Montpelier Primary School Reading Spine

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 class core texts, recommended independent reads and class shared texts. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Following this reading spine provides equality of opportunity for all children; ensuring all Montpelier Primary School pupils will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

Exposure to a range of text types of various genres will gradually build children's stamina and familiarity with challenging texts. It develops the skills they will need to dissect more complex texts at secondary school and enhances logic and problem solving abilities that can be applied in any scenario.

How have our texts been selected?

Core text rationale:

Instilling a love of reading to ensure that all children, even the most reluctant reader, have read and studied in depth, at least 6 quality texts each year. Where possible, these texts will link with the school's overarching themes that run through each term; allowing children to make links and show clear progression through each Year group. Where quality texts do not directly link with a theme or a topic covered in foundation subjects, there will be a clear rationale for their selection, with an aim for drawing on links for current or previous themes, or links with other areas of the curriculum for that term. All class core texts will be used as a stimulus for writing lessons to ensure deep understanding of the text with contextual value to their writing

Additional texts (shared stories and independent reads) rationale:

These additional texts are based on research by Doug Lemov about 'The Five Plagues of the Developing Reader', which are the stumbling blocks children can face if they are not exposed to a rich variety of texts. The texts in our spine fall into these 5 categories: Archaic Language – books which were (usually) written in the past and use vocabulary or sentence structures which we are unlikely to be exposed to in our everyday spoken language. Children need strategies to decode unfamiliar words and to build up their own bank of known archaic language. Non-Linear Time Sequences – books which are not written chronologically. They may include flashbacks, time travel, multiple plots happening at different times or the start of the book being the end result. These books enable children to restructure the events chronologically in their mind as they read. Narratively Complex – these texts are often told by a narrator who isn't aware of everything which happens in a story or may have more than one narrator. These texts may also have plots which seem separate but then intertwine to pull the different plotlines together. Figurative/Symbolic Text – books which use allegories, metaphors and symbols to represent an idea. For example, Jiminy Cricket represents a conscience in 'Pinocchio' and the snowman in the book 'The Snowman' is an allegory of death and grief. Resistant Texts – books, and often poems, which deliberately try and create confusion. These texts should be viewed as a challenge or a brainteaser to try and work out the meaning. An example of this is 'The Jabberwocky' which uses nonsense words which meaning can be applied to. In addition to these 5 plagues of the developing reader, we have also included another category to reflect our diverse community:

Diversity – books which celebrate authors and protagonists that reflect our community and promote ethnical diversity. These additional texts will be read throughout the year as either class shared stories or children's independent reads. Our shared stories will be read by the teacher to promote Reading for Pleasure, ensuring all children hear stories, particularly for those children 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)

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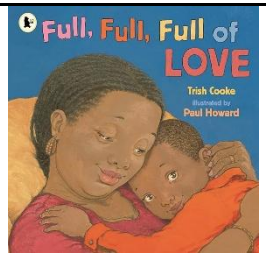
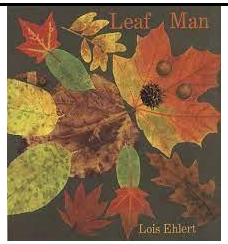
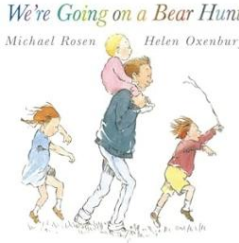
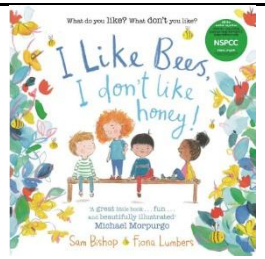
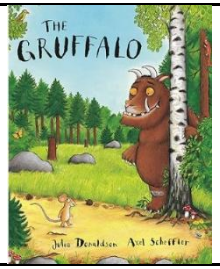
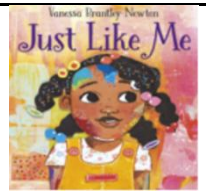
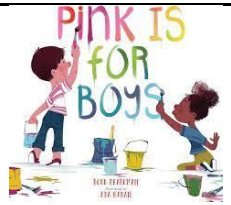
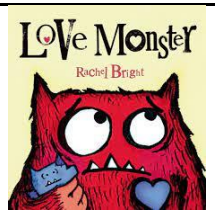
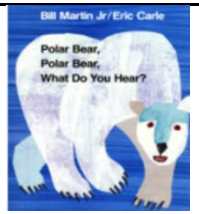
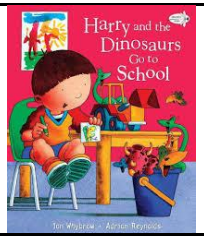
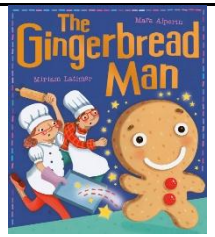
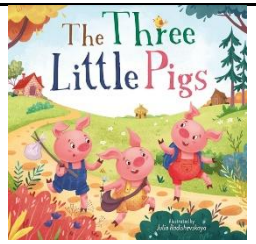
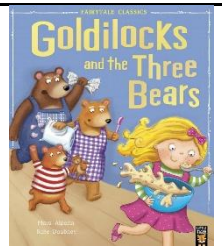
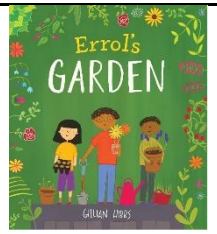
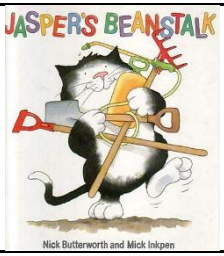
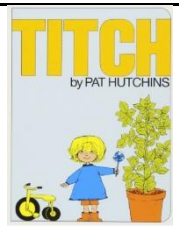
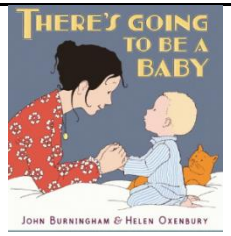
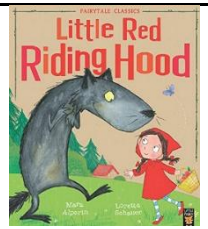
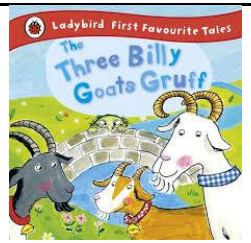
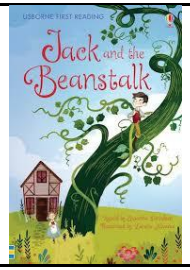
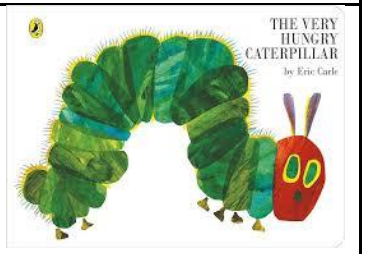
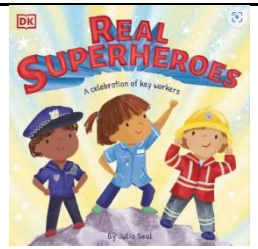
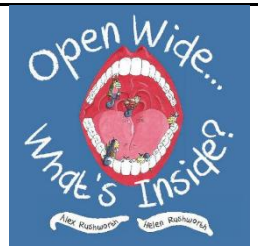
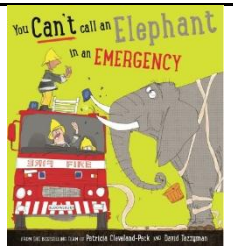
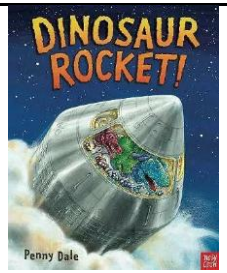
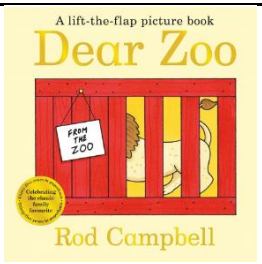
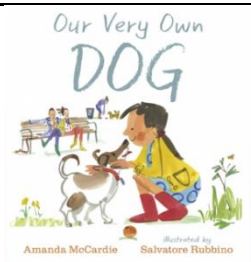
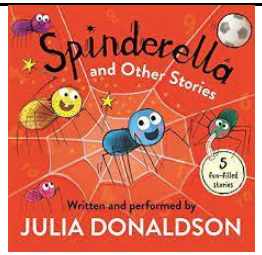
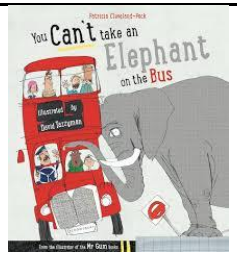
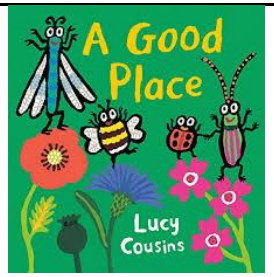
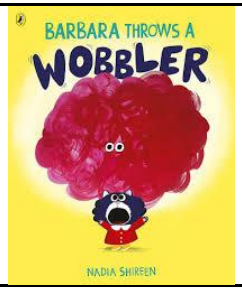
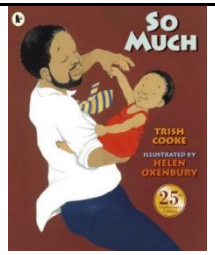
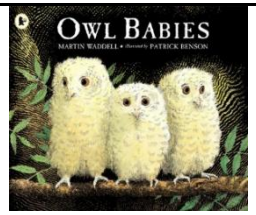
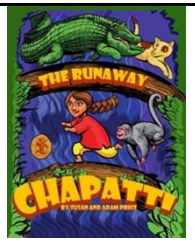
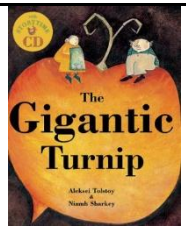
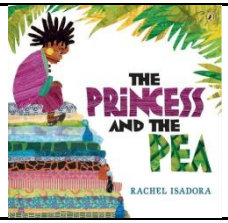
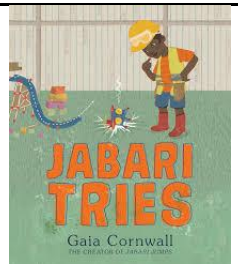
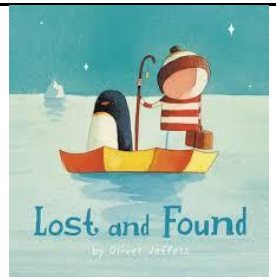
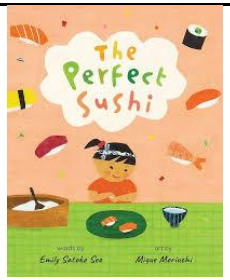
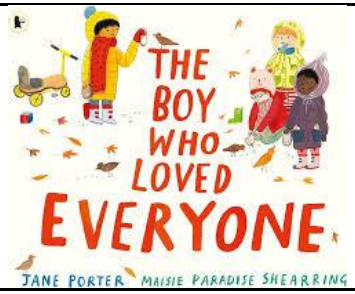
Nursery

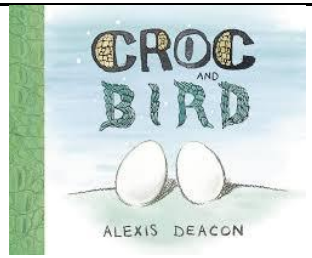
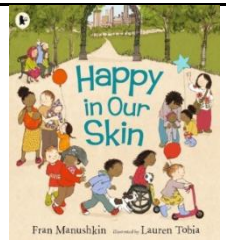
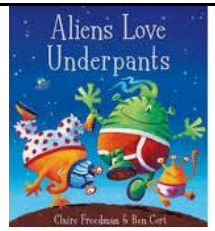
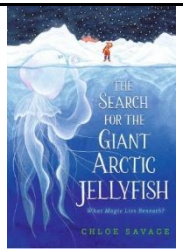
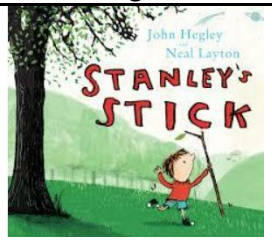
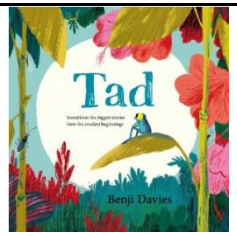
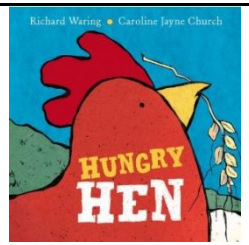
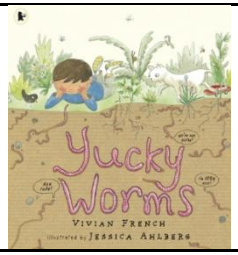
Autumn Core texts					
	Hello, Friend! By Rebecca Cobb **Article 13 –Sharing thoughts freely**	Full, full, full of Love By Trish Cooke Article 8- Identity	Leaf Man By Lois Elhert Article 24 – Health, Water, Food and Environment	We're going on a Bear Hunt By Michael Rosen Article 31 – Rest, play, culture, arts	The Stickman By Julia Donaldson Article 9 – Keeping families together
					
	I like Bees, I don't like honey! By Sam Bishop Article 8- Identity	The Gruffalo By Julia Donaldson **Article 13 –Sharing thoughts freely**	Funny Bones By Jannet & Allan Ahlberg Article 31 – Rest, play, culture, arts		
Autumn Additional texts					
	Just Like Me By Vanessa Brantley Newton Article 8- Identity	Pink is for Boys By Robb Pearlman Article 8- Identity	Love Monster By Rachel Bright Article 2 – No discrimination	Polar Bear, Polar Bear, What do you hear? By Bill Martin Jr Article 24 – Health, Water, Food and Environment	Harry and the Bucketful of Dinosaurs go to School **Article 28 – Access to education**

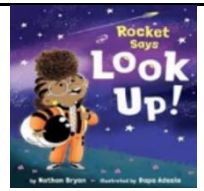
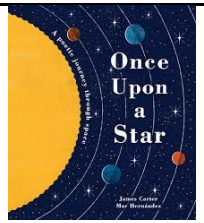
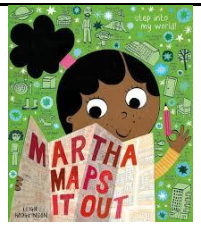
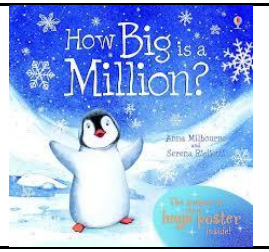
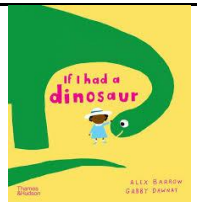
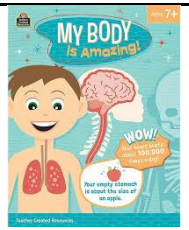
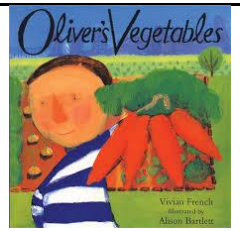
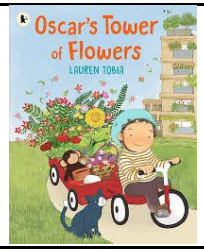
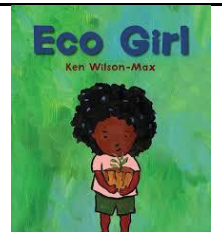
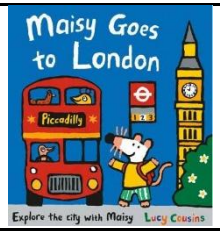
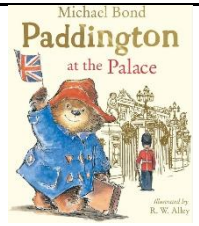
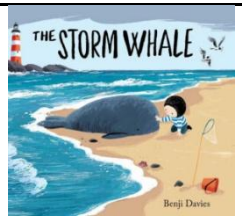
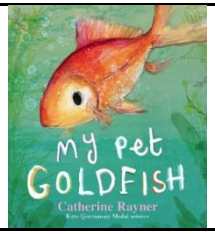
Spring Core texts					
	The Gingerbread Man **Article 6 – Life, Survival and Development**	The Three Little Pigs **Article 27 – Food, Clothing and a Safe Home**	Goldilocks and the Three Bears **Article 27 – Food, Clothing and a Safe Home**	Errol's Garden By Gillian Hibbs Article 24 – Health, Water, Food and Environment	Jasper's Beanstalk By Nick Butterworth
					
	Titch By Pat Hutchins **Article 6 – Life, Survival and Development**	There's going to be a baby By John Burningham Article 9 – Keeping families together	Little Red Riding Hood **Article 19 – Protection from Violence**		
Spring Additional texts					
	The Three Billy Goats Gruff **Article 19 – Protection from Violence**	Jack and the Beanstalk **Article 28 – Access to education**	Rapunzel **Article 19 – Protection from Violence**	The Boy Who Lost His Bumble By Trudi Esberger Article 8- Identity	The Very Hungry Caterpillar By Eric Carle Article 24 – Health, Water, Food and Environment

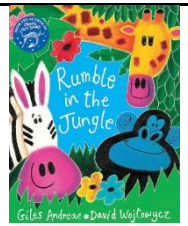
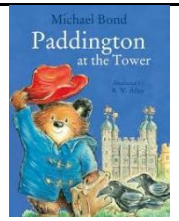
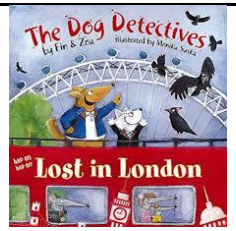
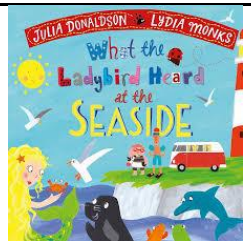
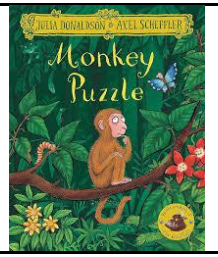
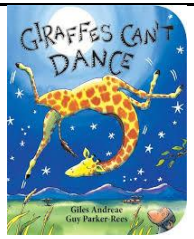
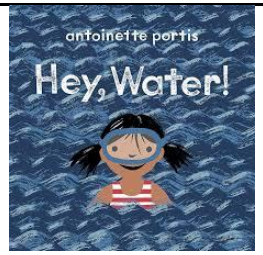
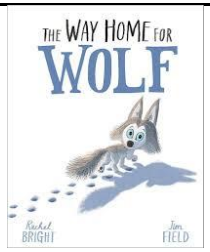
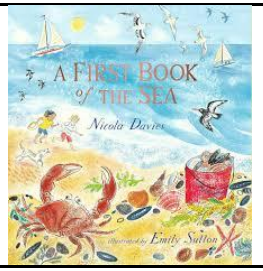
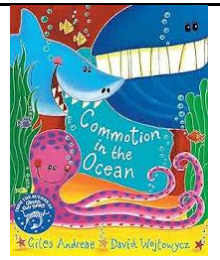
Summer Core texts					
	Real Superheroes **Article 29 – Aims of education**	Open wide…What's inside By Alex Rushworth **Article 28 – Access to education**	You can't call an elephant in an emergency By Patricia Cleveland-Pack **Article 24 – Health, Water, Food and Environment**	Dinosaur Rocket By Penny Dale **Article 31 – Rest, play, culture, arts**	Dear Zoo By Rod Campbell **Article 24 – Health, Water, Food and Environment**
					
	Our very own Dog By Amanda McCardue **Article 27 – Food, clothing and a safe home**	Spinderella By Julia Donaldson **Article 28 – Access to education**	Big Green Crocodile By Jane Newberry **Article 29 – Aims of education**		
Summer Additional texts					
	You Can't Take an Elephant on a Bus By Patricia Cleveland-Pack **Article 31 – Rest, play, culture, arts**	A Good Place By Lucy Cousins **Article 24 – Health, Water, Food and Environment**	The Tiger Who Came to Tea By Judith Kerr **Article 27 – Food, clothing and a safe home**		

Reception

Autumn Core texts					
	Barbara Throws a Wobbler By Nadia Shireen **Article 12 – Respect for children's views**	So Much By Trish Cooke **Article 6 – Family guidance as children develop**	Owl Babies By Martin Waddell Keeping families together	The Runaway Chapatti By Susan Price **Article 6 - Life, survival and development**	The Gigantic Turnip By Aleksei Tolstoy **Article 15 – Setting up or joining groups**
					
	The Princess and the Pea By Rachel Isadora **Article 2 – No discrimination**				
Autumn Additional texts					
	Jabarri Tries By Gaia Cornwall **Article 29 – Aims of education**	Lost and Found By Oliver Jeffers **Article 15 – Setting up or joining groups**	The Perfect Sushi By Emily Satoko Seo **Article 31 – Rest, play, culture and arts**	The Boy Who Loved Everyone By Jane Porter **Article 13 – Freedom of expression**	

					
	Meesha Makes Friends By Tom Percival **Article 15 – Setting up or joining groups**	Croc and Bird By Alexis Deacon **Article 8 – Identity**	The Ghanaian Goldilocks By Dr Tamara Pizzoli **Article 30 – Minority culture, language and religion**	Happy in Our Skin By Fran Manushkin **Article 2 – No discrimination**	
Spring Core texts					
	Aliens Love Underpants By Claire Freedman Aliens **Article 31 – Rest, play, culture and arts**	The search for the Giant Arctic Jellyfish By Chloe Savage **Article 29 – Aims of education**	Stanley's stick By Neal Layton **Article 31 – Rest, play, culture and arts**	Tad By Beji Davies **Article 6 – Life, survival and development**	Hungry Hen By Richard Waring **Article 6 – Life, survival and development**
					
	Yucky worms By Vivian French **Article 17 – Access to information**				

Spring Additional texts					
	Astro Girl By Ken Wilson-Max **Article 29 – Aims of education**	Rocket says Look Up! By Nathan Bryon **Article 17 – Access to information**	Once Upon a Star By James Carter **Article 17 – Access to information**	Martha Maps it Out By Leigh Hodgkinson **Article 12 – Respect for children's views**	How Big is a Million? By Anna Milbourne **Article 28 – Right to education**
					
	If I had a Dinosaur By Alex Barrow **31 – Rest, play, culture and arts**	My Body's Amazing **24 – Health, water, food and environment**	Oliver's Vegetables By Vivian French **Article 24 – Health, water, food and environment**	Oscar's Tower of Flowers By Lauren Tobia **Article 31 – Rest, play, culture and arts**	Eco-Girl By Ken Wilson-Max **Article 24 – Health, water, food and environment**
Summer Core texts					
	Maisy goes to London By Lucy Cousins **Article 31 – Rest, play, culture and arts**	Paddington at the Palace By Michael Bond **Article 31 – Rest, play, culture and arts**	The Storm Whale By Benji Davies **Article 12 – Respect for children's views**	My Pet Goldfish By Catherine Rayner **Article 29 – Aims of education**	

					
	I see the Sea By Julia Groves **Article 17 – Access to information**	Clean Up! By Nathan Bryon **Article 24 – Health, water, food and environment**	Rumble in the Jungle By Giles Andreae **Article 17 – Access to information**		
Summer Additional texts					
	The Queens Hat By Steve Antony **31 – Rest, play, culture and arts**	Paddington at the Tower By Michael Bond **Article 31 – Rest, play, culture and arts.**	Dog detectives lost in London **Article 31 – Rest, play, culture and arts**	What ladybird heard at the seaside By Julia Donaldson **Article 29 – Aims of education**	Monkey Puzzle By Julia Donaldson **Article 9 – Keeping families together**
					
	Giraffes can't Dance By Giles Andreae **Article 2 – No discrimination**	Hey Water By Antoinette Portis **Article 24 – Health, water, food and environment**	The Way Home for Wolf By Rachel Bright **Article 15 – Setting up or joining groups**	A First Book of the Sea (poetry) By Nicola Davies **Article 31 – Rest, play, culture and arts**	Commotion in the Ocean By Giles Andreae **Article 17 – Access to information**

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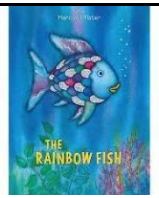
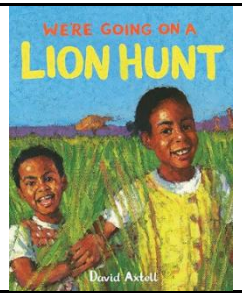
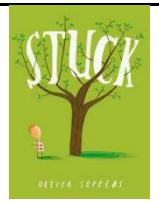
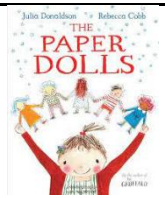
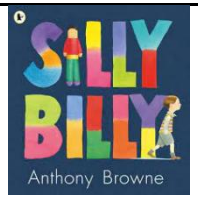
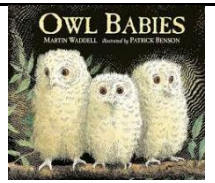
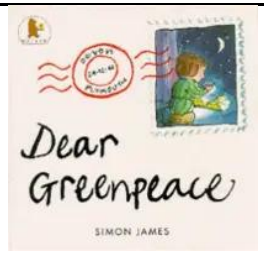
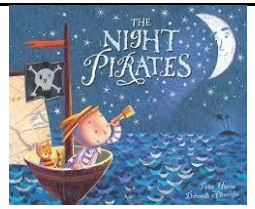
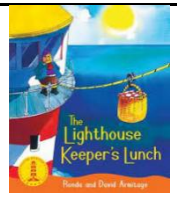
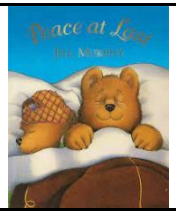
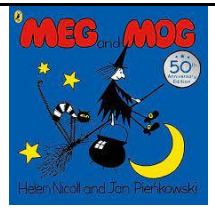
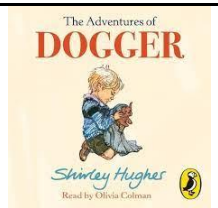
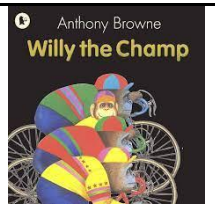
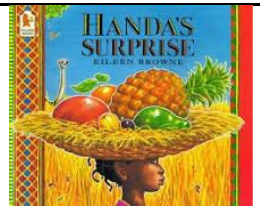
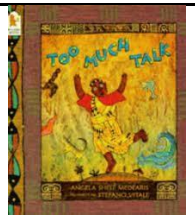
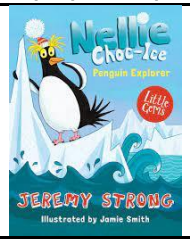
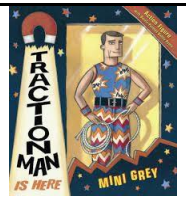
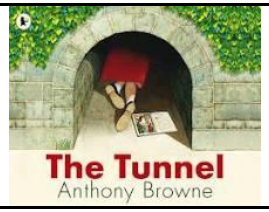
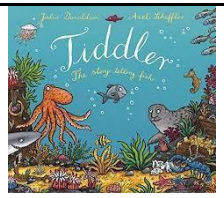
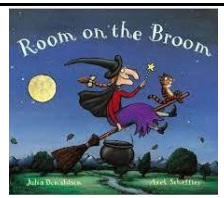
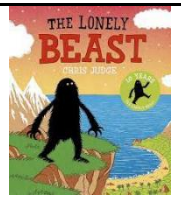
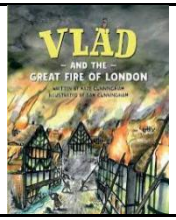
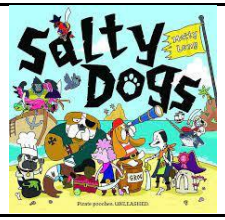
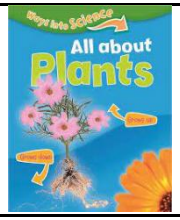
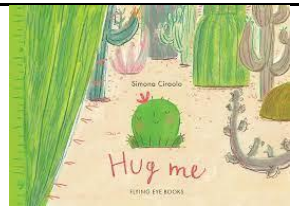
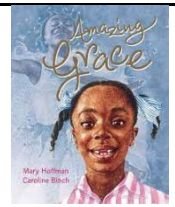
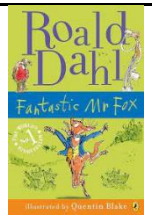
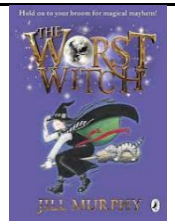
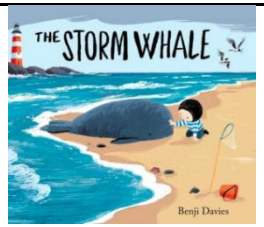
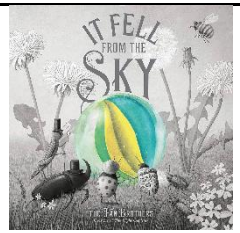
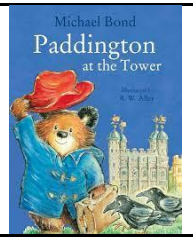
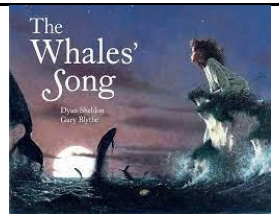
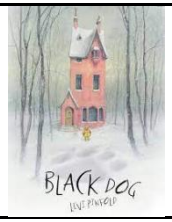
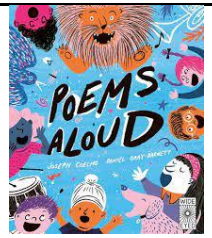
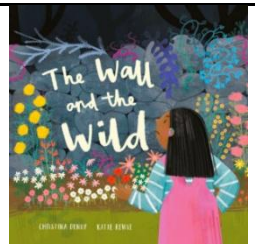
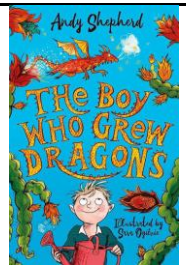
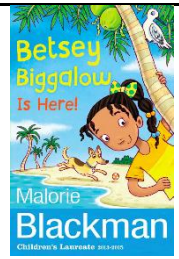
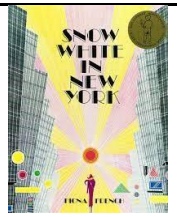
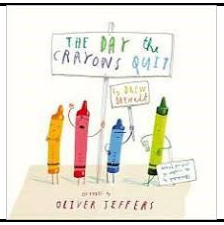
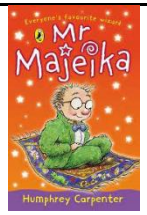
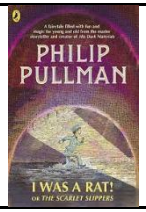
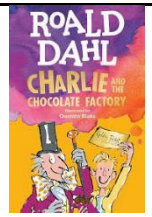
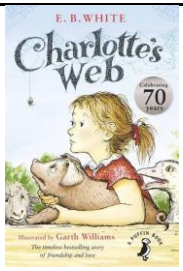
Autumn Core texts					
	The Rainbow Fish By Marcus Pfister Article 31 – Rest, play, culture, arts	Blow Your Nose, Big Bad Wolf **Article 24 – Health, water, food and environment**	We're Going on a Lion Hunt Article 31 – Rest, play, culture, arts		
Autumn Additional texts					
	Stuck By Oliver Jeffers Article 13 – Sharing thoughts freely	Paper Dolls By Julia Donaldson Article 31 – Rest, play, culture, arts	Silly Billy By Anthony Browne **Article 24 – Health, water, food and environment**	Owl Babies By Martin Waddel Article 9 – Keeping families together	Triangle By Mac Barnett Article 29 – Aims of education
Spring Core texts					
	The Jolly Postman By Simon James	The Night Pirates By Peter Harris	The Lighthouse Keeper's Lunch By David and Ronda Armitage		

	Article 13 – Sharing thoughts freely	Article 31 – Rest, play, culture, arts	**Article 24 – Health, water, food and environment**		
Spring Additional texts					
	Peace at Last By Jill Murphy Article 31 – Rest, play, culture, arts	Meg and Mog By Helen Nicoll Article 31 – Rest, play, culture, arts	Dogger By Shirley Hughes Article 27 – Food, clothing and a safe home	Willy the Champ By Anthony Browne Article 2 – No discrimination	
Summer Core texts					
	Handa's surprise By Eileen Browne Article 30 – Minority culture, language & religion	Too Much Talk By Angela Sehlf Medearis Article 12 – Respect for children's views	Jack and The Beanstalk **Article 28 – Right to education**		
Summer Additional texts					
	Nelly Choc-Ice By Jeremy Strong Article 2 – No discrimination	The Magic Faraway Tree By Enid Blyton Article 31 – Rest, play, culture, arts			

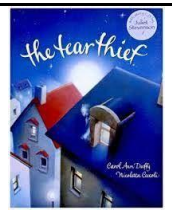
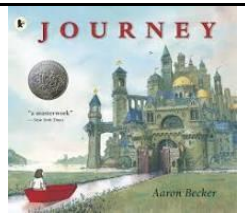
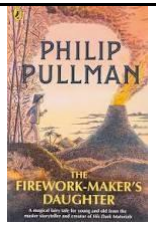
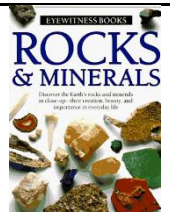
KS1: Year 2

Autumn Core texts					
	Traction Man By Mini Grey **Article 31 – Rest, play, culture and arts**	The Tunnel By Anthony Browne **Article 19 – Protection from violence**	Tiddler By Julia Donaldson **Article 13 –Sharing thoughts freely**	Room on the Broom By Julia Donaldson **Article 2 – No discrimination**	The Lonely Beast By Chris Judge **Article 2 - No discrimination**
					
	Vlad and the Great Fire of London By Katie Cunningham **Article 27 – Food, clothing and a safe home**	Salty Dogs By Matty Long **Article 31 - Rest, play, culture and arts**	All about Plants **Article 29 – Aims of education**	Hug Me By Simona Ciraolo **Article 2 - No discrimination**	Amazing Grace By Mary Hoffman **Article 2 - No discrimination**
Autumn Additional texts					
	Fantastic Mr Fox By Roald Dahl **Article 27 - Food, clothing and a safe home**	The Worst Witch By Jill Murphy **Article 28 – Access to education**	Storm Whale By Benji Davies **Article 24 – Health, water, food and environment**	Tiger in Trouble By Jess Butterworth **Article 24 - Health, water, food and environment**	Toto the Ninja Cat By Dermot O'Leary **Article 23 – Children with disabilities**

Spring Core texts					
	Where the Wild things are By Maurice Sendak **Article 31 – Rest, play, culture and arts**	The Bear and the Piano By David Litchfield **Article 29 – Aims of education**	It fell from the sky By The Fan Brothers Article 13 – Sharing thoughts freely	Paddington at the Tower By Michael Bond Article 30 – Culture, language and religion	The Whales' song By Dyan Sheldon **Article 29 – Aims of education**
					
	Black Dog By Levi Pinfold **Article 29 – Aims of education**	Leaf By Sandra Diekmann Article 22 – Refugee children			
Spring Additional texts					
	Poems Aloud By Joseph Coelho Article 13 – Sharing thoughts freely	The Wall and the Wild By Christina Dendy **Article 31 – Rest, play, culture and arts**	The Boy who Grey Dragons by Andy Shepherd **Article 29 – Aims of education**	The Magic Finger by Roald Dahl **Article 2 - No discrimination**	Betsey Biggalow is here By Malorie Blackman Article 15 – Setting up and joining groups

Summer Core texts					
	Baba Yaga **Article 19 – Protection from violence**	Snow White in New York By Fiona French **Article 2 - No discrimination**	The Day the Crayons quit By Oliver Jeffers **Article 13 – Sharing thoughts freely**	The Owl who was Afraid of the Dark By Jill Tomlinson **Article 29 – Aims of education**	Mr Majeika By Humphrey Carpenter **Article 28 – Access to education**
					
	I was a rat! By Phillip Pulman **Article 12 - Respect for children's views**				
Summer Additional texts					
	Charlie and the Chocolate Factory By Roald Dahl **Article 27 – Food, clothing and a safe home**	Sulwe By Lupita Nyong'o **Article 2 - No discrimination**	The Hat Full of Secrets By Karl Newson **Article 13 – Sharing thoughts freely**	My Beautiful Voice By Joseph Coelho **Article 12 - Respect for children's views**	Charlotte's Web by E.B.White **Article 29 – Aims of education**

KS2: Year 3

Autumn Core texts					
	The Tear Thief By Carol Ann Duffy **Article 13- sharing thoughts and feelings**	Journey By Aaron Becker **Article 31 – Rest, play, culture and arts**	The Firework Makers Daughter By Philip Pullman **Article 2- No discrimination**	George's Marvellous medicine By Roald Dahl **Article 19- Protection from harm**	
Autumn Additional texts					
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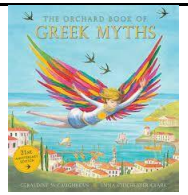
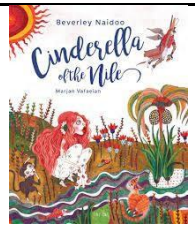
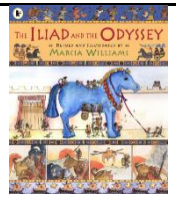
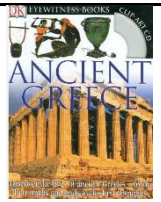
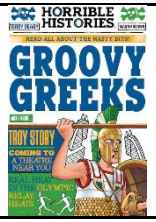
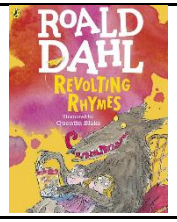
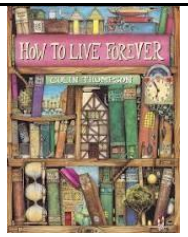
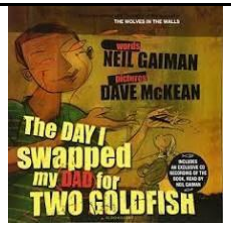
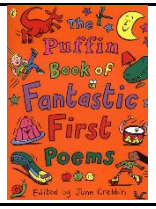
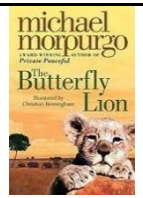
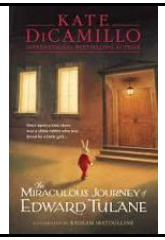
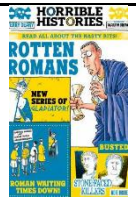
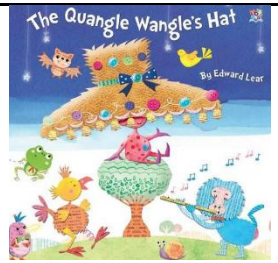
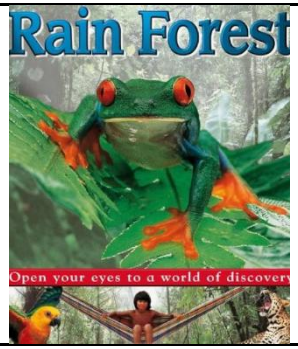
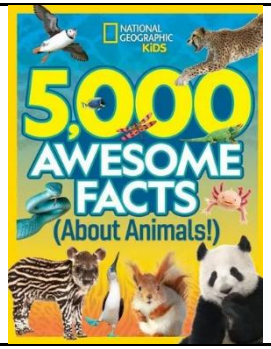
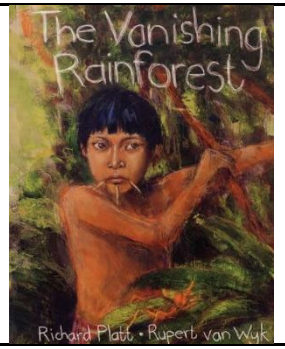
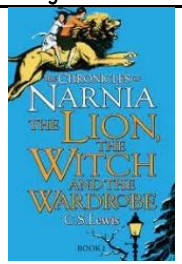
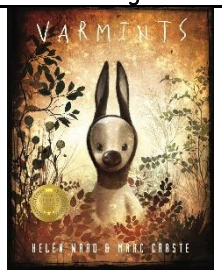
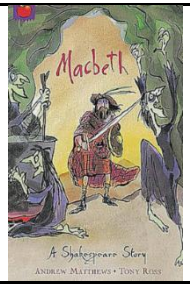
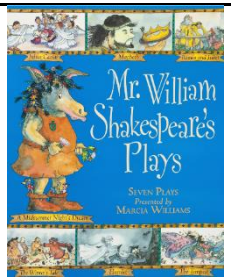
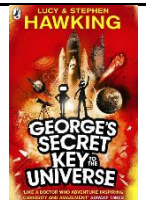
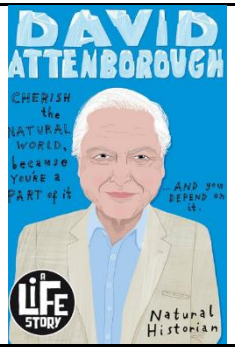
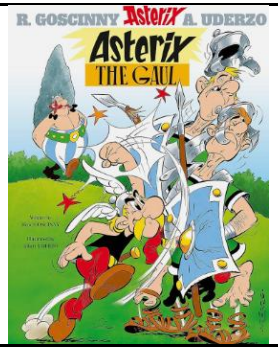
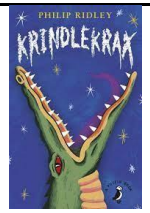
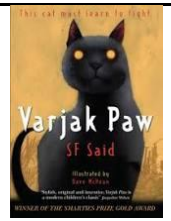
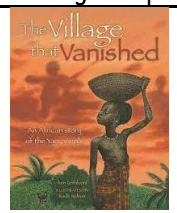
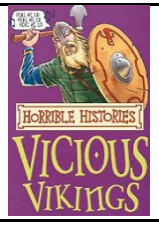
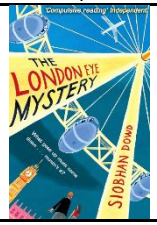
Spring Core texts					
	The Orchard Book of Greek myths By Geraldine McCaughrean **Article 31 – Rest, play, culture and arts**	The Secret of Platform 13 By Eva Ibbotson **Article 3- Best Interests of the Child**	Cinderella of the Nile By Beverly Naidoo **Article 7- Name and Nationality**	The Happy Prince By Oscar Wilde **Article 27- Food, Clothing, A Safe Home**	

Spring Additional texts					
	The Iliad and the Odyssey by Marcia Williams **Article 38- Protection from War**	Ancient Greece **Article 28- Access to Education**	Groovy Greeks by Terry Deary **Article 17- Access to information**	Revolting Rhymes by Roald Dahl **Article 13 – Sharing thoughts freely**	
Summer Core texts					
	The Pied Piper of Hamelin by Michael Morpurgo **Article 13 – Sharing thoughts freely**	The Iron Man By Ted Hughes **Article 29- Aims of Education**	How to Live Forever By Colin Thompson **Article 6- Life, Survival and development**	The Day I Swapped my Dad for Two Goldfish By Neil Gaiman **Article 9- Keeping Families together**	
Summer Additional texts					
	The Dragon in the Bookshop By Ewa Jozefkowicz **Article 12- Respect for Children's Views**	Plants to the Rescue! By Vikram Baliga **Article 24- Health, Water, Food, Environment**	The Puffin Book of Fantastic First Poems By June Crebbin **Article 13 – Sharing thoughts freely**		

KS2: Year 4

Autumn Core texts					
	The Butterfly Lion By Michael Morpurgo **Article 28- Access to Education**	Edward Tulane By Kate Di Camillo **Article 8- Identity**			
Autumn Additional texts					
	Rotten Romans By Terry Deary **Article 17 – Access to Information**	The Quangle Wangle's Hat by Edward Lear **Article 13- Sharing Thoughts Freely**	Eyewonder Rainforest by Dorling Kindersley **Article 17- Access to Information**	National Geographic Factfiles **Article 17- Access to Information**	The Vanishing Rainforest – Richard Platt **Article 24 – Health, Water, Food and Environment**
Spring Core texts					
	The Lion, The Witch and The Wardrobe by CS Lewis **Article 38- Protection in War**	Varmints by Helen Ward **Article 24- Health, Food, Environment**	Macbeth by Willaim Shakespeare **Article 19 – Protection from violence**	Julius Caesar from Mr William Shakespeare's Plays by MArcia Williams **Article 19 – Protection from violence**	

Spring Additional texts					
	George's Secret Key to the Universe By Lucy and Stephen Hawking **Article 28 – Access to Education**	David Attenborough biographies **Article 24 – Health, Water, Food and Environment**	Asterix the Gaul by Goscinny and Uderzo **Article 15 – Setting Up or Joining Groups**		
Summer Core texts					
	Krindlekrax By Philip Ridley **Article 2- No discrimination**	Varjak Paw By SF Said **Article 6- Life, Survival and Development**	The Village that Vanished By Anne Grifalconi **Article 12 – Respect for Children's Views**		
Summer Additional texts					
	Vicious Vikings By Terry Deary **Article 17 – Access to Information**	The London Eye Mystery By Siobhan Dowd **Article 2 – No Discrimination**			

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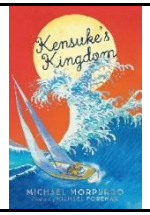
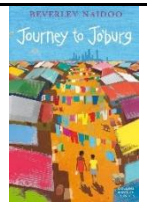
Autumn Core texts					
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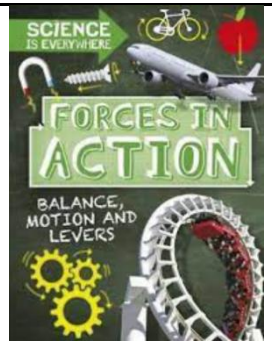
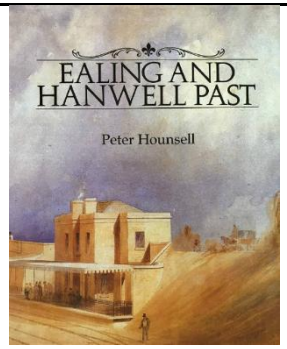
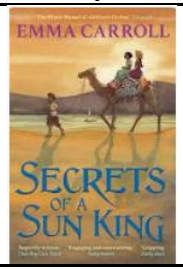
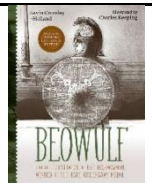
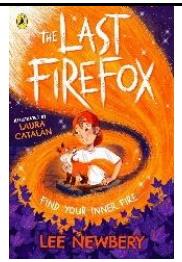
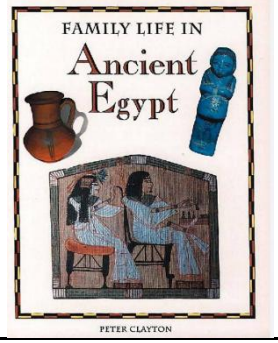
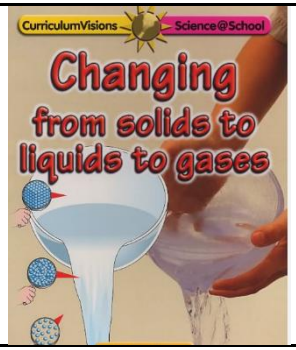
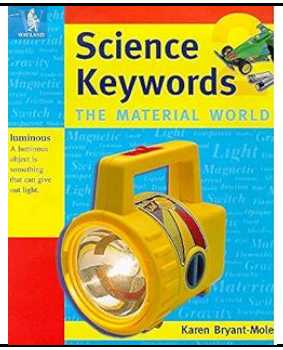
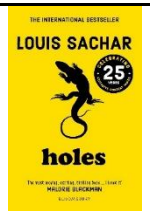
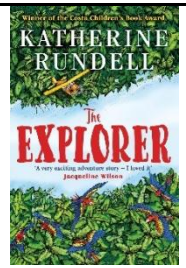
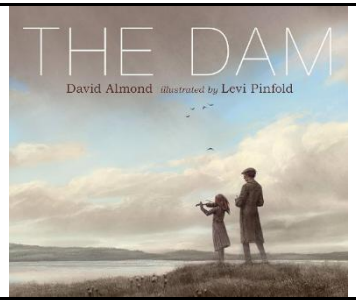
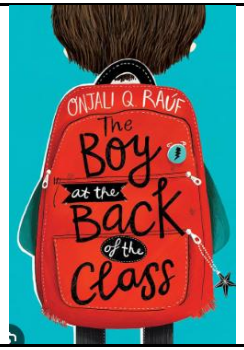
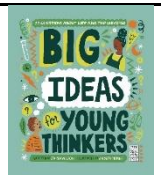
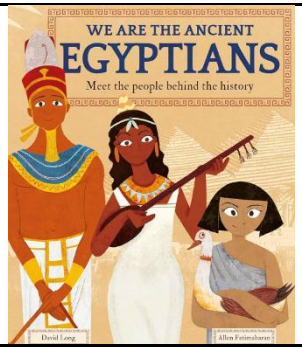
Autumn Additional texts					
	Forces in Action **Article 29 aims of education**	Ealing and Hanwell Past By Peter Hounsell **Article 6 life, survival and development**			
Spring Core texts					
	The Tempest **Article 13 sharing thoughts freely**	Secrets of a Sun King By Emma Carroll **Article 3 best interests of a child**	Beowulf By Kevin Crossley Holland **Article 17 access to information**		

Spring Additional texts					
	The last Firefox By Lee Newbery **Article 3 best interests of a child**	Family Life in Ancient Egypt By Peter Clayton Article 17 access to information	Changing from solids to liquids to gases By Dr Brian Knapp Article 17 access to information	Science Keywords: The Material World By Karen Bryant-Mole Article 17 access to information	
Summer Core texts					
	Holes By Louis Sachar Article 37 children in detention	The Explorer By Katherine Rundell **Article 6 life, survival and development**	The Dam by David Almond Article 31 rest, play, culture, arts		

Summer Additional texts					
	The boy at the back of the class By Onjali Q Rauf **Article 22 Refugee children**	Big Ideas for Young Thinkers: 20 Questions about Life and the Universe By Jamia Wilson **Article 13 sharing thoughts freely**	We Are The Ancient Egyptians By David Long **Article 17 access to information**		

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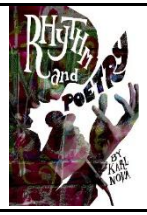
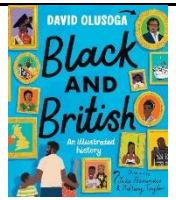
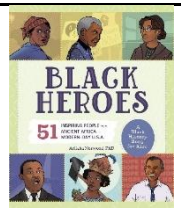
Autumn Core texts					
	Goodnight Mr Tom By Michelle Magorian **Article 19: Protection from violence, abuse and neglect**	Rhythm and Poetry By Karl Nova **Article 13: Freedom of expression**	Ruined City of Kor (The Blitz) By Robert Westall **Article 6: Life, survival and development**		
Autumn Additional texts					
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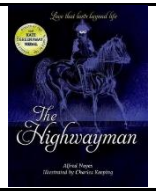
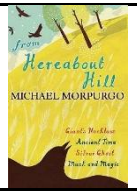
Spring Core texts					
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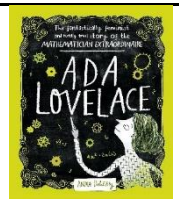
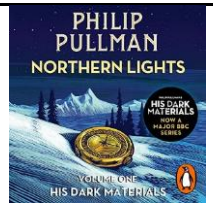
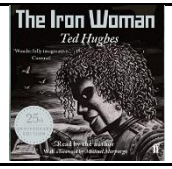
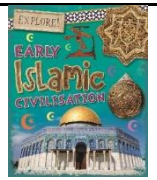
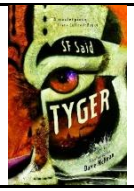
Spring Additional texts					
	Ada Lovelace: The Fantastically Feminist (and Totally True) Story of the Mathematician Extraordinaire By Anna Doherty **Article 28 – Right to Education**	Northern Lights By Philip Pullman **Article 12 – Respect for Children's Views**			
Summer Core texts					
	The Iron Woman By Ted Hughes **Article 24 – Right to Health, Food, Water and a Clean Environment**				
Summer Additional texts					
	The Origin of the Species By Sabina Radeva **Article 29 – Goals of Education**	Explore Early Islamic Civilisation **Article 30 – Children from Minority Groups and Religions**	Tyger By SF Said **Article 2 – No Discrimination**	Game Changers: Women's Football By Eve Ainsworth **Article 2 – No Discrimination**	