

# Brackenwood Reading Spines

## Foundation Stage

We begin the teaching of phonics and reading as children enter school in Foundation Stage. We understand at Brackenwood that children thrive on repetition and by re-reading stories to children, teachers can deepen their familiarity with a story and increase their emotional engagement. Re-reading allows children to hear new vocabulary over again, which helps them commit the meaning of new words into their long-term memory. Additionally, children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.



In addition to daily reads and nursery rhymes, we have selected some high quality age appropriate books to be read with our children each half-term. These are detailed in our reading spine below.

## Our Reading Spine Rationale:

At Brackenwood, we teach children both how to learn to read and to read to learn. Learning to read focuses primarily on the phonics skills of the children and being able to decode and blend sounds to read. This also includes alien words and high frequency words. Reading to Learn focuses primarily upon the reading skills children require to read for pleasure and to develop subject knowledge.

Reading comprehension skills are taught explicitly in our daily shared reading lessons and guided reading lessons, in groups or whole class. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'.



We plan our English lessons around high quality core texts, which also link to taught contexts for that term. These are age-appropriate cross curricular texts which are defined by our Steps to Read and Read to Write programmes of study. Through this, we have identified five key anchor texts for whole class shared reading sessions which closely link to our curriculum learning each half-term – and an additional rich stimulus text to drive and inspire the teaching of writing lessons for every half-term.



We have ensured our selected texts represent a wide range of diversity in both authors and protagonists and are engaging to encourage a love for reading. A diet of fiction, non-fiction and poetry is promoted within our reading curriculum.

In addition, we are part of the local Schools Library Service. Teachers are able to order texts, book boxes and resources each half-term to supplement cross curricular texts in classrooms linked to children's learning.

After researching many different reading spines, each class have a selection of carefully selected reading for pleasure

books (read aloud books) which have been chosen by teachers, recommendations from Pie Corbett's reading spine and are also chosen by the children. Therefore, reading book spines are refreshed at least yearly.

	 <b>'Reading for pleasure' spine</b> 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage 2</b>	The owl babies (Martin Wadell)	You Choose in Space (Pippa Goodhart)	Ten little superheroes (Mike Brownlow)	Mixed up Fairy tales	A good place (Lucy Cousins)	Sharing a shell (Julia Donaldson)
Children to vote on a book from an author	Julia Donaldson	Oliver Jeffers	Sue Hendra & Paul Linnet	Clare Freedman	Nick Sharett	Benji Davies
<b>Year 1</b>	Peace at Last - Jill Murphy	Where the wild things are - Maurice Sendak	Lost and Found - Oliver Jeffers	Beegu - Alexis Deakon	Dogger - Shirley Hughes	Highway man & Superworm - Julia Donaldson
Children to vote on a book from an author	<i>Judith Kerr</i>	<i>Dr. Seuss</i>	<i>Malorie Blackman</i>	<i>Lemony Snickett</i>	<i>Helen Creswell</i>	<i>Julia Donaldson</i>
<b>Year 2</b>	Traction Man is Here - Mini Grey	Meerkat Mail - Emily Gravett	Amazing Grace - Mary Hoffman	The Flower - John Light	The Owl Who Was Afraid of the Dark -	Fantastic Mr Fox - Roald Dahl

