



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 <i>As I Lay Dying</i> . Others have non-human narrators such as the horse that tells the story in <i>Black Beauty</i> . 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:

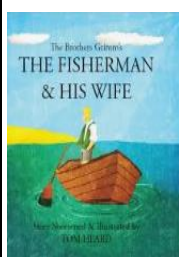
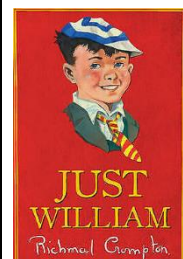
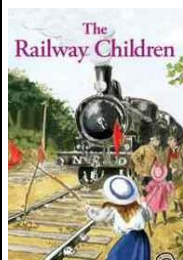
<https://www.booksfortopics.com/year-3>

<https://www.booksfortopics.com/year-4>



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Archaic texts

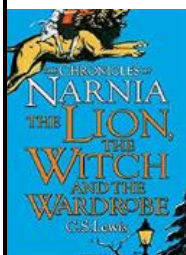


NAME OF THE BOOK	AUTHOR	YEAR	Library
Mary Poppins	P.L. Travers	1934	1
The Children of Green Knowe	Lucy M. Boston	1954	-
The Railway Children	Edith Nesbit	1905	5
Five Children and It	Edith Nesbit	1902	-
Alice's Adventures in Wonderland	Lewis Carroll	1865	3
Emil and the Detectives	Erich Kastner	1929	-
Just William	Richmal Crompton	1922	-
Peter Pan	J.M. Barrie	1911	1
The Little House on the Prairie	Laura Ingalls Wilder	1935	1
Pippi Longstocking	Astrid Lindgren	1945	3
Heidi	Johanna Spyri	1880	-
Winnie-the-Pooh	A.A. Milne	1926	1
The House at Pooh Corner	A.A. Milne	1928	-
The Little Match Girl	Hans Christian Anderson	1845	-
Beauty and the Beast	Abridged version	1740	2
The Emperor's New Clothes	Hans Christian Anderson	1837	1
The Fishermen and his Wife	Brothers Grimm	1812	-
How the Camel got his Hump	Rudyard Kipling	1902	-
How Doth the Little Crocodile (poem)	Lewis Carroll	1865	-
You Are Old Father William (poem)	Lewis Carroll	1865	-



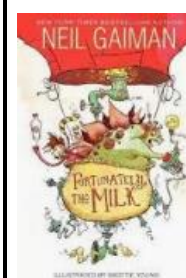
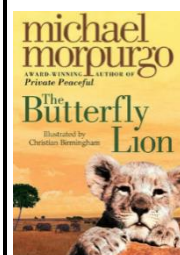
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Topsy Turvy World (poem)	William Brightly Rands	1871	-
There Was a Young Lady Whose Nose and There Was an Old Man With a Beard (poems)	Edward Lear	1920	-
The Lion, the Witch and the Wardrobe	C.S. Lewis	1950	3
The Velveteen Rabbit	Margery Williams	1922	-
A Bear Called Paddington	Michael Bond	1958	-
How to train your Dragon	Cressida Cowell	2017	
Vasilisa the Beautiful and Baba Yaga	Alexander Afanasyev	2017	
The Ice Palace	Robert Swindells	1977	



Michael Bond

Non-Linear Time Sequences



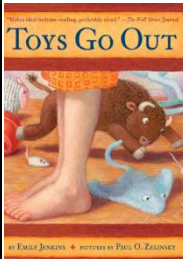
NAME OF THE BOOK	AUTHOR	YEAR	Library
The Midnight Fox	Betsy Byars	1968	34 in yr 5/6 cupboard
The Firework Maker's Daughter	Phillip Pullman	1995	2
The Legend of Captain Crow's Teeth	Eoin Culfer	2005	-
Fortunately the Milk	Neil Gaiman	2013	-
The Butterfly Lion	Michael Morpurgo	1996	1
Farm Boy	Michael Morpurgo	1997	1
Walk Two Moons	Sharon Creech	1994	-
Dominic Grows Sweetcorn	Mandy Ross	2014	-



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Complexity of the Narrator



NAME OF THE BOOK	AUTHOR	YEAR	Library
The Witches	Roald Dahl	1983	3
The Five Realms: The Legend of Podkin One-Ear	Keiran Larwood	2016	-
Max and the Millions	Ross Montgomery	2018	-
Toys Go Out	Emily Jenkins	2006	-
The World According to Humphrey	Betty G. Bimey	2004	-
Woof	Allan Ahlberg	1987	1
Nim's Island	Wendy Orr	1999	1
The Case of the Lost Boy	Dori Hillestad Butler	2010	-
Arthur and the Golden Rope	Todd Stanton	2018	



Complexity of Plot/Symbol



NAME OF BOOK	AUTHOR	YEAR	Library
Revolting Rhymes (poems)	Roald Dahl	1982	1
Love That Dog	Sharon Creech	2001	-
Ducks Ditty (poem)	Kenneth Grahame	1908	-
The Molehouse Cat	Antonia Barber	1990	6
The Iron Man	Ted Hughes	1968	2
Catch a Little Rhyme (poem)	Eve Merriam	1999	-
Dream Variations (poem)	Langston Hughes	1926	-



