

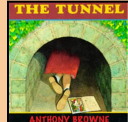







Townfield Primary School Class Novel Map Year 3-6

	<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>Extra Novel</u>
<u>Year 3</u>	<p>The Case of the Lost Boy (pp 124) - Dori Hillestad Butler</p> 	<p>The Little Match Girl - Hans Christian Andersen</p>  <p>The Tunnel - Anthony Browne</p> 	<p>Milton the Mighty - Emma Read</p> 	<p>Pugs of the Frozen North - Philip Reeve & Sarah McIntyre</p> 	<p>The Nothing To See Here Hotel - Steven Butler & Steven Lenton</p> 	<p>The Magic Faraway Tree: The Enchanted Wood - Enid Blyton</p> 	<p>Max and the Millions - Ross Montgomery</p> 
<u>Year 4</u>	<p>The Legend of Captain Crow's Teeth (pp 112) - Eoin Culfe</p> 	<p>Running on the Roof of the World - Jess Butterworth</p> 	<p>The Mysteries of Harris Burdick - Chris Van Allsburg</p> 	<p>Alex Sparrow and The Really Big Stink - Jennifer Killick</p> 	<p>Rooftoppers - Katherine Rundell</p> 	<p>The Demon Headmaster - Gillian Cross</p> 	<p>How to Train your Dragon - Cressida Cowell</p> 

Year 5	Journey to Jo'Burg - Beverley Naidoo 	A Christmas Carol - Charles Dickens 	The Arrival - Shaun Tan 	Cosmic - Frank Cottrell-Boyce 	The London Eye Mystery - Siobhan Dowd 	Skellig - David Almond 	The Storm Keeper's Island -Catherine Doyle 
Year 6	Holes - Louis Sachar 	A Monster Calls - Patrick Ness 	Cogheart - Peter Bunzl 	The Girl of Ink and Stars - Kiran Millwood Hargrave 	The Good Thieves - Katherine Rundell 	Phoenix - SF Said 	The Nowhere Emporium - Ross Mackenzie 

- In KS2, the aim is for pupils to experience at least one text from each of the 5 categories (listed below) across the two years of each key stage: LKS2 and UKS2.
- Teachers can also choose from the additional list of texts, or they can make choices based on pupil interest. Book choices should be discussed with the school's Reading Lead to ensure they are suitable.

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.