

## **Ongar Place Reading Spine**

Our reading spine has been carefully curated to include a range of ages of text, genres, text structures and diversity of characters and authors. Fiction texts are selected to be more challenging than the majority of pupils could access independently. The writing must be of high quality, supported, where relevant, by similarly high-quality illustrations, and with opportunities for inference. They are also texts that our staff enjoy, as we know that our enthusiasm rubs off on the children. Non-fiction texts and poetry are included for every year group to teach skills related to these.

### **Learning to read**

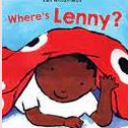

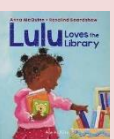
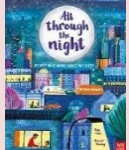
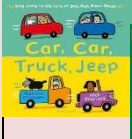
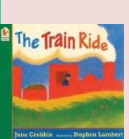
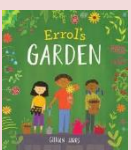
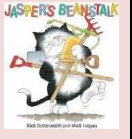
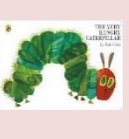



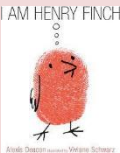
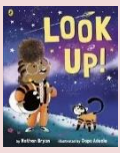






In Nursery, Little Wandle Foundation for Phonics is used to develop the language and communication skills needed to begin to learn to read. In Reception, Year 1 and Year 2, decoding and fluency skills are taught daily using the Little Wandle Letters and Sounds programme. Children develop reading skills during daily English lessons using core reading texts and teachers model language, vocabulary and fluency using class readers. From Year 2, children use Accelerated Reader to encourage and support choices in independent reading for pleasure. The core texts that we have chosen have been sequenced to ensure progression of skills and knowledge across Nursery to Year 6.

### **Rationale for our text choices**

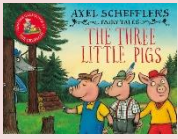


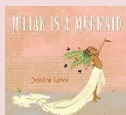


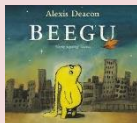





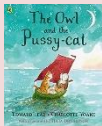




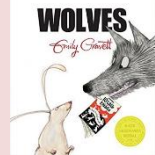
All of our texts are carefully chosen to introduce and develop new vocabulary and language. We believe that all of our children should be able to see themselves reflected within the books they read as well as helping them to gain an understanding of the lives and experiences of others. Therefore, Diversity, Equity, Inclusion and Belonging has been carefully considered ensuring representation of different cultures, families, socio-economic struggles, LGBTQ issues and disabilities. Important themes such as friendships, emotions, keeping healthy and the natural world are also explored through chosen texts.

Where appropriate, they link to other areas of the curriculum; we recognise the opportunities that this gives our children to reinforce and extend their schema.

## EYFS – ‘Core’ reading texts and ‘Reading for pleasure’ texts

Core reading texts (for teaching reading skills)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	 	 	 	 	 	 
			Poetry and rhyme		Non-fiction	
Reception			 	 		
			Fairy tale			
Reading for Pleasure books in EYFS						
Nursery			Reception			
Each Peach Pear Plum Dear Zoo Stickman Monster clothes Hug Mine! Big Words for Little People – Respect (NF) Mr Magnolia (P) I'm not Cute! Tiddler Aargh! Spider We're going on a Bear Hunt Peace at Last Forever Star Brown Bear, Brown Bear, What do you see?			The Hungry Hen Shark in the Park (P) Funnybones The Gruffalo The selfish crocodile Biscuit Bear Owl Babies Big Words for Little People – Space (NF) Handa's Surprise Whatever Next! Hairy Maclary Winnie the Witch The Egg Six Dinner Sid On the way home			

# KS1 – ‘Core’ reading texts (reading skills) and ‘Reading for pleasure’ texts (class readers)

Core reading texts (for teaching reading skills)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	 <p>Traditional tale</p>	 	 	 	 	 
Year 2	 	 <p>Poetry</p>		 	 	

Reading for Pleasure books in KS1	
Year 1	Year 2
<p>Sidney, Stella and the Moon</p> <p>Barbara throws a Wobbler</p> <p>Lost and Found</p> <p>Dogger</p> <p>The Tiger who came to Tea</p> <p>A Walk in London (NF)</p> <p>Detective Dog</p> <p>The owl who was afraid of the dark</p> <p>Here's a Little poem (P)</p> <p>The Squirrels who squabbled</p> <p>Shine</p> <p>Knuffle Bunny</p> <p>The day war came</p> <p>The day the crayons quit</p> <p>Perfectly Norman</p>	<p>The Rescue of Bunny Wunny</p> <p>The baby who wouldn't go to bed</p> <p>Zog</p> <p>Biscuit Bear</p> <p>Charlie Cooks favourite book</p> <p>The Magic Finger</p> <p>Looking after Louis</p> <p>Proudest Blue</p> <p>The Flower</p> <p>The Lighthouse Keeper's Lunch</p> <p>Gorilla</p> <p>Martha maps it out (NF)</p> <p>Flat Stanley</p> <p>We are here</p> <p>My name is not refugee</p>

**KS2 – ‘Core’ reading texts (reading skills) and ‘Reading for pleasure’ texts (class readers)**

3	Core reading texts	 	 		 	 	 Poetry
	Class readers	Teacher choice					
4	Core reading texts		 		 	 	 
	Class readers		Teacher choice			 Playscript	 Poetry
5	Core reading texts		 	 Playscript	 Fairy tale	 Non-fiction	
	Class readers		Teacher choice		 Poetry		
6	Core reading texts				 Myth	 Poetry	
	Class readers		Teacher choice				