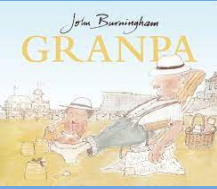



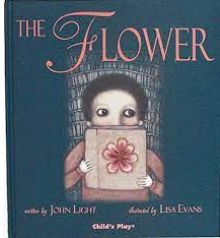
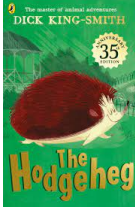
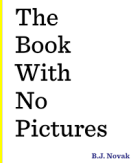

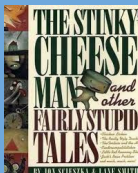
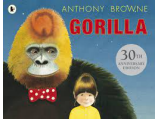
Townfield Primary School Class Novel Map Years 1 and 2

<u>Year 1</u>						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Week 1</u>	<p style="text-align: center;">Lost and Found Oliver Jeffers</p> 	<p style="text-align: center;">The very smart Pea and the Princess to be. Minnie Grey</p> 	<p style="text-align: center;">Peace at Last Jill Murphy</p> 	<p style="text-align: center;">Where the Wild Things Are Morris Sendak</p> 	<p style="text-align: center;">The Owl and the Pussycat Edward Lear</p> 	<p style="text-align: center;">Grandpa John Burningham</p> 
<u>Week 2</u>	<p style="text-align: center;">The Teddy Bear David McPhail</p> 	<p style="text-align: center;">The Trouble with Trolls Jan Brett</p> 	<p style="text-align: center;">Beegu Alexis Deacon</p> 	<p style="text-align: center;">The Colour Monster Anna Lenas</p> 	<p style="text-align: center;">And the Dish Ran Away With the Spoon Janet Stevens</p> 	<p style="text-align: center;">Grandad's Island Benji Davies</p> 
<u>Week 3</u>	<p style="text-align: center;">Dogger Shirley Hughes</p> 	<p style="text-align: center;">Tadpoles Promise Jeanne Willis</p> 	<p style="text-align: center;">Can't you sleep little Bear Martin Waddell</p> 	<p style="text-align: center;">The Cat in the Hat Dr Seuss</p> 	<p style="text-align: center;">The Building Boy Ross Montgomery</p> 	<p style="text-align: center;">Cops and Robbers Allan and Jenner Ahlberg</p> 

<p><u>Week 4</u></p>	<p>Elmer David McKee</p> 	<p>Owl Babies Martin Waddell</p> 	<p>Wanted: The Perfect Pet Fiona Robertson</p> 	<p>Not Now Bernard David McKee</p> 	<p>Mirror Jeanne Baker</p> 	<p>Avocado Baby John Burningham</p> 
<p><u>Week 5</u></p>	<p>Knuffle Bunny Mo Willems</p> 	<p>The Elephant and the Bad Baby Elfrida Vipont and Raymond Briggs</p> 	<p>Chester Melanie Watt</p> 	<p>X</p>	<p>The Heart and the Bottle Oliver Jeffers</p> 	<p>Voices in the Park Anthony Browne</p> 
<p><u>Week 6</u></p>	<p>Dinosaurs and all that rubbish Michael Foreman</p> 	<p>Hey Little Ant Hannah and Phillip Hoose</p> 	<p>Use this week to re-read your favourite book from this half term.</p>	<p>X</p>	<p>I, Doko: The Tale of a Basket Ed Young</p> 	<p>Black and White David Macaulay</p> 
<p>Week 7 (Where applicable)</p>	<p>Use this week to re-read your favourite book from this half term.</p>	<p>Use this week to re-read your favourite book from this half term.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

Year 2

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Week 1</u>	<p>The Tiger Who Came to Tea- Judith Kerr</p> 	<p>The Little House Virginia Lee Burton</p> 	<p>Slug Needs a Hug- Jeanne Willis</p> 	<p>Red Kite Blue Kite-Ji-li Jiang</p> 	<p>Fantastic Mr Fox Roald Dahl</p> 	<p>The Red Tree Shaun Tan</p> 
<u>Week 2</u>	<p>Tuesday- David Wisener</p> 	<p>The Chickens Build a Wall-Jean Francois Dumont</p> 	<p>The Frog Prince Brothers Grimm</p> 	<p>The Three Little wolves and the Big Bad Pig-Eugene Trivizas</p> 	<p>When the Rains Come Tom Pow</p> 	<p>Willa and Old Miss Annie - Burlie Doherty</p> 
<u>Week 3</u>	<p>Who's Afraid of the Big Bad Book-Lauren Child</p> 	<p>The True story of the Three Little Pigs - John Scieszka</p> 	<p>Frog and Toad Together-Arnold Label</p> 	<p>The Summer my Father Was Ten Pat Brisson</p> 	<p>One Candle-Eve Bunting</p> 	<p>Meerkat Mail -Emily Gravett</p> 

<p><u>Week 4</u></p>	<p>The day the crayons quit David McPhail</p> 	<p>Traction Man is Here- Mini Grey</p> 	<p>The Flower-John Light</p> 	<p>The Hodgehog-Dick King Smith</p> 	<p>Dr Xargle's Book of Earthlets - Tony Ross</p> 	<p>Three Brave Women C.L.G Martin</p> 
<p><u>Week 5</u></p>	<p>The Book With No Pictures B.J.Novak</p> 	<p>Flat Stanley - Jeff Brown</p> 	<p>The Giraffe, The Pelly and Me- Roald Dahl</p> 	<p>The Tale of Peter Rabbit- Beatrix Potter</p> 	<p>The Wolf Story: What Really Happened to Little Red Riding Hood - Toby Forward</p> 	<p>The Lotus Seed-Sherry Garland</p> 
<p><u>Week 6</u></p>	<p>Wolves Emily Gravett</p> 	<p>Emily Brown and the Thing=Cressida Cowell & Neal Layton</p> 	<p>Amazing Grace-Mary Hoffman</p> 	<p>X</p>	<p>The Stinky Cheese Man and other Fairly Stupid Tales - Jon Scieszka</p> 	<p>Use this week to re-read your favourite book from this half term.</p>
<p><u>Week 7 (Where applicable)</u></p>	<p>Pumpkin Soup-Helen Cooper</p> 	<p>Gorilla-Antony Browne</p> 	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

- This Reading Spine has been created for adult-led reading sessions to ensure that pupils access a range of books that will develop their reading by exposing them to texts that pose particular problems for comprehension. They have a high lexical level, so also expose pupils to rich ideas and vocabulary, but this is supported by teacher mediation, questioning and explanation.
 - In KS1, the aim is for pupils to experience at least one text from each of the 5 categories (listed below) each year: Y1 and Y2.

Complexity of Plot/Symbol	Some texts happen on an allegorical or symbolic level. These texts contain critical forms of text complexity that students must experience.
Complexity of the Narrator	Some books have an unreliable narrator: Scout, for example, who doesn't understand and misperceives some of what has happened to her, or the narrator in Edgar Allan Poe's "The Tell-Tale Heart", who is a madman out of touch with reality. Other books have multiple narrators or non-human narrators. Some have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.
Non-Linear Time Sequences	In children's stories, time tends to unfold with consistency. The narration, too, can have a consistency of style and cadence; but in the best books, the narration is nuanced, with time doubling back and moving in fits and starts. It can. The only way to master such books is to have them read by a teacher or parent.
Archaic Texts	The vocabulary, usage, syntax and context for cultural reference of texts that are over 50-100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to such texts in order to develop understanding of antiquated forms of expression.
Resistant Texts	Some texts are written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. Meaning has to be assembled around nuances, hints, uncertainties and clues, and young readers will need guidance to do this.