

Stannington Infant School Reading Spine Rationale



Intent: Through carefully chosen texts we are able to build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. Alongside these texts we provide a rich language environment that promotes and celebrates a culture of reading and writing allowing our children to develop an interest and love of books and literature which will stay with them for life. This selection of books helps to develop children's confidence and encourages them to see themselves as readers and writers for pleasure and purpose. Our reading approach equips children with the range strategies necessary to develop reading fluency and accuracy whilst giving opportunities to express their creativity and explore their imagination through drama, play and in written forms.

Foundation Stage		Vocabulary Development	Comprehension	Love of Reading	Relevance to Stannington pupils' lives and knowledge of the world	When are these read/taught?
<i>*Columns relate to National Curriculum reference below.</i>						
Classics	The Ugly Duckling by Hans Christen Anderson	Different use of the English language. Exposure to unfamiliar words that they may no longer hear. Use of descriptive language. Exploration of the meanings of words.		Positive message about believing in yourself.	Understanding that we can all grow and achieve many different things.	Class story
	The Little Red Hen	Repetitive language Traditional story telling language	Different ways of telling the same story Sequencing	Hearing different versions of the same story – making choices about which they like.	Comparing and discussing other traditional tales we know. Understand that our actions have consequences.	Writing sequence
	The Gingerbread Man	Repetitive language Traditional story telling language	Different ways of telling the same story Sequencing	Hearing different versions of the same story – making choices about which they like.	Comparing and discussing other traditional tales we know. Understand that our actions have consequences.	Writing sequence

	Rosie's Walk	Repetitive language Traditional story telling language				Class story
Narrative	The Gruffalo by Julia Donaldson	Repetitive rhyming language Familiar setting and creatures Flow when reading aloud	Sequencing in order to retell Understanding of the character and their feelings	Listening to a story that follows on from a familiar story.	Building up a bank of stories by the same author.	Class story
	We're Going on a Bear Hunt by Michael Rosen	Repetitive language A range of verbs and positional language – under, over, swishy grass, dark cave	Sequencing in order to retell	Learning the story off by heart Retelling as a class and as small groups Acting out the story to bring it to life	Facing new situations and overcoming challenges – links to the learning team	Writing sequence
	The Smeds and the Smoos by Julia Donaldson	Repetitive language		Exciting environment Aliens	Embracing differences and working together for a common goal or to solve a problem	Class story
	Astro Girl by Ken Wilson -Max	Story telling language Language linked to space and feelings Astronaut asteroid gazed			Positive female role model Different ambitions	Class story
Poetry	The Oxford book of Nursey Rhymes	Rhyme Traditional rhymes Repetition Different language choices		Reading as a class Performing as a class and small groups.	Working as a team to achieve something	Class story
	A Great Big Cuddle by Michael Rosen	Rhyme Humorous language choices Repetition Different language choices		Reading as a class Performing as a class and small groups.	Working as a team to achieve something	Class story
Fables	The Leopard's Drum by Jessica Souhami	Traditional style of language –		A different type of story. Working out the meaning to the story.	Different messages from each tale – working as a team, kindness.	Class story
Links to theme work - Non-	The Emperor's Egg by Martin Jenkins	Vocabulary linked to the Antarctic Tier 3 language Antarctica cold penguin		A book about helping our world.	Looking after the world we live into make sure penguins can live in Antarctica	Class story

fiction and fiction		Verbs: huddle shuffle slide trumpeting whistles				
Wellbeing Focus	The Colour Monster by Anna Llenas	Language linked to emotions Vocab to describe emotions		Colourful monsters who they can relate to. Opportunity for discussions around feelings	Links to the learning team. Naming their feelings and understanding how they feel and why they might feel like that.	PSHE

Each year the entries for the Sheffield Children’s Book Awards are read to the children in KS1. Then the children vote for their favourite story and a small group of children attend the ceremony to see which author and book have won.

This Literature Spine is created by the staff of Stannington Infant School.

This literature spine will be reviewed annually to reflect new books and the changing needs of the community, the city we live in and the interests of our children.
(Reviewed July 2022)

Research papers and books such as [Reflecting Realities](#), [Reading for Pleasure 2021](#) and [The Power of a Rich Reading Classroom](#) have been used to support the choices on this list