

# *Reading Spine*

*Winford Primary School*

# Why have a reading spine?

We want our school to be a place where children are read to, enjoy, discuss and work with high quality books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind.

Pie Corbett says...

*"Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is like a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language.*

*Great stories speak to us as individuals and some children will return to certain books again and again. Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. Schools that have a reading spine, build a common bank of stories that bind the community together. These are shared and deeply imagined common experiences."*

# Reception

The books for Reception mainly use patterned language but also build an emotional connection with the reader. There is also plenty to discuss and wonder about. Many of them lend themselves to retelling and creating new versions or further adventures featuring the same characters

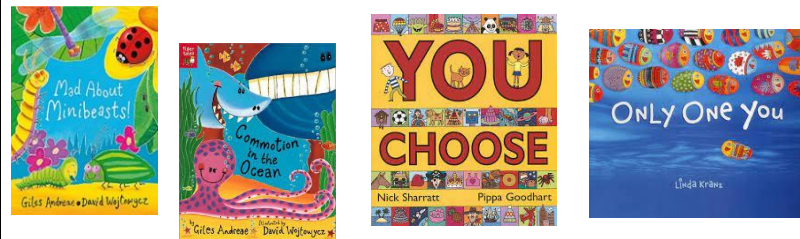
## Fiction



## Traditional Tales



## Non-Fiction



## Poetry





# Year One

The picture books in Year 1 offer deeper exploration of emotions and wonder. They are mainly rooted in the everyday crises of life. Again, most of these books lend themselves to setting up a variety of play situations – using toys, costumes and puppets – but the children also need to be involved in careful reading of the books, paying close attention to the detail and entering imagined worlds to experience the stories deeply – then talking it all through.

## Fiction



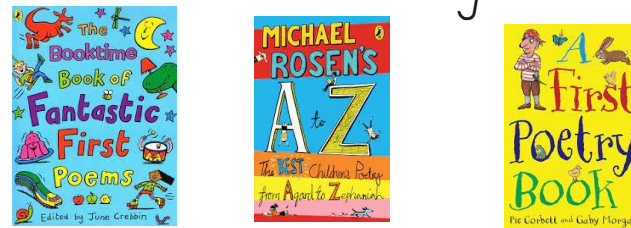
## Traditional Tales



## Non-Fiction



## Poetry



# Year Two

In Year 2, it is important to start to move from sharing picture books into sharing chapter books. These will not only provide a meaty read, but also demand that the children use their imagination. Of course, there are also many Reception and Year 1 children who will sit and enjoy a chapter book and this should form part of their reading experience. Many of the chosen books operate on different levels – from the satisfaction of good stories to the exploration of deeper themes.

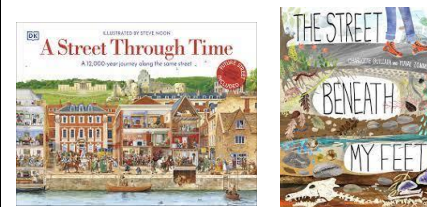
## Fiction



## Classics



## Non-Fiction



## Poetry

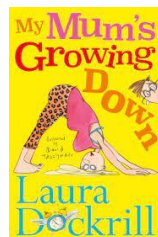
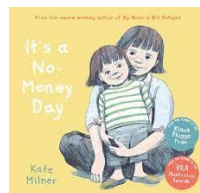
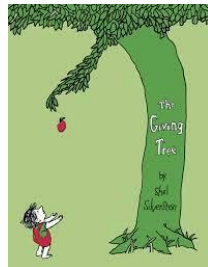
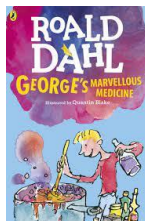
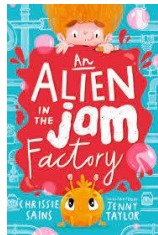
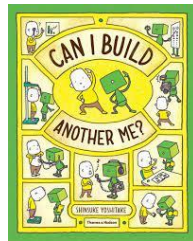
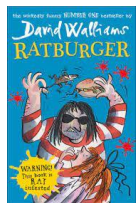




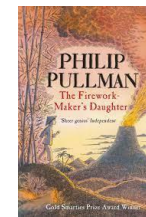
# Year Three

There are many picture books which will intrigue and provide a challenge for this age group as well as plenty of chapter books. Children of this age need a great storyline, but should also be experiencing deep and rich books.

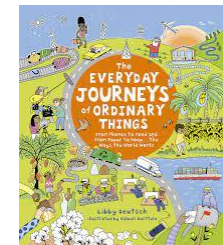
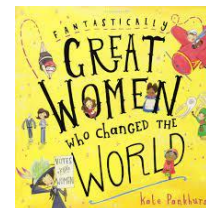
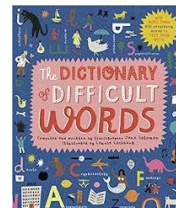
## Fiction



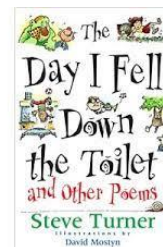
## Classics



## Non-Fiction

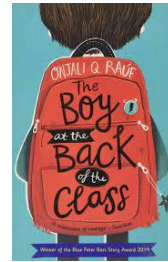
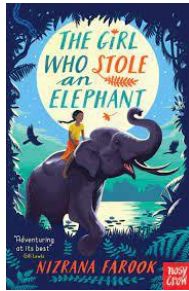
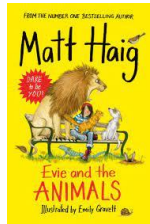


## Poetry

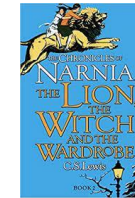
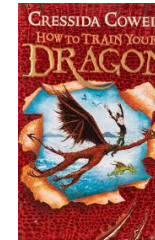
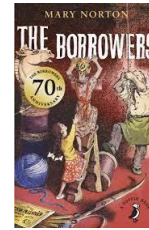


# Year Four

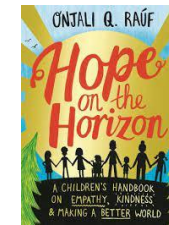
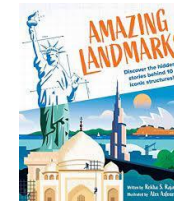
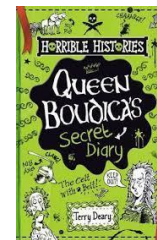
## Fiction



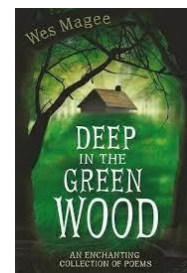
## Classics



## Non-Fiction

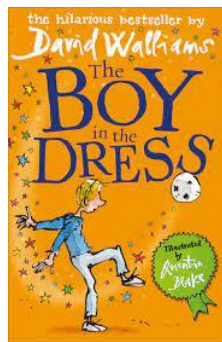
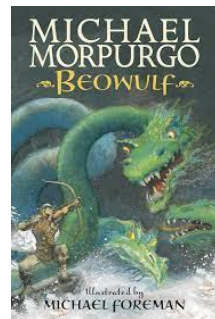
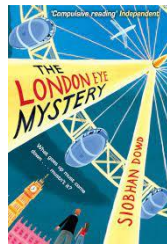
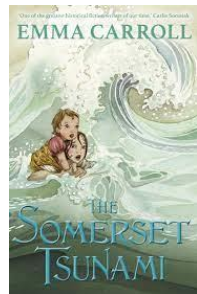


## Poetry

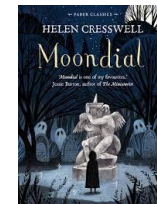
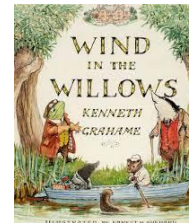


# Year Five

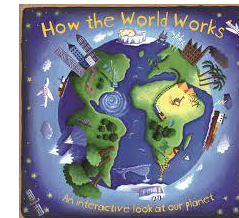
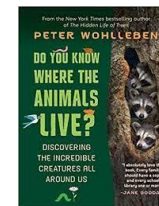
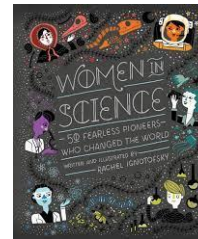
## Fiction



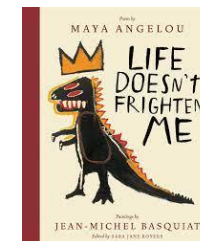
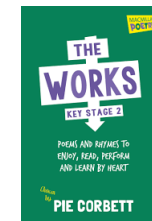
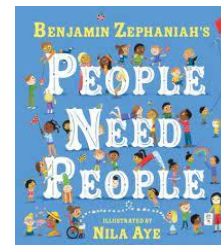
## Classics



## Non-Fiction



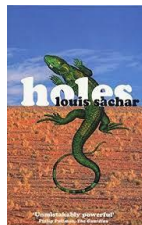
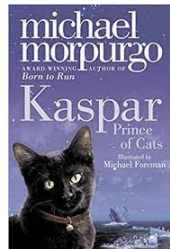
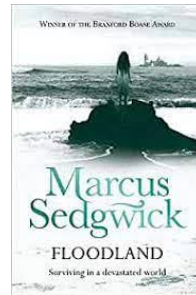
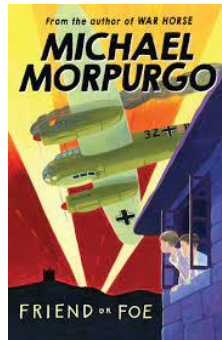
## Poetry



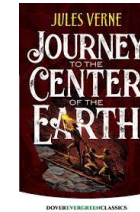


# Year Six

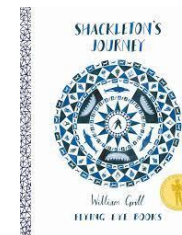
## Fiction



## Classics



## Non-Fiction



## Poetry

