

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.

Year 1		Vocabulary Development	Comprehension	Love of Reading	Relevance to Stannington pupils' lives and knowledge of the world	When are these are read/taught?
<i>*Columns relate to National Curriculum reference below.</i>						
Classics	A Bear Called Paddington by Michael Bond	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 love and feelings.	Links to toys theme and toys from the past	Class story
	The Three little Pigs	Repetitive language Traditional story telling language	Different ways of telling the same story Sequencing Retrieving questions Sequencing and exploring alternative endings	Hearing different versions of the same story – making choices about which they like. Telling a story from different perspectives.	Comparing and discussing other traditional tales we know	Writing sequence
Narrative	The Gruffalo's Child 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.	Writing sequence
	Owl Babies by Martin Waddell	Repetitive language Traditional story telling language A range of verbs	Sequencing in order to retell		Relating the experience of the owls being afraid to times they have been	Reading sequence

			Questions based on the story and how the character's feeling change as the story progresses.		afraid, how we can help ourselves in those situations and how we can help others if they are afraid. Links to the Learning Team.	
	Man on the Moon, a day in the life of Bob by Simon Bartram	New vocabulary linked to space and rockets. Written to make the reader laugh and uses illustrations to support this.	Sequencing Retrieving questions	Exciting environment Aliens hiding Funny hidden messages that only the reader can see Part of a series	Links to space Thinking about future jobs. Links to Rosie Resourceful.	Reading sequence
	Funnybones by Alan and Janet Alberg	Repetitive language Adjectives Funny language that makes us laugh	Sequencing in order to retell	Very visual images Funny images that make the reader laugh.		Writing sequence
	Beegu by Alexis Deacon	Simple language Story through pictures		Pictures that help to tell the story	Feeling like we don't fit in and what we can do to change that.	Class story
	Look Up by Nathan Bryon	Language linked to space and meteors.	Sequencing in order to retell Questions based on the story and how the character's feeling change as the story progresses.	Takes place in a different country Part of a series Has an exciting ending Excites children about what is in the skies above our houses at night.	Positive female role model Relationships between siblings. Overcoming adversity and problem solving – being like Theo Thinker	Reading sequence
	The Squirrels that Squabble by Rachel Bright	Language linked to wildlife Language to make children laugh	Questions based on the story	Images of wildlife Images that give us clues as to what is happening	Understanding how others feel. Links to Forest School learning and animals in our local area.	Reading sequence
	Anna Hibiscus by Atinuke	Story language Vocabulary linked to settings Lagoon Skyscrapers canoe		Set in a different country Children can think about similarities and difference in their lives.	Thinking about families and everybody's is different. Diversity	Class story

Poetry	Out and About a first book of poems by Shirley Hughes	Rhyme Descriptive language – e.g. encouraging children to be more specific when describing seasons or events Repetition		Reading as a class Performing as a class and small groups.	Links to their feelings and thoughts about each seasons and different times of the year.	Class story
Fables	Stories of Aesop	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-fiction and fiction	10 Things I do to Help my World by Melanie Walsh	Vocabulary linked to conservation/saving our world Tier 3 language		A book about helping our world.	Conservation – links to ECO Club and looking after our school/local area.	Class story
	The Street Beneath my Feet by Charlotte Guillain and Yuval Zoomer	Vocabulary linked to streets and geography Tier 3 language		Illustrations that show the world underneath our feet. Looking at different layers of the ground	Links to our local area and what we are walking on.	Class story
	One day on Our Blue Planet in the Rainforest – Ella Bailey	Vocabulary linked to rainforests Tier 3 language		Seeing different animals that live in our world and how we can help them. Reading to discover more about our world.	Conservation – looking after our local area	Class story
	The Day the Crayons Quit by Oliver Jeffers	Each crayon has a different tone of voice/approach to writing a letter.		A funny story that features everyday objects. Written as letters Part of a series	We all have different qualities.	Class story
Wellbeing	Sugar and Snails by Sarah Tsiang			A funny story.	Looking at stereotypes.	Class story
	What We'll Build by Oliver Jeffers			Familiar author	Thinking about the world we live in and what we do to it.	Class story
	Ruby' Worry by Tom Percival	Language linked to feelings.		Familiar author	Knowing who we can go to if we have a worry.	Class story

				Illustrations that link to how the character is feeling.	Accepting how a worry can make us feel.	
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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 January 2023)

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