

NELSON ACADEMY READING SPINE 2022/23

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.

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 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 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

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

The titles below are ones that need to be covered in some way by each year group. The spine will be added to by books that the teacher of each class thinks in their judgement are appropriate and that children will love. Children will also have an input into the favourites section

YEAR GROUP	Archaic Language	Non-linear time sequences	Complexity of narrator	Complexity of plot	Resistant texts	Favourites
1	<p>Traditional stories- Fairy tales</p> <ul style="list-style-type: none"> · Rapunzel · Jack and the beanstalk · Puss in Boots · Sleeping Beauty · Goldilocks and the Three Bears <p>The Three Billy Goats Gruff by Paul Galdone- 1974</p> <p>The Little Prince by Antoine de Saint Exupery- 1943</p> <p>The Three Billy Goats Gruff by Paul Galdone- 1974</p> <p>The More it Snows by A.A Milne- 1928</p> <p>The Night Before Christmas by Clement Clarke Moore- 1823</p>	<p>Voices in the park by Anthony Browne- 1998</p> <p>When The Rain Comes</p> <p>The Stinky Cheese Man</p> <p>Grandpa</p> <p>The Trouble With Trolls</p>	<p>Voices in The Park</p> <p>Fantastic Mr Fox</p> <p>The Three Wolves and the Big Bad Pig</p> <p>Come Away from The Water</p> <p>The Very smart Pea & The Princess to Be</p>	<p>The Tiger Who Came to Tea</p> <p>Where the Wild Things Are</p> <p>I do Not Mind You Winter Wind</p> <p>Dinosaurs and all That Rubbish</p> <p>The Building Boy</p>	<p>The Ning Nang Nong</p> <p>The Colour Monster</p> <p>Lost And Found</p> <p>Wolves</p>	
2	<p>The Magic Faraway Tree</p> <p>The Cat in The Hat</p> <p>The Boy Who Cries Wolf</p> <p>The Hair and The Tortoise</p> <p>The Lion & The Mouse</p>	<p>The Stinky Cheese Man</p> <p>When The Rain Comes</p>	<p>Fantastic Mr Fox</p> <p>The Wolf story: What really Happened to Little Red Riding Hood</p> <p>The True Story of the Three Little Pigs</p>	<p>Grandad's Island</p> <p>Dinosaurs & All That Rubbish</p>	<p>The Book With No Pictures</p> <p>Tadpole's Promise</p> <p>The Colour Monster</p> <p>Ning Nang Nong</p>	

	Rapunzel The Owl & The Pussy Cat The Night Before Christmas		The Three Wolves and The Big Bad Pig The Day the Crayons Quit			
3	Charlotte's Web A Bear Called Paddington	The Butterfly Lion	Woof!	Revolting Rhymes The Tunnel	Cloud Busting	
4	Lion, Witch and the Wardrobe, Alice in wonderland/mary poppins	The Firework Makers Daughter Fortunately the Milk	The Witches Toys go out	Love that dog	The Mysteries of Harry Burdick	
5	Journey to the centre of the Earth Charge of the Light Brigade (Tennyson) The Listeners (de La Mere) The Tyger (Blake) The Highwayman The Lady of Shallot (Tennyson)	The infinite lives of Maisie Day (Edge)	The Power of Five	The Lost Thing (Tan) The Listeners (de La Mere) The Lady of Shallot (Tennyson)	The Tyger Jabberwocky	
6	The Hobbit (Parts of it) Clockwork The Lost Thing The Wee Free Men (Reading assembly)	A Christmas Carol (Parts of it) Oliver Twist (Parts of it)	Harry Potter A Monster Calls	Harry Potter A Monster Calls	Letters from the Lighthouse The Hope-lo-docus	

	People need People – Benjamin Zephaniah Hollow – Vanessa Kisuule					
--	--	--	--	--	--	--