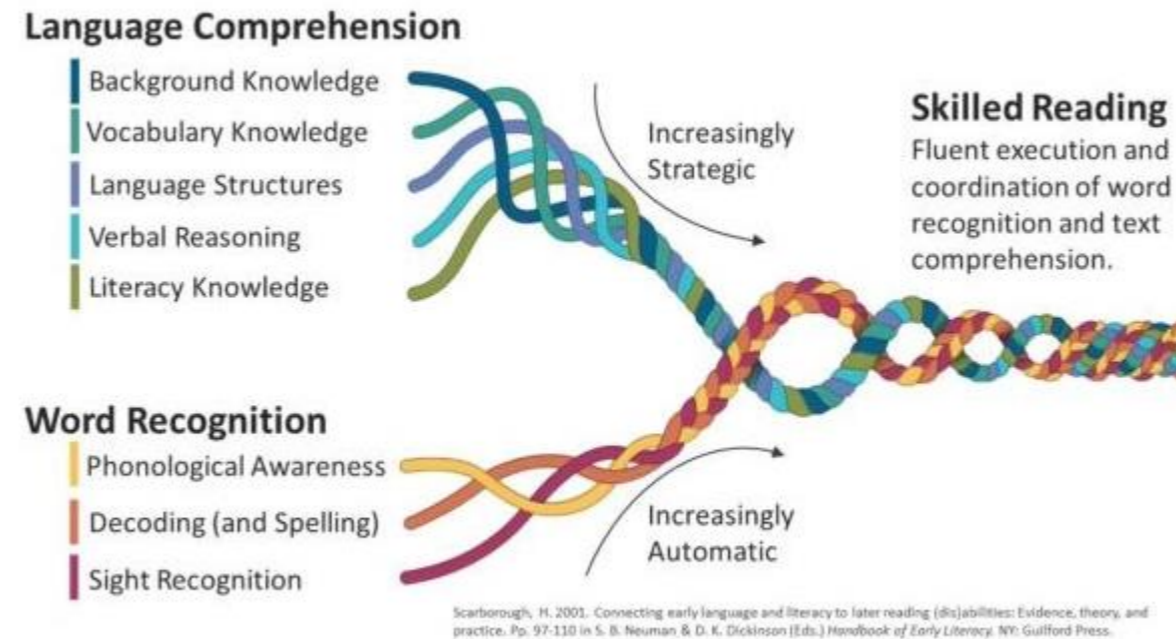


St Ann's Heath Reading Spine

At St Ann's Heath, we believe that all of our children can learn to read, regardless of their background, needs or abilities and we are determined to make this happen. Our aim is that every child leaves St Ann's Heath a confident, fluent reader who loves reading and has a reading age that at least matches age-related expectations.



Scarborough's Reading Rope (2001) is an influential model that illustrates the multifaceted nature of reading development. The model depicts reading as a complex skill composed of two main strands - language comprehension and word recognition - that intertwine and become increasingly sophisticated over time.

The language comprehension strand includes elements such as background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. The word recognition strand involves phonological awareness, decoding, and sight recognition. As a child progresses, these strands become more tightly woven, with stronger connections between word identification and meaning construction.

Scarborough's Reading Rope aligns closely with the reading curriculum implemented at St Ann's Heath. The emphasis on phonics, fluency, prosody, and repeated reading maps to the word recognition strand. Meanwhile, the focus on comprehension strategies like dialogic talk, identifying main ideas, and connecting to prior knowledge corresponds to the language comprehension strand. By addressing all components of the Reading Rope, the curriculum aims to develop well-rounded, accomplished readers who can engage with texts at a deep level.

Our reading curriculum begins in Y3 where children follow the Little Wandle Fluency programme during the Autumn Term. From Spring term of Y3 through to Y6 our reading curriculum is based upon the Jane Considine Reading Unit plans.

Year 3 Reading Spine

| | | | | | | | |
|-----------------|--|--|--|--|--|--|--|
| Autumn 1 | In Year 3, our pupils engage in daily reading lessons following the Little Wandle Fluency programme, which emphasises reading aloud to develop fluency and prosody. These lessons also incorporate a dedicated focus on comprehension using a dialogic talk model, encouraging rich discussions and deeper understanding of texts. | | | | | | |
| Genre | | | | | | | |
| Autumn 2 | | | | | | | |
| Genre | | | | | | | |
| Spring 1 | | | | | | | |
| Genre | | | | | | | |
| Spring 2 | | | | | | | |
| Genre | | | | | | | |
| Summer 1 | | | | | | | |
| Genre | | | | | | | |
| Summer 2 | | | | | | | |
| Genre | | | | | | | |

Year 4 Reading Spine

| | | | | | | | |
|----------|-----------------------------------|---------------------|--------------------------------|--|------------------------------------|---------------|-------------------------|
| Autumn 1 | | | | Sea Fever by John Masefield | | | |
| Genre | Mystery | Fantastical Mystery | Mystery | Rhyme | Information | Information | Fantasy Adventure |
| Autumn 2 | | | The Visitor by Ian Serraillier | | | Carl Linnaeus | |
| Genre | Heart-warming | Lyrical Fairytale | Rhyme | Adventure | Based on a true story | Biography | Dub Style |
| Spring 1 | Let There Be Peace by Lemn Sissay | | | | | | |
| Genre | Poetry | Mystery | Explanation | Spine-tingling | Action/Adventure | Heartfelt | |
| Spring 2 | | | | Things that Lurk in the Library by Joseph Coelho | | | |
| Genre | Roman Mystery | Classic Adventure | Absurd Realism | Verses | Modern Classic | Mystery | |
| Summer 1 | | | | Colours by Joshua Seigal | | | |
| Genre | Adventure | Fantasy Adventure | Biography | Poetry | | | |
| Summer 2 | | | | | Adventures of Isabel by Ogden Nash | | Warning by Jenny Joseph |
| Genre | Dark Humour | Detective | Humorous | Adventure | Humorous | Fantasy | Humorous |

Year 5 Reading Spine

| | | | | | | | |
|----------|-----------------|--------------------|----------------|--------------------------|--------------------|--------------------|--------------------|
| Autumn 1 | | | | Night Mail | | | |
| Genre | Mystery | Mystery/Detective | Diary | Rhyming | Fantasy Adventure | Historical Fiction | Historical Fiction |
| Autumn 2 | | | | | The Listeners | | |
| Genre | Information | Humours Adventure | Biography | Adventure | Narrative Poem | Information | Humorous |
| Spring 1 | | The Undefeated | | | | | |
| Genre | Modern Classic | Free Verse | Campaign | Information | Suspense | Mystery | |
| Spring 2 | The Poison Tree | | | | | | |
| Genre | Ballad | Historical Fiction | Classic | Biography | Adventure | Information | |
| Summer 1 | | The Hairy Toe | | | | | |
| Genre | Adventure | Humorous | Biography | Action Adventure | | | |
| Summer 2 | | | Refugees | | | | |
| Genre | Report | Biography | Reverse Poetry | Non-Chronological Report | Historical Fiction | Humorous Adventure | Biography |

Year 6 Reading Spine

| | | | | | | | |
|----------|----------------|-------------------|------------------------------------|-------------------------------------|----------------------------|-----------------|----------------------------------|
| Autumn 1 | | | | If by Rudyard Kipling | | | |
| Genre | Fantasy | Dilemma | Historical Fiction | Didactic/lyric | Information | Science-fiction | Historical Fiction |
| Autumn 2 | | | Tidal Wave on the Irish Coast | The Fog by William Henry Davies | | | The Jabberwocky by Lewis Carroll |
| Genre | Fantasy | Fiction | Old Newspaper | Free Verse | Free Story | Biography | Portmanteau |
| Spring 1 | | | | | There's No Power Like Home | | |
| Genre | Biography | Thought-provoking | Magical Mystery | Information | Free Verse | Fantasy | |
| Spring 2 | | | | The Good Hope by Benjamin Zephaniah | | | |
| Genre | Biography | Science-fiction | Fiction | Repeated Refrain | Information | Magical Realism | |
| Summer 1 | | | Lady of Shallot by Alfred Tennyson | | | | |
| Genre | Fiction | Information | Ballad | | | | |
| Summer 2 | | | | | | | |
| Genre | Narrative Poem | Fiction | Fiction | Fiction | Fantasy | | |