

# Newby and Scalby Read Aloud Reading Spine

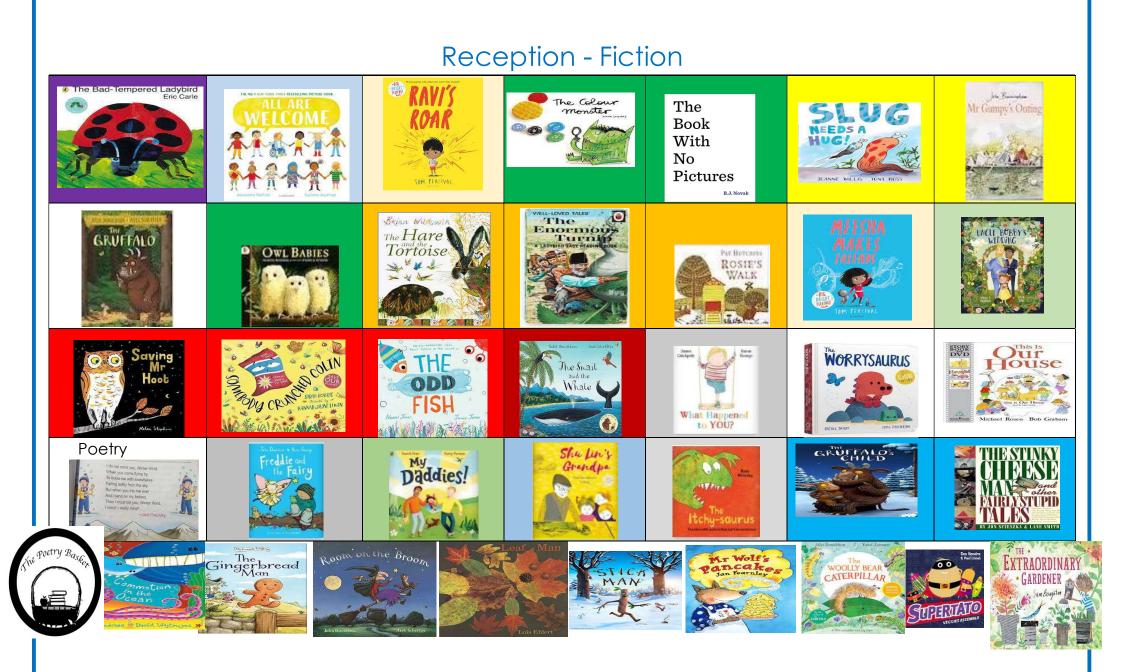
We would like all children to develop a love of reading and understand which books they enjoy and why. There is a reading spine for Reception, Year1, Year2, Year 3, Year 4, Year 5 and Year 6. Within each spine there is a large collection of books which aim to provide depth and breadth to the children's reading.

The read aloud reading spine – fiction books was developed in line with our school vision and 6 key values: **Dream**, **Respect**, **Excellence**, **Aspiration**, **Motivation** and **Success**, and informed by Doug Lemov's work "Reading Reconsidered". In his book, he points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach Year 6 and beyond, they have a good understanding of all of them and are able to access more complex books expected of them in secondary schools. The 5 plagues of reading are: Archaic, Non-linear, Narratively complex, Symbolic/figurative and resistant.

At Newby and Scalby we have also added additional categories to complement our school vision and belief that we are a school which nurtures children to achieve infinitely more than we might ask, or they might dream, empowering them so they can thrive as confident citizens now and in the future:

- Aspirational, Motivational and **Diverse texts**, which feature characters which are traditionally underrepresented in children's books. They also these reflect and celebrate a wide range of heritages and they include a range of captivating and inclusive stories by creators of colour to show that any child can be a writer and all our worthy of being main characters.
- Texts that teach children about **environmental issues** and ways we can help; so that they can learn to respect the world and value their place within it and their interactions with others.
- Texts that represent our **local community**, so that they can see that their local town can be a place for success; a p[lace that is celebrated and a place of note.

	50+ years ago (Archaic language) (figurative text		Books with uncertainties and inference (figurative symbolic texts)	and reliable narra bolic complex)		or un (not in time order) tor		Books with a complicated plot or emotional/ethical theme (resistant text)		
	ural Diversity		elebrate a wide rang	Physical Disabilities & Medical Conditions		BAME Main Characters		Different types of families		
Books which highlight environmental issues and represent our local community Environmental learning Represents local community										



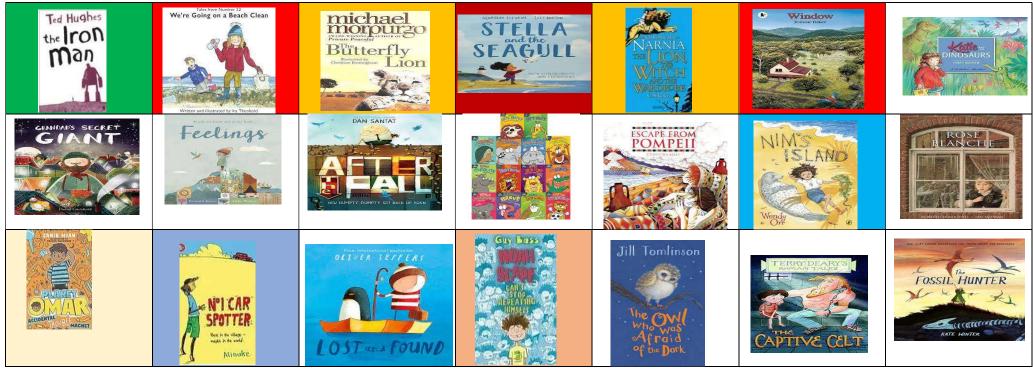
#### Year 1 - Fiction



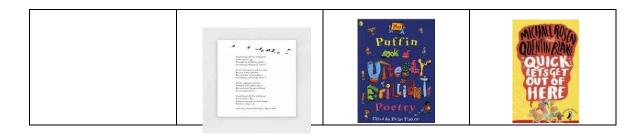
### Year 2 - Fiction

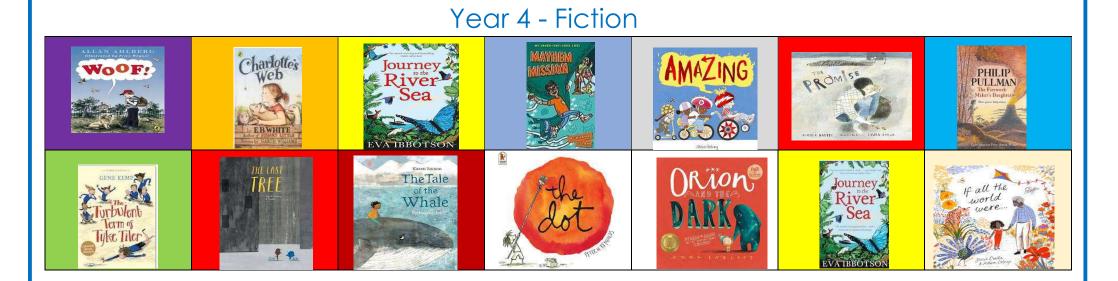
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<b>VESDAY</b>	THE CAREAGE	THE SECRET &	SADNESS COMES TO CALL	WHERE THE WILD THINGS ARE	CINE DAY BLUE PLANET BLUE PLANET	GRANDADS ISLAND			
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			Year 2 - Poetry						
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#### Year 3 - Fiction

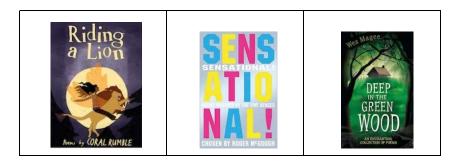


Year 3 - Poetry





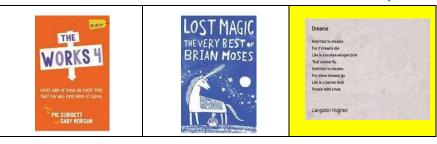
Year 4 - Poetry



#### Year 5 - Fiction



### Year 5 – Poetry



### Year 6 - Fiction



## Year 6 - Poetry

