



## YEAR 1 AND 2

# Whitley Park School Writing and Reading Spine

To ensure every child is exposed to good quality literature, we have developed our own writing and reading spine. These books have been chosen as key texts and children will be introduced to these books throughout their time in primary at Whitley Park. As well as listening to the students read, we will also read to them to not only promote a love reading but also to share more complex texts than those they can read alone. This spine has been collated to deliberately expose the children to a range of authors, genres and key texts that we would want them to have encountered by the time they leave primary education. We also identify that non-fiction texts require a higher level of skill than when reading fiction and a good balance of topic-appropriate non-fiction will also be read to help further develop children's background knowledge of the subject they are studying. Across each academic year, each student will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of them and are able to access more complex books expected of them during their secondary education.

The reading spine should always remain a working document as new, exciting books are being written and published each year.

### The 5 Plagues of the Developing Reader

*(source: Reading Reconsidered by Doug Lemov)*

There are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books.

Archaic texts	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser in further education.
Non-linear time sequences	In passages written exclusively for students—or more specifically for student assessments— time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.
Narratively complex	Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart" who is a madman out of touch with reality. Other books



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	have multiple narrators such as Faulkner’s As I Lay Dying. Others have non-human narrators such as the horse that tells the story in Black Beauty. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.
Figurative/Symbolic text	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.
Resistant texts	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

ORT	Approx Age	Year	NC Level	Lexile Level
1	4-5	R	-	0-75
2	4-5	R	-	75-125
3	4-5	R	1	125-200
4	5-6	1	1	200-225
5	5-6	1	1	225-300
6	5-6	1	2	300-325
7	6-7	2	2	325-400
8	6-7	2	2	400-475
9	6-7	2	2	475-575
10	6-7	2	3	575-625
11	7-8	3	3	625-650
12	7-8	3	3	650-725
13	8-9	4	4	725-750
14	9-10	5	4	750-900
15	10-11	6	4	900-1000
16	10-11	6	4+	1000+

When planning to use a text, it is important to understand the lexile level.

You can search using: <https://hub.lexile.com/find-a-book/book-results>

Alternatively, you can often find this information on a search engine e.g. google

**Other resources:**

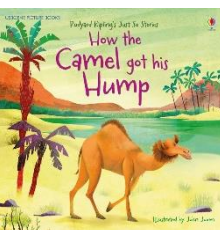
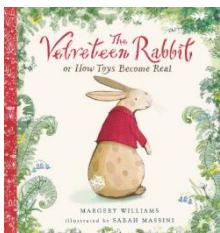
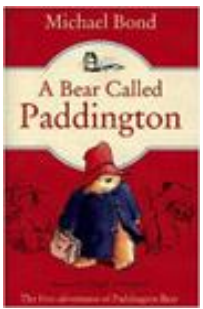
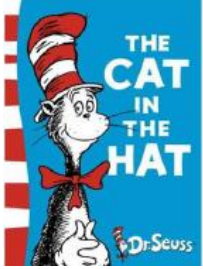
<https://www.booksfortopics.com/year1>

<https://www.booksfortopics.com/year-2>



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# Archaic texts



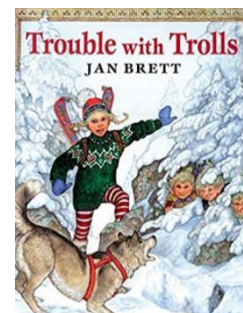
NAME OF THE BOOK	AUTHOR	YEAR	LIBRARY
The Ugly Duckling	Hans Christian Andersen	1844	1
The Cat in the Hat	Dr. Seuss	1957	2
Goodnight Moon	Margaret Wise Brown	1947	-
Aesop's Fables (e.g. The Hare and the Tortoise, The Boy Who Cries Wolf etc.)	Aesop	N/A	7
Traditional Stories (e.g. Sleeping Beauty, Rumpelstiltskin, Rapunzel, Puss-In-Boots, The Princess and the Pea, Pinocchio)	Various authors	N/A	29
The Frog Prince	Brothers Grimm	1812	-
Traditional Nursery Rhymes	Various authors	N/A	6
The Three Billy Goats Gruff	Paul Galdone	1973	9
Pippi Longstocking	Astrid Lindgren	1945	3
Winnie-the-Pooh	A.A. Milne	1926	1
How the Camel got his Hump	Rudyard Kipling	1902	-
The Velveteen Rabbit	Margarey Williams	1922	-
A Bear Called Paddington	Michael Bond	1958	-
The Frog (poem)	Hilarie Belloc	1896	-
A Good Play, The Swing and My Shadow (poems)	Robert Louis Stevenson	1888	-
The Owl and the Pussycat	Edward Lear	1871	2
The More it Snows (poem)	A.A. Milne	1928	-
The Night Before Christmas (poem)	Clement Clarke Moore	1823	2
Princess & The Pea	Rachel Isadora		



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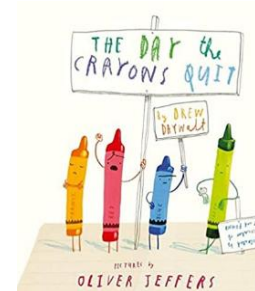
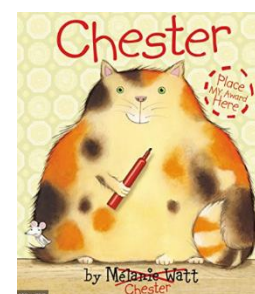
# Non-Linear Time sequences

NAME OF THE BOOK	AUTHOR	YEAR	LIBRARY
Voices in the Park	Anthony Browne	1998	1
The Trouble with Trolls	Jan Brett	1992	-
Black and White	David Macaulay	1990	-
Grandpa	John Burningham	2003	-
When the Rains Come	Tom Pow	2012	-
Three Brave Women	C.L.G. Martin	1991	-
The Stinky Cheese Man and Other Fairly Stupid Tales	Jon Scieszka	1993	2
The Tunnel	Anthony Browne	1989	-
Here we are	Oliver Jeffers	2017	
Meerkat Mail	Emily Gravett	2016	
The Last Polar Bears	Harry Horse	1996	



## Complexity of the Narrator

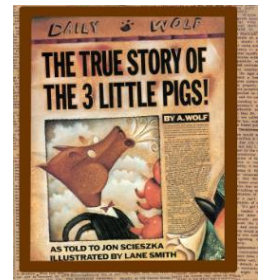
NAME OF THE BOOK	AUTHOR	YEAR	LIBRARY
Chester	Melanie Watt	2007	-
And the Dish Ran Away with the Spoon	Janet Stevens	2001	-
The Very Smart Pea and the Princess to Be	Mini Grey	2003	-
Fantastic Mr Fox	Roald Dahl	1970	6
Hey Little Ant	Hannah and Phillip Hoose	1998	-
The Little House	Virginia Lee Burton	1942	-
The Day the Crayons Quit	Drew Daywalt	2013	5





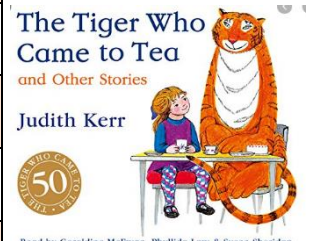
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<b>The Wolf Story: What Really Happened to Little Red Riding Hood</b>	Toby Forward	2005	3
<b>The True Story of the Three Little Pigs</b>	John Scieszka	1989	1
<b>The Three Little Wolves and the Big Bad Pig</b>	Eugene Trivizas	1993	-
<b>The Rainbow Bear</b>	<b>Michael Morpurgo</b>	2000	



## Figurative/Symbolic text

NAME OF BOOK	AUTHOR	YEAR	LIBRARY
Grandad's Island	Benji Davies	2015	1
Owl Babies	Martin Waddell	1992	3
The Tiger Who Came to Tea	Judith Kerr	1968	1
Slug Needs a Hug	Jeanne Willis	2015	-
Where the Wild Things Are	Maurice Sendak	1963	5
The Heart and the Bottle	Oliver Jeffers	2010	1
Dinosaurs and All That Rubbish	Michael Foreman	1993	1
Scissors (poem)	Allen Ahlberg	1983	-
I Do Not Mind You Winter Wind (poem)	Jack Prelutsky	1984	-
The Red Tree	Shaun Tan	2001	-
The Chickens Build a Wall	Jean-Francois Dumont	2013	-
The Building Boy	Ross Montgomery	2016	-
Little Red Riding Hood	Laurence Anholt	1998	
The Snowflake Mistake by Lou Treleavan and Maddie Frost	Lou Trleavan and Maddie Frost	2016	



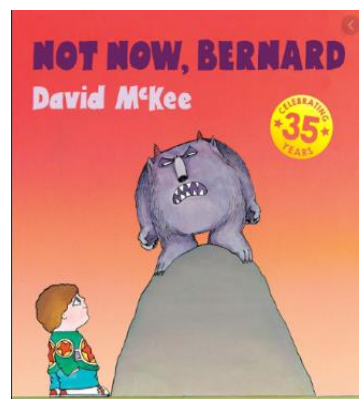
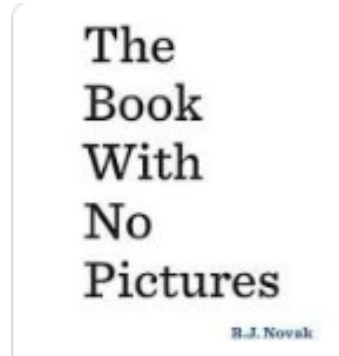
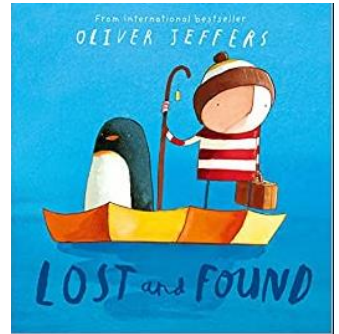




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# Resistant texts

NAME OF BOOK	AUTHOR	YEAR	LIBRARY
<b>The Book With No Pictures</b>	B.J. Novak	2016	-
<b>Lost and Found</b>	Oliver Jeffers	2005	1
<b>Tadpole's Promise</b>	Jeanne Willis	2003	1
<b>Wolves</b>	Emily Gravett	2005	5
<b>The Colour Monster</b>	Anna Llenas	2012	-
<b>Not Now Bernard</b>	David McKee	1980	3
<b>Ning Nang Nong (poem)</b>	Spike Milligan	1959	-
<b>Mirror</b>	Jeannie Baker	2010	-
<b>Masha and The Fire Bird</b>	<b>Margaret Bateson</b>	1999	





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