




Halwin School


Reading Spine


V1.6 March 2023


This spine has been developed from

- The 5 Plagues with additions from <https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>
- The Write Stuff English writing scheme uses books as a foundation for learning to write
- Our Curriculum Drivers

○ Vocabulary 

○ Identity 

○ Locality 

○ Personality 

The 5 Plagues of the Developing Reader

In his book 'Reading Reconsidered', Doug Lemov points out that 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. Read his blog article here: <http://teachlikeachampion.com/blog/on-text-complexity-and-reading-part-1-the-five-plagues-of-the-developing-reader/>

Archaic Language

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 when they get to college.

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 starts. 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 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.

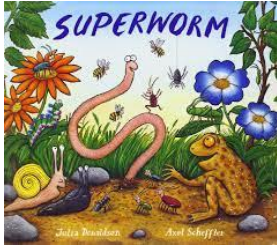
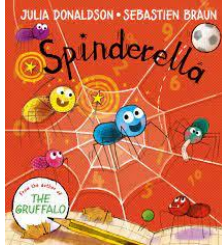
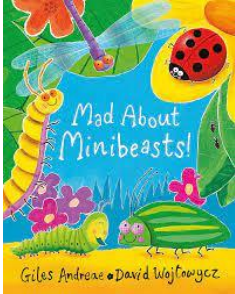

Figurative/Symbolic Text

Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience. Resistant Texts are 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.

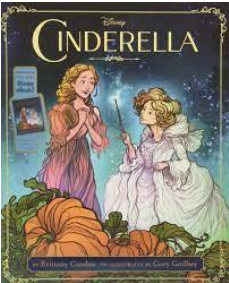
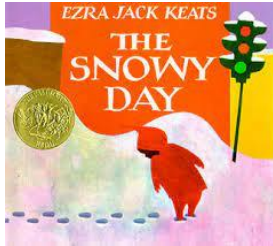
Preschool

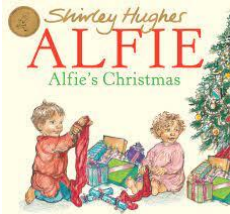
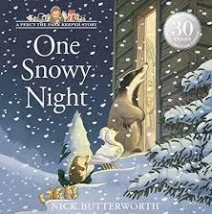
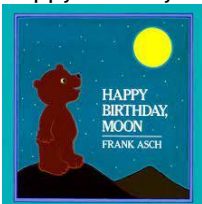
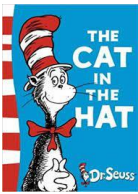


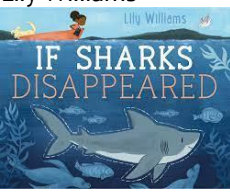
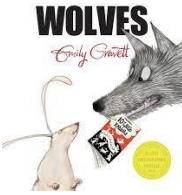
Year A

Autumn 1 -

	Reference to 5-Plagues		
<p>Superworm by Julia Donaldson</p> 	<p>100 books to read Rhythm and rhyme</p>	<p>Spinderella by Julia Donaldson</p> 	<p>Teacher Choice Rhythm and rhyme; Linked to science</p>
<p>Mad about Minibeasts by Giles Andreae</p> 	<p>Teacher Choice Linked to science</p>	<p>What the Ladybird heard by Julia Donaldson</p> 	<p>Teacher Choice Rhythm and rhyme; Linked to science</p>
<p>Pumpkin Soup by Helen Cooper</p> 			

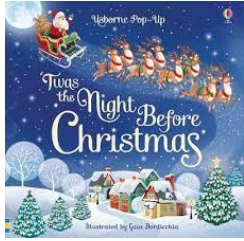
Autumn 2 - Celebrations

<p>Cinderella</p> 	<p>Archaic</p>	<p>The Snowy Day Ezra Jack Keats</p> 	<p>100 books to read</p>
<p>Alfie's Christmas Shirley Hughes</p>		<p>One Snowy night by Nick Butterworth</p>	

			
<p>Happy Birthday Moon by Frank Asch</p> 		<p>The Christmas Story</p>	
<p>Spring 1 - Dinosaurs</p>			
<p>Dinosaurs love underpants by Claire Freedman and Ben Gort</p>			
<p>Spring 2 - All about me</p>			
<p>Robins Class</p>			
<p>Year A</p>			
<p>Autumn 1 Science – Living Things; History – How am I making History?</p>			
<p>Class Text</p>	<p>Reference to 5-Plagues,</p>	<p>The Write Stuff Text</p>	
<p>The Cat in the Hat Dr Seuss</p> 	<p>Archaic Language</p>	<p>Ruby's Worry Tom Percival</p> 	
<p>The True Story of the 3 Little Pigs John Scieszka</p> 	<p>Complexity of Narrator</p>	<p>If Sharks Disappeared Lily Williams</p> 	
<p>Wolves Emily Gravett</p> 	<p>Resistant Text</p>		

Autumn 2 Science – Living Things; Geography – What is it Like Here?

The Night Before Christmas
Clement C Moore



Archaic Language

Penguins
Anne Schreiber

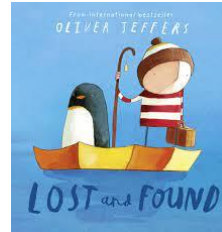


Lost and Found
Oliver Jeffers



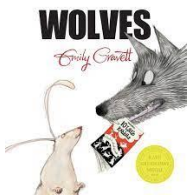
Resistant Texts

Lost and Found
Oliver Jeffers



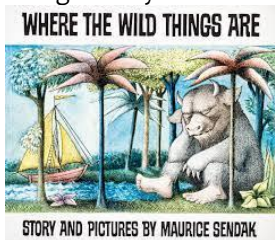
Spring 1 Science – Seasons; History – How have Explorers Changed the World?

Wolves
Emily Gravett



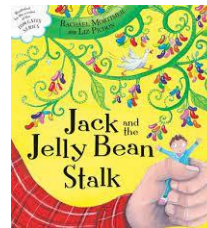
Resistant Text

Where the wild things are by Maurice Sendak



Archaic Language

Jack and the Jelly Bean Stalk
Rachael Mortimer



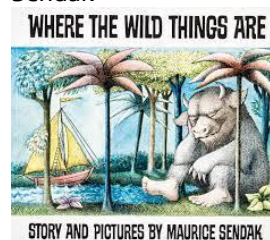
Spring 2 Science – Seasons; Geography – What is the Weather like in the UK?

The More it Snows
AA Milne



Archaic Language

Where the wild things are by Maurice Sendak

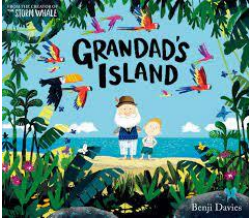
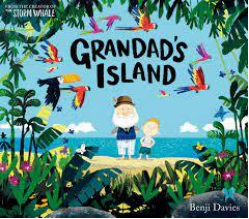
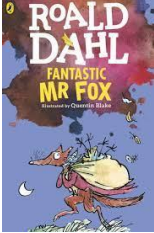

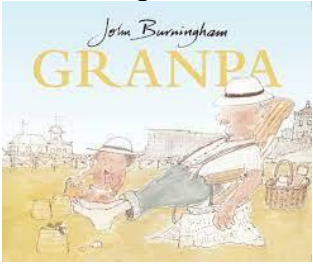
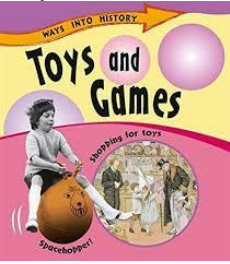
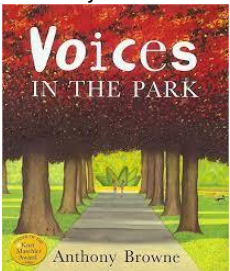




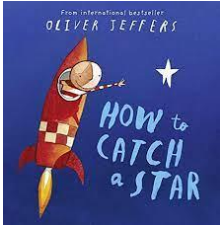


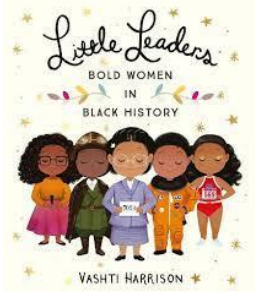
Summer 1 Science – Materials; History – How have Toys Changed?

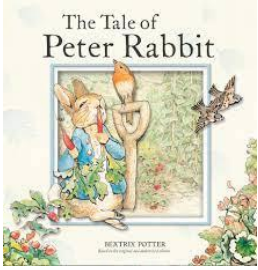

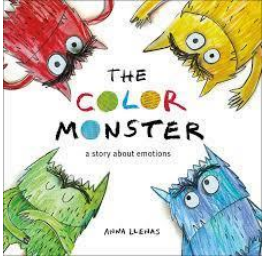
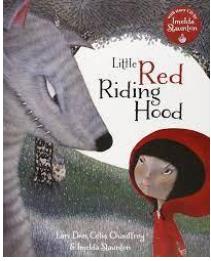
Grandad's Island by Benji Davis

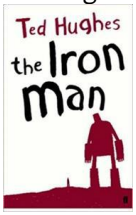

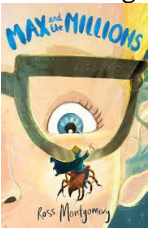
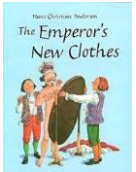
Complexity of the Plot/Symbol

Grandad's Island by Benji Davis

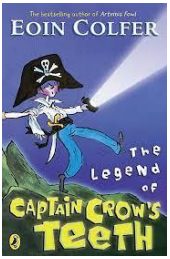
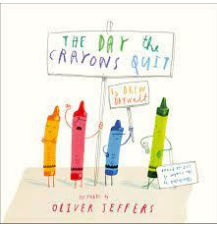
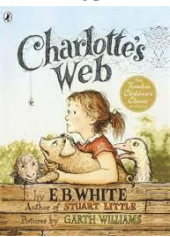
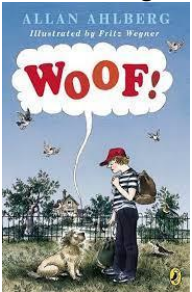
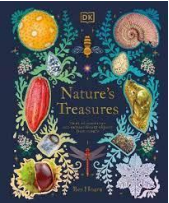
			
<p>Fantastic Mr Fox Roald Dahl</p> 	<p>Complexity of the Narrator</p>	<p>The Bear and the Piano David Litchfield</p> 	
<p>Summer 2 Science– Materials; Geography – How is life Different in China?</p>			
<p>Grandpa John Birmingham</p> 		<p>Toys and Games Sally Hewitt</p> 	
<p>Year B</p>			
<p>Autumn 1 Science – Living Things; History – How am I making History?</p>			
<p>Voices in the Park Anthony Browne</p> 	<p>Non-linear Time Sequences</p>	<p>The Snail and the Whale Julia Donaldson</p> 	
<p>When the Rain Comes Tom Pow</p> 	<p>Non-linear Time Sequences</p>	<p>The Rainbow Fish Marcus Pfister</p> 	
<p>The Book with No Pictures BJ Novak</p>	<p>Resistant Texts</p>		

<p>The Book With No Pictures</p> <p>E.J. Novak</p>			
<p>The Three Little Wolves and the Big Bad Pig</p> 	<p>Complexity of the Narrator</p>		
<p>Autumn 2 Science – Living Things; Geography – What is it Like Here?</p>			
		<p>How to Catch a Star Oliver Jeffers</p> 	
		<p>Poppies (film)</p> 	
<p>Spring 1 Science – Seasons; History – How have Explorers Changed the World?</p>			
<p>Who has seen the Wind Christina Rosetti</p> 	<p>Archaic Texts</p>	<p>Bold Women in Black History Vashti Harrison</p> 	
<p>The Tale of Peter Rabbit Beatrix Potter</p>	<p>Archaic Texts</p>	<p>The Queen's Hat Stephen Antony</p>	

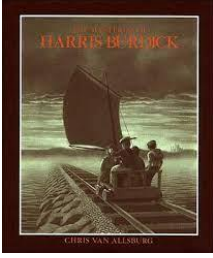
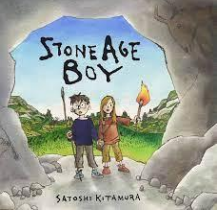
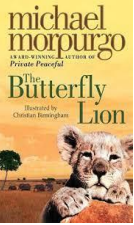
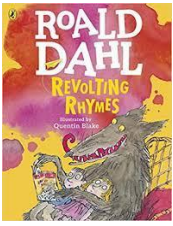
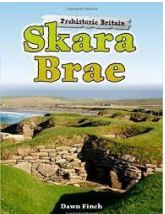
			
Spring 2 Science – Seasons; Geography – What is the Weather like in the UK?			
Summer 1 Science – Materials; History – How have Toys Changed?			
<p>The Colour Monster Anna Llenas</p> 		<p>Little Red Riding Hood Lari Don</p> 	
Summer 2 Science– Materials; Geography – How is life Different in China?			

Owls Class					
Year A					
Autumn 1 Science – Nurturing Nature; History – How was school different in the past?					
Class Text	Reference to 5-Plagues	The Write Stuff Unit	Writing form, Rationale	Post RWI Group	Reference to 5-Plagues, Rationale
<p>The Iron Man Ted Hughes</p> 	<p>Complexity of Plot/Symbol Year 3/4</p>	<p>Little Red Reading Hood Lucy Rowland; Year 2</p> 	<p>Traditional Tale with a twist Narrative Books! Books!/Reading Takes You Everywhere</p>	<p>Max and the Millions Ross Montgomery</p> 	<p>Complexity of the Narrator Y3/4 Contemporary Fiction</p>
<p>The Emperor's New Clothes Hans Christian Anderson</p> 	<p>Archaic Texts Year 3/4</p>	<p>Desk Diddler Michael Rosen; Year 2</p>	<p>Poetry Humorous Poem Clean up!</p>		

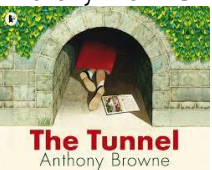
Autumn 2 Science – Nurturing Nature; Geography – Would you prefer to live in a hot or cold place?

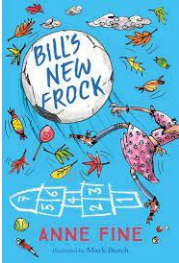

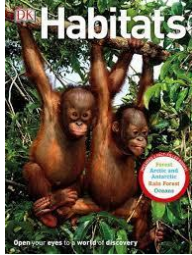
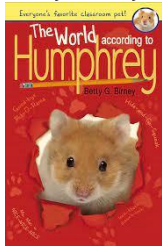
<p>The Legend of Captain Crow's Teeth Eoin Colfer</p> 	<p>Non-Linear Time Sequence</p>	<p>The Day the Crayons Quit Drew Daywalt; Year 2</p> 		<p>Charlotte's Web EB White</p> 	<p>Archaic text Year 3/4</p>
<p>Woof Allen Ahlberg</p> 	<p>Complexity of the Narrator</p>	<p>Anthology of Intriguing Animals Ben Hoare; Year 3</p> 	<p>Non-fiction Non-chronological report Skeletons and Muscles/Animals Link to science</p>		

Spring 1 Science – Archaeology; History – Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

<p>The Mysteries of Harris Burdick</p> 	<p>Resistant Texts</p>	<p>Stone Age Boy Satoshi Kitamura; Year 3</p> 	<p>Narrative Step Back in Time/Rock and Roll Link to history</p>	<p>The Butterfly Lion Michael Morpurgo Ed Shed Y3/4</p> 	<p>Contemporary Fiction</p>
<p>Revolting Rhymes Roald Dahl</p> 	<p>Complexity of Plot/Symbol (poems) Year 3/4</p>	<p>Skara Brae Dawn Finch; Year 3</p> 	<p>Non-fiction Holiday Brochure Stone Age/Step Back in Time</p>		

Spring 2 Science – Archaeology; Geography – What is it like to live by the coast?

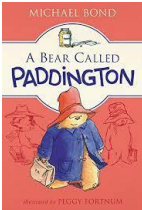

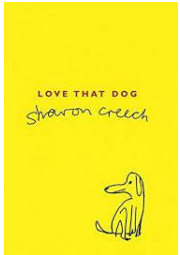
<p>Bill's New Frock Anne Fine</p>	<p>Year 4 Other texts</p>	<p>The Magic Paintbrush Julia Donaldson; Year 3</p>	<p>Narrative Traditional Tale China/Paint the Whole World</p>	<p>The Tunnel Anthony Browne</p> 	<p>Complexity of Plot/Symbol Year 3/4</p>
---------------------------------------	---------------------------	---	---	--	---

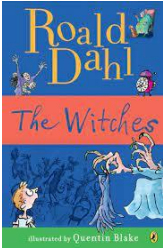
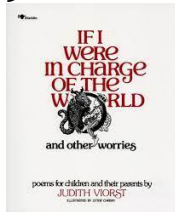
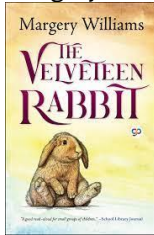
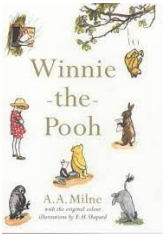
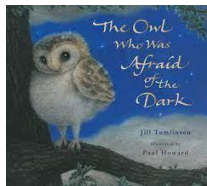
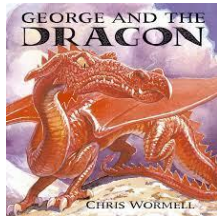
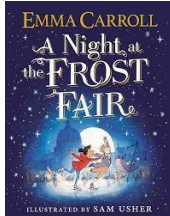
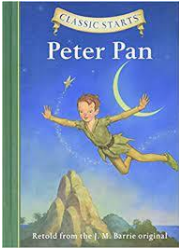
					
		Habitats DK; Year 2 	Non-fiction Non-chronological report Our World	The World According to Humphrey Betty Birney~ 	Complexity of the Narrator

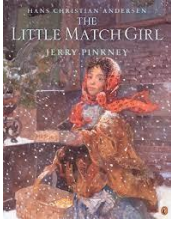

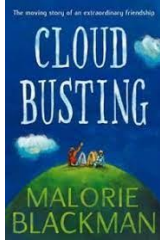
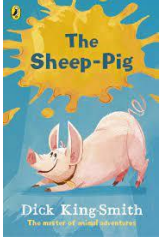


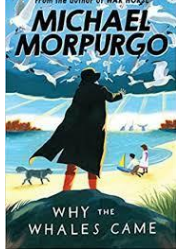
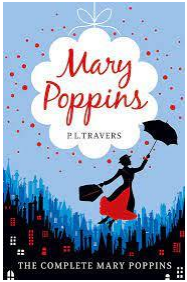
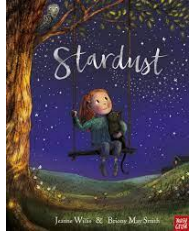
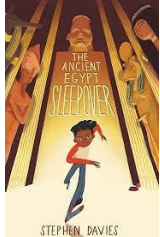
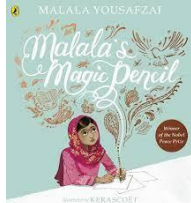
Summer 1 Science – Movie Magic; History – Why did the Romans settle in Britain?

Nim's Island 	Complexity of the Narrator Year 3/4	The Journal of Iliona - A Young Slave Richard Platt; Year 3 	Historical fiction Link to history: Romans	The Lion, the Witch and the Wardrobe CS Lewis 	Archaic Text Y3/4
		Flood Alvaro F. Villa; Year 3 	Narrative Tragedy Water/Water Everywhere/Splash! Environmental link		


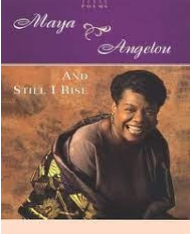

Summer 2 Science – Movie Magic; Geography – Why do people live near volcanoes?

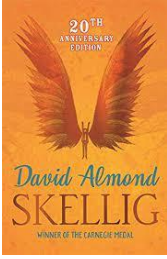
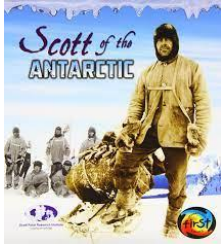
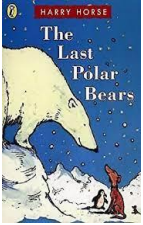
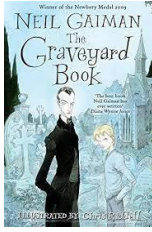
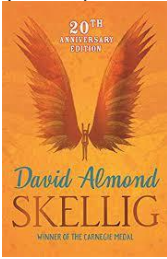
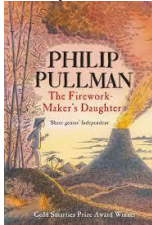
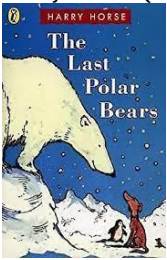

A Bear Called Paddington Michael Bond 	Archaic Texts Year 3/4	Wisp: A Story of Hope Zana Fraillon; Year 3 	Narrative A Story of Hope The Long Journey	Love that Dog 	Complexity of the Plot/Symbol Sharon Creech
--	---------------------------	---	--	--	--


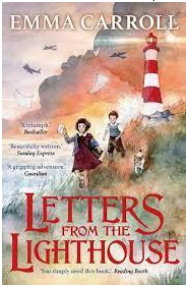
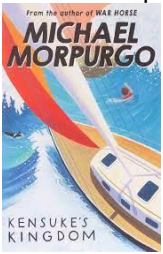
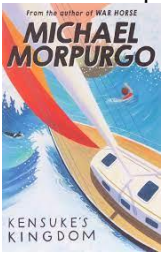
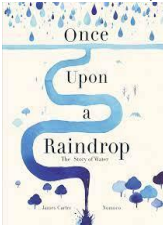
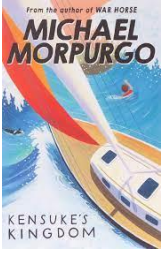
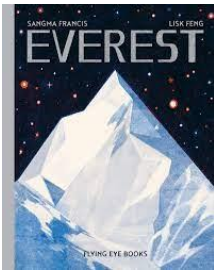
		Autumn is here	Poetry		
Year B					
Autumn 1 Science – The Amazing Human Body; History – How did we learn to fly?					
<p>The Witches Roald Dahl</p> 	<p>Complexity of the Narrator Year 3/4</p>	<p>If I were in Charge of the World Judith Viorst; Year 3</p> 	<p>Poetry Free Verse Be the Change</p>	<p>The Velveteen Rabbit Margery Williams</p> 	<p>Archaic Text</p>
<p>Winnie the Pooh AA Milne</p> 	<p>Archaic Text Year 3/4</p>	<p>The Owl who was Afraid of the Dark Jill Tomlinson; Year 2</p> 	<p>Light and Dark/Illuminate Link to science</p>		
Autumn 2 Science – The Amazing Human Body; Geography – Why is our World Wonderful?					
<p>Dream Variations Langston Hughes Catch a Little Rhyme Eve Merriam</p>	<p>Complexity of Plot/Symbol (poems); Year 3/4</p>	<p>George and the Dragon Chris Wormell; Year 2</p> 	<p>Narrative Legend Legends/British Values</p>	<p>A Night at the Frost Fair Emma Carroll</p> 	<p>Y3/4 Nonlinear Time Sequence</p>
<p>Peter Pan JM Barrie</p> 	<p>Archaic text Year 3/4</p>				
Spring 1 Science – From the Amazon to Antarctica; History – What is a Monarch?					
<p>The Little Match Girl Hans Christian Anderson</p>	<p>Archaic Text Year 3/4</p>	<p>The Building Boy Ross Montgomery and David Litchfield; Year 2</p>	<p>Narrative Adventure When I grow up .../heritage</p>	<p>Cloud Busting Malorie Blackman</p>	<p>Resistant Texts Year 3/4</p>

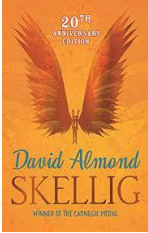
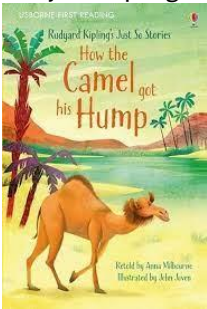

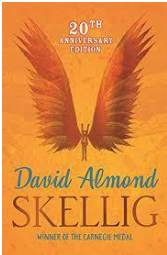

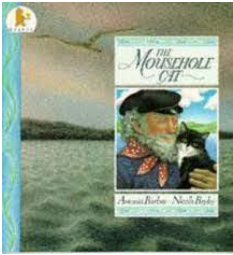
					
The Sheep Pig Dick King-Smith 	Other Books Year 3	I asked the Little Boy who Couldn't See; Year 3	Poetry Differences		
Spring 2 Science – From the Amazon to Antarctica; Geography – Who lives in Antarctica?					
The Midnight Fox Betsy Byars 	Non-linear time sequence Year 3/4	Wolves in the Walls Neil Gaiman; Year 3 	Narrative Suspense SSSSHHH!!!!/Who's there?	Why the Whales Came Michael Morpurgo 	Other Books Year 4; Familiar author; locality link
Summer 1 Science – How stuff works; History – How were the beliefs different in Ancient Egypt?					
Mary Poppins PL Travers 	Archaic Text	Stardust Jeanne Willis; Year 2 	Narrative Story Family Matters/You are Special	The Ancient Egypt Sleepover Stephen Davies 	
		Malala's Magic Pencil Malala Yousafzai; Year 2 	Non-fiction Biography Significant people Personality link		
Summer 2 Science – How stuff works; Geography – Are all settlements the same?					




		<p>The Incredible Book Eating Boy Oliver Jeffers; Year 3</p> 	<p>Narrative Comedy Healthy Eating/Food Glorious Food</p>	<p>Alice's Adventures in Wonderland Lewis Carroll</p> 	<p>Archaic Language</p>
		<p>My Strong Mind Niels Van Hove; Year 3</p> 	<p>Non-fiction Instruction Being Healthy</p>		

Kingfishers Class			
Year A			
Autumn 1 Science – Out of this World; History – WWII on the people of Britain;			
Class Text	5 Plagues Reference	The Write Stuff Unit	
Carrie's War Nina Bawden 	Archaic language	Mars Transmission; Year 5	Journal Calling Earth
		Still I Rise; Year 4 Maya Angelou 	Poetry
Autumn 2 Science – Out of this World; Geography – Why are Rainforests important to us?			
		One Small Step Taiko Studios; Year 5 	Narrative
		Plastic pollution Year 5	Non-fiction speech
Spring 1 Science – Living, Growing and Changing; History - Migration			
Skellig (Year 6) David Almond	Complexity of Plot/Symbolism/imagery	Scott of the Antarctic E and J Dowdeswell and Angela Seddon; Year 5	Non-fiction (diary)

			
<p>Harry Horse The Last Polar Bears (Year 4/5)</p> 	<p>Complexity of the Narrator</p>	<p>The Graveyard Book Neil Gaiman; Year 6</p> 	<p>Narrative Mystery Spooky</p>
<p>Spring 2 Science - Living, Growing and Changing; Geography – Why do Oceans Matter?</p>			
<p>Skellig by David Almond (Year 6)</p> 		<p>The Firework Maker's Daughter Phillip Pullman; Year 6</p> 	<p>Narrative Adventure</p>
<p>The Last Polar Bears by Harry Horse (Year 4/5)</p> 	<p>Complexity of the Narrator</p>		
<p>Summer 1 Science – Engineering; History – Why did the Maya Civilisation decline so quickly?</p>			
<p>Brown Girl Dreaming Jacqueline Woodson</p> 	<p>Resistant Texts</p>	<p>Moth Isabel Thomas; Year 6</p>	<p>Poetry</p>

		The River Valerie Bloom; Year 4	Poetry
Summer 2 Science – Engineering; Geography – What are rivers and how are they formed?			
Brown Girl Dreaming Jacqueline Woodson 	Resistant Texts	Letters from the Lighthouse Emma Carroll; Year 6 	Non-fiction recount
Year B			
Autumn 1 Science – Bright sparks; History – How have Children’s Lives Changed?			
Kensuke’s Kingdom Michael Morpurgo 	Non-linear time sequence	Kensuke’s Kingdom Michael Morpurgo; Year 6 	Narrative/adventure
		Once upon a Raindrop James Carter; Year 4 	Non-fiction Script
Autumn 2 Science – Bright sparks; Geography – What is life like in the Alps?			
Kensuke’s Kingdom Michael Morpurgo; Year 6 		Everest Sangma Francis and Lisk Feng; Year 6 	Non-fiction

Spring 1 Science – Footsteps; History - What did the Greeks ever do for us?			
Skellig (Year 6) David Almond 	Complexity of Plot/Symbol	Thinker's Rap: My Puppy Poet and Me; Year 6 Eloise Greenfield	Poetry
How the Camel got his Hump Rudyard Kipling 	Archaic language	Detailed Timeline on Ancient Greece; Year 6 Ben Hubbard 	Non-fiction - timeline
Spring 2 Science – Footsteps; Geography – Where does our Food come from?			
Skellig (Year 6) David Almond 	Complexity of Plot/Symbol	The Origin of the Species Sabina Radeva; Year 6 	Non-fiction – non-chronological report
The Mousehole Cat Antonia Barber 	Complexity of Plot/Symbol		
Summer 1 Science – Healthy Body; History – What does the Census tell us about the local area?			
Holes Louis Sachar	Non-linear Time Sequence	Varmints Marc Craste; Year 6	Narrative

			
Summer 2 Science – Healthy Body; Geography – Why does the population change?			
	Non-linear Time Sequence	The Highwayman Alfred Noyes; Year 5	Poetry
		Refugees; Year 5	Non-fiction - speech
Year C			
Autumn 1 Science – Out of this World; History - How hard was it to invade and settle in Britain?			
Wonder RJ Palacio 	Complexity of the Narrator	Anglo-Saxon Battle Year 6	Non-fiction – persuasive speech
Autumn 2 Science – Out of this World; Geography – Would you like to live in the desert?			
Wonder RJ Palacio 	Complexity of the Narrator	The Arrival Shaun Tan; Year 6 	Narrative
		Letter to Mr Scrooge	Non-fiction – persuasive

		Year 6	letter
Spring 1 Science – Living, Growing and Changing; History – Were the Vikings raiders or peace-loving settlers?			
Skellig (Year 6) David Almond 	Complexity of Plot/Symbol	Greta Greta Thunberg; Year 6	Non-fiction - speech
Out of my mind Sharon Draper 	Complexity of the Narrator	Hope-o-pota-mus Greg James and Chris Smith Year 6	Poetry/narrative
Spring 2 Science – Living, Growing and Changing; Geography – Where does our energy come from?			
Skellig by David Almond (year 6) 	Complexity of Plot/Symbol	The Nowhere Emporium Ross Mackenzie; Year 5 	Narrative - mystery
Out of my mind Sharon Draper 	Complexity of the Narrator		
Summer 1 Science – Engineering; History – What was it like in Tudor England?			
Tin Padraig Kenny	Complexity of the Narrator	The Explorer Katherine Rundell; Year 5	Narrative (adventure)

Summer 2 Science – Engineering; Geography – How can we make our local area more environmentally friendly?

<p>Tin Pádraig Kenny</p>	<p>Complexity of the Narrator</p>	<p>David Attenborough</p>	<p>Non-fiction biography</p>
		<p>Float Daniel Miyares Year 4</p>	<p>Narrative</p>