



St Mawes Reading Spine and Reading Progression 2023-24

Our reading spine is a collection of recommended books which are considered to be 'must-reads' for everyone. The books in this collection consist of class core texts, recommended independent reads and class shared texts. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Following this reading spine provides equality of opportunity for all children; ensuring all St Mawes pupils will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

The aim of this reading spine is to provide an extensive list of books across EYFS, KS1 and KS2 which will be used by class teachers to support the teaching of reading in their classroom. At St Mawes School we teach children to read so, in turn, they can read to learn. Reading for pleasure is at the heart of our reading spine and we strive to include a range of texts that will allow our children to progressively broaden their knowledge of the world around them and develop a rich, wide vocabulary that will carry them into secondary school as successful readers. Our text selection allows for a broad and balanced range of authors, text types and genres.



Nursery-Foundations for a love of reading

The Foundations for a Love of Reading books foster a strong Reading for Pleasure culture in our Early Years setting, while developing children's language.

From the start of Nursery, our pupils have lots of opportunities to engage with books that fire their imagination and interest, as well as immersing them in language they would not otherwise be exposed to. They are also be provided with a range of high-quality books to choose and read (in their own words), as well as to share with an adult.

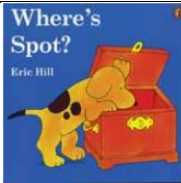
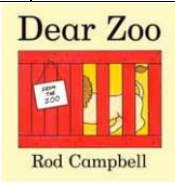
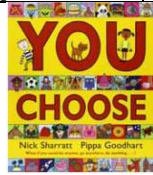
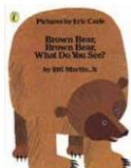
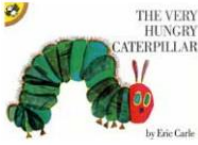
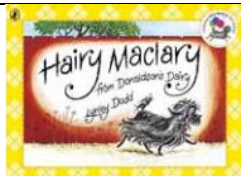
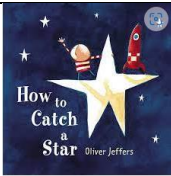


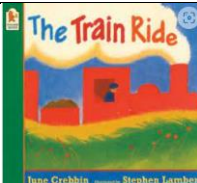
Autumn	Spring	Summer
 <p>Kindness Makes Us Stronger by Sophie Beer</p>	 <p>Would You Rather ... by John Burningham</p>	 <p>All through the night by Polly Faber and Harriet Hobday</p>
 <p>Monster Clothes by Daisy Hirst</p>	 <p>Lulu Loves the Library by Anna McQuinn</p>	 <p>Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt</p>
 <p>Where's Lenny? By Ken Wilson-Max</p>	 <p>Amazing written by Steve Antony</p>	 <p>Errol's Garden written by Gillian Hibbs</p>

Nursery-Rhyme Time

We lay the best possible foundations in Nursery for Phase 2 phonics in Reception with our nursery rhyme activities, phonological awareness and oral blending games.

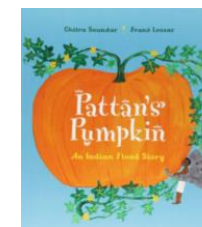
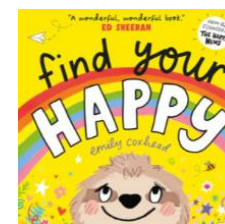
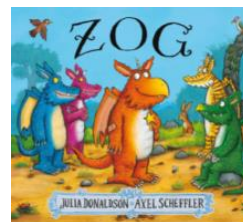
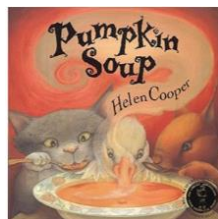
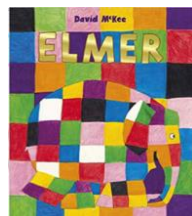
Autumn	Spring	Summer
1,2,3,4,5, Once I Caught a Fish Alive	Hey, Diddle, Diddle	Jack and Jill
A Sailor Went to Sea	Hickory, Dickory, Dock	Mary, Mary, Quite Contrary
Baa, Baa, Black Sheep	Humpty Dumpty	Miss Molly Had a Dolly
Down at the Station	Incy Wincy Spider	One, Two, Buckle My Shoe
Pat-a-cake	Ring-a-ring-a-roses	Round and Round the Garden
Row, Row, Row Your Boat	The Grand Old Duke of York	The Wheels on the Bus
Twinkle, Twinkle Little Star	Wind the Bobbin Up	

Nursery Reading Spine and Progression of skills

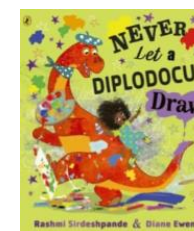
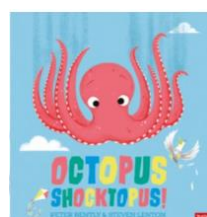
Nursery Progression					
	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	satpin	mdgocke	urhbflij	vwyzquch	ckxshthngnk
Autumn		Spring		Summer	
Communication and Language (linked to reading) <ul style="list-style-type: none"> ➤ Enjoy listening to longer stories and can remember much of what happens. ➤ Use a wider range of vocabulary. ➤ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ➤ Sing a large repertoire of songs. Literacy (Reading) <ul style="list-style-type: none"> ➤ Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom 		Communication and Language (linked to reading) <ul style="list-style-type: none"> ➤ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ➤ Use a wider range of vocabulary. ➤ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Literacy (Reading) <ul style="list-style-type: none"> ➤ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word ➤ Recognise words with the same initial sound, such as money and mother. ➤ Engage in extended conversations about stories, learning new vocabulary. 		Communication and Language (linked to reading) <ul style="list-style-type: none"> ➤ Use a wider range of vocabulary. ➤ Use longer sentences of four to six words. ➤ Sing a large repertoire of songs. ➤ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Literacy (Reading) <ul style="list-style-type: none"> ➤ Understand the five key concepts about print ➤ We read English text from left to right and from top to bottom ➤ Engage in extended conversations about stories, learning new vocabulary. ➤ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word ➤ Recognise words with the same initial sound, such as money and mother 	
					
					
					
					

Reception Reading Spine and Progression of Skills

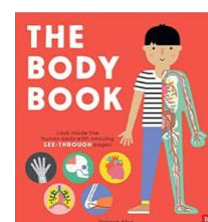
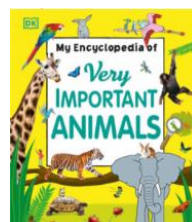
Autumn Term	Spring Term	Summer Term
Phase 2 Graphemes s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu words with –s /s/ added at the end (hats sits)ch sh th ng nk	Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp	Phase 4 short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC, longer words compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est, long vowel sounds CVCC CCVC, ong vowel sounds CCVC CCCVC CCV CCVCC,
Communication and Language (linked to reading) <ul style="list-style-type: none"> ➤ Learn new vocabulary. ➤ Use new vocabulary through the day. ➤ Engage in story times. ➤ Listen to and talk about stories to build familiarity and understanding. ➤ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ Listen carefully to rhymes and songs, paying attention to how they sound. ➤ Learn rhymes, poems and songs. 	Communication and Language (linked to reading) <ul style="list-style-type: none"> ➤ Use new vocabulary through the day. ➤ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ Engage in non-fiction books. ➤ Engage in story times. ➤ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	Communication and Language (linked to reading) <ul style="list-style-type: none"> ➤ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ➤ Make comments about what they have heard and ask questions to clarify their understanding. ➤ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy (Comprehension) End of year expectation: <ul style="list-style-type: none"> ➤ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ➤ Anticipate (where appropriate) key events in stories. ➤ Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. 		
Autumn Term Topic Linked Books <i>Big Adventures with Little Feet</i>	Spring Term Topic Linked Books <i>How Big is Big?</i>	Summer Term Topic Linked Books <i>I Wonder What's at the Seaside?</i>
After the Storm Nick Butterworth The Leaf Thief Alice Menning Leaf Man Lois Ehlert Hello Autumn Jo Lindley Storm Sani Usher I love the Seasons AUTUMN (non-fiction) A Poem for Every Autumn Day Allie Esiri	Big Bear, Little Bear- David Bedford and Jane Chapman A Dinosaur Called Tiny by Alan Durant Big Bear, Little Brother by Carl Norac The Boy Who Built the Boat by Ross Mueller and Craig Smith The Little Storm Cloud by Chuck Goodwin Giant Tess by Dan Yaccarino	The Lighthouse Keepers Lunch by David Armitage and Ronda Armitage The Snail and the Whale by Julia Donaldson Sharing a Shell by Julia Donaldson Billy's Bucket by Kes Gray Animal facts(non-fiction) First book of the sea (anthology of poems)
In addition to the topic linked books, this is a collection of recommended books which are considered to be 'must-reads' for Reception. Favourite story time books		



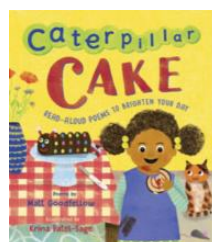
Funny books



Non-fiction



Poems and Rhymes

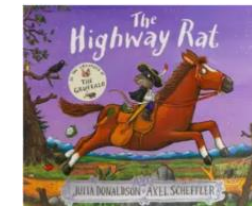
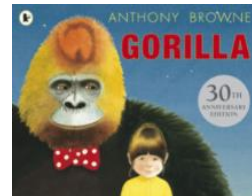
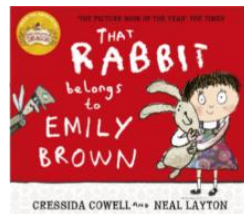


Year 1 Reading Spine and Progression of Skills

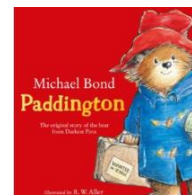
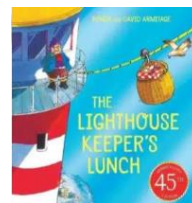
Year 1		
<p align="center">Little Wandle Year 1 Overview *See Progression document</p> <p>All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. The expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.</p>		
Reading for Pleasure Progression		
<p align="center"><u>Autumn</u></p> <ul style="list-style-type: none"> ➤ Know there are different kinds of books. ➤ Know the difference between a story and information book. ➤ Find the title, author and illustrator of a book. ➤ Know some familiar stories. ➤ Recognise familiar story language. 	<p align="center"><u>Spring</u></p> <ul style="list-style-type: none"> ➤ Say what they like/dislike about a book. ➤ Say if a story reminds them of another story or experience. ➤ Listen to others ideas about a book. ➤ Read familiar story language in stories read to me. ➤ Retell key stories. ➤ Recognise rhyming language. 	<p align="center"><u>Summer</u></p> <ul style="list-style-type: none"> ➤ Say whether they agree or disagree with others' ideas. ➤ Say why they agreed or disagreed. ➤ Recognise repeated patterned language in poems and rhymes they know • Know some poems and rhymes off by heart.
<p align="center">KS1 Autumn Term Topic Linked Books <i>Home and Away</i></p>	<p align="center">KS1 Spring Term Topic Linked Books <i>The Big Build</i></p>	<p align="center">KS1 Summer Term Topic Linked Books <i>All Aboard</i></p>
<p>Handa's Surprise by Eileen Browne Mousehole Cat by Antonia Barber The Tyger By William Blake</p>	<p align="center">The Three Little Pigs (Traditional Tale) How was that built?-Stories behind awesome structures by Roma Agrawal See inside famous buildings- by Rob Lloyd Jones What We'll Build: Plans For Our Together Future by Oliver Jeffer Let's build a house by Mick Manning</p>	<p align="center">Grace Darling (non-fiction) Lighthouse Keepers Lunch by David Armitage The Snail and the Whale by Julia Donaldson Mr. Gumpy's Outing by John Burningham The Owl and the Pussycat by Edward Lear</p>

In addition to the topic linked books, this is a collection of recommended books which are considered to be 'must-reads' for Year 1.

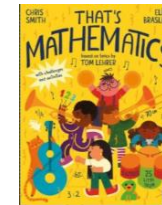
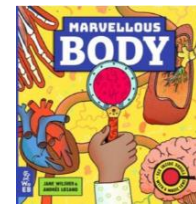
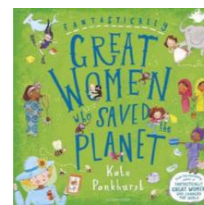
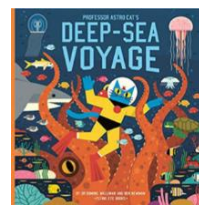
Favourite story time books



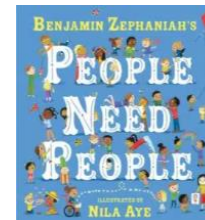
Classic Picturebooks



Non-fiction

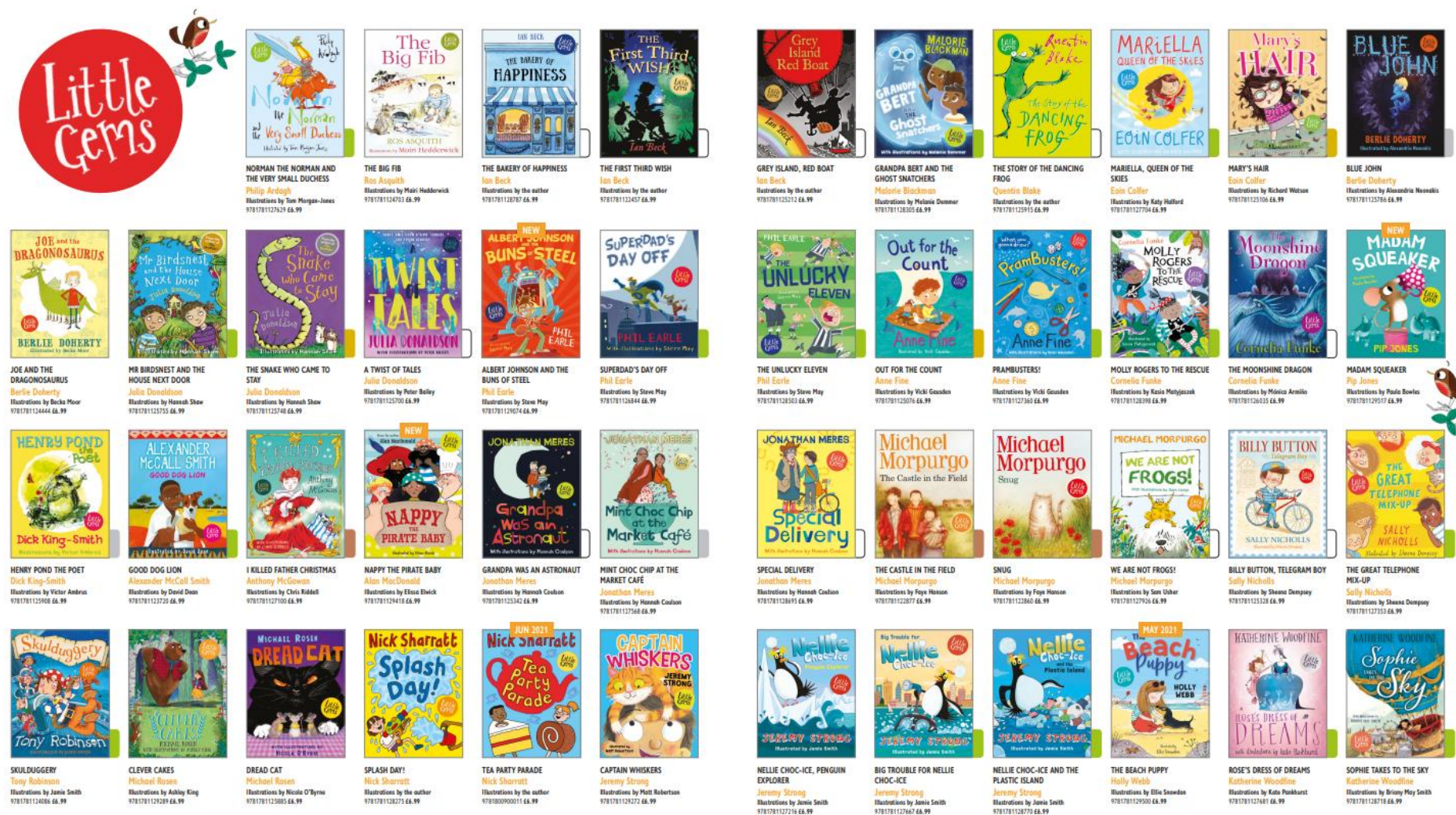


Poems and Rhymes



LITTLE GEMS – FIRST CHAPTER BOOKS and Year 2 Progression of Skills

We have invested in this set of books for the children who have completed the Little Wandle programme. This range of fully-illustrated first chapter books will build children's reading speed and stamina, helping them to access longer texts. Special features include a child-friendly chunky format, gently-tinted heavy paper and well-spaced layouts.





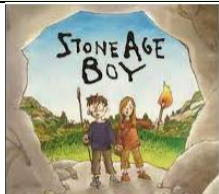
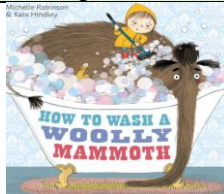
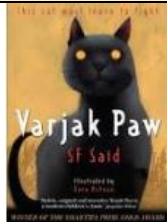

Year 2

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	Sample question stems
V Vocabulary	To check that the text makes sense to them. If it doesn't, then re-read it.	I can identify words which I am unsure of. I can read the rest of the sentence to help me decide what they word might mean.	I can discuss language and decide what it means.	Can you find a noun/verb/adjectives that shows you...? Why do you think the author chose this word to describe....? Find adjectives to describe....
I Inference	To be provided with a clue and make an inference, for example 'He is wearing a coat' so it must be cold.	To decide how a characters is feeling or know why they might do something, based on a clue in the text.	To look for clues in a text to tell me about a character's feelings, thoughts and motives.	What do you think means? When do you think? How do you think?
P Predict	To predict what might happen next.	To predict what might happen to a character, based on what I know about them.	To predict what might happen based on what I have read.	Where do you think... will go next? What will they say/do? How will this end?
E Explain	To know the word setting, character and plot.	To discuss what I liked or disliked about a text.	To discuss what I have read as a class.	What is the same/different about the characters? Explain why they did that.
R Retrieve	To know how to scan a text to find a key word.	To scan a text to find a key word to answer a question.	To retrieve information from a text.	Who is the main character? When/where was the story set? Tell me three facts you have learnt from the text
S <u>Summarise</u>	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	To discuss what happens in a text.	I discuss what happens in a text in detail.	What happens at the beginning, middle and end? What is the dilemma? Explain what happens in 1 sentence.



KS2 Reading Spine and Progression of skills

*See the separate progression of skills document to show what should be taught/assessed and when.

Topic Linked Texts

	Autumn Term <i>Britain in the Blitz</i>	Spring Term <i>The Stone Age</i>	Summer Term <i>Circle of Life</i>
Class Text (Fiction)	 	 	 
	This book is read daily to the whole class for 15 minutes. This text is also used for whole-class reading lessons.		
Poetry	Dawn After the Raid Timothy Corsellis	I was born in the Stone Age Michael Rosen	The Tyger William Blake
Non-Fiction	First News: Concentration Camps	A Pebble in My Pocket- A History of Our Earth- Meredith Hooper	The Variety of Life by Nicola Davies

In addition to the topic linked books, we have also invested in the following library books.

Primary Empathy Collection																																												
		<p>Dimple and the Boo Mariella, Queen of the Skies Mint Choc Chip at the Market Cafe Pancake Face Cherry Green, Story Queen All About Ella A Dangerous Game Worry Angels Five Ways to Make a Friend All to Play For The Dog That Saved the World (Cup) Race to the Frozen North</p>																																										
Reading Age: Mixture of 6, 7, 8																																												
Favourite Author's Collection																																												
		<table><tr><th>Title</th><th>Author</th></tr><tr><td>Daisy and the Unknown Warrior</td><td>Bradman</td></tr><tr><td>Dangerous Game</td><td>Blackman</td></tr><tr><td>Defenders: Killing Ground</td><td>Palmer</td></tr><tr><td>Sequin & Stitch</td><td>Dockrill</td></tr><tr><td>Remarkable Ear</td><td>Fine</td></tr><tr><td>All Sorts to Make a World</td><td>Agard</td></tr><tr><td>I Killed Father Christmas</td><td>McGowan</td></tr><tr><td>Laura Norder</td><td>Bass</td></tr><tr><td>McTavish on the Move</td><td>Rosoff</td></tr><tr><td>Norman the Norman from Normandy</td><td>Ardagh</td></tr><tr><td>Out for the Count</td><td>Fine</td></tr><tr><td>The Queen's Tale</td><td>Umansky</td></tr><tr><td>Wartman</td><td>Morpurgo</td></tr><tr><td>Bellas Den</td><td>Docherty</td></tr><tr><td>Griffin Gate</td><td>Hardy</td></tr><tr><td>Noodle the Doodle</td><td>Meres</td></tr><tr><td>Blamehounds</td><td>Collins</td></tr><tr><td>Madam Squeaker</td><td>Jones</td></tr><tr><td>Super Sub</td><td>Gibbons</td></tr><tr><td>Albert Johnson & the Buns of Steel</td><td>Earle</td></tr></table>	Title	Author	Daisy and the Unknown Warrior	Bradman	Dangerous Game	Blackman	Defenders: Killing Ground	Palmer	Sequin & Stitch	Dockrill	Remarkable Ear	Fine	All Sorts to Make a World	Agard	I Killed Father Christmas	McGowan	Laura Norder	Bass	McTavish on the Move	Rosoff	Norman the Norman from Normandy	Ardagh	Out for the Count	Fine	The Queen's Tale	Umansky	Wartman	Morpurgo	Bellas Den	Docherty	Griffin Gate	Hardy	Noodle the Doodle	Meres	Blamehounds	Collins	Madam Squeaker	Jones	Super Sub	Gibbons	Albert Johnson & the Buns of Steel	Earle
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For: Children aged 7-12																																												

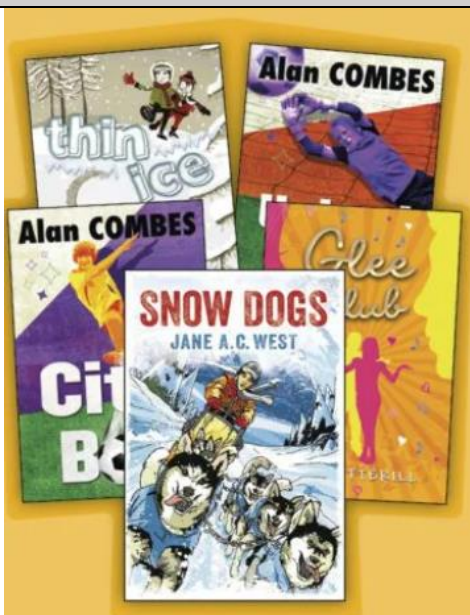
Primary Funny Collection



For: Children aged 8-12

	Author
Mad in the Back	Rosen
Clever Cakes	Rosen
Supernan's Day Out	Earle
Blamehounds	Collins
Ted Rules the World	Cottrell Boyce
Good Dog McTavish	Rosoff
Granny's Little Monsters	McCombie
Laura Norder	Bass
Buck 'n' Bronco	Bass
Norman the Norman and Small Duchess	Ardagh
Skulduggery	Robinson
The Peculiar Thing with the Pea	Umansky

Hi-Lo Collection



After School Club	Davies
Red Card	Combes
City Boy	Combes
Gunpoint	Eldridge
Bomb	Eldridge
Thin Ice	Powling
Under Cover of Darkness	Thomson
Snow Dogs	West
United Here I Come	Combes
Web	Prince

