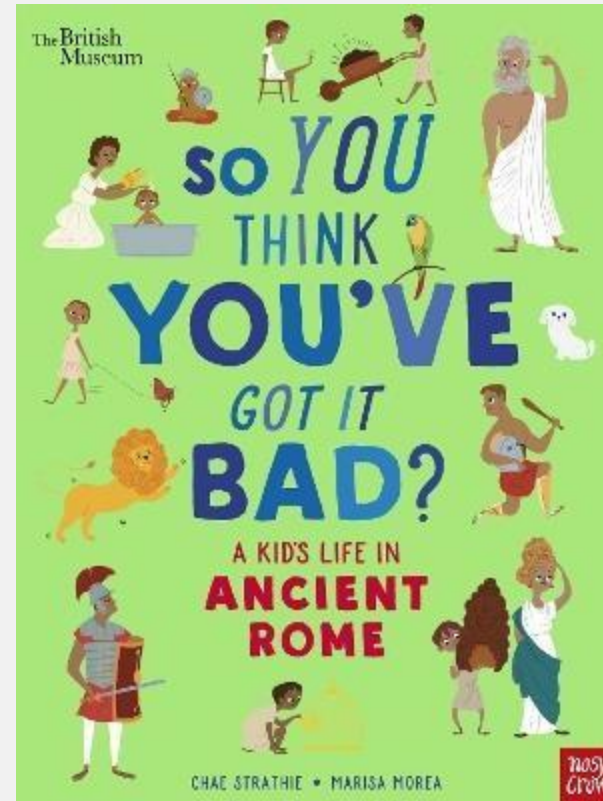
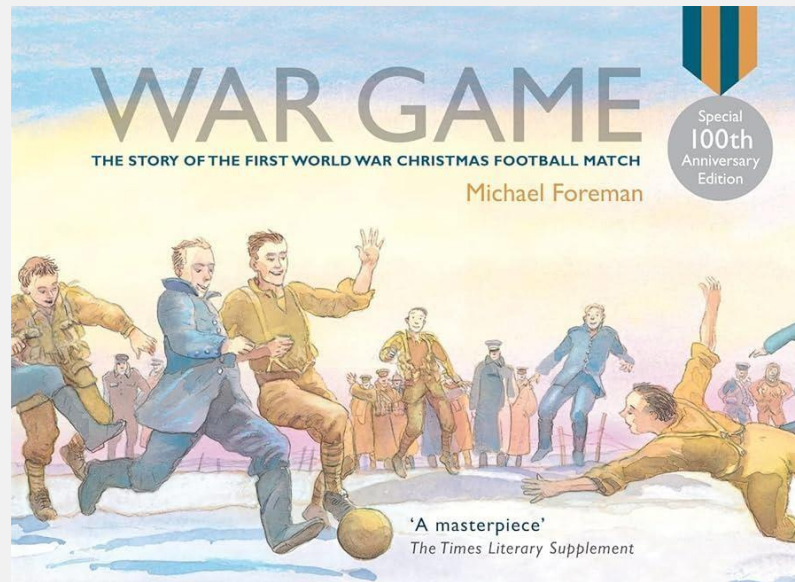
Whole Class texts

Autumn term



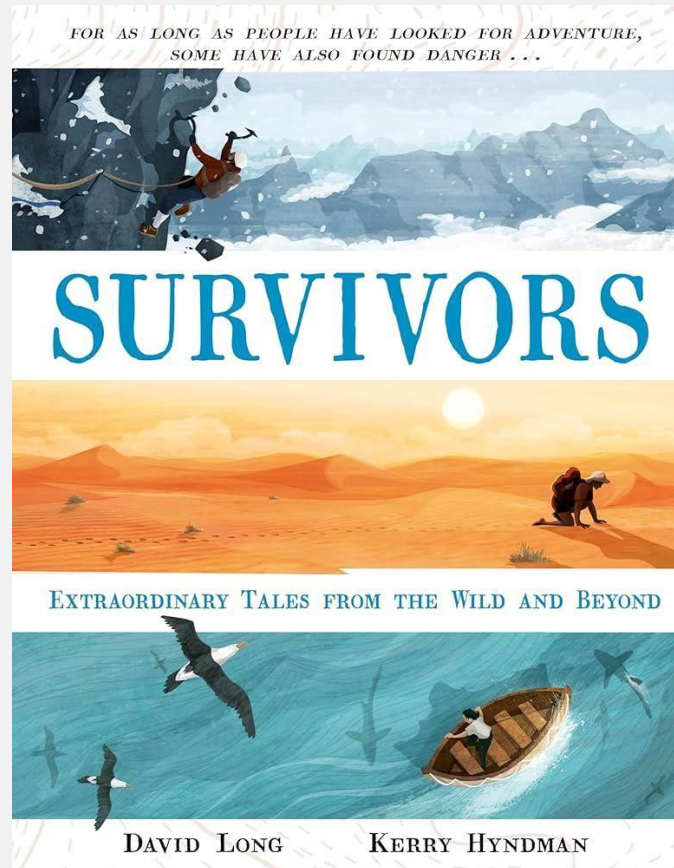
Whole Class texts

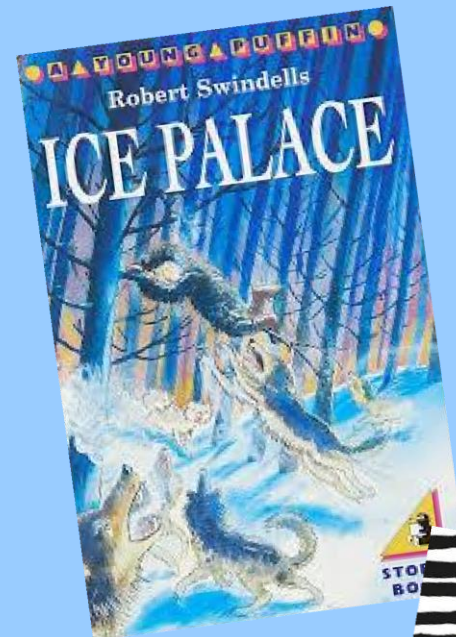
Spring term



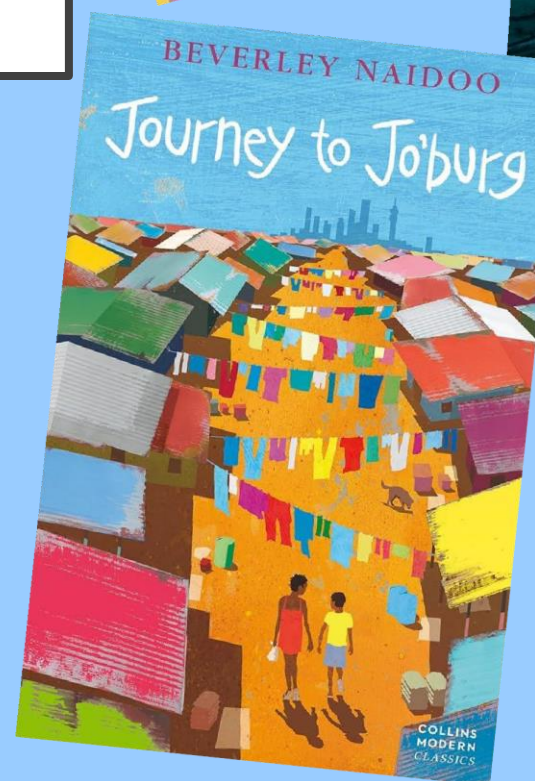
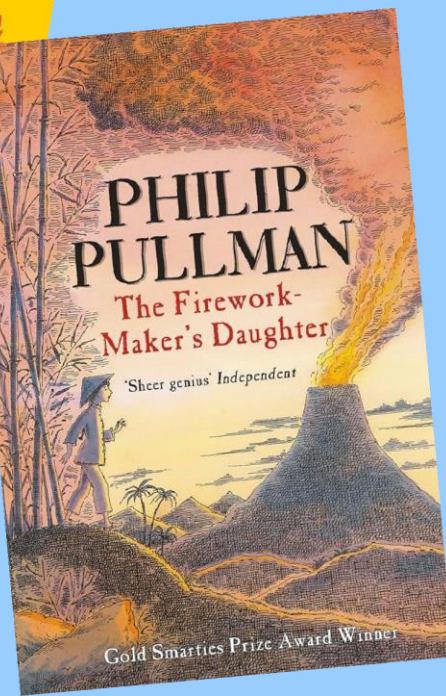
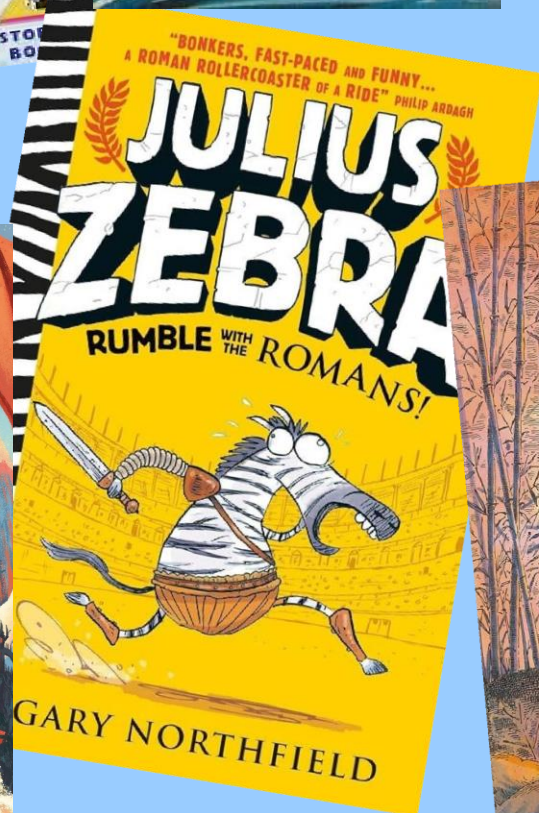
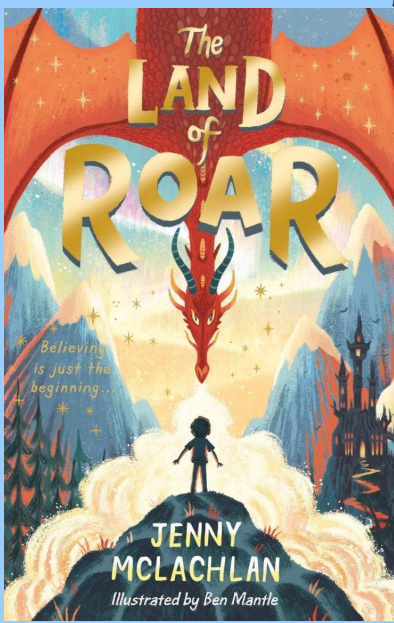
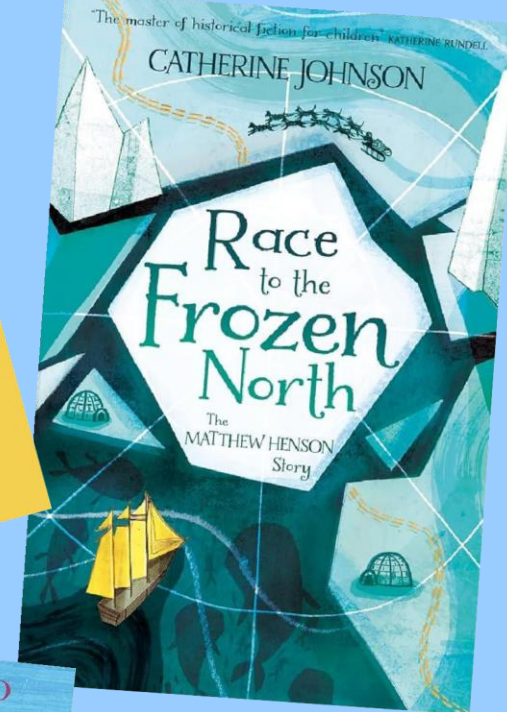
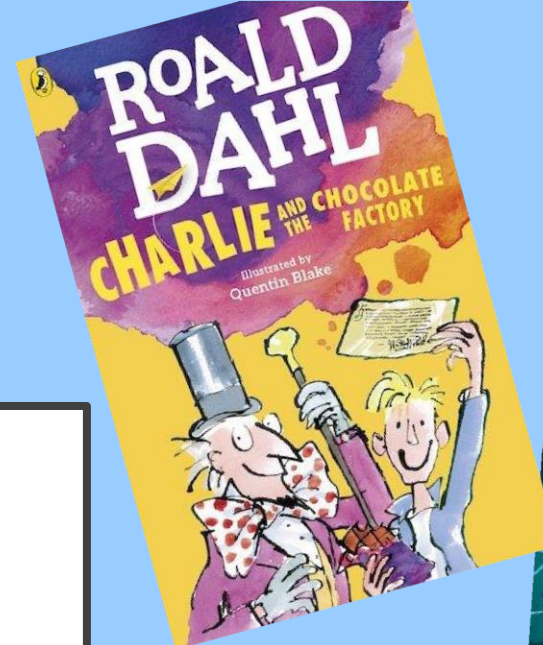
Whole Class texts

Summer term



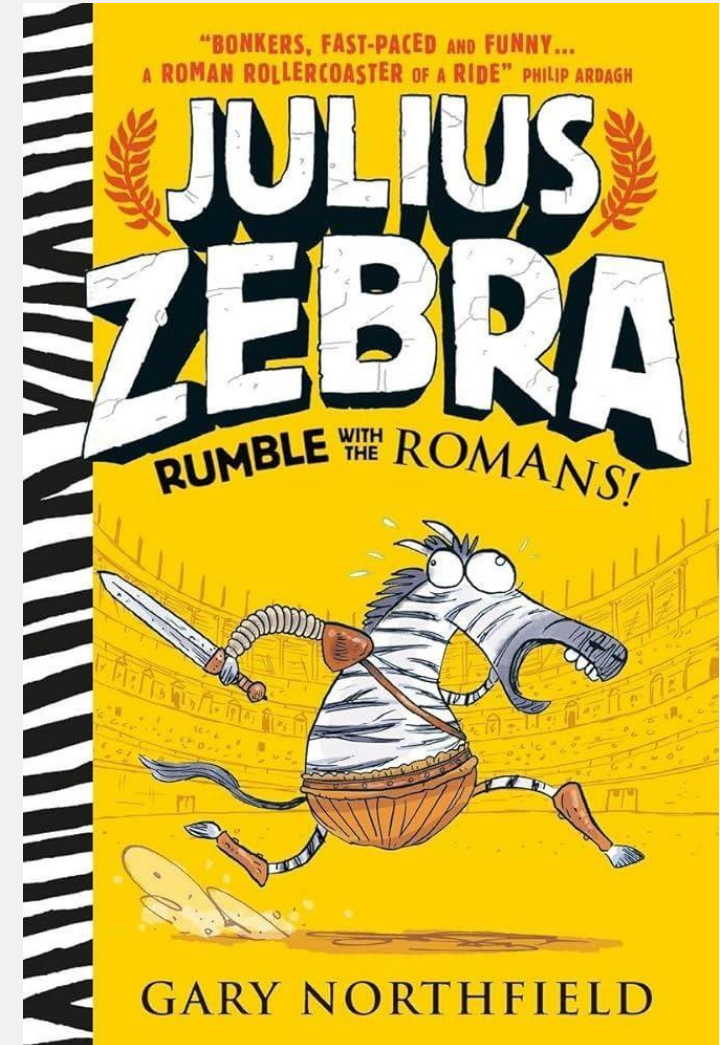
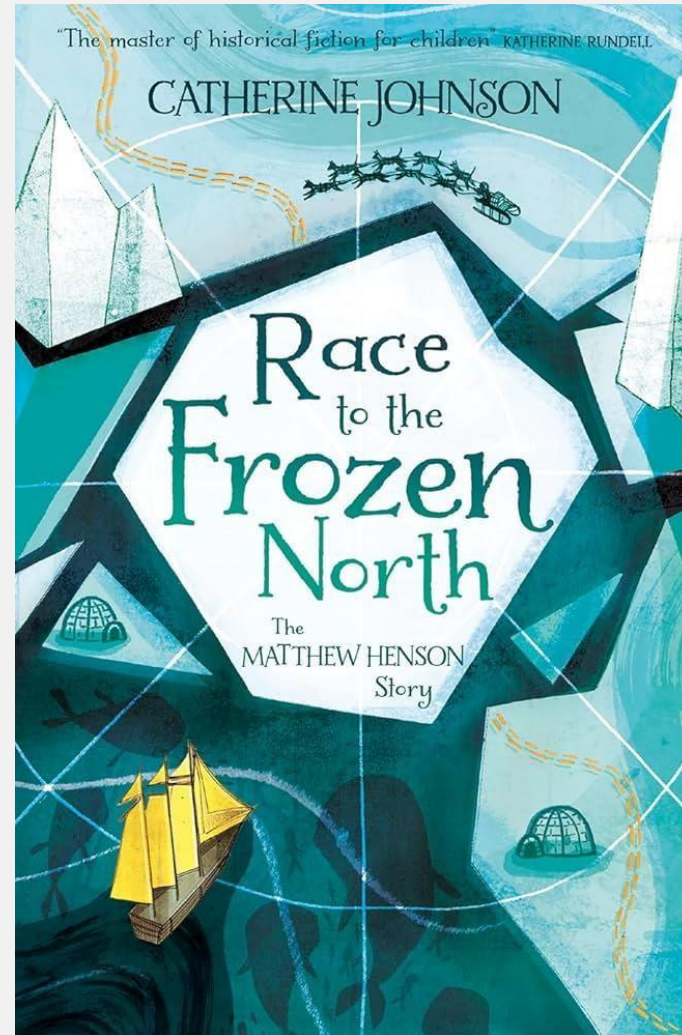
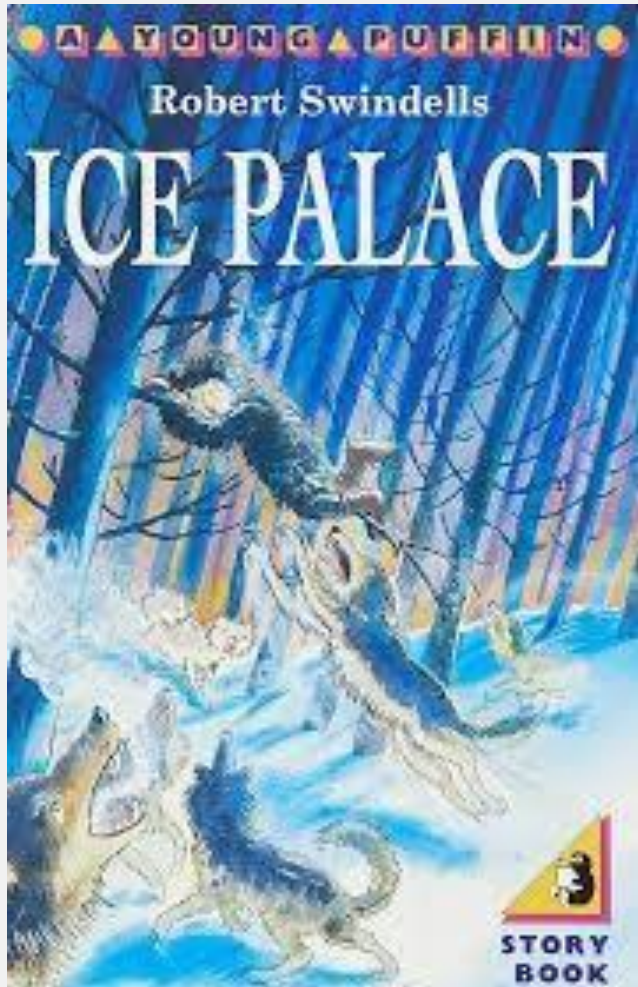


Year 4

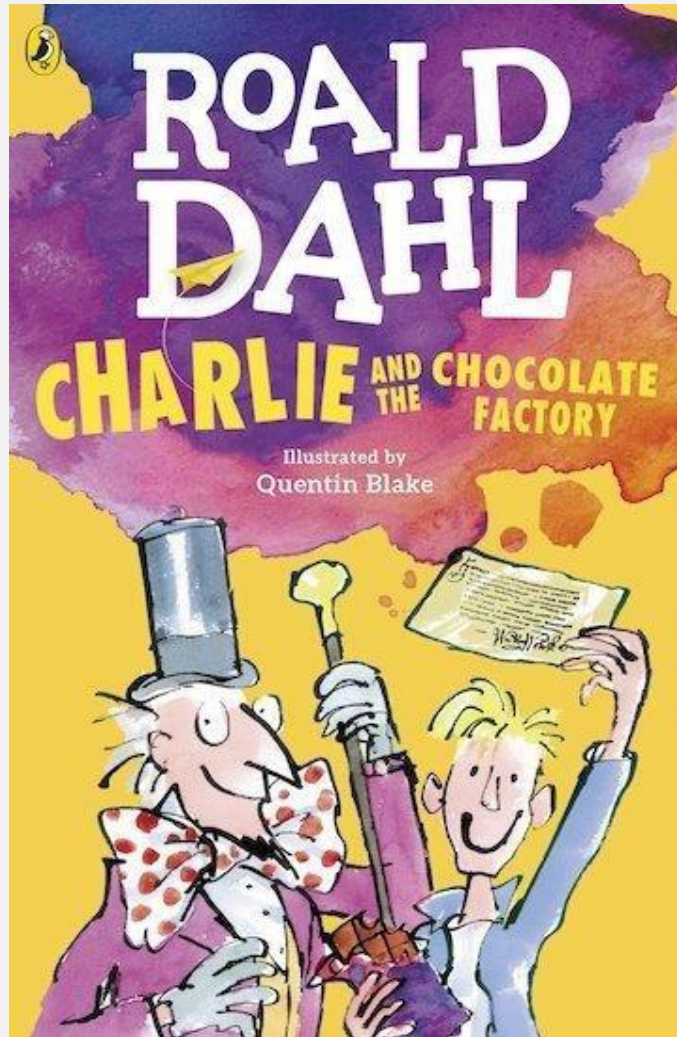


Whole Class texts

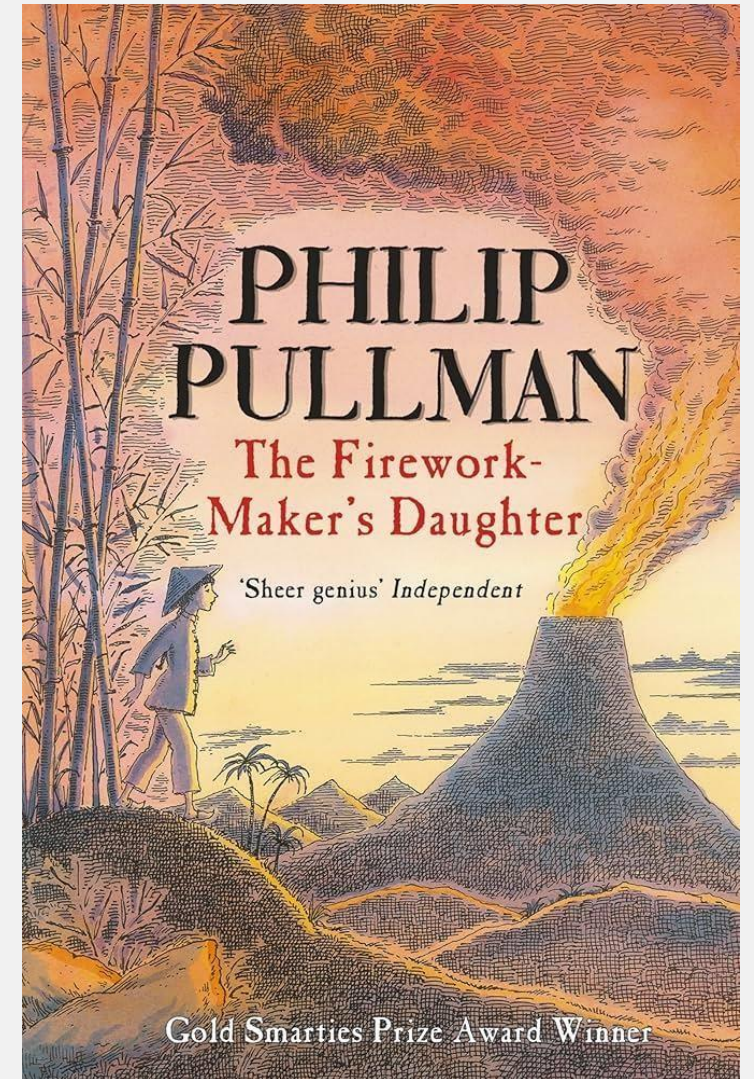
Autumn term



Whole Class texts

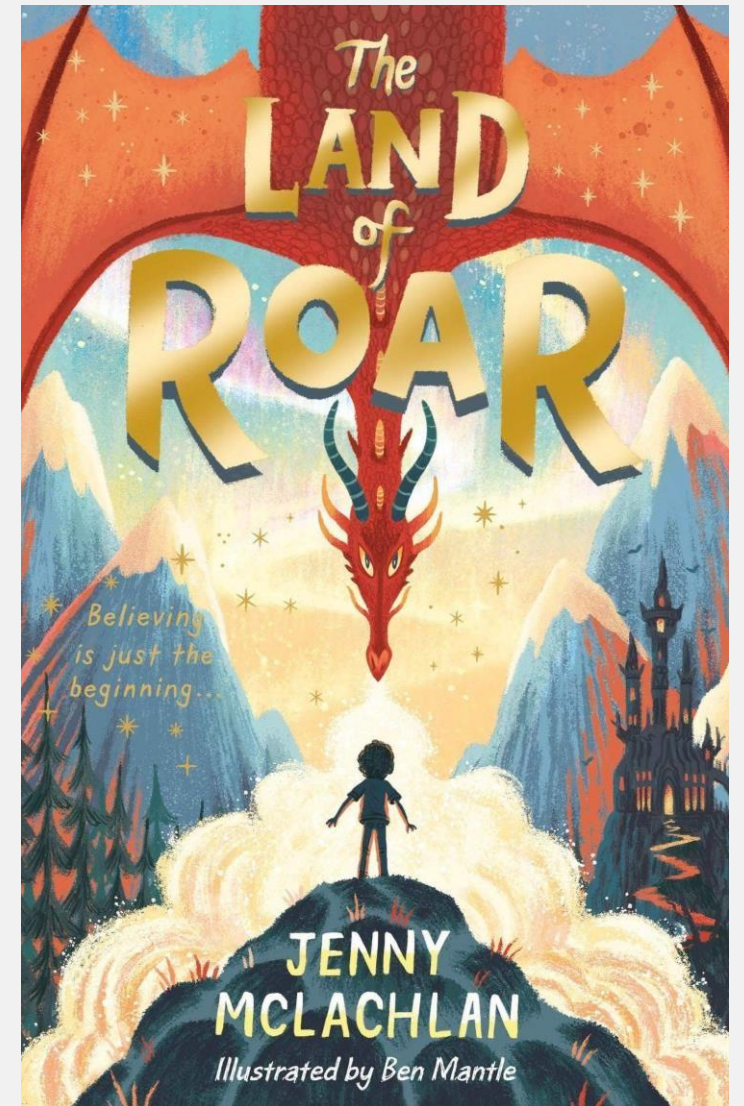
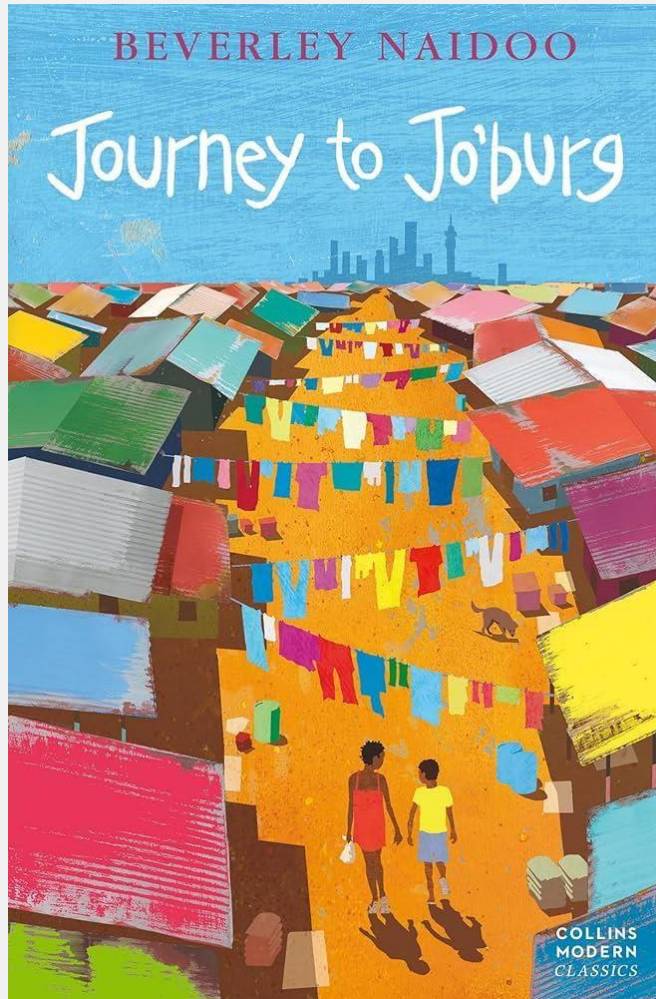


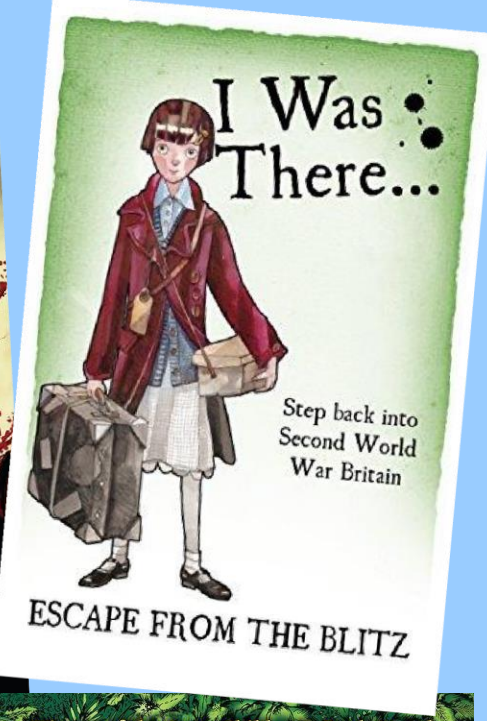
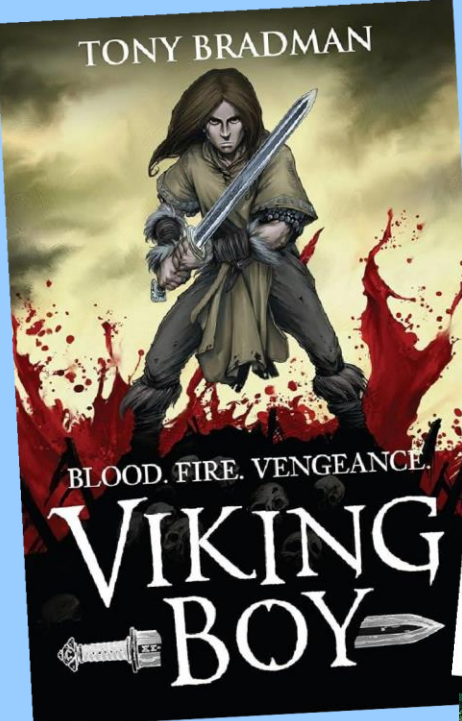
Spring term



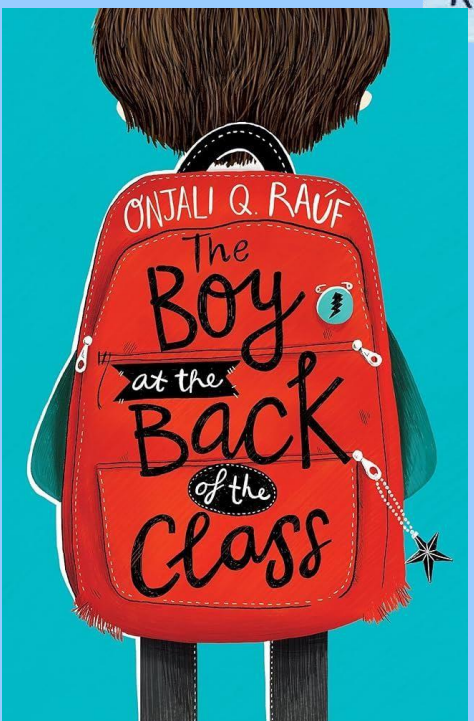
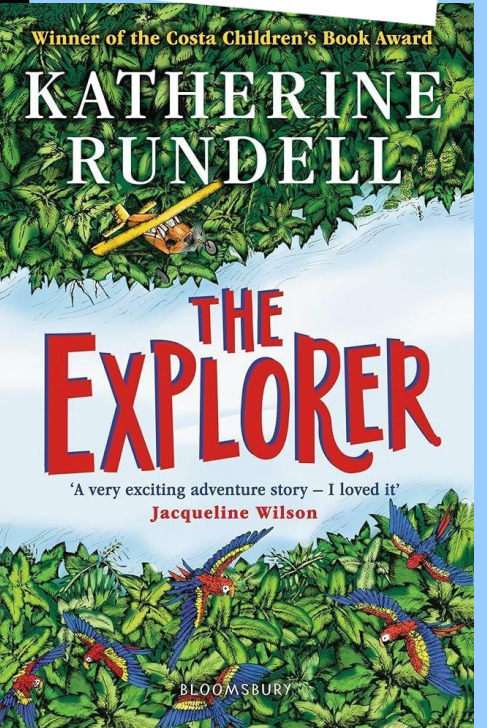
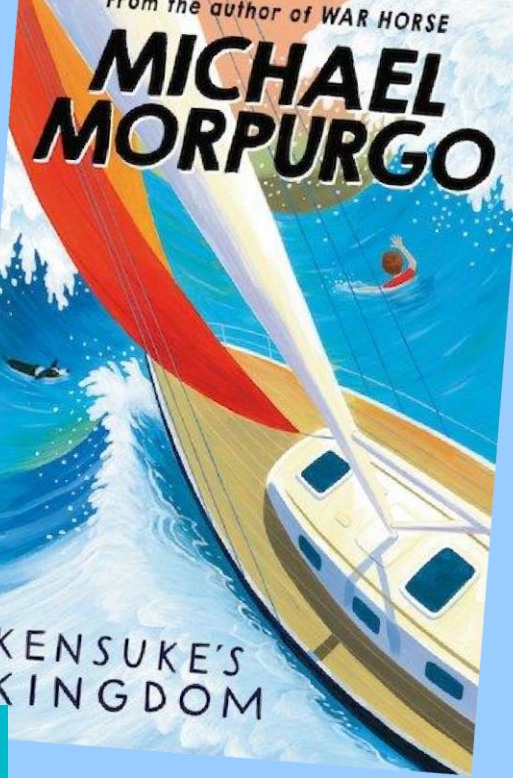
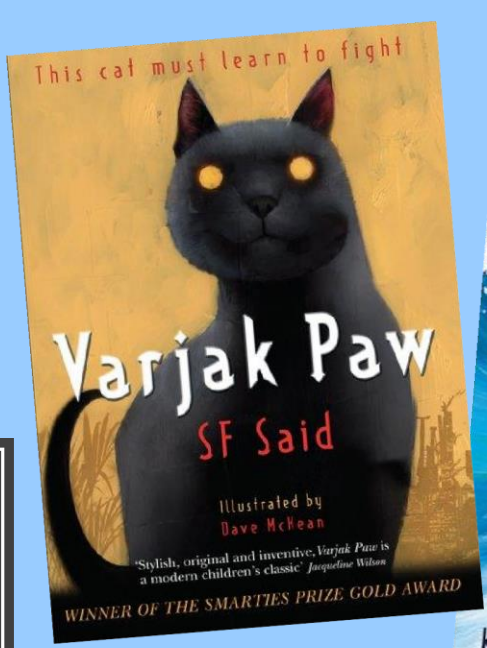
Whole Class texts

Summer term



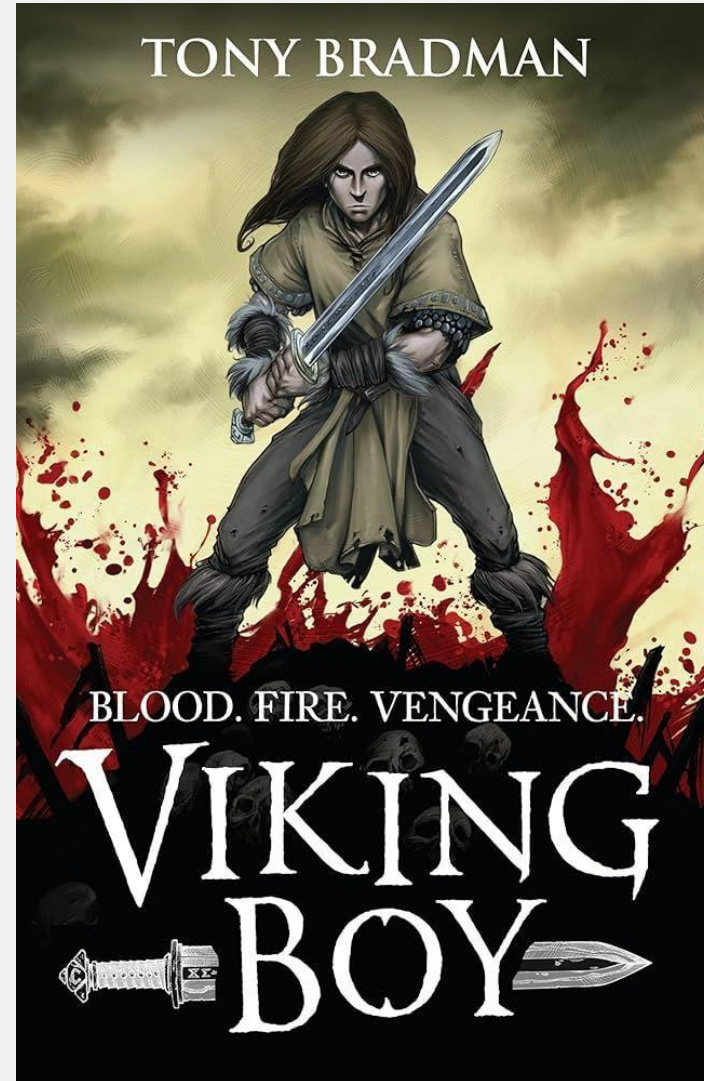
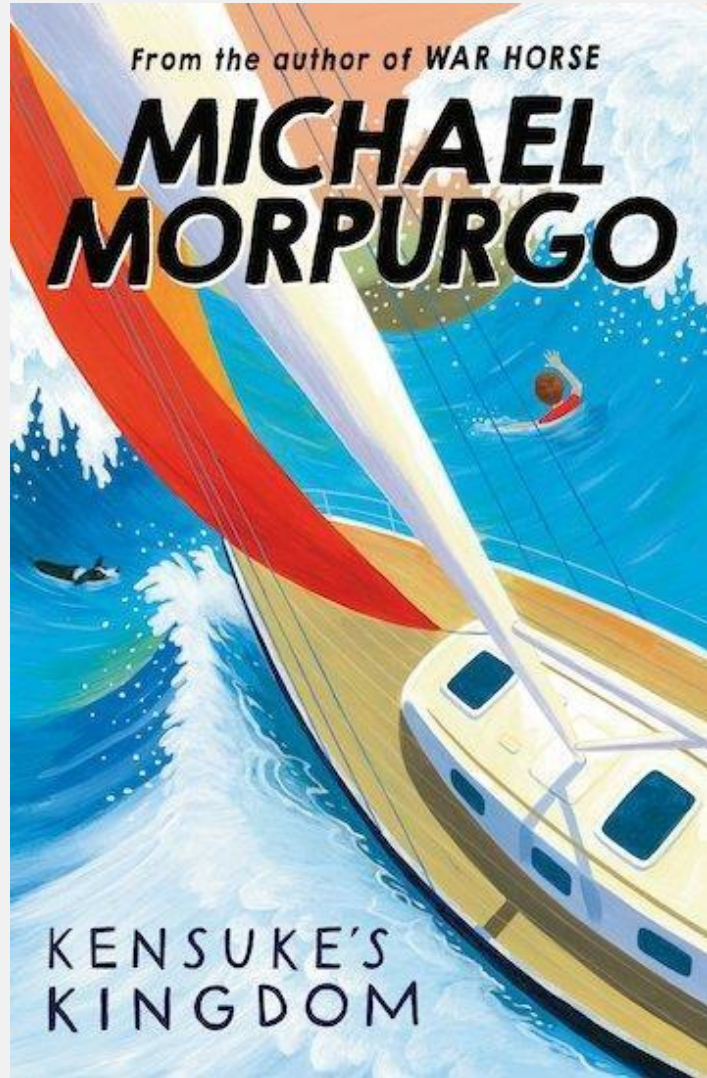


Year 5



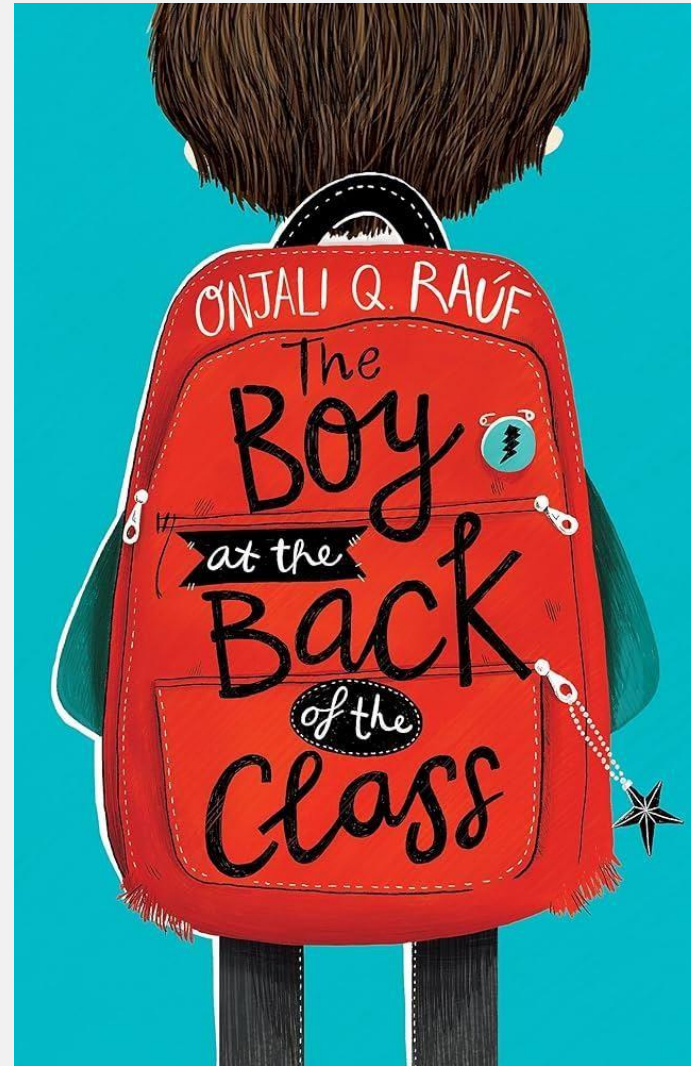
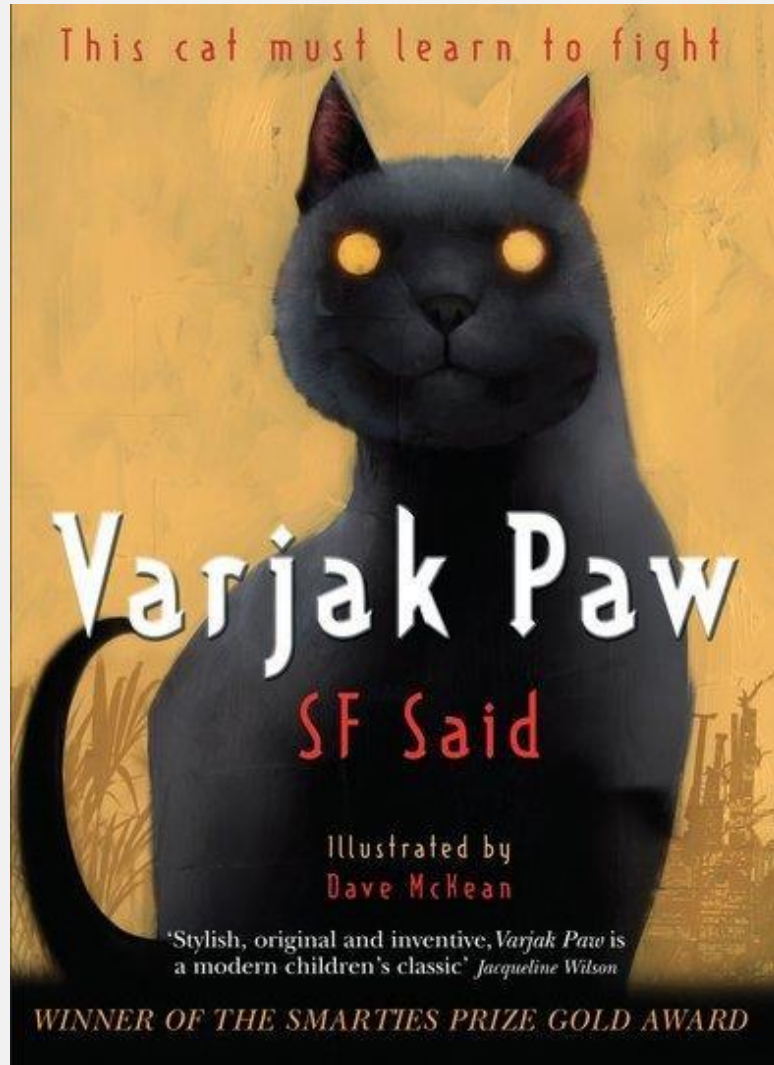
Whole Class texts

Autumn term



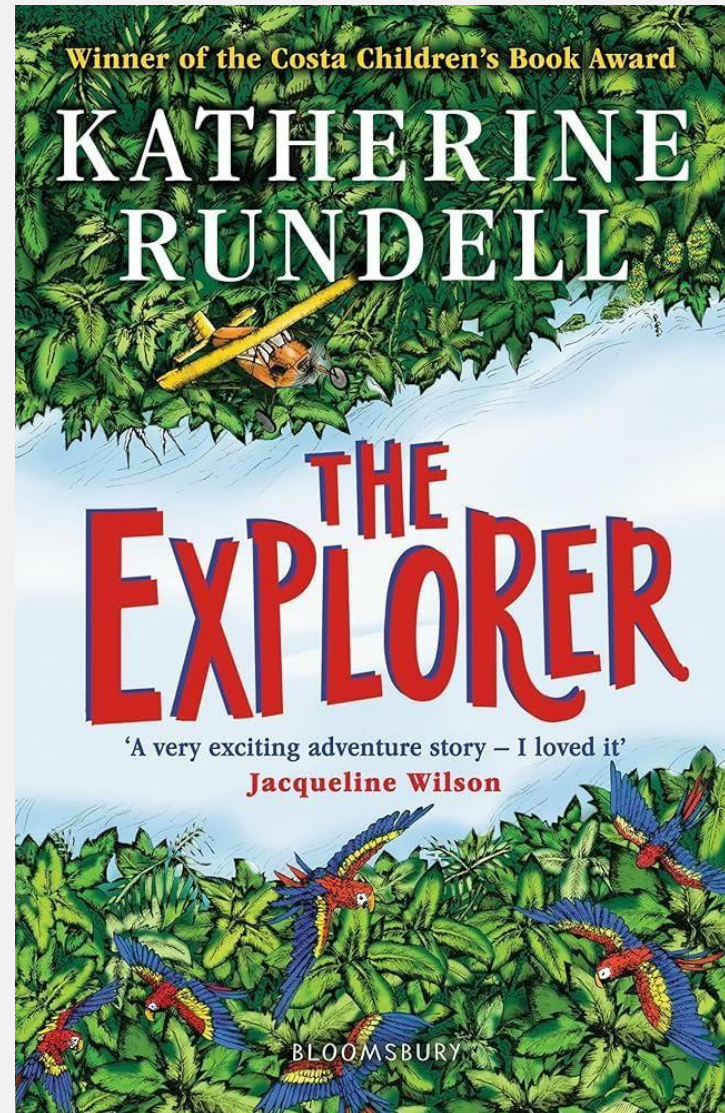
Whole Class texts

Spring term

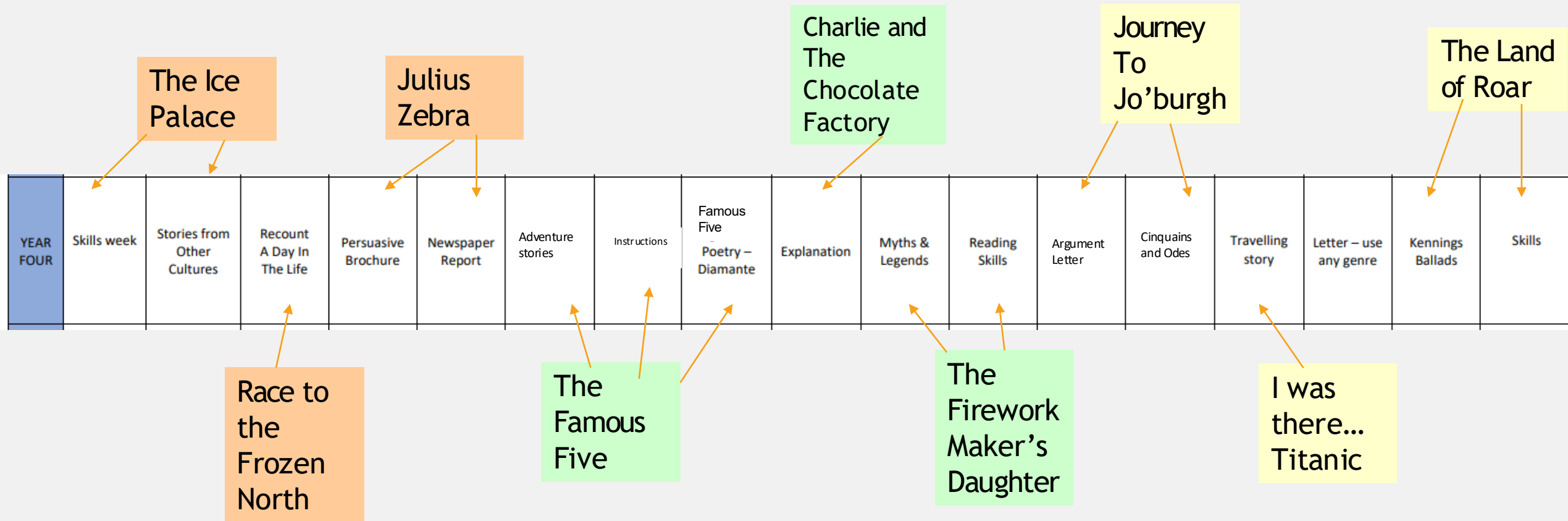


Whole Class texts

Summer term



Year 4 writing topics



Our writing topics are tied in to the text we are reading- we use a text-based literacy strategy.

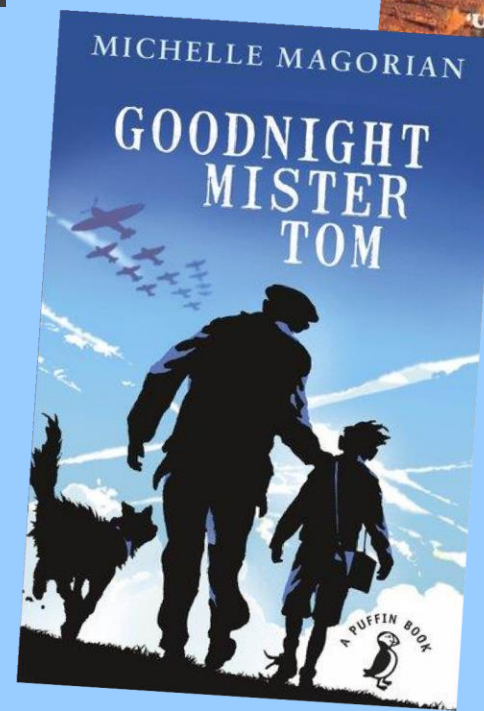
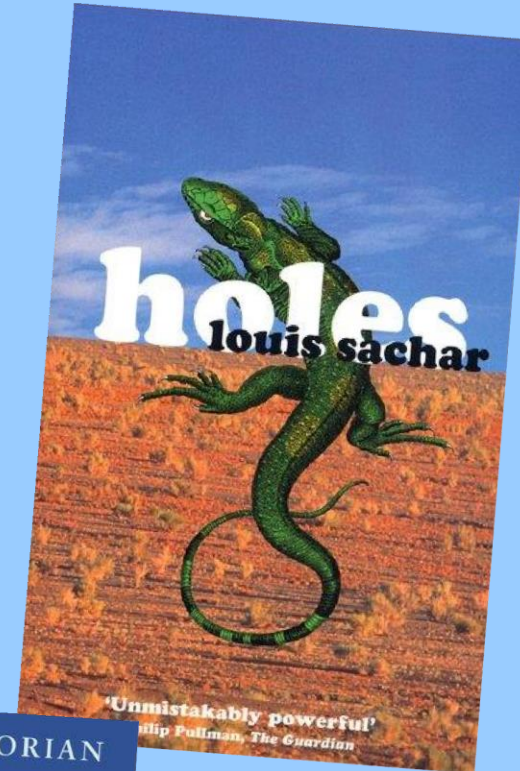
WINNER OF THE BRANFORD BOASE AWARD

Marcus
Sedgwick

FLOODLAND
Surviving in a devastated world

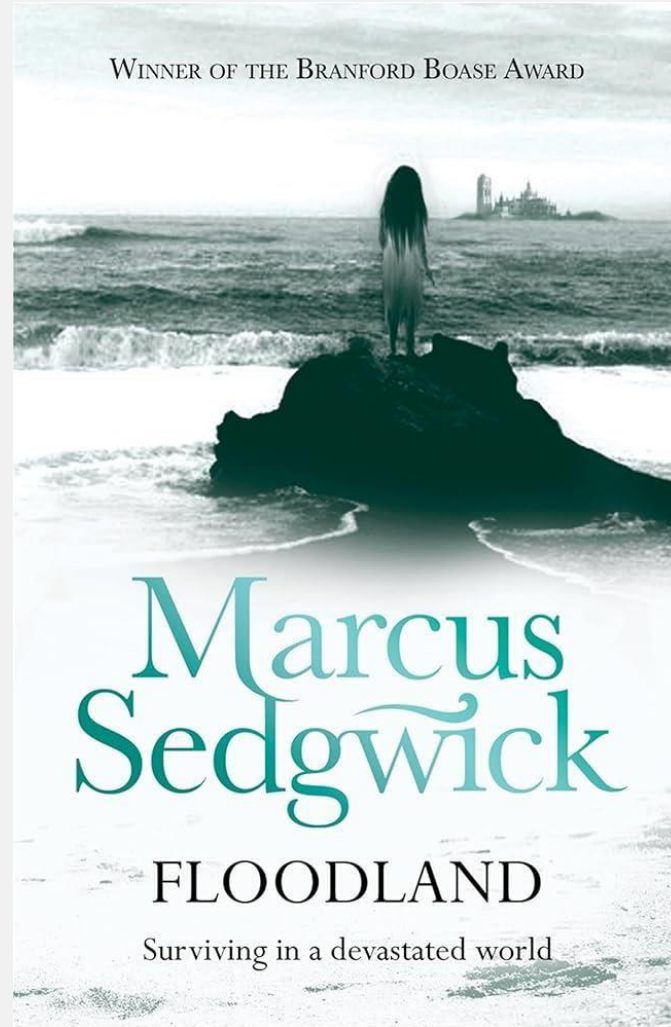


Year 6



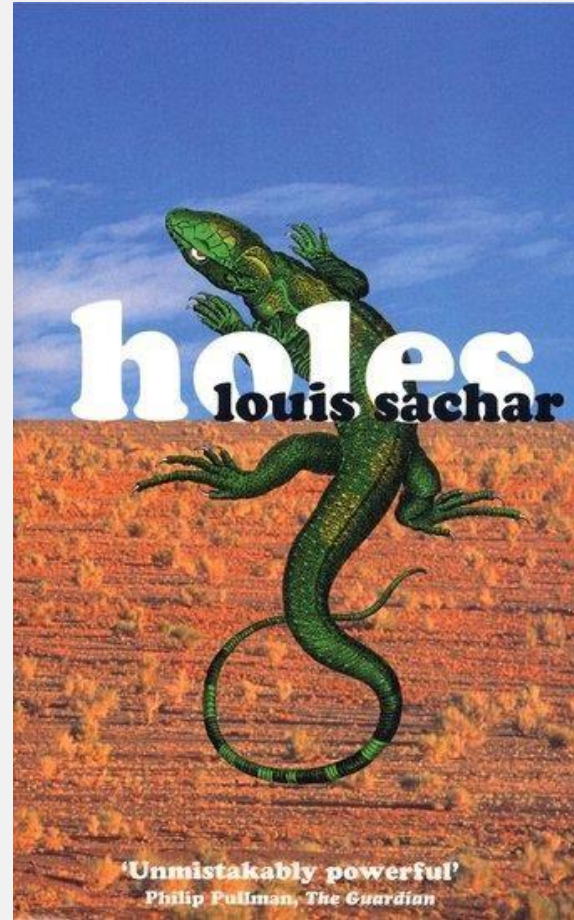
Whole Class texts

Autumn term



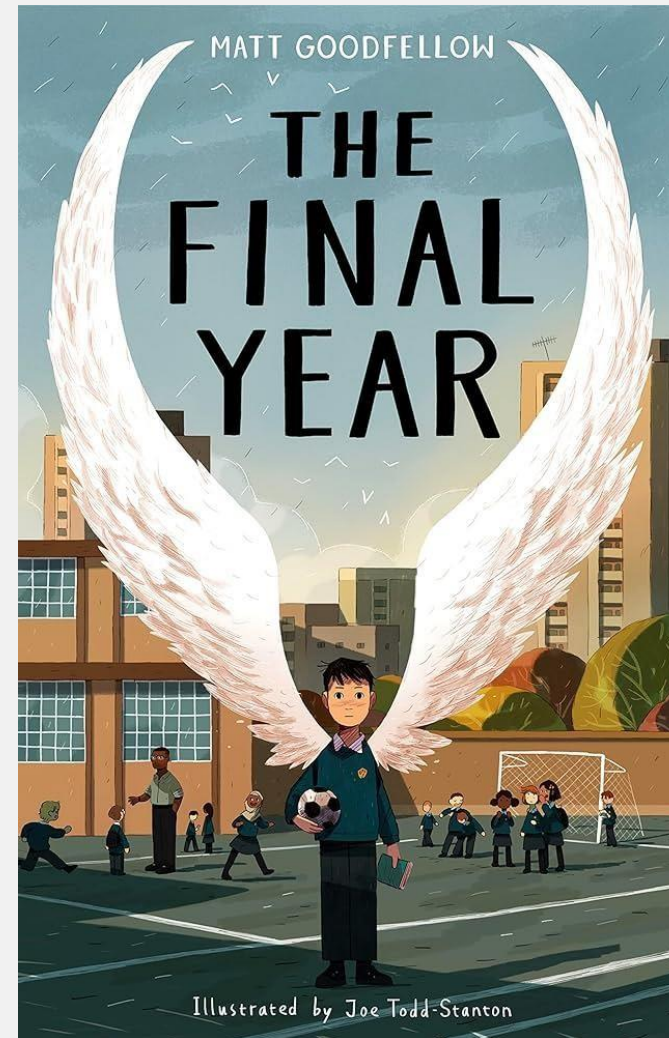
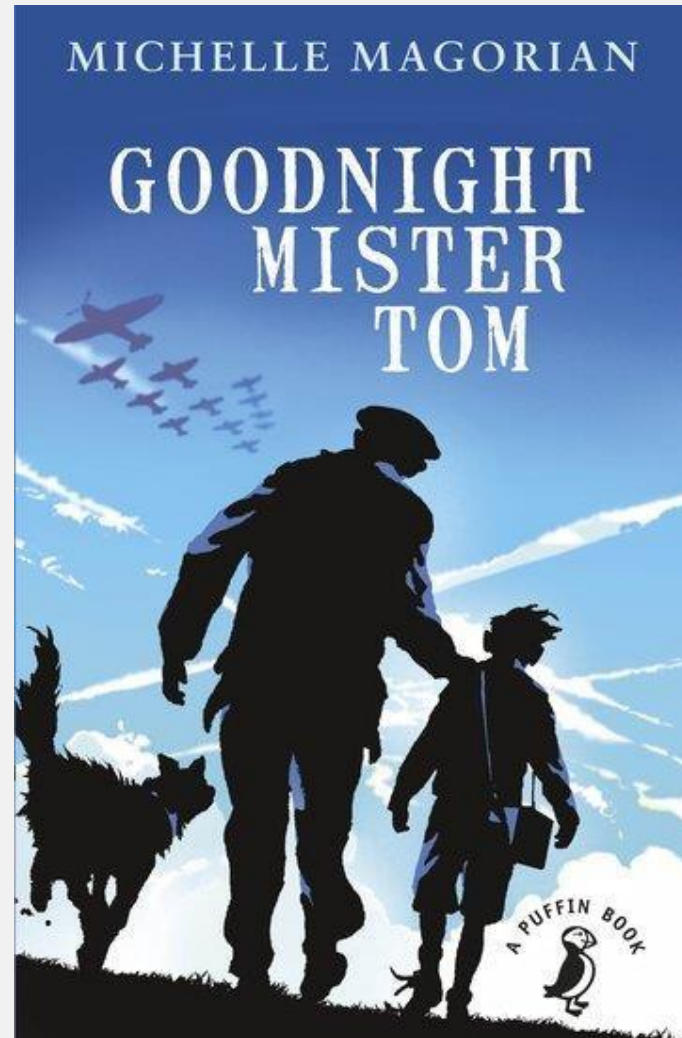
Whole Class texts

Spring term

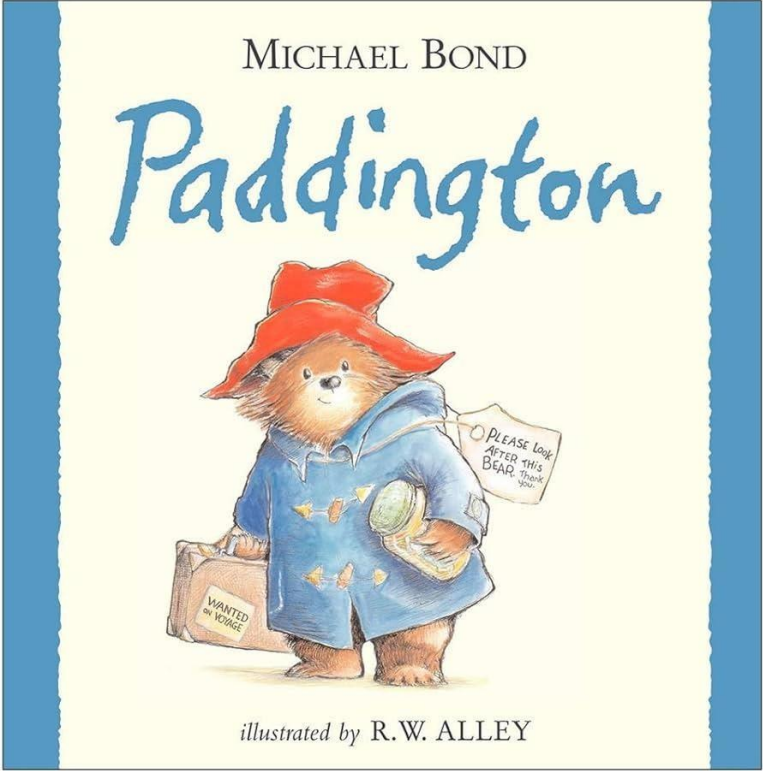
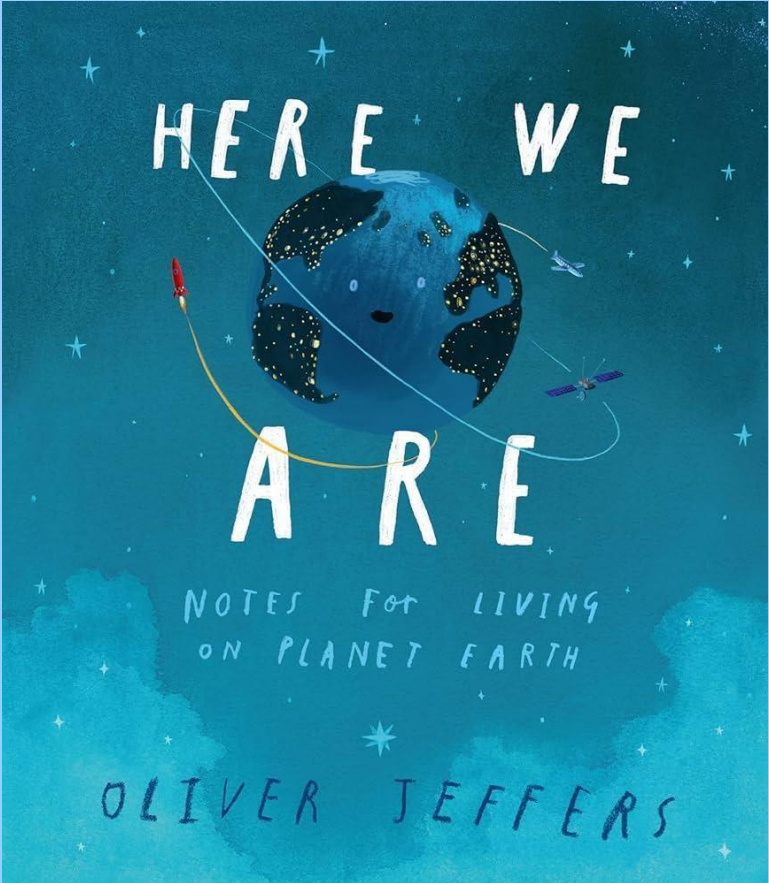
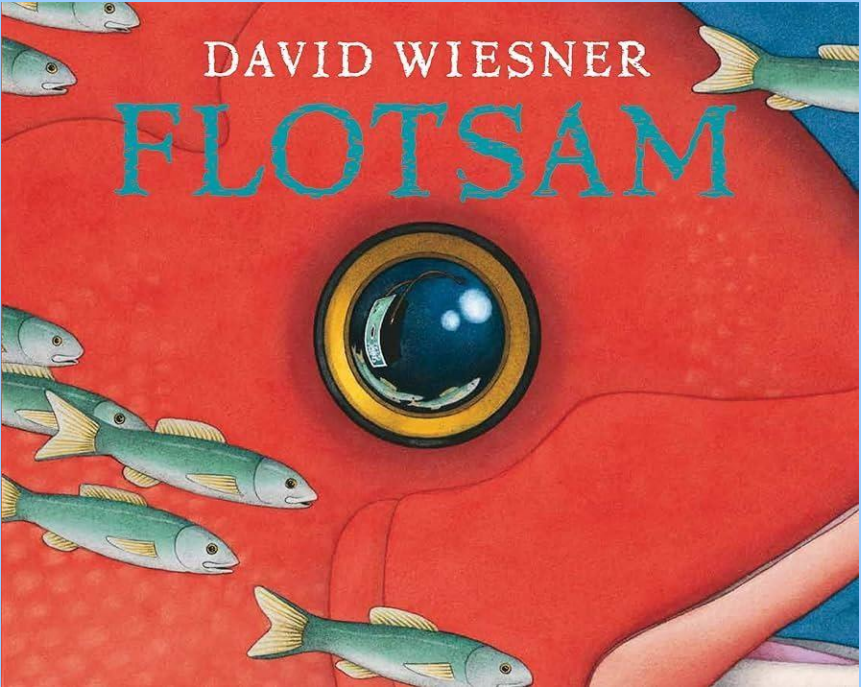


Whole Class texts

Summer term



Reading Week



Reading Week Aims

The aims of Reading Week are to:

- Encouraging reading for pleasure.
- Encourage children to read for enjoyment and immerse them in creative ideas related to books.
- Developing reading, performance, communication and writing skills.
- To help students develop a love of reading and appreciate a rich and varied literacy heritage.
- To engage parents.

Other aims of Reading Week include:

- Learning about cause and effect
- Increasing vocabulary and awareness of grammar
- Understanding the differences between spoken and written language
- Participating in discussion and considering the opinions of others
- Identifying with and exploring characters through role-play and other drama techniques