

## **ASHLANDS READING SPINE**

2023-2024



Our literature spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers. These are our core English texts through which our writing units are derived. We understand that the teaching of reading and writing needs to be intrinsically linked and as such our children read as readers, read as writers and write as readers across all English lessons. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have been chosen because of the fantastic route they offer into discussing and exploring many social, emotional and cultural issues thus developing the cultural capital of our children.



NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Our Colourful Rhyming World	Into the night.	The wonders of winter	Spring has sprung	Into the garden	Off we go
Texts	Mouse Paint  Eller Stell Valsh  OLUR and ME	STICK MAN  JULY DOWN BONN & ANEL SCHRITTER	The Narghty Penguing SNOW GARDEN	ROSIE'S WALK	JASSERS BELLSTAN Sikey Busine Saves the Base	Naughty Bus Market
Fiction outcome	Enjoy listening to stories	Listen to simple stories and understand what is happening, with the help of the pictures. Repeat words and phrases from familiar stories.	Develop their phonological awareness, so that they can Spot and suggest rhymes Recognise words with the same initial sound.	Understand simple questions about 'who' 'what' and 'where' Understand and follow prepositions On top, under, between	Engage in extended conversations about stories, learning new vocabulary	Understand 'why' questions e.g 'Why did Mummy think the baby was hungry?'
Non-Fiction outcome	Colours carry critical importance in the development of children's cognitive skills. Linking colour with deeper meanings we assign to them e.g. red for danger. Exposing children to different shades of colour can help them make important connections and expand their vocabulary. We link with Zones of Regulation/Autumn.	Children will explore shadows and light and dark.  Learn about nocturnal animals as the seasons change into the darker nights.	Learning new vocabulary describing different climates	Mapping – direction and prepositions	Understanding the world - scientific language (plants, growth)	Continuation on directions, preposition, looking at different places/cultures.
Poetry outcome	Nursery rhymes associated with colour	Rhyming strings – Julia Donaldson texts.	Picking out the rhyming couples			
Ongoing and developing objectives	Rhyme and rhythm is c	I ontinual throughout the	l e year through Phase 1 p	l phonics songs and games.		



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Marvellous Me	Our Community	Traditional Tales and familiar stories	Into the Wild	The Great Outdoors	Ticket Around the World
Texts	Super Duper You by Sophie Henn	On the Way Home by Jill Murphy  On the Way Home Clothesline Clues to Jobs People Do by Katherine Helling and Deborah Hembrook Cathership and Detroit Humbrosh CLOTHESLINE CLUES  CLUES	We're going on a Bear Hunt by Michael Rosen  We're Going on a Bear Hunt Michael Rosen  Helen Oxenbury  There is no Dragon in this Story by Lou Carter	We all went on Safari By Laurie Krebs  We All Went On 5 dear!  A Counting Journal of Counting Journal Law Yorks— July Cons  Handa's Surprise by Eileen Browne	The King Of Tiny Things by Jeanne Willis  King Tiny Things  What the Ladybird Heard by Julia Donaldson	Around the World in 80 Ways by Katy Halford  AROUND  AROUND  The Suitcase by Clotilde Perrin  INSIDE THE SUITCASE
Fiction Outcome	Recognise and begin to write some or all of my name. Reading individual letters by saying the sounds for them. Begin to write some letters using our letter rhymes.  Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. (Development Matters CLL)	Write recognisable letters, most of which are correctly formed Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words  Blending captions and short sentences.  Write CVC words.  Begin to write captions and short sentences.	Use clear sentences to share my knowledge and ideas.  Ask questions to find out more about animals that interest me	Read common exception words in simple sentences. Write a simple sentence with a capital letter and full stop.	Learning new rhymes and poems from different parts of the world to develop my vocabulary.



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Non-Fiction Outcome	To use the Zones of Regulation appropriately as a means of registering emotions Engage in non-fiction books.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Talk about other cultures	Listen to and talk about non-fiction to develop a deeper familiarity with new knowledge and vocabulary.	Talk about what we can see in our school grounds. Find out about the lives of our resident bees. Know how to care for minibeasts and why we need them. Talk about the things I notice about their colours, patterns, similarities and differences. Know how we grow plants to attract minibeasts and help other plants grow.	Extended sentences using common exception words and capital letters and full stops. Reread what I have written to check it makes sense.  Talk about the places I have visited or would like to see. I can tell you about a visit I have been on and what it was like. Including our Farm visit.  How can we care for our world? What can we do? How are places similar or different to where I live?
Poetry Outcomes	Listen carefully to rhymes and songs, paying attention to how they sound.		Learn rhymes, poems and songs.	Learn rhymes, poems and songs from other countries.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.	Help children to join in with refrains and learn some verses by heart using call and response.
Key skills being	Physical Development	Writing	Writing	Writing	Writing	Writing
taught and built upon from the NC (see AP assessment grids)	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor and that they can move and rotate their lower arms and wrists independently.  Use anticlockwise movement and retrace vertical line. Hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all case  Writing Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - this could be very early stages of mark-making and the emphasis is on communicating meaning Give meaning to the marks they make as they draw, write, paint and type	Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet  Segment the sounds in words and blend them together  Spell words by identifying the sounds and then writing the sound with letter/s	Begins to break the flow of speech into words to hear and say the initial Spell words by identifying sounds in them and representing the sounds with a letter or letters sounds in words Reading Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them.	Begins to break the flow of speech into words to hear and say the initial sounds in words  Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet  Segment the sounds in words and blend them together	Segment the sounds in words and blend them together  Spell words by identifying the sounds and then writing the sound with letter/s  Use their developing phonic knowledge to write things such as labels and captions	Write short sentences with words with known sound-letter correspondences - they also are beginning to understand what finger spaces, capital letters and a full stops are, and how they are used  Re-read what they have written to check it makes sense  Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by other



# Ongoing and developing objectives

#### ELG

Listening, Attention and Understanding\_Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, Including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Mighty Me	Our World	Toys	Wonderful Weather	On Safari	Where is Shanghai?
Texts	Unit 1: Supertato, by Sue Hendra and Paul Linnet  Unit 2: This is Me, by George Webster	Unit 1: Beegu, by Alexis Deacon BEEGU  Unit 2: Firework poem	Lost in the Toy Museum	Meet the Weather	The Lion Inside	If you were a City
Fiction Outcome	Information text Purpose and audience: To inform others about themselves and why they are special.	Story Recount  Purpose and audience: To retell a familiar story to their buddy reading class.	Letter to a lost toy	Senses Writing linked to weather	Character Description	Setting Description
Non-Fiction Outcome	Information text Purpose and audience: To write an all about me factfile to give others specific factual information.	Instructional text Purpose and audience: To write instructions to a familiar place to help others.	Buzz or Woody Factfile	Weather Report	Postcard from Safari	Shanghai Fact file
Poetry Outcome		Poetry writing Purpose and audience: To write a poem with a firework theme to be shared with the class.	All Aboard the Toy Train		The Ugly Five Animal Riddles	
Key skills being taught and built upon from the NC (see AP assessment grids)	Units 1 + 2: Write sentences which can be read by themselves and others (without punctuation). Use capital letters for their name and the personal pronoun Begin to space words accurately use their phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible	Units 1+2: Write sentences which can be read by themselves and others (without punctuation). Use the joining word and write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)				
Ongoing and developing objectives	Use their phonic knowledge to writ Spelling Year 1 common exception Physical Development - Holds penc		longer using whole hand grasp	correctly and others being phonetically	plausible	



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Wonderful World	Remember November	Flying High	Flying High	Castles	We're all going on a Summer holiday
Texts	Unit 1: I wish I was a pirate by Krystal Whitehead  Unit 2: Dear Greenpeace by Simon James  SIMON JAMES  Dear  Greenpeace  The to-dundow four-transcalt - datatic  Unit 3: Factfile on whales.	Unit 1: Vlad and The Great Fire of London Unit 2:	Counting on Catherine (I would consider changing- very American and uses words like math not maths.)	Emma Jaynes Aeroplane Paper Planes Jim Helmore	Jack and the Baked Bean	Lighthouse Keeper's Lunch
Fiction Outcome	Letter writing: Purpose and audience: To write a letter to Greenpeace to inform about an endangered animal					
Non-Fiction Outcome	Information text: Factfile Purpose and audience: To create a factfile on bees in order to inform others about an endangered animal.	Samuel Peyps Diary	Letter to a Red Arrow Pilot	Emilia Earhart Biography	Castle Fact File	Instructions (beach theme)
Poetry Outcome	Poetry writing: Purpose and audience: To write a pirate themed poem to entertain others.	Poetry writing Purpose and audience: To write a poem with a firework theme to be shared with the class.		*Michael Rosen Poetry A-Z		Seaside Poems
Key skills being taught and built upon from the NC (see AP assessment grids)	Unit 1: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (rhyme)  Unit 2:					



	Demarcate most sentences in				
	their writing with capital letters				
	and full stops, and use question				
	marks correctly when required.				
	Use co-ordination (e.g. or / and /				
	but) and some subordination				
	(e.g. when / if / that / because) to				
	join clauses.				
	Write simple, coherent narratives				
	about personal experiences and				
	those of others (real or fictional).				
	Spell some common exception				
	words				
	Use spacing between words that				
	reflects the size of the letters.				
	Unit 3:				
	Write about real events,				
	recording these simply and				
	clearly.				
	Use co-ordination (e.g. or / and /				
	but) and some subordination				
	(e.g. when / if / that / because) to				
	join clauses.				
	Spell some common exception				
	words				
	Use spacing between words that				
	reflects the size of the letters				
ngoing and	Demarcate most sentences in their writing with capital	al letters and full stops, and use questi	on marks correctly when required.		
leveloping	Spell many common exception words.				
objectives	Form capital letters and digits of the correct size, orie	ntation and relationship to one another	r and to lower-case letters.		
	Use spacing between words that reflects the size of the	ne letters.			



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Sticks and Stones	Travellers and Settlers	Celts and Romans	Earthquakes and Volcanoes	Pyramids and Pharoahs	Explorers and Adventurers
Texts	Unit 1: Stone Age Boy, by Satoshi Kitamura  STONE AGE BOY  Unit 2: Skara Brae  Skara Brae	Unit 1: How to Wash a Wooley Mammoth, by Michelle Robinson  WOOLEY TO WASH A WOOLEY  Unit 2: Adventure in New Delhi, by Amy Allatson	Escape from Pompeii	Firework Maker's Daughter	Cinderella of the Nile	The Whale
Fiction Outcome	Narrative Purpose and audience: To write a portal story in first person in the style of Stone Age Boy.	Narrative Purpose and audience: To write a diary comparing New Delhi to home.				
Non-Fiction Outcome	Information text Purpose and audience: To write a leaflet about Skara Brae in order to inform.	Instructional text Purpose and audience: To write a set of instructions about	Information board-Roman Ilkley	Pompeii non-fiction -Non- Chronological Report	Persuasive Argument-King Tut's curse	An Explorer-non-fiction Biography Women who led the way
Poetry Outcome			Being You Poems	Volcano Poetry		Ode to a Commode
Key skills being taught and built upon from the NC (see AP assessment grids)	Unit 1: Use adverbs to express time. Use prepositions to express place and time. Begin to use paragraphs to structure writing. Begin to use inverted commas to punctuate speech.	Unit 1: Use prepositions to express place and time. Use adverbs to express time. Use simple organisational devices (e.g. headings or sub-headings) appropriately. Use a range of co-ordinating and subordinating conjunctions.				



	Unit 2:	Unit 2:			
	Use prepositions to express	Use a range of co-ordinating and			
	place and time.	subordinating conjunctions.			
	Use a range of co-ordinating	Use adverbs to express time			
	and subordinating conjunction.	describe settings and characters.			
	Describe settings and	Using expanded noun phrases			
	characters using expanded	begin to use paragraphs to			
	noun phrases.	structure writing.			
Ongoing and	Use the full range of punctuation	taught at key stage 1 and in Y3 mostly of	correctly.		
developing					
objectives					



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Exploring the Rainforest	Children through the ages	Invaders and Settlers	Rivers	The Vikings	Food Glorious Food
Texts	Unit 1: The Girl Who Stole	Unit 1: Son of the	Beowulf		How to Train Your Dragon	
	An Elephant, by Nizrana	Circus-A Victorian				
	Farook.	Story				
	Unit 2: A range of non-fiction text about the rainforest.	Son OF THE CIRCUS A VICTORIAN STORY Unit 2: Information texts: the child labour				
		act				
Fiction	Narrative	Narrative				
Outcome	Purpose and audience: To continue an adventure story in a rainforest setting in the style of the author, to entertain.	Purpose and audience: To write a diary from the perspective of a child circus performer to inform and entertain.				
Non-Fiction Outcome	Report  Purpose and audience:  To write a non-chronological report about the rainforest, writing to inform and share with year one as the experts.	Biography of Lord Shaftesbury Purpose and audience: Persuasion: Write a formal letter persuading the house of	Life in Anglo Saxon Britain	Information board on a river	Viking Fact File	Balanced Argument Local v's Global
Poetry Outcomes		Feeding the Flying Fanellis: And Other Poems from a		A River		Tasty Poems
Key skills being	Unit 1:	Circus Chef Unit 1: Use a range of co-				
taught and built upon from the NC (see AP	Use expanded noun phrases and adverbials to develop descriptions of settings and characters.	ordinating and subordinating conjunctions. Use present, past, progressive and perfect				
assessment grids)	Use a range of adverbs to add detail to writing.	tense verb forms accurately				



	Unit 2: Use paragraphs or sections to organise and structure according to purpose and audience. Use a range of co-ordinating and subordinating conjunctions.	use expanded noun phrases and adverbials to develop descriptions of settings and characters  Unit 2:  Use paragraphs or sections to organise and structure according to purpose and audience use fronted adverbials use commas after fronted adverbials and with a reported clause			
Ongoing and developing objectives	write for both fictional and non-fict use the full range of punctuation ta commas) produce legible joined handwriting	aught in KS1 and so far in KS2 mo	rs, question marks, exclamation marks,	commas in lists, apostrophes for contr	action and possession, inverted



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Life in Tudor Times	Space Explorers	The Greeks	Water World	Victorian Ilkley	Hostile Earth
Texts	Unit 1: Poetry Unit 2: My story: Bloody Tower by Valerie Wilding	Additional Texts – Mae Jemison, Counting on Katherine Unit 2: Visual literacy about the true story of a pizza party in space.	Greek Myths (Theseus and the Minotaur, 12 labours of Hercules) Aesop's Fables	MICHAEL MORNING I MIT A WHALE THIS MORNING I MET A WHALE DAVID WIESNER  DAVID WIESNER	Street Child  STREET CHILD  BERLIE DOHERTY  Berlie Doherty	Holes  LOUIS SACHAR  holes  Louis Sachar
Fiction Outcome	Narrative Purpose and audience: To write a diary in first person from the view of a child in Tudor times to inform and entertain others of their own age.		Narrative - write a fable	TBC - (new texts to Y5)	Continue a chapter in the style of Berlie Doherty	TBC - (new text to Y5)
Non-Fiction Outcome		Biography Purpose and audience: To write a biography about one of these significant black women in history (related to the space race) to inform and entertain.  Journalistic writing Purpose and audience: To write a report about a real-life event (Pizza party in space) to inform and entertain the rest of the school.	Athens V Sparta research and debate Balanced argument	Author study – Michael Morpurgo Interview with a shark  Interview with a SHARK Other Onesta Glants Too Glants Too Report an endangered marine animal	Persuasive writing Tourist information leaflet - Ilkley	Non chronological report on a lizard??
<b>Poetry</b> Outcome	Poetry writing To write a seasonal poem using figurative language to read aloud and perform.	Poetry writing To write a poem to match National Poetry Day's theme.	Write a 'Mythical Monster Rap'	Read environmental themed poetry Write an ocean themed poem	Read aloud and perform Victorian poetry	Write a desert Haiku or cinquain



Cey skills being	Unit 1:	Unit 1:		
taught and	NC. Discuss and evaluate how	In non-narrative writing, use		
lt upon from	authors use language, including	simple devices to structure		
the NC	figurative language, considering	the writing and support the		
(see AP	the impact on the reader.	reader (e.g. headings, sub-		
ssessment	Learn a wider range of poetry by	headings, bullet points).		
grids)	heart.	Use relative clauses ,		
	Prepare poems to read aloud	sometimes omitting the		
	and perform showing	relative pronoun.		
	understanding through intonation, tone and volume so	Use some punctuation for		
	that the meaning is clear to an	parenthesis (brackets,		
	audience.	commas and dashes)		
	Write effectively for a range of	use paragraphs or sections		
	purposes and audiences.	to organise and structure.		
	purposes and addiences.	to organise and service		
	Unit 2:	Unit 2:		
	Begin to use a range of devices	Use the full range of		
	to build cohesion (e.g.	punctuation: inverted		
	conjunctions, adverbials of time	commas.		
	and place, pronouns, synonyms)	In non-narrative writing, use		
	across paragraphs.	simple devices to structure		
	Use expanded noun phrases to	the writing and support the		
	add detail, qualification and			
	precision, e.g. with one or more	reader (e.g. headings, sub-		
	adjectives, with a modifying	headings, bullet points)		
	adjective, with a preposition	use a wide range of clause		
	phrase	structures, sometimes		
	Use past verb tenses	varying their position within		
	to write in first person.	the sentence.		



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	The Mayans	Population Changes	High Energy	WW2	Crime and Punishment	Transitions Changes the Play
Book (s)	Unit 1: Personification	Unit 1: The Boy at the	Cogheart	Goodnight Mr Tom	The Highwayman	Skellig
	Unit 2: The Explorer	Back of the Class  Boy  Back  Class  Unit 2: The Arrival  ARRIVAL  SHAUN TAN	COG HEART  PETER BUNZL	GOODNIGHT MISTER TOM  When the Sky Falls	The Clighwayman  Alfred Noyes Illustrated by Charles Keeping  Treason	David Almond SKELLIG MINNERGE THE CAMEGIE HEEM
Fiction	Narrative writing using The	Narrative writing using The	Narrative: Tale of Fear	Narrative: Informal letter to	Narrative: rewrite poem in prose	Narrative: Written as First
Outcome	Explorer Purpose and audience: To write an adventure story extract from the internal monologue of a character to entertain others.	Arrival Purpose and audience: To rewrite and add dialogue to a selected part of a graphic novel in order to explain the story to a younger audience.		parents as an evacuee		Person Diary
Non-Fiction Outcome		Persuasive writing using The Boy at the Back of the Class: Purpose and audience: To write a letter to the Headteacher about refugees joining the school	Balanced argument: Are mechanicals good or bad?	Online News Report: Killer Gorilla on the loose	Non-chronological report:	Explanation: Evolution and adaptation.
Poetry	Poetry writing Purpose and audience: To write a personification poem using figurative language to read aloud and perform.			War poetry: Wilfred Owen Tennyson	The Highwayman	Poems about travel and moving on.



ey skills being	Unit 1:	Unit 1:						
taught and	Write effectively for a range of	Write effectively for a range of						
uilt upon from	purposes and audiences,	purposes and audiences						
the NC	(poetry) selecting language	(Headteacher), selecting						
(see AP	that shows good awareness of	language that shows good						
assessment	the reader, using similar	awareness of the reader.						
grids)	writing as a model.							
		Exercise an assured and						
	Select vocabulary and	conscious control over levels of						
	grammatical structures that	formality (formal letter),						
	reflect what the writing	particularly through						
	requires (personification).	manipulating grammar and						
		vocabulary to achieve this.						
	NC. Discuss and evaluate how							
	authors use language,	Use a range of devices to build						
	including figurative language,	cohesion (e.g. conjunctions,						
	considering the impact on the	adverbials of time and place,						
	reader.	pronouns, synonyms) within						
		and across paragraphs.						
	Unit 2:							
	In narratives, describe settings,	Unit 2:						
	characters and atmosphere,	Integrate dialogue in narratives						
	using a variety of techniques to	to convey character and						
	engage the reader and	advance the action, using						
	choosing appropriate	correctly punctuated speech.						
	vocabulary that creates a							
	consistent picture, e.g. verbs,	In narratives, describe settings,						
	preposition phrases, fronted	characters and atmosphere,						
	adverbials, expanded noun	using a variety of techniques to						
	phrases, relative clauses.	engage the reader and						
		choosing appropriate						
	Use a range of devices to build	vocabulary that creates a						
	cohesion (e.g. conjunctions,	consistent picture.						
	adverbials of time and place,							
	pronouns, synonyms) within							
	and across paragraphs.							
	Distinguish between the							
	language of speech and writing							
	and choose the appropriate							
	register (internal dialogue v							
	speech between characters).							
Ongoing and developing objectives	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader maintain legibility in joined handwriting when writing at speed spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
,	Editing: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							