

SPINE RATIONALE

“Developing rich, connected schemas in the minds of our children is a sure-fire way to be able to create, develop and embed knowledge. Once one branch of a schema has been forged, it acts as arm which reaches out as a hook to welcome new knowledge.”

(Hydeh Fayaz, EEF Expert Voices Group)

Our **reading spine** has been carefully curated to include a range of ages of text, genres, text structures and diversity of characters and authors. **Fiction** texts are selected to be more challenging than the majority of pupils could access independently. The writing must be of high quality supported, where relevant, by similarly high-quality illustrations, and with opportunities for inference. They are also texts that our staff enjoy, as we know that our enthusiasm rubs off on the pupils! **Non-fiction** texts are included for every year group to teach the skills of reading for information. Many are taken from this year’s UKLA longlist, representing the best and most up-to-date non-fiction texts for young people. Both **fiction** and **non-fiction** texts are used to make the process of reading explicit through modelling. Some terms group shorter texts, for example focusing on ‘overcoming adversity’. Where appropriate, they link to other areas of the curriculum, reflecting our ‘link’ driver; we recognise the opportunities that this gives pupils to reinforce and extend their schema.

Our **writing spine** also comprises texts which are well-written with rich vocabulary. Some act as a **stimulus** for writing, whether that is an imaginative springboard or giving information which will feed into non-fiction writing. Other texts are used as **WAGOLLS**, demonstrating the tone, language and structures which the pupils will be seeking to emulate in their own writing. Again, links to other curriculum areas are made where appropriate.

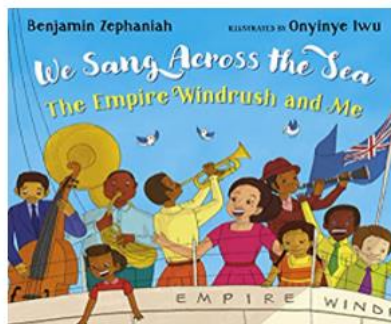


THAMESIDE
SCHOOL

Our **‘Read’ driver** ensures that texts and opportunities to read are a golden thread running right through the Thameside curriculum. Each term, class teachers display **books linked to their foundation subject teaching**. This reinforces the importance of reading to learn but also gives pupils the opportunity to independently select these books for their own enjoyment. Building background knowledge and making **links** is fundamental to our curriculum vision. The **library** provides an additional resource to support pupils’ interests in different topics, with rotating displays managed by our library leaders.

Y3: TERM 1

COASTS



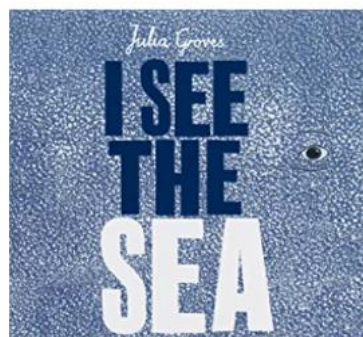
'We Sang Across the Sea' by Benjamin Zephaniah

- BAFTA award-winning BAME Author
- Read in October – Black History Month
- Bright, engaging illustrations
- Focuses on real passenger on the Windrush
- Lyrical, musical quality with refrain pupils can join in with



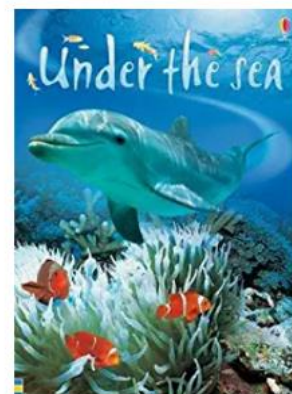
'Meet the Oceans' by Caryl Hart

- STEM learning with a rhyming twist!
- Clever story format used to introduce pupils to the different oceans and their wildlife
- Ideal introduction to the importance of caring for our seas



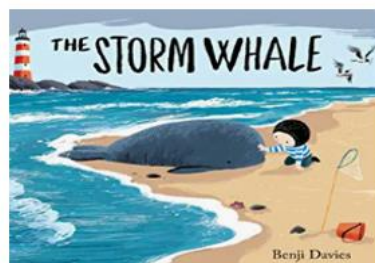
'I See the Sea' by Julia Groves

- Recently published non-fiction
- Poetic text and a die cut hole through each page to increase sense of awe and discovery



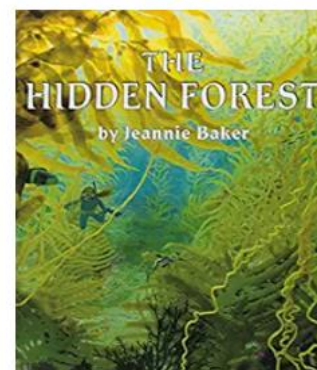
'Under the Sea' by Fiona Patchett

- Accessible non-fiction
- Good quality photos
- Useful revision of non-fiction text conventions
- A series pupils can go on to read for pleasure



'The Storm Whale' by Benji Davies

- Varied family set-up (child and father)
- Explores themes of loneliness, communication and secrets, as well as caring for the environment
- Beautifully illustrated
- Has a sequel which pupils can go on to RfP



'The Hidden Forest' by Jeannie Baker

- Beautifully-illustrated
- Strong environmental message behind the story
- Stimulus for pupils' own descriptive writing about life under the sea