

# MERSTONE SCHOOL



**Reading Spines**

*This reading spine is formulated through a combination of classic favourites, nationally and within Merstone, National Curriculum coverage, adaptive schemes of reading such as bag books, multi-sensory stories and recommended reading lists based on age, department, ability and pupil interest.*

Our reading spine is a collection of recommended books which are considered to be 'must-reads' for everyone. The books in this collection consist of department core texts, recommended independent reads and class shared texts. Each book has been carefully chosen to stretch vocabulary, expose pupils to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. These additional texts will be read throughout the year as either class shared stories or pupils' independent reads. Our Superhero reading time stories ensure that all pupils hear stories, particularly for those pupils who have no reading role models at home. The class shared story is not to pick apart or analyse, but to share quality time where pupils enjoy being read to. "All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instil a love of reading..." (Doug Lemov).

Following this reading spine provides equality of opportunity for all pupils; ensuring all Merstone pupils will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

The Merstone reading spines are split into 4 different categories: Experiential, Establishing, Developing, and Formal. Although this document attributes each of these reading spines to different departments within Merstone school, individual pupils' in each department may show an interest in, or be working at a reading level where they will be encouraged to access or are exposed to suggested texts from other spine categories.

### **Experiential Reading Spine**

Pupils at Merstone who are following a sensory/individualised curriculum develop their literacy and communication through approaches such as multi-sensory stories, Bag books, story massage and intensive interaction. Pupils accessing the experiential reading spine will encounter stories with simplified, often repetitive language fully supported by sensory cues and experiences that are repeated to develop anticipation, enjoyment and understanding. Using these stories allows pupils with the most complex needs opportunities to engage with and develop a love of literature at an appropriate learning level.

### **Establishing Reading Spine**

Pupils at Merstone School who do not follow subject specific study develop their language, literacy and communication skills through approaches such as sensory stories, story massage and intensive interaction. Of equal importance are opportunities for shared reading which help to form and strengthen the bond between reader and listener, along with a myriad of social interaction skills. Using books that read in a song-like fashion allows the storyteller to pause, change the tone or volume of their voice to introduce, develop and maintain the anticipation skills of the story-listener. Pupils are strongly encouraged to make their own choice of literature through their communication mode but each department in the school has its own set of books to increase the breadth of literature they are exposed to.

## Developing Learners Reading Spine

Pupils who predominately access the semi-formal curriculum are developing and enhancing specific literacy skills in reading, writing, speaking and listening. By having regular access to literature of varying lengths, prose and content, our pupils learn to generalise their early reading skills; distinguishing point from pictures, following text from left to right and predicting what will happen. This naturally leads onto an interest in the written word, learning letter names and sounds and decoding familiar words, all whilst enjoying a piece of literature as a class or small group. We encourage all of our learners to discuss, wonder and ask about the book with each other and to expand their knowledge of the world around them, and also the realm of the imagination too! Chapter books are introduced when appropriate, and learners are encouraged to voice their opinion, relate aspects of the story to their own life experiences and explore different cultures, places and beliefs from their own.

## Formal Reading Spine

The formal learner's exposure to literature includes books that are longer, explore deeper themes and can be used as more in-depth discussion topics or links to PSHE, where appropriate. Pupils will be prompted to consider historical contexts and make comparisons to the modern world, really 'side inside' the characters' minds and experience their journey with them; becoming critical thinkers who are able to explore different perspectives – a valuable skill to acquire! These books are considered 'reading rites of passage' for young people and open up a whole world of literature as our pupils transition to the adult phase of their lives.

*Within each department there may be pupils that are within a different phase, for example some diamond learners may be within the early learners reading spine and exposure to books should be adapted as such, to ensure pupils have the opportunity to have exposure to new books / sensory stories that build on their previous reading experience.*

*By the time a pupil exits a department, along with their English Focus texts and books included within our monthly/termly diversity and celebration focuses, they should have exposure to the following texts...*

	<b>Department</b>	<b>Text &amp; Author</b>
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<b>Experiential Reading Spine</b>	<p><b>RUBY</b></p> <p><b>TOPAZ</b></p> <p>DIAMOND Sensory</p>	<ul style="list-style-type: none"> <li>• That's' not my T.Rex By Fiona Watt</li> <li>• Brown Bear, Brown Bear, What do you see? By Bill Martin Jr. &amp; Eric Carle</li> <li>• Tickle Tickle by Helen Oxenbury</li> <li>• The touch book by Nicola Edwards</li> <li>• There's a dragon in your book by Tom Fletcher</li> <li>• Guess how much I love you by Sam McBratney</li> <li>• Jump in! by Ian Whybrow</li> <li>• Dinosaur Roar by Paul Stickland</li> <li>• Spot's birthday party? By Eric Hill</li> <li>• I love you to the moon and back By Amelia Hepworth</li> <li>• Wow! Said the owl by Tim Hopgood</li> <li>• Revolting things to touch and feel by Roald dahl</li> <li>• Owl says hoot by Amanda Enright</li> <li>• Garden of Evan by the garden of Evan</li> <li>• Calm down Boris! By Sam Lloyd</li> <li>• The Kippford Mermaid by the arts end of somewhere</li> <li>• Old Macdonald had a phone by Jeanne Willis &amp; Tony Ross</li> <li>• Josphe and the dreamcoat by Katherine Walker</li> <li>• Goodnight moon by Margaret Wise Brown</li> </ul> <p>Sensory Bag Book stories (all currently in the library bus for access):</p> <ul style="list-style-type: none"> <li>• Desmond</li> <li>• The uninvited guests</li> <li>• Gran's visit</li> <li>• Maria's Ball</li> <li>• Learning to fly</li> <li>• Museum Mystery</li> <li>• Queen of the stables</li> <li>• Anna's Allotment Bake</li> <li>• The Haircut</li> <li>• The fairground</li> <li>• Kofi and the magic shaker</li> <li>• The little princess</li> <li>• Last bus home</li> <li>• Lost in London</li> <li>• Hot air balloon</li> <li>• The match</li> </ul>
<b>Establishing Reading Spine</b>	<p><b>RUBY Primary</b></p> <p><b>TOPAZ Primary</b></p> <p><b>SAPPHIRE Primary</b></p> <p><b>EMERALD Primary</b></p>	<ul style="list-style-type: none"> <li>• Naughty Bus by Jan and Jerry Oke</li> <li>• Dear Zoo By Rod Campbell</li> <li>• We're Going on a Bear Hunt By Michael Rosen</li> <li>• Whatever next! By Jill Murphy</li> <li>• The Very Hungry Caterpillar By Eric Carle</li> </ul>

		<ul style="list-style-type: none"> <li>• Ten Little Fingers and Ten Little Toes By Mem Fox</li> <li>• Handa’s Surprise By Eileen Brown</li> <li>• Jasper’s Beanstalk By Nick Butterworth and Mick Inkpen</li> <li>• Hairy Maclary from Donaldson’s Dairy By Lynley Dodd</li> <li>• Little red hen by Kaye Umansky</li> <li>• Titch by Pat Hutchins</li> <li>• Big Red Bath by Julia Jarman &amp; Adrian Reynolds</li> <li>• Rosie’s Walk By Pat Hutchins</li> <li>• The Gruffalo By Julia Donaldson</li> <li>• The Paper Dolls by Julia Donaldson</li> <li>• Owl babies by Martin Waddell</li> <li>• Elmer By David McKee</li> <li>• Can’t You Sleep, Little Bear? By Martin Waddell</li> <li>• Farmer Duck by Martin Waddell &amp; Helen Oxenbury</li> <li>• The Tiger Who Came to Tea By Judith Kerr</li> <li>• Where The Wild Things Are By Maurice Sendak</li> <li>• The Tiny Seed By Eric Carle</li> <li>• The Elehant &amp; the bad baby by Elfrida Vipont</li> <li>• Mr Gumpy’s outing by John Burningham</li> </ul>
<p style="text-align: center;"><b>Establishing Reading Spine</b> Secondary</p>	<p style="background-color: #f8d7da;">RUBY Secondary</p> <p style="background-color: #fff3cd;">TOPAZ Secondary</p> <p style="background-color: #d1ecf1;">SAPPHIRE Secondary</p> <p style="background-color: #d4edda;">EMERALD Secondary</p> <p style="background-color: #d6d8db;">DIAMOND</p>	<ul style="list-style-type: none"> <li>• The Cave by Rob Hodgson</li> <li>• Funnybones By Allan Ahlberg</li> <li>• The Snail and the Whale By Julia Donaldson</li> <li>• Avocado Baby by John Burningham</li> <li>• How to Wash a Woolly Mammoth By Michelle Robinson</li> <li>• Green eggs and ham By Dr Seuss</li> <li>• Potion commotion by Isik Sernur</li> </ul>

		<ul style="list-style-type: none"> <li>• I Will Not Ever Never Eat a Tomato By Lauren Child</li> <li>• The runaway pea by Kjartan Poskitt</li> <li>• Chocolate Cake (Poem) By Michael Rosen</li> <li>• Giraffes Can't Dance By Giles Andreae</li> <li>• Tough guys have feeling to</li> <li>• The Snowman By Raymond Briggs</li> <li>• The Rainbow Fish By Marcus Pfister</li> <li>• Beegu by Alexis Deacon</li> <li>• Shhh! By Sally Grindley &amp; Peter Utton</li> </ul>
<b>Developing Reading Spine Primary</b>	<p>TOPAZ Primary  SAPPHIRE Primary  EMERALD Primary</p>	<ul style="list-style-type: none"> <li>• Knuffle bunny by Mo Williams</li> <li>• Big pet day by Lisa Shanahan</li> <li>• Oi! Get off our train by John Burningham</li> <li>• On the way home by Jill Murphy</li> <li>• Lost and Found by Oliver Jeffers</li> <li>• Dogger by Shirley Hughes</li> <li>• Peace at last by Jill Murphy</li> <li>• Room on the broom by Julia Donaldson</li> <li>• Six Dinner Sid by Inga Moore</li> <li>• When the rain comes by Alma Fullerton</li> <li>• Slug needs a hug by Jeanne Willis</li> <li>• Granpa by John Burningham</li> <li>• Come away from the water Shirley</li> <li>• The Day The Crayons Quit by Drew Draywait and Oliver Jeffers</li> <li>• Cops &amp; Robbers by Janet &amp; Allan Ahlberg</li> <li>• The Smeds &amp; the Smoos by Julia Donaldson</li> <li>• The Slightly annoying elephant by David Walliams</li> <li>• How to catch a star by Oliver Jeffers</li> </ul>
<b>Developing Reading Spine Secondary</b>	<p>TOPAZ Secondary  SAPPHIRE Secondary  EMERALD Secondary  DIAMOND</p>	<ul style="list-style-type: none"> <li>• Coming to England by Floella Benjamin</li> <li>• The Owl and The Pussy-cat By Edward Lear</li> <li>• Beetle boy by M.G Leonard</li> <li>• THE witches by Roald Dahl</li> <li>• George's marvellous medicine by Roald Dahlhanda</li> <li>• The abominables by Eva Ibbotson</li> <li>• The frog prince by Annalise Twentyman</li> <li>• Not now Bernard by David McKee</li> <li>• The true story of the 3 little pigs</li> <li>• Grandads island by Benjo Davis</li> <li>• Wanted the perfect pet by Fiona Robertson</li> <li>• The water princess by Susan Verde</li> </ul>

		<ul style="list-style-type: none"> <li>• Malas magic pencil by Malala Yousafzai</li> <li>• Somebody swallowed Stanley by Sarah Roberts</li> <li>• Duffys lucky escape by Ellie Jackson</li> <li>• The Magic Paintbrush by Julia Donaldson</li> </ul>
<b>Formal Reading Spine</b>	<p>EMERALD Secondary DIAMOND</p>	<ul style="list-style-type: none"> <li>• The Queen’s Nose – Dick King Smith</li> <li>• Alice’s Adventures in Wonderland – Lewis Carroll</li> <li>• Harry Potter and the Philosopher’s Stone– JK Rowling</li> <li>• Stig of the Dump – Clive King</li> <li>• The Breakfast Club adventures by Marcus Rashford</li> <li>• Gangsta Granny by David Walliams</li> <li>• Tom’s Midnight Garden – Philippa Pearce</li> <li>• Goodnight mr tom by Michelle Magorian</li> <li>• The Midnight Gang by David Walliams</li> <li>• The Lion the witch and the wardrobe by CS Lewis</li> <li>• Mister Magnolia By Quentin Blake</li> <li>• Mrs Armitage on wheels By Quentin Blake</li> <li>• Fantastic Mr. Fox By Roald Dahl</li> <li>• Double act by Jacqueline Wilson</li> <li>• A diary of a wimpy kid by Jeff Kinney</li> <li>• Bill’s New Frock by Anne Fine</li> <li>• Charlotte’s Web By E. B. White</li> <li>• The Iron Man By Ted Hughes</li> <li>• The Boy Who Grew witches By Andy Shepherd</li> <li>• The Accidental Prime Minister By Tom McLaughlin</li> <li>• Holes By Louis Sachar</li> <li>• The Hobbit By J. R. R. Tolkien</li> <li>• Skellig By David Almond</li> <li>• River Boy By Tim Bowler</li> <li>• In this phase, our learners are also encouraged to take command of what literature they choose to read / share / listen to! They might revisit old favourites, or be intrigued at a new story they have discovered.</li> </ul>