

## St Bridget's Reading Spine Overview

	<b>Archaic texts</b>	<b>Non-linear time sequences</b>	<b>Complexity of the narrator</b>	<b>Complexity of plot/symbol</b>	<b>Resistant texts</b>
<b>FS2</b>	Three Billy Goat's Gruff Sleeping Beauty Rumpelstiltskin Jack and the Beanstalk Little Red Riding Hood The Gingerbread Man	Dear Zoo Six Dinner Sid Shhh! The Lighthouse Keeper	We're Going on a Bear Hunt Can't You Sleep Little Bear The Gruffalo Winne the Witch	Slug Needs a Hug The Hug The Rainbow Fish The Hungry Caterpillar Harry and His Bucket of Dinosaurs Yucky Worms Aliens Love Underpants Farmer Duck	Lost and Found Out and About The Colour Monster
<b>Year 1</b>	Cat in the Hat The Lorax Night before Christmas (poetry) Rapunzel Snow white Tales of Beatrix Potter	Trouble with Trolls Great women who changed the world Once upon a wild wood Clink The light house keepers lunch	Day the Crayons Quit One day on our blue planet... in the Savannah One day on our blue planet... in the Antarctic Sir Scallywag and the deadly dragon poo Shhh! Migrant	Owl Babies Hector and the big bad knight Under the same sky Rapunzel (by Bethan Woollvin)	Book with No Pictures Little people, big dreams-Amelia Earhart Beegu Home Refugees Here I am Ning nang nong
<b>Year 2</b>	Peter Rabbit Owl & the Pussycat (poetry)	Voices in the Park	The Twits	Dinosaurs and all that Rubbish	Wolves
<b>Year 3</b>	Topsy Turvy World (poetry)	Kensuke's Kingdom	The World According to Humphrey The Hodgeheg	Iron Man Christophe's Story	Mysteries of Harris Burdick
<b>Year 4</b>	The Lion, the Witch and the Wardrobe.	Butterfly Lion	Nim's Island	Revolting Rhymes (poetry)	Cloud Busting

<b>Year 5</b>	Beowulf	Adventures of Odysseus	A Christmas Carol Song of the Dolphin Boy	-The Eagle (poetry) The Boy at the Back of the Class	Jabberwocky (poetry)
<b>Year 6</b>	Street Child Hitler's Canary If Kipling (poetry) Fog Sandburg (poetry) Dreams Hughes (poetry)	White Bird A Long Walk to Water	Wonder The Tin Snail Street Child Hitler's Canary	<b>The Arrival</b> The Tin Snail Fog Sandburg (poetry) Dreams Hughes (poetry) The Hill we Climb (poetry) Flanders Field (poetry)	The Arrival Flander's Field (poetry) Brian Bilston Poetry The British Zephaniah The Hill we Climb (poetry)

### Rationale

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 a lexical level and demand more from the reader than other types of books.

The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books expected of them in secondary schools.

#### **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.

#### **Non-Linear Time Sequences**

In passages written exclusively for students, or more specifically for student tests, 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 by a thoughtful teacher or parent.

**Narratively Complex**

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 Text**

Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.

**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.