




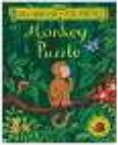






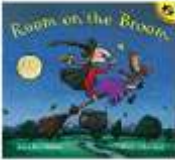
















**Henry Chichele Primary School Reading Spine  
2022/2023**

|                  |  |  |   |
|------------------|--|--|---|
|                  |  | <p>E.g. The Boy who cried Wolf, The Hare and The Tortoise, The Fox and the Grapes</p>  |      |
| <p><b>T3</b></p> | <p>Julia Donaldson books<br/>A Squash and a Squeeze<br/>Zog<br/>Zog Flying Doctors<br/>The Detective Dog<br/>Monkey Puzzle<br/>The Scarecrow's Wedding<br/>The Snail and the Whale<br/>The Gruffalo<br/>The Gruffalo's Child<br/>Jack and the Flumflum Tree<br/>Room on the Broom<br/>Stick Man<br/>Superworm<br/>The Smeds and the Smoos<br/>The Baddies<br/>The Smartest Giant in Town<br/>Charlie Cook's Favourite Book</p> |                 |     |



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|           |   |   |
|-----------|---|---|
| <b>T4</b> | Flat Stanley<br>Jeff Brown                            |  |
| <b>T5</b> | A First Poetry Book<br>Pie Corbett                    |  |
| <b>T6</b> | The Hat Full of Secrets<br>Karl Newson and Wazza Pink |  |



Year 2

T1







T2

Fred, Wizard in Training  
Simon Philip

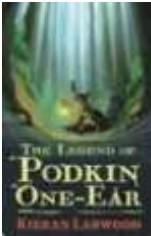

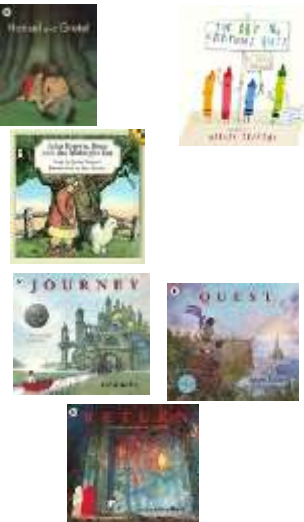






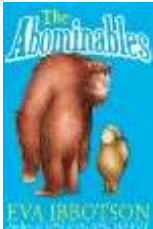
Henry Chichele Primary School Reading Spine  
2022/2023

|    |  |  |   |
|----|--|--|---|
| T3 | Fantastic Mr. Fox<br>Roald Dahl  | <br>Complexity of the narrator | 1 missing   |
| T4 | Ellie and the Cat<br>Malorie Blackman  |                                |   |
| T5 | Harry the Poisonous Centipede<br>Lynne Reid Banks  |                               |   |
| T6 | Owl Babies<br>Martin Waddell<br><br>The Owl who was Afraid of the Dark<br>Jill Tomlinson |                              | <b>Display ideas/questions for display</b><br>True or false? - are only afraid of the dark because you don't know about it. Do you think Plop will change by the end of the book?<br>How has Plop changed by the end?<br>Collect vocabulary to describe the dark. |

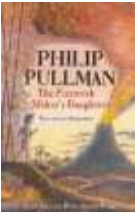
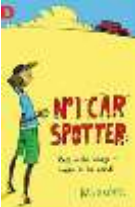
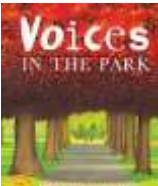
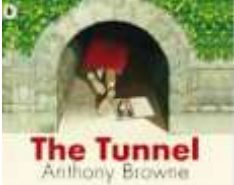


| Year 3 |   |  |  |
|--------|---|--|--|
| T1     | The Legend of Podkin One-Ear<br>Keiron Larwood  |                        |  |
| T2     | Stig of the Dump<br>Clive King  | <br>Fantasy, adventure |  |
| T3     | Hensel and Gretel<br>Anthony Browne<br><br>The Day the Crayons Quit<br>Drew Day Walt and Oliver Jeffers<br><br>John Brown,<br>Rose and the Midnight Cat<br>Jenny Wagner<br><br>Journey by Aaron Becker (1)<br>Quest by Aaron Becker (2)<br>Return by Aaron Becker (3) |                       | <b>Display ideas/questions for display</b><br>Read the story without the images initially, then display the images and read again. Spend time looking at each picture, so the children can notice the visual play and discuss the changes in mood the artist portrays.<br>Read a version of the original and compare it together with the class.<br>Questions for display<br>Imagine being in the woods – what do you think you would you see, hear, feel, think?<br>Discuss the step-mother/witch and the visual imagery. Are they just tricks? What should the father have done?<br>Is there poverty in the story? |



|           |   | Picture books  |  |
|-----------|---|--|--|
| <b>T4</b> | The Puffin Book of Utterly Brilliant Poetry<br><br>Poems Aloud<br>Joseph Coelho |                        | <b>Display ideas/questions for display</b><br><br><a href="https://www.worldbookday.com/online-masterclasses/writing-on-leaves-and-looking-at-daffodils-with-poetry/">https://www.worldbookday.com/online-masterclasses/writing-on-leaves-and-looking-at-daffodils-with-poetry/</a><br><br>Joseph Coelho challenges ch to write a poem written on a leaf |
| <b>T5</b> | The Iron Man<br>Ted Hughes<br><br>The Iron Woman<br>Ted Hughes                  | <br>Complexity of plot | <b>Display ideas/questions for display</b><br>Potential newspaper headlines (for both the Iron Man and space-bat-angeldragon)<br>Diary entries<br><br>Questions for display<br>How do you think Hogarth would tell his parents what he had seen?<br>can the ch think of any other 'taming the monster' stories. How do they compare?                     |
| <b>T6</b> | The Abominables<br>Eva Ibbotson   |                      | <b>Display ideas/questions for display</b><br>A longer read<br>You may have to discuss/introduce an abominable snowman, yeti and mountains of Tibet.<br>How is 'the world outside changing' and why is this an issue?  |


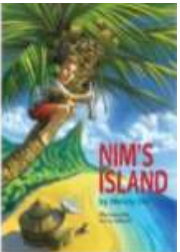



| Year 4 |   |   |  |
|--------|---|---|--|
| T1     |   |   |  |
| T2     | <p>The Firework maker's Daughter<br/>Philip Pullman</p> <p>The Scarecrow and his Servant<br/>Philip Pullman</p> | <br>Non linear   | <p><b>Display ideas/questions for display</b></p> <p>Firework designs with names!<br/>What is the big challenge that Lila faces?<br/>How does the author show how Lila feels in Chapter 5?<br/>'Illusions': what does this mean in Chapter 5?<br/>What sort of person is Lila?</p>                                       |
| T3     | <p>The No. 1 Car Spotter<br/>Antinuke</p>   |    | <p><b>Display ideas/questions for display</b></p>  |
| T4     | <p>Voices in the Park<br/>Anthony Browne</p> <p>The Tunnel<br/>Anthony Browne<br/>(complex plot)</p>            | <br><br>Picture books | <p><b>Display ideas/questions for display</b></p> <p>Voices in the Park - Read the book through several times.<br/>How do you feel about each character and why?<br/>Is the mother really a bad mother?<br/>Which picture do you think is the most important picture? Why?<br/>What do you think the story is about?</p> |

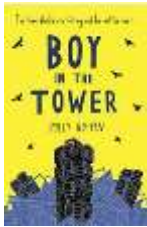






Henry Chichele Primary School Reading Spine  
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| <b>T4</b> | Cloud Busting<br>Malorie Blackman | <br>Resistant text             | <b>Display ideas/questions for display</b>   |
| <b>T5</b> | Nim's Island<br>Wendy Orr         | <br>Complexity of the author   | <b>Display ideas/questions for display</b>   |
| <b>T6</b> | The Midnight Fox<br>Betsy Byars   | <br>Non-linear time sequence | <b>Display ideas/questions for display</b><br><br>Why do you think Tom says: 'I like the way I am'.<br>Why do you think Uncle Fred and Aunt Millie 'never mention what Tom had done'?<br>At the end of the story, Tom says 'it was as if it had happened to another boy'. What did happen? How did he change?<br>Who do you think was right - Uncle Fred or Tom? |

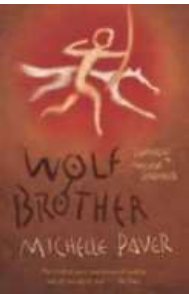



| Year 5 |  |  |   |
|--------|--|--|---|
| T1     | The Boy in the Tower<br>Polly Ho-Yen         |                  |   |
| T2     | Varjak Paw<br>SF Said                        |                  | <p><b>Display ideas/questions for display</b><br/>During reading display a dark city landscapes and skyline. Add collected clues and quotes about his developing character as you read.</p> <p>Why is Varjak rejected and yet why does he return? (Explain the difference between Varjak, the Elder Paw and the other cats.)<br/>How does the inside of the house contrast with outside in the city?</p>  |
| T3     | The Wolves of Willoughby Chase<br>Joan Aiken | <br>Archaic tale | <p>This is the first of a series of 12 novels.<br/>It is set in 1832 (Joan Aiken's own historical world) where wolves have travelled through the Channel Tunnel!</p> <p><b>Display ideas/questions for display</b><br/>Begin by researching some information about wolves. There is a good film that can be used to compare with the book (though it has a <b>PG certificate so get parental permission</b>).<br/>You could read the book chapter-by-chapter and watch the film alongside, section-by-section.</p> <p>With the class, list difficult vocabulary for discussion and create a glossary of historical terms.<br/>After reading - what should happen to Miss Slighcarp and Mr Grimshaw?</p> |






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|-----------|---|--|---|
|           |   |  | You can download a bookmark for the book on the website listed below, if you want to!<br>( <a href="http://www.joanaiken.com/pages/books.html">http:// www.joanaiken.com/pages/books.html</a> )   |
| <b>T4</b> | <p>FARThER<br/>Grahame Baker-Smith</p> <p>Leon and the Place<br/>Between<br/>Grahame Baker-Smith</p> <p>Free Fall<br/>Flotsam<br/>Hurricane,<br/>Art and Max,<br/>June 29, 1999<br/>Sector 7<br/>All by <b>David Wiesner</b></p> <p><b>Poetry</b><br/>Love That Dog<br/>Sharon Creech</p> |  | <p><b>Display ideas/questions for display</b><br/>Gather clues as a class about each character – mother, father and son.</p> <p>Looking at the cover - Why is the title 'FARThER'? Why the poppies? The birds? The wings? Are dreams important? What is the story about? What does it mean to each child?</p> <p>Read and explore the wonderful (Templar), as well as picture books by, such as (Houghton Mifflin).</p> |



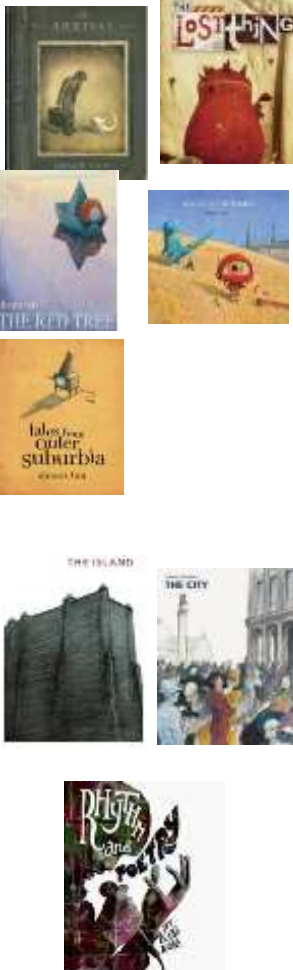
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| <p><b>T5</b></p> | <p>Wolf Brother<br/>Michelle Paver</p>                     |  | <p><b>Display ideas/questions for display</b></p> <p>Draw a map and during the story, mark where events occur. With the class make a list of the words or phrases that Wolf uses instead of human terms and give their definitions, such as 'Tall Tailless, Bright White Eye, thundering Wet'.<br/>Try inventing other phrases for everyday things</p> <p>When is the story set (6,000 years ago)? What may life might have been like?<br/>What are the main settings? (The Raven camp, the ice river, the wide water, the cave and the forest)<br/>What is the significance of the main events? (Torak's father's death, meeting Wolf, fighting Hord, discovering the prophecy and defeating the bear)<br/>How does this story compare to other quests? (Typical characters, events and plot patterns)</p> |
| <p><b>T6</b></p> | <p>The Boy at the back of the class<br/>Onjali Q. Rauf</p> |  | <p><b>Display ideas/questions for display</b></p>   |



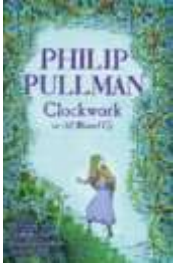

| Year 6 |  |   |  |
|--------|--|---|--|
| T1     | Who Let the Gods Out<br>Maz Evans  |    |  |
| T2     | Skellig<br>David Almond<br><br>*This book does contain<br>the word 'bollocks!' |    | <b>Display ideas/questions for display</b><br>Collect key lines to talk about, such as 'truth and dreams are always getting muddled'.<br>Display 'Tyger' by William Blake.<br><br>What is Mina's view on education?<br>Who or what is Skellig?<br>What is the book about?  |
| T3     | Holes<br>Louis Sachar  |  | <b>Display ideas/questions for display</b><br>Add a diary entry for each of the key events<br>Collect information about the main characters, adding ideas about why they behave as they do.<br>Draw two timelines to track the present and past events.<br><br>Why did the author give Stanley a palindromic name?<br>Why is the book called 'Holes'? Discuss 'the holes in their lives or holes in the ground?' |



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|                  |   |   |   |
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| <p><b>T4</b></p> | <p>The Arrival<br/>Shaun Tann</p> <p>The Lost Thing<br/>Shaun Tann</p> <p>The Red Tree<br/>Shaun Tann</p> <p>The Rules of Summer<br/>Shaun Tann</p> <p>The Island<br/>Armin Greder</p> <p>The City<br/>Armin Greder</p> <p><b>Poetry</b><br/>Rhythm and Rap<br/>Karl Nova</p> |  | <p>Before reading, briefly discuss/explain immigration, especially the migration to America at the end of the 19th century (Ellis Island).</p> <p><b>Display ideas/questions for display</b><br/>         What is the story about? /What is happening?<br/>         How does the story make you feel?<br/>         (Being in a new country, migrants often feel at a loss in the same way that the reader does.)<br/>         Who are the three helpers?<br/>         Are all the illustrations real or in someone's imagination?<br/>         Are they symbols for anything?</p> <p>Rhythm and Rap<br/>         Karl Nova<br/> <b>Reading</b><br/> <a href="https://www.youtube.com/watch?v=Tihj7Ricnt4">https://www.youtube.com/watch?v=Tihj7Ricnt4</a><br/> <b>Poetry</b><br/> <a href="https://www.youtube.com/watch?v=TfzPOD4hiyE">https://www.youtube.com/watch?v=TfzPOD4hiyE</a><br/> <b>Calm</b><br/> <a href="https://www.youtube.com/watch?v=gSyHgKf1vFs">https://www.youtube.com/watch?v=gSyHgKf1vFs</a></p> |
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| <p><b>T5</b></p> | <p>Clockwork<br/>Philip Pullman</p>  |  | <p><b>Display ideas/questions for display</b><br/>Create a story map of the story and show how the main events and characters interconnect.</p> <p>What does the cover suggest the book will be about?<br/>Which are the good/bad characters? How do you know?<br/>What are the similarities/differences between Karl and Gretl?<br/>In what way is the book like 'clockwork'?<br/>How are our lives like clockwork?<br/>In what ways do we 'wind up the future like clockwork'?<br/>How does Philip Pullman create suspense? What techniques does he use? How does he keep the reader 'all wound up'?</p> |
| <p><b>T6</b></p> | <p>The Hobbit<br/>J.R.R. Tolkien</p> |  | <p><b>Display ideas/questions for display</b><br/>Could display a map and a timeline for the adventure. Or writing in runic code to make ch curious.<br/>How did Bilbo get inside the mountain and how did he come by the ring?<br/>How has the journey changed him?<br/>What do you think the underlying pattern of the Quest story is?<br/>Who do you think the key archetypical characters are?</p>   |