

Woodfield Reading Spine (Progression in texts)

These texts should be read aloud, enjoyed and discussed as part of story time so that all children have knowledge and understanding of these texts regardless of whether or not they are fluent readers.

	Traditional tales (folk stories and fairytales)	Myths and legends	Non-fiction (see separate Progression in Non-fiction guidance for further detail)	Poetry (see separate Progression in Poetry guidance for further detail)	Stories (including classics from our literary heritage and modern fiction)
Foundation stage	<p>Introduction to traditional tales (good over evil ... happily ever after) <i>Little Red Hen</i> <i>The Enormous Turnip</i> <i>Jack and the Beanstalk</i></p>	<p>Just so stories and Tinga tales</p>	<p>Lists Post cards Photo and caption</p>	<p>Rhyme and repetition in rhyming stories <i>Dinosaur Roar</i> –Henrietta Stickland <i>Brown Bear, Brown Bear, What Do You See?</i> Bill Martin Jnr and E Carle <i>Benjamin Zephaniah’s Nature Trail</i> <i>The Gruffalo</i> – Julia Donaldson <i>The Great Snortle Run</i> - Claire Freedman (rhyme)</p>	<p>Picture books with simple sentence and repeated refrains <i>We’re Going on a Bear Hunt</i> - M.Rosen <i>The Very Hungry Caterpillar</i> – E. Carle <i>Dear Zoo</i> – Rod Campbell <i>Owl Babies</i> – Martin Waddell <i>Rosie’s Walk</i> – Pat Itchins <i>The Colour Monster</i> – Anna Lienas <i>Not now, Bernard</i> – David McKee <i>Peace at last</i> – Jill Murphy</p>
Year 1	<p>Developing traditional tales (talking animals and the pattern of three) <i>Three Little Pigs</i> <i>Goldilocks and the three bears</i> <i>The Three Billy Goats Gruff</i></p>	<p>Aesop’s fables <i>The Hare and the tortoise</i> <i>The Lion and the Mouse</i></p>	<p>Picture book style with simple sentences <i>Here we are: Notes for living on Planet Earth</i> by Oliver Jeffers</p> <p>Simple information texts e.g. about different plants or animals (labelled diagrams, headings, captions and simple sentences)</p> <p>Recount <i>Dogs in Space: The Amazing True Story of Belka and Strelka</i> by Southgate and Deppe</p> <p>List of instructions (numbered steps of simple commands)</p>	<p>Poetry as describing the world around us – seasons and senses Introduction to a wider range of poetic forms</p> <p>Acrostic poems Shape poems Senses poetry <i>The sound collector</i> by Roger McGough (onomatopoeia)</p>	<p>Stories with simple sentences and clear beginning, middle and end – chosen to support children’s developing understanding of setting and character <i>Beegu</i> – Alexis Deacon <i>The Stormwhale</i> –Benji Favies <i>Lost and Found</i> – Oliver Jeffers <i>How to Catch a Star</i> – Oliver Jeffers <i>The Way Back Home</i> – Oliver Jeffers <i>The Tiger who Came to Tea</i> – Judith Kerr <i>Where the Wild Things Are</i> – Maurice Sendak <i>On the Way Home</i> – Jill Murphy <i>Good Little Wolf</i> – Nadia Shireen <i>Worrysaurus</i> - Rachel Bright</p>

Year 2	<p>More traditional tales (as above) <i>Little Red Riding Hood</i> <i>Cinderella</i></p>	<p>More Aesop's fables <i>The Boy Who Cried Wolf</i> <i>The Sun and the Wind</i></p>	<p>Information texts with more detail (including contents page, glossary, index, diagrams, captions, headings and paragraphs, bold, questions) <i>The Woodland Book</i> – Usborne <i>The Big Book of Blue</i> – Y. Zommer <i>The Magic and Mystery of Trees</i> – Jen Green</p> <p>Instructions (commands and numbered steps, time adverbials, expanded noun phrases for clarity, adverbs)</p> <p>Introduction to newspaper reports to inform (Recounting main points of interest about an event, introduction to use of quotations)</p>	<p>Rhyme and metre in classic poetry as well as contemporary</p> <p>Kenning (metaphor, alliteration) Limerick (syllable, meter)</p> <p>Cautionary tales <i>Jim</i> - Hilaire Belloc Roald Dahl's revolting rhymes – <i>Little Red Riding Hood</i> (rhyming couplets, theme)</p>	<p>More complex plot and sentence structures <i>The Last Wolf</i> - Mini Grey <i>Tin Forest</i> – Helen Ward <i>How to Hide a Lion</i> - Helen Stephens <i>Jampires</i> - David O'Connell and Sarah McIntyre <i>The Dark</i> - Lemony Snickett <i>How to Hide a Lion</i> – Helen Stephens <i>The Pirates Next Door</i> - Johnny Duddle</p> <p>Early chapter books <i>Flat Stanley</i> by Jeff Brown <i>Fantastic Mr Fox</i> – Roald Dahl</p>
Year 3	<p>Twisted tales <i>Goldilocks and just the one bear</i> <i>Jack's Beanstalk Stinks</i> <i>Jim and the Beanstalk</i></p>	<p>Roman mythology <i>The Romans: Gods, Emperors & Dormice</i> by Marcia Williams</p>	<p>Information texts with more detail (as above) <i>Meet the Ancient Romans</i> - James Davies <i>The Street Beneath my Feet</i> – Charlotte Guillian and Yuval Zommer</p> <p>Biography Little people, Big Dreams: Mary Anning</p> <p>Newspaper reports (headline, by-line, orientation, reported speech, sensational language)</p>	<p>Haiku and Tanka (precise choice of words to fit syllable structure) e.g. Haiku's by Matsuo Basho, <i>Silver aeroplane</i> - John Foster (simile)</p> <p>Wordplay <i>Imagine</i> – Michael Rosen</p> <p>Introduction to narrative poetry <i>The Owl and the Pussycat</i> – Edward Lear (stanza, refrain)</p>	<p>Chapter books <i>Charlotte's Web</i> – E.B. White <i>Charlie and the Chocolate Factory</i> - Roald Dahl <i>Mr Stink</i> – David Walliams</p> <p>Playscripts e.g. extracts from Harry Potter and the Cursed Child - Parts One and Two: The Official Playscript of the Original West End Production or compare the playscript for Charlie and the Chocolate Factory or Mr Stink with the original novel</p> <p>Begin to identify themes within a text</p>

Year 4	<p>More twisted tales <i>The True Story of the Three Little Pigs</i> <i>Once Upon a Wild Wood</i> <i>Into the Forest</i></p>	<p>Viking myths and legends <i>Arthur and the Golden Rope</i> – Joe Todd-Stanton <i>Viking voyagers</i> – Jack Tite</p> <p>Egyptian legends <i>The Scarab's Secret</i> – Nick Would</p>	<p>Information texts that aim to persuade the reader <i>What a Waste</i> – Jess French <i>How to Help a Hedgehog and Protect a Polar Bear!</i> – Jess French (rhetorical questions, second person address to the reader, emotive language, repetition, facts and statistics)</p> <p>Persuasive letters</p>	<p>More narrative poetry <i>Macavity the mystery cat</i> - T.S. Eliot <i>Jabberwocky</i> - Lewis Carroll (use of portmanteau in nonsense poetry) <i>The Listeners</i> – Walter de la Mare (imagery)</p>	<p><i>The Lion, the Witch and the Wardrobe</i> – C.S. Lewis <i>How to train your dragon?</i> – Cressida Cowell <i>Kensuke's Kingdom</i> - Michael Morpurgo</p> <p>Identify themes within a text</p>
Year 5	<p>Traditional tales from around the world <i>Classic Tales from India: How Ganesh Got His Elephant Head and Other Stories</i> – Vatsala Sperling</p>	<p><i>The Girl of Ink and Stars</i> – Kiran Millwood Hargrave</p>	<p>Biography <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> by Margo Lee Shetterly and Laura Freeman</p> <p>A range of newspapers (bias, formality)</p>	<p>Free verse including blackout poetry <i>Dark Sky Park</i> – Philip Gross <i>Eastbourne (Poem from Overheard in a Tower Block)</i> - Joseph Coelho (mood, tone, personification, assonance)</p>	<p><i>Boy at the Back of the Class</i> – O. Rauf <i>Coraline</i> – Anthony Horowitz</p> <p>Non-linear narratives -<i>The Nowhere Emporium</i> -R.Mackenzie</p> <p>Begin to consider wider themes across texts and make comparisons</p>
Year 6	<p>The origin of fairytales <i>Grimm's tales</i> <i>Fairytales</i> - Berlie Doherty Exploring gender stereotypes</p>	<p>Greek myths <i>Treasury of Greek Mythology: Classic Stories of Gods, Goddesses, Heroes & Monsters (National Geographic Kids)</i> – Donna Jo Napoli</p>	<p>Diary e.g. <i>Voices from the Second World War: Witnesses share their stories with the children of today</i>- FirstNewsUK</p> <p>Letters Speeches <i>We shall fight on the beaches</i> – Churchill <i>I have a dream</i> – M Luther King</p> <p>Text books and reference books <i>How to Make a Human Out of Soup: Story of Evolution</i> – T.Turner</p>	<p>Didactic poetry <i>If</i> - Rudyard Kipling <i>The Spider and the Fly</i> - Mary Howitt <i>Boys in the Woods</i> – Karl Nova</p> <p>Comparison of tone across these didactic poems</p>	<p>Novels based on WW2 e.g. <i>The Boy in the Striped Pyjamas</i> – John Boyne, <i>When the Sky Falls</i> – Phil Earle or <i>Once</i> – Morris Gleitzmann</p> <p><i>Animal Farm</i> – George Orwell</p> <p>Narratively complex <i>The Shark Caller</i> – Zillah Bethell</p> <p>Dual narratives (switches perspective) <i>Wonder</i> – R.J. Palacio</p> <p>Consider wider themes across range of texts e.g. heroism, loss and different viewpoints</p>

