

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 2		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 Velveteen Rabbit by Margery Williams	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 Iron Man by Ted Hughes	Use of vocabulary – a mixture of scientific and geographical language mixed in with storytelling language		A different approach to a fairy tale – compares the theme of good/bad characters. A positive male role model.	Solving problems like Theo Thinker. A main character being brought up by his dad.	Class story
	Little Red Riding Hood and other versions	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 story
	The Lion, The Witch and The Wardrobe	Different use of the English language.		A different approach to a fairy tale – compares	Relationships with siblings	Just Read Project

		Exposure to unfamiliar words that they may no longer hear. Use of descriptive language. Exploration of the meanings of words. fraternising, gaiety, pavilion, stooped		the theme of good/bad characters.	Valuing each other's strengths.	
Narrative	The Owl Who Was Afraid of the Dark – Jill Tomlinson	Alliteration, descriptive language, Use of a range of verbs to describe movement. Links to Owl babies from Year 1 Words to do with night and owls Descriptive language around feelings and emotions.	Recalling the story sequence and retelling the story. Questions based on the story and how the character's feeling change as the story progresses.	Introducing a story using both a picture book and the narrative so children can make a choice over which they prefer.	Relating the experience of the owl being afraid to times they have been afraid, how we can help ourselves in those situations and how we can help others if they are afraid. Links to the Learning Team.	Writing sequence
	Izzy Gizmo by Pip Jones	Rich adjectives and verb choices to support children's use of language. Use of language to make the reader laugh.	Recalling the story sequence and retelling the story. Inference questions based on why we think certain characters behaved in certain ways.	Positive female character. One in a series to develop an interest in an author. Part of a series – share the other texts – develop a love for the character – explore different texts by the same author.	Overcoming adversity and problem solving. The value of persevering until you get it right and how that feels. Links to the Learning Team.	Whole class reading sequence
	Foghounds by Joan Aitkin Traction Man by Mini Grey	Mixture of traditional and more modern language. Use of verbs and descriptive language. Using language to develop suspense Listening to language to visualise a character	Sequencing How characters have changed during the duration of the story Making predictions Reading assessment style questions	Adventure story- can children relate to other adventure stories they know? Exploring how stories resolve and come to an end and how the story has ended for all the characters.	Links to being afraid but then discovering there wasn't any need to be afraid.	Whole class reading sequence

	Fantastic Mr Fox by Roald Dahl	Descriptive language relating to the characters New words -churgle	Vocabulary questions find and copy, why has the author used this... matching vocab to meaning	Humour Discussing other Roald Dahl books, we know and are there any similarities of authors.	Animals that live in our local area and their habitats	Writing sequence
	Sir Scallywag and the Golden Underpants by Giles Andrea	Rhyming language Repetitive language Language linked to knights and castles - lance	Sequencing in order to retell Understanding of the character and their feelings	Humour Different to usual knight stories Part of a series – share the other texts – develop a love for the character – explore different texts by the same author	Thinking about stereotypes The main character is their age – you can achieve anything if you want to	Writing sequence
	Lyla and the Secret of Rain by David Conway	Adjectives, expanded noun phrases adverbs	Narrative questions based on our knowledge of the text.	Illustrations and how they can make us enjoy texts.	Compare to their life Conservation links A story from a different continent	Theme – Our Country 22/23
	The Last Bear by Hannah Gold	Introduction to new vocabulary Descriptive language – e.g. encouraging children to be more specific: violent storms, a blurry smudge, black nose twitching		A modern adventure to compare to traditional ones such as The Lion, The Witch and The Wardrobe.	Moving house, missing friend and family Fitting in	Just Read Project
Poetry	T'was the Night Before Christmas by Clement Clarke Moore	Introduction to new vocabulary and vocabulary from a different period of time. Use of vocabulary for effect and purpose. Descriptive language – e.g. encouraging children to be more specific	Visualising using clues-inference	Performing as a class and small groups.	Links to their feelings and thoughts about Christmas. Links to History work around old toys.	Whole class reading
	The Treasures by Clare Bevan (poems to perform)	Rhyme Descriptive language Repetition	Visualisation	Reading as a class	Learning together	Class story

	The Owl and the Pussycat – Edward Lear	Rhyme Descriptive language – e.g. encouraging children to be more specific when describing colours (pea-green boat)	Visualising the objects and responding to descriptions.	Reading as singing and performing.		Class story
Fables	The Fox and the Star by Coralie Bickford-Smith	Descriptive language Introduction to new vocabulary.	Visualisation	Reading as a class	Thinking about the meaning of the fable and linking to their own experiences	Class story
Links to theme work - Non-fiction and fiction	The Great Fire of London by Emma Adams	Nouns, proper nouns vocabulary from the point of view of an observer. Y2 common exception words people, water, climb, every, great	Retrieval questions based on facts and starting to look at questions set out in an assessment style Tick box and matching Sequencing the events using time clues.	Comparing to the fiction book we use in writing about the GFOL- what do we notice is different encouraging children to form opinions. Thinking as another person	History link – The Great Fire of London Using Google maps to find locations and link to children’s own experiences of London.	Theme – Our Country 22/23
	The Great Kapok Tree by Lynne Cherry	Vocabulary linked to rainforests Tier 3 language		A story about saving the planet.	Conservation – looking after our local area	Theme – Our Changing World 22/23
	Little People – David Attenborough	Nouns, proper nouns Formal spoken language linked to recounts and non-chronological reports			Conservation The impact one person can have on the world	Our Changing World 22/23
	Greta and the Giants by Zoe Tucker	Nouns, proper nouns Formal spoken language linked to recounts and non-chronological reports			a different point of view on the world and looking at how young people can help to change the world we live in.	Our Changing World 22/23
	Africa, Amazing Africa by Atinuke	Descriptive language of the locations in Africa. Proper nouns Alliteration Factual language	Retrieval questions based on facts and starting to look at questions set out assessment style Tick box and matching	Fun Facts- did you know? Real photos from Africa	Geography link – Kenya Comparing Kenya to other places and our own country.	Theme – Our Country 22/23

			Reading a book as an information book in sections		Modern and traditional Kenya encouraging children to learn about Kenya as a modern country not just animals.	
	The Bee Who Spoke by Al MacCuish	Descriptive language Understanding vocabulary Tier 3 language	Retrieving facts	First-hand experience of the subject matter	Links to our bee apiary and work we do	Whole class reading
	A Walk in London by Salvatore Rubbino	Descriptive language Understanding vocabulary Tier 3 language linked to the city of London Names of places of interest and landmarks: Buckingham palace, Tower Bridge		Images of London A walk that children could recreate themselves Places they may have visited	Geography link – Our Country Map work	Theme – Our Country 22/23
Wellbeing Focus	<u>The Proudest Blue</u> by Ibbithaj Muhammad	Vocab specific to Islam Meaning of words Tier 3 language	Retrieval Prediction Retelling Links to other stories and the world we live in	The author was the first American Muslim wearing a hijab to win a medal at the Olympics	Being proud of who you are Relationships between siblings The importance of a religious item Positive female role model Links to RE and Islam	Whole class reading
	<u>The Invisible</u> by Tom Percival	Descriptive language Vocabulary linked to feelings Understanding vocabulary	Retrieval Prediction Retelling Links to other stories and the world we live in		Working in a community to achieve something Moving house Feelings and how to acknowledge them	Whole class reading

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 and 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