

# RAB Class Novel mapping

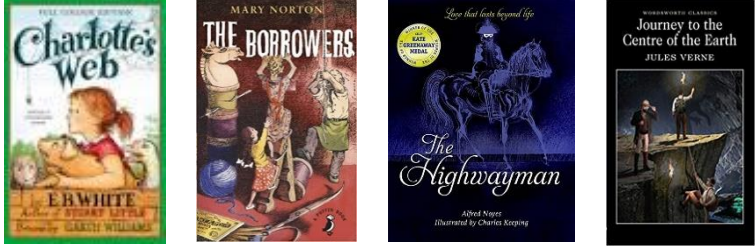


## Introduction

The importance of reading for children cannot be underestimated. Reading for pleasure (either independently or being read to) can benefit a child’s education, social and cognitive development, their wellbeing and their mental health. We at RAB, believe it is our responsibility to ensure that the RAB Class Novel spine exposes children to a wide and diverse selection of literature to not only broaden their experiences but also to excite and engage them – literature which they might not necessarily otherwise access themselves. These 6 books will be read out loud for 20mins a day by the teacher. This ensures all children can engage in these stories thereby expanding their plot ideas and patterns, inference and deduction, prediction, sentence structures, grammar and vocabulary.

<p><u>Year 3</u></p>	
<p><u>Year 4</u></p>	
<p><u>Year 5</u></p>	
<p><u>Year 6</u></p>	

How have these been selected?

We at RAB believe in selecting rich literature that will leave a lasting impression on our children and motivate them to broaden their reading journeys. We have identified 3 text types that children should have access to in order to successfully navigate reading with confidence. These text types have been inspired by 'Reading Reconsidered' - Doug Lemov. Crucially, they move the reader beyond a purely lexical (sight-reading and basic retrieval) level to understanding and reflecting on complex/non-linear plots, characters/varied narrator approaches and archaic language/literature styles. In addition, our wider Guided Reading programme and in-class poetry mapping ensure children also access a range of symbolic, figurative and nuance-rich poetry and songs.

<p><u>Archaic (Y3, Y4 and Y6)</u> Y5 study the Highwayman as part of their English curriculum.</p>	
<p><u>Non-linear/Complex Plot (Y3, Y4, Y5 and Y6)</u></p>	
<p><u>Multiple Narrators/narration styles Y3, Y4, Y5 and Y6</u></p>	
<p><u>Symbolic, Figurative and Nuance-rich Y3, Y4, Y5 and Y6</u></p>	<p><i>Through our wider Guided Reading programme and Poetry mapping as part of the English curriculum</i></p>

### Poignant Reads

Not only are all of these Spine books fantastic reads, but they also introduce a range of relevant topics and varied cultures, which develop children's empathy and respect towards people in the real world. This in turn enhances their understanding of the wider world around them and other cultures than their own. Our Spine books have been carefully selected to provide the correct level of challenge for each year group whilst still being accessible to all with the support of the teacher reading and the associated guided reading strategy. Below is a summary of the cultural and topical areas which are introduced through the Spine books. We believe strongly that the reading journey from Year 3 to Year 6 should be considered in its entirety, in order to ensure a holistic reading offering in KS2.

The literature chosen considers and reflects on gender stereotyping, bereavement and loss, refugees and poverty, prejudice/racism, hearing impairment, young carers, diverse family structures, respect and tolerance, physical impairments, ASD, Down syndrome, mental health and bullying, domestic violence, new babies and transition to secondary school. In addition, the selection includes stories that show how life can be diverse and sometimes challenging, for children growing up in other countries and cultures (e.g Syria, America, India).