

Class Reading Texts 2021 – 22

Whole School aims:

- Children should understand how to read for pleasure to develop an awareness if joy and education of the world around them
- Children should be able to see themselves represented in literature to identify with what it means to live in in Britain today
- Class reads should help to meet cultural capital gaps in children’s experiences in order to widen their cultural awareness of the world
- Class reads should reflect our diverse world in order to foster tolerance and acceptance and promote a sense of identity
- Class reads should link to community in order to make connections with their immediate environment
- Class reads should enable and develop personal, moral and spiritual growth in order to help children develop the ‘whole child’.

Class aims:

- Teacher models intonation and expression for children in order to deliver meaning and convey a specific effect on the reader
- Children magpie effective language – words and phrases – to use in their own writing
- Children aiming to achieve greater depth will appreciate and mimic specific author style in their own writing

Preparing Children for Future learning:

Texts take the form of the 5 plagues of reading, which children need experiences of in order to access tougher texts, especially those expected of them in secondary school and beyond.

	Class Reading Texts					
	Term 1 School Driver Focus Texts Diversity Community Growth	Term 2 School Driver Focus Texts Diversity Community Growth	Term 3 School Driver Focus Texts Diversity Community Growth	Term 4 School Driver Focus Texts Diversity Community Growth	Term 5 School Driver Focus Texts Diversity Community Growth	Term 6 School Driver Focus Texts Diversity Community Growth
Foundation stage	‘Teeny and Tiny’ by Chris Judge	‘This Is How We Do It’ by Matt Lamothe	‘Amazing’ by Steve Anthony	‘Clean up’ by Nathan Bryon	‘My Name is Not Refugee’ by Kate Milner	‘Bloom’ by Anne Booth
Why this book? Why now?	<ul style="list-style-type: none"> • Community: Meeting new neighbours links to meting new friends from local community 	<ul style="list-style-type: none"> • Diversity • Growth • Community: Profiles children in different countries 	Growth Community Diversity: A celebration of friendship and being	Growth Community Diversity: This is a heart warming, timely and	Growth Diversity Community: Understanding the journey that people	Community Growth: A contrast of friendly children and a lonely man is

	and settling into school community, developing comm spirit and kindness	with different cultures but who are linked by something in common	yourself with a positive message about celebrating diversity. The perfect platform to start conversations about the importance of understanding and acceptance.	empowering picture book about a child tackling pollution, showing how we ALL can make a difference to our community.	may need to make with their family to move to another country, and exploring how they find a new identify within new communities.	expressed with emotion as a story of kindness and community is conveyed.
5 Plagues Reading Spine and School Driver Texts on a 2 year cycle	Term 1 Archaic Texts	School Driver Focus Texts	Term 3 Complexity of the narrator	School Driver Focus Texts	Term 5 Resistant Texts	Term 6 Teacher Choice
	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.	Diversity Community Growth	Multiple, unreliable or non-human narrators which often create multiple plot-lines or alternative view points	Diversity Community Growth	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.	Quality texts that reflect the teacher's reading for pleasure, based on theme or content, may reflect children's interests, with clear rationale for choice.
Year 1 /2	'Magic of the Faraway Tree' Enid Blyton	1. 'Last Stop on Market Street' by Matt de la Penna 2. 'Proud to be Deaf' by Ava Beese, Lilli Beese and Nick Beese	'The Wolf's Story: What Really Happened to Little Red Riding Hood' by Toby Forward	1. 'The Name Jar', by Yansook Choi 2. Donovan's Big Day Hardcover by Leslea Newman (Author)	'Mirror', by Jeannie Baker	

<p>Why this book? Why now?</p>	<p>Celebrate literary heritage, setting conveys British countryside, alternative representation of family / community, complex language, challenging vocabulary to develop word awareness for writing.</p>	<p>Educates children about urban life, cultural diversity, tolerance and acceptance in communities, beyond Mawsley village and teaches them about differences in culture from village to town / city.</p> <p>Embraces differences and helps to understand communication in alternative ways when children are learning to communicate through speech / reading / writing</p>	<p>Seeing things from different perspectives, tolerance, familiar setting based on traditional tale, to develop an awareness of how not to judge others until fully aware of circumstances to help with friendship disputes.</p>	<p>Children learn about how to respect and accept people from other cultures and how people find their own identify in society, to develop social relationships. Children & families from other ethnic backgrounds can relate to content.</p> <p>Love, family, and marriage presented through the eyes of a ringbearer at a same-sex wedding teaches our children to understand and respect a variety of family units in society.</p>	<p>This teaches children that although from different parts of the world, and children can see clear differences, families are all the same. Children are able to develop an understanding of alternative lifestyles across the world to develop the ability to form relationships within the world around them.</p>	
<p>Y3 / Y4</p>	<p>‘The lion, the Witch and the Wardrobe’ by C.S.Lewis</p>	<p>The Fastest Boy in the World Elizabeth Laird</p>	<p>‘Nim’s Island’ by Wendy Orr</p>	<p>Be Amazing: A History of Pride by Desmond Napoles</p>	<p>‘The Mysteries of Harris Burdock’ by Chris Van Allsburg</p>	
<p>Why this book? Why now?</p>	<p>Celebrating literary heritage and set in WW2 as a link for future learning about war in Year 6. Style of a fantasy story, that is told within two stories can be used by children to show depth of learning in writing.</p>	<p>Presents cultural diversity. Set in Ethiopia, it provides contrast to current unit of UK and Britain and provides some pre-learning for Africa unit in Year 5.</p>	<p>Female character shows independence and courage to problem solve, developing sense of equality and resilience for all children, whilst also demonstrating empowerment of female characters.</p>	<p>Profiling LGBTQ+ characters as a prequel to Pride month (June), educating children about the challenges, discrimination and success of people in the LGBTQ+ community and promoting tolerance,</p>	<p>Develops creative thinking, using symbolism, enables children to link ideas from reading to writing, drawing on knowledge gained across the year.</p>	

				understanding and respect.		
Y5	'The Wolves of Willoughby Chase' by Joan Aiken	'Ghost' by Jason Reynolds	'A Series of Unfortunate Events – Book 1' by Lemony Snicket	'A Star Outside my Window' by Onjali Q' Rauf	'A Monster Calls' Patrick Ness	
Why this book? Why now?	Historical setting: tells an 'alternative' history of Britain. 1832: Good King James III is on the throne, and Britain is ravaged by wolves which have migrated through the newly-opened Channel Tunnel. Children learn about the author's classical language, tone and style.	Single parent to black boy in America, experiencing social inequality – relevant to topical interest in BLM movement, resilience and how community & leaders in communities can help to overcome family / social struggles.	Fantasy setting and characters offer frequent cultural and literary allusions. Provides challenge: contrast of characters / setting deepens knowledge of characterisation, Victorian Gothic tones, absurdist textuality, dark humour and sarcastic storytelling broadens awareness of narrator.	Presents an 'alternative' family, in the form of leading characters, who are in foster care. References issues of keeping safe in an age appropriate way, to support our PSHE curriculum and Protective Behaviours.	Enables children to explore a theme through symbolism, which can be replicated in their writing mid-way through Upper KS2 and provide a good basis to build on for Year 6.	
Y6	'Oliver twist' by Charles Dickens class (transcript from BBC Schools)	Boy Everywhere by A.M. Dassu and Zainab 'Daby' Faidhi	'Once' by Morris Gleitzman	High-Rise Mystery, by Sharna Jackson	'The Lost Thing' by Shaun Tan	
Why this book? Why now?	Archaic language, rich setting description and characterisation for form basis for writing, education of Victorian London to widen knowledge of British cultural heritage.	Experiencing life as a refugee, told from child's perspective, to find 'home' in Britain's refugee detention centre and later within society. Adapting to new experiences and new starts, to prepare children for the move to a new setting later in the year.	Links to previous learning of WW2, demonstrates resilience and strength of character at a time when many children are preparing for a new start at secondary school and are needing to grow and develop inner resilience.	The male and female black characters, set in London council estate contrasts with Mawsley, widening children's knowledge of the cultural diversity of British cities and family units.	Relies on visual rather than textual interpretation, leaving this open to debate. Enables children to apply deeper thinking skills to access text / themes and provide opportunities to extend the text themselves.	