



Milton Abbot School

Daily Class Reading List (2021 – 2022)

In conjunction with our whole school Reading Curriculum Plan (and as available on our school's website), class teachers will read daily (including fiction, non-fiction and poetry) to their class. Below is a list of texts that each class will be read this academic year. These stories, poems, rhymes and non-fiction have been specifically chosen by the class teacher to develop pupils' vocabulary, language comprehension, life and world experiences / understanding and love of reading.

Definition of Text Types / Genres Used:

Archaic Texts

Texts that are 50 to 100 years old and hence are vastly different and potentially more complex than texts written today. Elements that will differ and therefore important to expose the children to will include vocabulary, usage, syntax and context for cultural reference.

Non-Linear Time Sequence Texts

Narratives that bounce between the past, present and future, condense time, provide contradictory timelines, mess with time, or ignore time completely.

Figurative/Symbolic Texts

Texts which happen on a symbolic metaphorical level i.e. *Animal Farm* (a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one)

Resistant Texts

Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Misleading/Narratively Complex Texts

Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what 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 such as Faulkner's *As I Lay Dying*. Others have non-human narrators such as the horse that tells the story in *Black Beauty*. Some books 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.

Little Owls (Reception)

<u>Term</u>	<u>Name of Book Author</u>	<u>Year of Publication</u>
Autumn	Only One You The Colour Monster Words and Your Heart Owl Babies We're Going on a Bear Hunt	2006 2012 2015 1992 1989
Autumn	Little Red Hen Pumpkin Soup The story of Guy Fawkes Rama and Sita The Christmas story The Jolly Christmas Postman	1918 1998 - 2012 - 1991
Spring	Three Little Pigs Lost and Found Here We Are Naughty Bus A Squash and a Squeeze	- 2005 2017 2004 1993
Spring	Zog Harry and the Bucket Full of Dinosaurs How to Look After a Dinosaur Tadpoles Promise Who's in the Egg The Good Egg The Easter story	2010 1999 2017 2003 2020 2019 - -
Summer	Supertato The enormous turnip Jack and the Beanstalk The Tiny Seed The Very Hungry Caterpillar Handa's Surprise	2014 1910 - 1970 1969 1994
Summer	Commotion in the ocean Rainbow Fish Sharing a shell Sally and the limpet	1996 1992 2004 1991

Barn Owls (Years 1 and 2)

<u>Term</u>	<u>Name of Book Author</u>	<u>Text Type</u>	<u>Year of Publication</u>
Autumn	The Magic Faraway Tree (Enid Blyton)	Archaic Text	1943
Autumn	Where the wild things are (Maurice Sendak)	Narratively Complex / Symbolic Text	1963
Spring	The Little Prince (Antoine de Saint-Exupery)	Archaic	1943
Spring	Fantastic Mr Fox (Roald Dahl)	Narratively Complex Text	1970
Summer	The Colour Monster (Anna Llenas)	Resistant Text	2012
Summer	Voices in the Park (Anthony Browne)	Non-Linear / Narratively Complex Text	1998

Poetry Throughout the Year

1. Ning, Nang, Nong – Spike Milligan
2. The Frog – Hillarie Belloc (1896)
3. A Good Play, The Swing and my Shadows – Robert Louis Stevenson (1888)
4. Who has seen the Wind – Christina Rosetti (1872)
5. Scissors – Allan Alhberg (1983)
6. I do not mind you winter wind – Jack Prelutsky (1984)

Tawny Owls (Years 3 and 4)

<u>Term</u>	<u>Name of Book Author</u>	<u>Text Type</u>	<u>Year of Publication</u>
Autumn	Mega Monster (David Walliams)	Humour	2021
Autumn	The Iron Man (Ted Hughes)	Narratively Complex / Symbolic Text	1968
Spring	Charlotte's Web E.B.White	Archaic	1952
Spring	Tom's Midnight Garden Phillipa Pearce	Archaic	1958
Summer	Nim's Island Wendy Orr	Complexity of the Narrator	1999
Summer	The Firework Maker's Daughter Phillip Pullman	Non-Linear Time Sequence	1995

Poetry Throughout the Year

1. Daffodils (William Wordsworth)
2. Catch a Little Rhyme (Eve Mirriam)
3. Revolting Rhymes (Roald Dahl)
4. The Crocodile (Lewis Carroll)
5. Duck's Ditty (Kenneth Grahame)
6. Fog (Carl Sandburg)

Eagle Owls (Years 5 and 6)

Term	Name of Book Author	Text Type	Year of Publication
Autumn	Railway Children (E Nesbit)	Archaic Texts	1906
Autumn	A Christmas Carol (Charles Dickens)	Non-Linear/Time Sequence Texts	1843
Spring	1000-Year Old Boy (Ross Welford)	Misleading/Narratively Complex	2018
Spring	The Listeners (poem) Walter de La Mare	Figurative/Symbolic Text	1912
Summer	The Arrival Shaun Tan	Resistant Texts	2010

Poetry Throughout the Year

1. The Listeners (Walter de La Mare)
2. Charge of the Light Brigade (Alfred, Lord Tennyson)
3. A Ballad of London (Richard Le Gallienne)
4. The Eagle (Alfred, Lord Tennyson)
5. Dreams (Langston Hughes)
6. Sky in the Pie (Roger McGough)