

# St. Mark's Reading Spine 2024-2025



Our personalised St. Mark's reading spine is a collection of recommended books which are considered to be 'must-reads' for everyone. The books in this collection consist of class core texts, recommended reading for pleasure books and a wide range of non-fiction texts. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Following this reading spine provides equality of opportunity for all children; ensuring all St. Mark's children will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

### How have our texts been selected?

Instilling a love of reading to ensure that all children, even the most reluctant reader, will read and study in depth, at least 6 quality texts each year. Where possible, these texts will link with the school's broad and balanced curriculum offer; allowing children to make links and show clear progression through each year group. Where quality texts do not directly link with a theme or a topic covered in foundation subjects, there will be a clear rationale for their selection, with an aim for drawing on links for current or previous learning, links with other areas of the curriculum for that year or links to our Catholic Social Teaching principles/Catholic Pupil Profile. All class core texts will be used as a stimulus for writing lessons to ensure deep understanding of the text as well as adding contextual value to their writing. Occasionally, these texts will also be supplemented with visual literacy resources.



All of our selected texts are based on research by Doug Lemov about 'The Five Plagues of the Developing Reader', which are the stumbling blocks children can face if they are not exposed to a rich variety of texts. The texts in our spine fall into these 5 categories:

Archaic Language – books which were (usually) written in the past and use vocabulary or sentence structures which we are unlikely to be exposed to in our everyday spoken language. Children need strategies to decode unfamiliar words and to build up their own bank of known archaic language.

Non-Linear Time Sequences – books which are not written chronologically. They may include flashbacks, time travel, multiple plots happening at different times or the start of the book being the end result. These books enable children to restructure the events chronologically in their mind as they read.

Narratively Complex – these texts are often told by a narrator who isn't aware of everything which happens in a story or may have more than one narrator. These texts may also have plots which seem separate but then intertwine to pull the different plotlines together.

Figurative/Symbolic Text – books which use allegories, metaphors and symbols to represent an idea. For example, Jiminy Cricket represents a conscience in 'Pinocchio' and the snowman in the book 'The Snowman' is an allegory of death and grief.

Resistant Texts – books, and often poems, which deliberately try and create confusion. These texts should be viewed as a challenge or a brainteaser to try and work out the meaning. An example of this is 'The Jabberwocky' which uses nonsense words which meaning can be applied to.

In addition to these 5 plagues of the developing reader, we have also included a further category to reflect our diverse community:

Diversity and Inclusion – books which celebrate authors and protagonists that reflect our community and promote ethnical diversity, cultural capital and inclusion of all.

**“All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instil a love of reading...” (Doug Lemov)**

### Reading Spine Aims

The aim of the reading spine is to provide an extensive list of books which staff can apply to their own long term plans. These are books to use as study books for writing, reading for pleasure/whole class reading, recommendations for reading corners/displays or recommendations for the children to read independently. The intention is that by the time they reach the end of Year 6 and beyond, they have developed a wide, rich vocabulary, knowledge of the world and, as a result, are able to access the more complex books expected of them in secondary schools. It should be noted that book and text selection in school not only considers narratives and poems but also recognises that a good balance of topic-appropriate, non-fiction should also be read to help further develop children's background and knowledge of the subject/curriculum area they are studying.

### Year 1

#### Core Texts

	Autumn 1	Autumn 2
Autumn	<p>The Colour Monster by Anna Llenas</p> <p><b>Resistant Texts</b></p> <p>Genre: Fiction</p> <p>Curriculum Links: Mark Making, John Lasseter</p> <p>Catholic Social Teaching: Dignity of the Human Person</p> <p>CPP: attentive and discerning</p> <p><b>Poetry – Friends – John P. Read</b></p> <p>Poetry type: Acrostic</p> <p>Curriculum Links: My world and me</p> <p>Catholic Social Teaching: Dignity of the human person</p> <p>CPP: compassionate and loving</p>	<p>Owl Babies by Martin Waddell</p> <p><b>Complexity of Plot</b></p> <p>Genre: Picture book, children's literature, fiction</p> <p>Curriculum Links: Animals Including Humans, Seasonal Change</p> <p>Catholic Social Teaching: Family and Community</p> <p>CPP: compassionate and loving</p> <p><b>Non-Fiction – Postcard from London</b></p> <p>Genre: Non-fiction, postcard</p> <p>Curriculum Links: My world and me</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: curious and active</p>
	Spring 1	Spring 2

Spring	<p><b>Handa's Surprise</b>  <b>Diversity and Inclusion</b>  Genre: Fiction  Curriculum Links: Eating fruits and vegetables, seasons, animation  Catholic Social Teaching: Solidarity and the Common Good  CPP: faith-filled and hopeful</p> <p><b>Poetry – Bleezer's Ice Cream – Jack Prelutsky</b>  Poetry type: List Poems  Curriculum Links: four seasons, eat more fruits and vegetables  Catholic Social Teaching: family and community  CPP: generous and grateful</p>	<p><b>Red Riding Hood, Three Billy Goats</b>  <b>Archaic Language</b>  Genre: Fairy tale  Curriculum Links: Build on previous knowledge of fairy tales from EYFS, Animals Including Humans  Catholic Social Teaching: Rights and Responsibilities  CPP: curious and active</p> <p><b>Non-Fiction – Fruits and Vegetables article</b>  Genre: Non-fiction, information text  Curriculum Links: Eat more fruits and vegetables  Catholic Social Teaching: stewardship  CPP: prophetic and intentional</p>
	Summer 1	Summer 2
Summer	<p><b>Voices in the Park by Anthony Brown</b>  <b>Non-Linear Time Sequences</b>  Genre: Fiction  Curriculum Links: Seasonal change, Plants, Life in the city  Catholic Social Teaching: Dignity of the human person  CPP: attentive and discerning</p> <p><b>Poetry – Kenn Nesbitt's Poetry 4 Kids (range of examples)</b>  Poetry type: Riddles  Curriculum Links: Range  Catholic Social Teaching: Range  CPP: eloquent and truthful</p>	<p><b>Chester by Melanie Watt</b>  <b>Complexity of Narrator</b>  Genre: Fiction  Curriculum Links: Collect photos and paint pictures, Moving Story Book  Catholic Social Teaching: Dignity of work  CPP: learned and wise</p> <p><b>Non-Fiction – How to grow a plant?</b>  Genre: Non-fiction, instructions  Curriculum Links: Plants  Catholic Social Teaching: stewardship  CPP: prophetic and intentional</p>

### Reading for Pleasure/Recommendations

Archaic Language	Non-Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity and Inclusion	Poetry
<p>The Ugly Duckling – <b>Hans Christian Anderson</b>  Where the Wild Things Are – <b>Maurice Sendak</b>  Goodnight Moon</p>	<p>Voices in the Park – <b>Anthony Browne</b>  When the Rain Comes – <b>Tom Pow</b>  Granpa – <b>John Burningham</b></p>	<p>Hey Little Ant – <b>Hannah Hoose</b>  The Teddy Bear – <b>David McPhail</b></p>	<p>Wanted: The Perfect Pet – <b>Fiona Robertson</b>  The Heart and the Bottle – <b>Oliver Jeffers</b></p>	<p>Lost and Found – <b>Oliver Jeffers</b>  Wolves – <b>Emily Gravett</b>  Not Now Bernard – <b>David McKee</b></p>	<p>Sulwe - <b>Lupita Nyong'o &amp; Vashti Harrison</b>  Hair Love - <b>Matthew Cherry &amp; Vashti Harrison</b>  Happy in our skin – <b>Fran Manushkin</b></p>	<p>B – is for Birthday – <b>Erika L Shields</b>    Funny Poems – <b>Luke J Fine</b>    Sick – <b>Shel Silverstein</b></p>

<p>– Margaret Wise Brown</p> <p>The More it Snows – A A Milne (poem)</p>						<p>Question Time – Julia Donaldson</p>
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## Non-Fiction Texts

Autumn	     	<p>Animals including humans</p> <p>Seasonal change</p> <p>Introduce BGL</p> <p>Nurturing nurses</p> <p>My world and me</p> <p>Mark making</p>
Spring	     	<p>Everyday materials</p> <p>Simple algorithms</p> <p>Programming and computer science</p> <p>Toys through time</p> <p>Four seasons</p> <p>John Lasseter</p> <p>Eat more fruit and vegetables</p>
Summer	      	<p>Seasonal change</p> <p>Plants</p> <p>Gather data and create charts</p> <p>Collect photos and paint pictures</p> <p>Titanic</p> <p>Life in the city</p> <p>Auguste Bartholdi – sculpture</p> <p>Moving story book</p>

## Year 2

## Core Texts

	Autumn 1	Autumn 2
Autumn	<p>Tiger Who Came for Tea by Judith Kerr</p> <p>Complexity of Plot</p> <p>Genre: Fiction, picture book, narrative</p> <p>Curriculum Links: Henri Rousseau</p> <p>Catholic Social Teaching: Family and community</p>	<p>The Day the Crayons Quit by Drew Daywalt/ Ning Nang Nong (Poem)</p> <p>Complexity of Narrator/ Resistant Texts</p> <p>Genre: Picture book, fiction</p> <p>Curriculum Links: Yayoi Kusama, ways to present information</p>




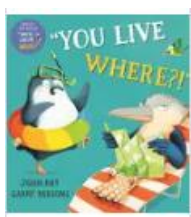
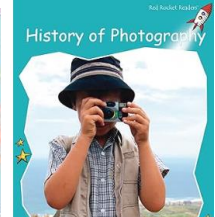




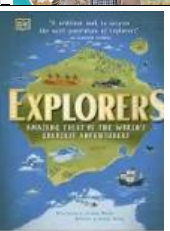

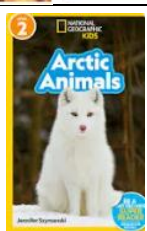
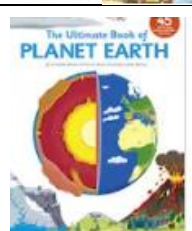
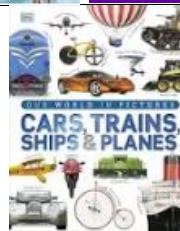
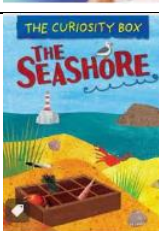
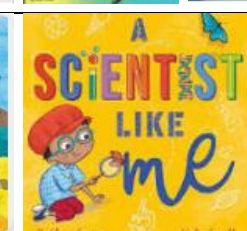
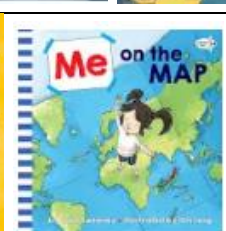
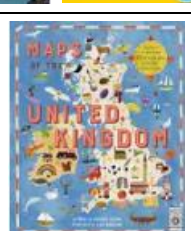
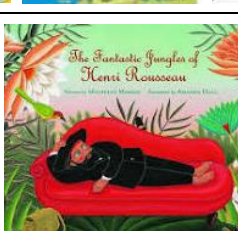

	<p>CPP: compassionate and loving</p> <p><b>Non-Fiction – Samuel Pepys' Diary</b>  Genre: Non-fiction, diary  Curriculum Links: Great Fire of London  Catholic Social Teaching: Family and community, dignity of work  CPP: faith-filled and hopeful</p>	<p>Catholic Social Teaching: Dignity of Work  CPP: grateful and generous</p> <p><b>Poetry – Kenn Nesbitt's Poetry 4 Kids (range of examples)</b>  Poetry type: Diamante  Curriculum Links: Range  Catholic Social Teaching: Range  CPP: eloquent and truthful</p>
	Spring 1	Spring 2
Spring	<p>Voices in the Park/The Tunnel by Anthony Browne  <b>Non-Linear Time Sequences /Complexity of Plot</b>  Genre: Fiction, cooperation  Curriculum Links: Journey and great explorers  Catholic Social Teaching: Stewardship  CPP: attentive and discerning</p> <p><b>Poetry – Word Whirls – John Foster</b>  Poetry type: Riddles  Curriculum Links: where do I live?  Catholic Social Teaching: family and community  CPP: eloquent and truthful</p>	<p>Traction Man by Mini Grey  <b>Diversity and Inclusion</b>  Genre: Fiction  Curriculum Links: Everyday materials, Journey and great explorers, vehicles  Catholic Social Teaching: Dignity of the human person  CPP: faith-filled and hopeful</p> <p><b>Non-Fiction – James Cook - explorer</b>  Genre: Non-fiction, biography  Curriculum Links: Journeys and Great Explorers  Catholic Social Teaching: solidarity and the common good, stewardship  CPP: curious and active</p>
	Summer 1	Summer 2
Summer	<p>Three Billy Goats Gruff/Meerkat Mail by Emily Gravett  <b>Archaic Language /Complexity of Narrator</b>  Genre: Fiction, Adventure Story  Curriculum Links: Animals Including Humans, Where do I live?  Catholic Social Teaching: Dignity of the human person  CPP: prophetic and intentional</p> <p><b>Poetry – A Sailor Went to Sea – Nursery Rhyme</b>  Poetry type: Repeated Patterns  Curriculum Links: earth art  Catholic Social Teaching: stewardship  CPP: dignity of work</p>	<p>Fantastic Mr Fox by Roal Dahl  <b>Complexity of Narrator</b>  Genre: Novel, fiction, children's literature  Curriculum Links: Map Makers, Create a topic-based book  Catholic Social Teaching: Solidarity and the common good  CPP: attentive and discerning</p> <p><b>Non-Fiction – The Design Process</b>  Genre: Non-fiction, information text  Curriculum Links: Creating a topic-based e-book, Perfect Pizzas  Catholic Social Teaching: stewardship, solidarity and the common good  CPP: curious and active</p>

### Reading for Pleasure/Recommendations

Archaic Language	Non-Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity and Inclusion	Poetry
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The Magic Faraway Tree – <b>Enid Blyton</b> The Tale of Peter Rabbit – <b>Beatrix Potter</b> Aesop's fables – Aesop The Owl and the Pussycat – <b>Edward Lear</b> The Frog Prince – <b>Brothers Grimm</b> The Night before Christmas – <b>Clement Clarke Moore</b>	The Trouble With Trolls – <b>Jan Brett</b> Black and White – <b>David Macauley</b> One Candle – <b>Eve Bunting</b> The Stinky Cheese Man – <b>John Scieska</b> Three Brave Women – <b>C.L.G Martin</b> The Summer my Father Was Ten – <b>Pat Brisson</b>	Chester – <b>Melanie Watt</b> And the Dish Ran Away with the Spoon – <b>Janet Stevens</b> The Wolf Story – What Really Happened to Little Red Riding Hood – <b>Toby Forward</b> The True Story of the Three Little Pigs – <b>John Scieska</b>	Grandad's Island – <b>Benji Davies</b> Dinosaurs and All That Rubbish – <b>Michael Foreman</b> The Red Tree – <b>Shaun Tan</b> The Chickens Build a Wall – <b>JeanFrancois Dumont</b> Red Kite, Blue Kite – <b>Ji-Li Jiang</b> The Building Boy – <b>Ross Montgomery</b>	The Book With No Pictures – <b>B.J. Novak</b> Tadpole's Promise – <b>Jeanne Willis</b> Ning Nang Nong – <b>Spike Milligan</b> Mirror – <b>Jeannie baker</b> Window – <b>Jeannie Baker</b>	We All Went On Safari - <b>Laurie Krebs</b> Mommy's Khimar - <b>Jamilah Thompson-Bigelow</b> So Much - <b>Trish Cooke</b> Coming to England – <b>Floella Benjamin</b> Antiracist baby – <b>Ibram X. Kendi</b> Caribbean Playground Song – <b>James Berry</b>	Apes to Zebras: An A-Z of Shape Poems – <b>Roger Stevens</b> The Song Thrush – <b>Liz Brownlee</b> I went to a Wishing Well – <b>Kenn Nesbitt</b> Down Behind the Dustbins – <b>Michael Rosen</b>
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## Non-Fiction Texts

Autumn	      	Animals including humans Living things and their habitats ways to present information digital photography The great fire of London Where do I live Yayoi Kusama Puppets
Spring	      	Everyday materials Plants sequencing, simple algorithms and programmes Art of animation Journey and great explorers Let's go to the arctic Earth Art Vehicles
Summer	      	Working scientifically Creating a topic-based eBook Seaside Map Makers Henri Rousseau Perfect Pizzas

## Year 3

### Core Texts

	Autumn 1	Autumn 2
Autumn	<p><b>Stone Age Boy</b> by Satoshi Kitamura</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: Fiction, time travel, destiny Curriculum Links: Stone Age to Iron Age Catholic Social Teaching: solidarity and the common good CPP: curious and active</p> <p><b>Poetry – There was a Small Boy of Quebec – Rudyard Kipling</b></p> <p>Poetry type: Limericks Curriculum Links: geography Catholic Social Teaching: solidarity, stewardship CPP: compassionate and loving</p>	<p><b>Tuesday</b> by David Wiesner</p> <p><b>Resistant Texts</b></p> <p>Genre: Adventure book, fiction Curriculum Links: William Morris, Animals including Humans Catholic Social Teaching: stewardship CPP: learned and wise</p> <p><b>Non-Fiction – Coastal Erosion</b></p> <p>Genre: Non-fiction, explanation text Curriculum Links: Rocks and Soils, Catholic Social Teaching: stewardship, dignity of work CPP: prophetic and intentional</p>
	Spring 1	Spring 2
Spring	<p><b>Iron Man</b> by Ted Hughes</p> <p><b>Complexity of Plot</b></p> <p>Genre: science fiction Curriculum Links: Forces and Magnets, British Inventors Catholic Social Teaching: Solidarity and the common good CPP: compassionate and loving</p> <p><b>Non-Fiction – How to Mummify a Tomato</b></p> <p>Genre: Non-fiction, instructions Curriculum Links: Ancient Egyptians Catholic Social Teaching: dignity of human person CPP: prophetic and intentional</p>	<p><b>Poetry – Registration - Alan Ahlberg</b></p> <p>Poetry type: Question and Answer Poetry Curriculum Links: Catholic Social Teaching: CPP:</p> <p><b>Poetry – The Lost Words - Kingfisher</b></p> <p>Poetry type: Kennings Curriculum Links: animals including humans, rainforests Catholic Social Teaching: stewardship CPP: eloquent and truthful</p>
	Summer 1	Summer 2
Summer	<p><b>Hansel and Gretel</b></p> <p><b>Complexity of Narrator</b></p> <p>Genre: mystery, fiction Curriculum Links: Databases Catholic Social Teaching: Dignity of work CPP: faith-filled and hopeful</p>	<p><b>Charlotte's Web</b> by E.B White</p> <p><b>Archaic Language</b></p> <p>Genre: children's literature, fiction Curriculum Links: Pointillism, Light up signs Catholic Social Teaching: Family and community, dignity of the human person CPP: compassionate and loving</p>



	<b>Non-Fiction</b> – All about the Romans Genre: Non-fiction, information text Curriculum Links: Romans Catholic Social Teaching: dignity of work CPP: prophetic and intentional	
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### Reading for Pleasure/Recommendations

Archaic Language	Non-Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity and Inclusion	Poetry
The Queen's Nose – <b>Dick KingSmith</b> Charlotte's Web – <b>E.B. White</b> The Children of Green Knowe – <b>Lucy M. Boston</b> Pippi Longstocking – <b>Astrid Lindgren</b>	The Midnight Fox – <b>Betsy Byers</b> The Legend of Captain Crow's Teeth – <b>Eoin Colfer</b> The Firework Maker's Daughter – <b>Phillip Pullman</b>	The Legend of Podkin One-Ear – <b>Keiran Larwood</b> The Creakers – <b>Tom Fletcher</b>	Revolting Rhymes – <b>Roald Dahl</b> The Tunnel – <b>Anthony Browne</b> Stig of the Dump – <b>Clive King</b>	The Mysteries of Harris Burdick – <b>Cris Van Allsburg</b> Topsy Turvy World (poem) – <b>William Brightly Rands</b> The Great Panjandrum Himself – <b>Samuel Foote</b> Bananas in my Ear – <b>Michael Rosen</b>	Planet Omar – <b>Zainab Mian</b> Sam Wu Is NOT Afraid of Ghosts! – <b>Katie &amp; Kevin Tsang</b> Ellie & the Cat – <b>Malorie Blackman</b> Mayhem Mission – <b>Burhana Islam</b> What do we do with Variation? – <b>James Berry</b>	There was an Old Man with a Beard – <b>Edward Lear</b> There once was a Wonderful Star – <b>Kaitlyn Guenther</b> Beware! From Zim Zam Zoom! – <b>James Carter</b> Who am I? – <b>Roger Stevens</b> What is Pink? What are Heavy? Who Has Seen the Wind? – <b>Christina Rossetti</b>

### Non-Fiction Texts

Autumn	     	Animals including humans Rocks and soils organising, creating and presenting Stone Age to Iron Age The Rainforest William Morris Story books
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Spring	     	Forces and magnets Plants Writing programmes Ancient Egypt Our European Neighbours Famous buildings British Inventors
Summer	     	Light Databases Roman Britain Investigating India Seurat and Pointillism Light up signs

## Year 4

### Core Texts

	Autumn 1	Autumn 2
Autumn	<p>Butterfly Lion by Michael Morpurgo</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: Children's fiction, novel</p> <p>Curriculum Links: Animals including humans, living things and their habitats</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: compassionate and loving</p> <p><b>Non-Fiction – The Troy Plot</b></p> <p>Genre: Non-fiction, newspaper</p> <p>Curriculum Links: Ancient Greece</p> <p>Catholic Social Teaching: dignity of the human person</p> <p>CPP: curious and active</p>	<p>The Lion, the Witch and the Wardrobe by C S Lewis</p> <p><b>Archaic Language</b></p> <p>Genre: fantasy novel</p> <p>Curriculum Links: Seasonal stockings, living things and their habitats</p> <p>Catholic Social Teaching: Stewardship, dignity of the human person</p> <p>CPP: attentive and discerning</p> <p><b>Poetry – Jabberwocky – Lewis Carroll</b></p> <p>Poetry type: Nonsense Poetry</p> <p>Curriculum Links: animals including humans</p> <p>Catholic Social Teaching: solidarity</p> <p>CPP: eloquent and truthful</p>
	Spring 1	Spring 2
Spring	<p>The Lion, the Witch and the Wardrobe by CS Lewis</p> <p><b>Non-fiction - The Anglo Saxons by Neil Tonge</b></p> <p>Genre: Non-fiction, history</p> <p>Curriculum Links: Anglo Saxons</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: curious and active</p>	<p>My Name is Not Refugee by Kate Milner</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: adventure, humour and fantasy</p> <p>Curriculum Links: Countries of the world</p> <p>Catholic Social Teaching: solidarity and the common good</p> <p>CPP: compassionate and loving</p> <p><b>Poetry – Silver Aeroplane – John Foster</b></p>

		Poetry type: Tanka Curriculum Links: countries of the world Catholic Social Teaching: rights and responsibilities CPP: stewardship
	Summer 1	Summer 2
Summer	How to Train Your Dragon by Cressida Cowell <b>Complexity of Plot</b> Genre: fantasy fiction Curriculum Links: Vikings and Anglo Saxons Catholic Social Teaching: rights and responsibilities CPP: learned and wise  <b>Non-Fiction</b> – Alexander Calder Genre: Non-fiction, biography Curriculum Links: Recycled art Catholic Social Teaching: stewardship CPP: prophetic and intentional	The Witches by Roald Dahl <b>Complexity of Narrator</b> Genre: dark fantasy Curriculum Links: Previous learning of Roald Dahl, Sound Catholic Social Teaching: Dignity of human person CPP: eloquent and truthful  <b>Poetry</b> – Seaview Haiku – John Foster Poetry type: Haiku Curriculum Links: countries of the world Catholic Social Teaching: family and community CPP: curious and active

### Reading for Pleasure/Recommendations

Archaic Language	Non-Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity and Inclusion	Poetry
Five Children and It – <b>Edith Nesbitt</b> Just William – <b>Richmal Compton</b> Alice's Adventures in Wonderland – <b>Lewis Carroll</b> The Little Match Girl – <b>Hans Christian Anderson</b>	Clockwork – <b>Phillip Pullman</b> Farm Boy – <b>Michael Morpurgo</b>	I am rat – <b>Phillip Pullman</b> The miraculous journey of Edward Tulane – <b>Kate DiCamillo</b> Varjack Pawl – <b>S.F.Said</b>	Artemis Fowl – <b>Eoin Colfer</b> Demon Dentist - <b>David Walliams</b> The Iron Woman – <b>Ted Hughes</b> The Train to impossible places – <b>P.G. Bell</b>	Cloud Busting – <b>Malorie Blackman</b> The Walrus and the Carpenter – <b>Lewis Carroll</b>	Little Badman – <b>Henry White &amp; Humza Arshad</b> Gregory Cool – <b>Caroline Binch</b> Anisha: Accidental detective – <b>Serena Patel</b>	On the Ning Nang Nong – <b>Spike Milligan</b> The Jumblies – <b>Edward Lear</b> With a Sigh – <b>Kelly Roper</b> A Spray of Water – <b>Tada Chimako</b> Haiku Riddle – <b>Celia Warre</b> A Morning – <b>Arun Bahadur Gurung</b>

### Non-Fiction Texts



Autumn	     	Animals including humans Living things and their habitats Presenting Information Computer Technology Ancient Greece Volcanoes Plant art Seasonal stockings
Spring	     	States of matter Science Adventures Scratch – programming Saxons Countries of the world Sonia Delaunay Greenhouses
Summer	     	Sound Working scientifically Vikings and Anglo Saxons Earning a living Recycled art Seasonal foods

## Year 5

### Core Texts

	Autumn 1	Autumn 2
Autumn	<p>Harry Potter and the Philosopher's Stone by JK Rowling</p> <p><b>Complexity of Plot</b></p> <p>Genre: magical realism, fantast fiction</p> <p>Curriculum Links: properties and changes in materials, computers for communication</p> <p>Catholic Social Teaching: dignity of the human person, options for the poor and vulnerable</p> <p>CPP: learned and wise</p> <p><b>Non-Fiction – A-Z Science – Industrial Revolution</b></p> <p>Genre: Non-fiction, information text</p> <p>Curriculum Links: Industrial Revolution</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: curious and active</p>	<p>Harry Potter</p> <p><b>Poetry – The Lady of Shalott – Alfred, Lord Tennyson</b></p> <p>Poetry type: Narrative poetry</p> <p>Curriculum Links: change of women in history</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: prophetic and intentional</p>





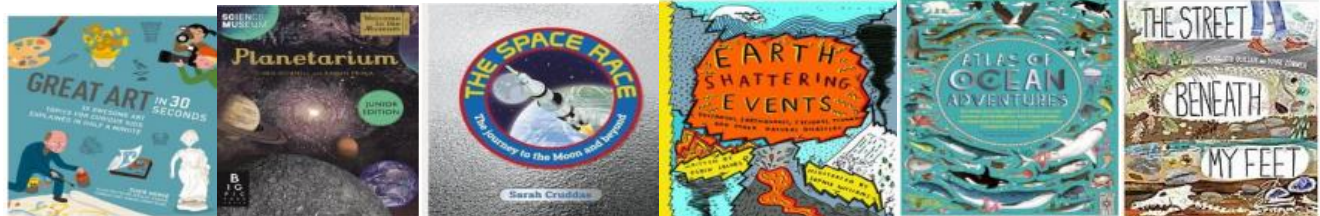
	Spring 1	Spring 2
Spring	<p>Anne Frank's Diary by Carol Ann Lee</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: biography/autobiography, personal narrative, Jewish literature</p> <p>Curriculum Links: The changing roles of women in history, pre-tutoring for Y6 WW2 topic</p> <p>Catholic Social Teaching: dignity of the human person, solidarity and the common good</p> <p>CPP: faith-filled and hopeful</p> <p><b>Non-Fiction – Megan Hine</b></p> <p>Genre: Non-fiction, biography</p> <p>Curriculum Links: Changing role of women</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: curious and active</p>	<p>Series of Unfortunate Events by Lemony Snicket</p> <p><b>Complexity of Narrator</b></p> <p>Genre: absurdist fiction, novel, fantasy fiction</p> <p>Curriculum Links: working scientifically, industrial revolution</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: learned and wise</p> <p><b>Poetry – I Wandered Lonely as a Cloud – William Wordsworth</b></p> <p>Poetry type: Figurative</p> <p>Curriculum Links: states of matter</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: curious and active</p>
	Summer 1	Summer 2
Summer	<p>Series of Unfortunate Events by Lemony Snicket</p> <p><b>Non-Fiction – Dragon Roars into Space</b></p> <p>Genre: Non-fiction, newspaper report</p> <p>Curriculum Links: Space</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: curious and active</p>	<p>Kensuke's Kingdom by Michael Morpurgo</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: fiction, children's literature</p> <p>Curriculum Links: extreme earth, earth and space, working scientifically</p> <p>Catholic Social Teaching: options for the poor and vulnerable</p> <p>CPP: grateful and generous</p> <p><b>Poetry – Macbeth – William Shakespeare</b></p> <p>Poetry type: Monologue</p> <p>Curriculum Links: reading links - classics</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: eloquent and truthful</p>

### Reading for Pleasure/Recommendations

Archaic Language	Non-Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity and Inclusion	Poetry
Tom's Midnight Garden – <b>Phillipa Pearce</b> The Secret Garden – <b>Frances Hodgson Burnett</b> The	The Eagle in the Snow – <b>Michael Morpurgo</b> The Time Travelling Hamster – <b>Ross Welford</b>	A series of Unfortunate Events – <b>Lemony Snickett</b> Cogheart – <b>Peter Bunzl</b> Kensuke's Kingdom – <b>Michael Morpurgo</b>	Northern Lights – <b>Phillip Pullman</b> Swallows and Amazons – <b>Arthur Ransome</b>	The Arrival – <b>Shaun Tan</b> The Pobble Who had no Toes (poem) – <b>Edward Lear</b>	Journey to Jo'burg – <b>Beverley Naidoo</b> Blackberry Blue and Other Fairy Tales – <b>Jamila Gavin</b> A Victorian Story – <b>E.L. Norry</b>	The Owl and The Pussycat – <b>Edward Lear</b> I am a Writer – <b>Joseph Coelho</b> Sleep – <b>Annie Matheson</b>

Jungle Book – Rudyard Kipling	The London Eye Mystery - Siobhan Dow	Boy in the Tower - Polly Ho-Yen	Harry Potter and the Goblet of Fire- JK Rowling Welcome to Nowhere - Elizabeth Laird Rooftoppers- Katherine Rundell	Sky in the Pie (poem) – Roger McGough	The Infinite – Patience Agbabi The Breadwinner – Deborah Ellis Night Comes Too Soon – James Berry	Extract from A Midsummer's Night Dream – Shakespeare
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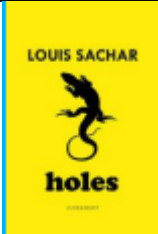


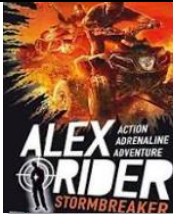
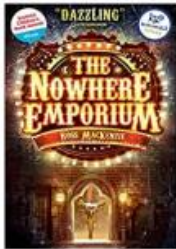
## Non-Fiction Texts

Autumn						Chinese Art Animals including humans Properties and changes of materials Mayans Computers for communication and collaboration The Grand Canyon Building bridges
Spring						Living things and their habitats Forces Programming – making games The changing roles of women in history Water world Frida Khalo Chinese Inventions
Summer						Earth and Space Working scientifically Infographics Industrial revolution Extreme Earth Street Art Programming pioneers

## Year 6

## Core Texts


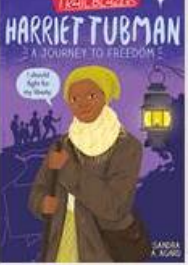
Autumn 1	Autumn 2
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Autumn	<p>Holes by Louis Sachar</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: Adventure Fiction</p> <p>Curriculum Links: Crime and Punishment, British Values – rule of law, Slave Trade</p> <p>Catholic Social Teaching: Dignity of Work</p> <p>CPP: truthful, discerning</p>  <p><b>Non-Fiction</b> – Ruby Brides – A Girl who made History</p> <p>Genre: Non-fiction, biography</p> <p>Curriculum Links: World War Two</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: prophetic and intentional</p>	<p>Christmas Carol by Charles Dickens/Tom Mitten</p> <p><b>Archaic Language</b></p> <p>Genre: Novella, Victorian Fiction</p> <p>Curriculum Links: Previous history topic – industrial revolution/Victorian times, local area trade/changes over time</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: compassionate and loving</p>  <p><b>Poetry</b> – The Tyger – William Blake</p> <p>Poetry type: Classics</p> <p>Curriculum Links: animals including humans</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: curious and active</p>
	Spring 1	Spring 2
Spring	<p>Letters to the Lighthouse by Emma Carroll</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: Historical Fiction</p> <p>Curriculum Links: World War Two, British Values - tolerance</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: faith-filled and hopeful</p>  <p><b>Non-Fiction</b> – History of Gaming</p> <p>Genre: Non-fiction, Information text</p> <p>Curriculum Links: Game Design</p> <p>Catholic Social Teaching: rights and responsibilities</p> <p>CPP: prophetic and intentional</p>	<p>Letters to the Lighthouse by Emma Carroll</p> <p><b>Poetry</b> – Sonnets 1-154 – William Shakespeare</p> <p>Poetry type: Sonnets</p> <p>Curriculum Links: Reading – classic literature</p> <p>Catholic Social Teaching: dignity of human person</p> <p>CPP: eloquent and truthful</p>
	Summer 1	Summer 2
Summer	<p>Storm Breaker by Alex Rider</p> <p><b>Complexity of Plot</b></p> <p>Genre: Spy Fiction/Thriller</p> <p>Curriculum Links: Crime and punishment, electricity</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: attentive and discerning</p> <p>or</p> <p>Nowhere Emporium by Ross McKenzie</p> <p><b>Resistant Texts</b></p> <p>Genre: Fantasy</p> <p>Curriculum Links: Game design, sculpture, making instruments, previous learning on magic/Harry Potter and inventors</p> <p>Catholic Social Teaching: Family and community</p> <p>CPP: curious and active</p>  	<p><b>Non-Fiction</b> – Building a Generator</p> <p>Genre: Non-fiction, instructions</p> <p>Curriculum Links: Electricity</p> <p>Catholic Social Teaching: rights and responsibilities</p> <p>CPP: solidarity</p> <p><b>Poetry</b> – Enough – Michelle Nathan</p> <p>Poetry type: Narrative</p> <p>Curriculum Links: transition</p> <p>Catholic Social Teaching: dignity of human person</p> <p>CPP: prophetic and intentional</p>

## Reading for Pleasure/Recommendations

Archaic Language	Non-Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity and Inclusion	Poetry
The Hobbit – J.R.R. Tolkien White Fang – Jack London Journey to the Centre of the Earth – Jules Verne Oliver Twist – Charles Dickens Macbeth – Abridged	The Infinite Lives of Maisie May – Christopher Edge The Boy in The Striped Pyjamas – John Boyne	Wonder – RJ Palacio Warhorse – Michael Morpurgo Once – Morris Gleitzman Watership Down – Richard Adams A boy called Hope – Lara Williamson	The Lady of Shalott – Alfred, Lord Tennyson In Flanders Fields (poem) – John McCrae Floodland – Marcus Sedgewick The House with Chicken Legs – Sophie Anderson Harry Potter and the Deathly Hallows – J.K. Rowling	A Monster Calls – Patrick Ness The Tyger (poem) – William Blake Jabberwocky (poem) – Lewis Carroll	The Girl Who Stole and Elephant – Nizrana Farook High Rise Mystery – Sharma Jackson Now or Never: A Dunkirk Story – Bali Rai A Pocket Full of Stars – Aisha Bushby Henry's Freedom Box – Ellen Levine Harriet Tubman – Sandra A. Agard	The Panther – Rainer Maria Rilke Wind on the Hill – A.A. Milne The Fish – Marianne Moore The Charge of the Light Brigade – Alfred, Lord Tennyson Cats – Eleanor Farjeon Sonnet Written on the Close of Spring – Charlotte Smith

## Non-Fiction Texts

Autumn	    	Landscape Art Animals Including Humans Slave Trade Internet and World Wide Web Artificial Intelligence and Machine Learning Our Local Area Gingerbread Houses
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Spring	     	<p>Sculpting Vases  Light  World War Two  Game Design  Understanding Big Data  South America  Making African Instruments</p>
Summer	      	<p>Evolution and inheritance  Electricity  Spreadsheets  Crime and Punishment  Exploring Scandinavia  Express yourself  Burgers</p>