

## Reading spine: whole class texts

	Year 3	Year 4	Year 5	Year 6
<b>Term 1</b>	Text: Charlie and the Chocolate Factory – Roald Dahl <b>Plague: Archaic Language</b>	Text: Demon Dentist – David Walliams <b>Plague: Narratively complex</b>	Text: Cosmic – Frank Cottrell Boyce <b>Plague: Non-linear time sequences</b>	Text: Pig Heart Boy – Malorie Blackman <b>Plague: Narratively complex</b>
<b>Term 2</b>	Text: Hopeless Heroes: Here Comes Hercules! - Stella Tarakson & Nick Roberts <b>Plague: Narratively complex</b>	Text: Leopard in the Golden Cage – Julia Edwards <b>Plague: Figurative/symbolic text</b>	Text: Treason – Berlie Doherty <b>Plague: Figurative/ symbolic text</b>	Text: Northern Lights – Phillip Pullman <b>Plague: Figurative/ symbolic text</b>
<b>Term 3</b>	Text: Iron Man – Ted Hughes <b>Plague: Figurative/symbolic text</b>	Text: The Indian in the cupboard – Lynne Read Banks <b>Plague: Non-linear time sequences</b>	Text: Harry Potter and the Philosopher’s Stone – J K Rowling <b>Plague: Narratively complex</b>	Text: Fireweed – Jill Patton-Walsh <b>Plague: Archaic Language</b>
<b>Term 4</b>	Text: The Firework Maker’s Daughter – Phillip Pullman <b>Plague: Non-linear time sequences</b>	Text: Alice’s adventures in Wonderland – Lewis Carroll <b>Plague: Archaic Language</b>	Beetle Boy – MG Leonard <b>Plague: Narratively complex</b>	Text: Cogheart – Peter Bunzl <b>Plague: Narratively complex</b>
<b>Term 5</b>	Text: The Abominables – Eva Ibbotson <b>Plague: Narratively complex</b>	Text: Arthur The Seeing Stone – Kevin Crossley-Holland <b>Plague: Figurative/symbolic text</b>	Text: The Secret Garden – Frances Hodgson Burnett <b>Plague: Archaic language</b>	Text: 1000 Year Old Boy – Ross Welford <b>Plague: Non-linear time sequence</b>
<b>Term 6</b>	Text: Stig of the dump – Clive King <b>Plague: Archaic language</b>	Text: King of the Cloud Forest – Michael Morpurgo <b>Plague: Narratively complex</b>	Text: Time travelling with a Hamster <b>Plague: Non-linear time sequences</b>	Text: Around the world in eighty days – Jules Verne <b>Plague: Archaic Language</b>
<b>Performance poetry</b>	Poem: Predator – Mr. R <b>Plague: Resistant texts</b>	Poem: The Witches’ Song – William Shakespeare <b>Plague: Resistant texts</b>	Poem: Sky in the Pie - Roger McGough <b>Plague: Resistant texts</b>	Poem: The Tyger – William Blake <b>Plague: Resistant texts</b>

Archaic language	Non-linear time sequences	Narratively complex	Figurative/Symbolic text	Resistant texts
Archaic texts are older texts, those written when authors used different words, in different sequences. With each passing year, archaic texts become a little less familiar and a little more distant from the way we write and talk today.	Nonlinear texts challenge a reader’s expectation that time elapses in a linear and even manner. These texts force readers to contend with confusing moments when time, or the rate at which it appears to be passing, shifts suddenly and without explanation.	A text’s narrative voice can add to its complexity. It can have multiple narrators, nonhuman narrators, or even unreliable and deceitful narrators. It can have narrators whose role or identity is unclear—is the narrator the author?	Complex stories are disorienting and can be difficult to follow. They force the reader to hold a story together even as different plotlines swerve off in different, seemingly unrelated directions.	When authors write resistant texts, they mean for the material to be difficult to understand. Often with these texts, gaps in meaning are part of the meaning making. Nearly half of the poems ever written fall into this category. At SEJ the children will explore this plague through performance poetry.

