SCHOLASTIC

READING SPINE

TEACHER'S GUIDE



Essential Reads for Every Classroom Journey

About this book

How to use the Reading Spine

We advocate for daily reading with your class. Ideally, outside of your curriculum time, you will spend 10–15 minutes a day reading aloud to your class. This is where we suggest you use the texts and notes that make up the Reading Spine.

This Reading Spine is designed to support you in selecting rich, diverse texts to engage and inspire your class. Scholastic has a wide range of fiction and non-fiction texts to capture children's imagination and foster a love of reading. These stories are representative and inclusive; children can find themselves and the children around them on the pages of these stories that come from a range of authors. We have included contemporary texts as well as literary masterpieces that have stood the test of time. With this rich tapestry of stories, your children will leave your primary setting having access to and understanding of a wide range of literature and be able to discuss authorial choice, structures and familiar themes within stories, as well as how the writing has an effect on the reader.

The notes that accompany each text are to guide conversations with your class as you read these. We suggest you read these texts within your protected story time and make links to other areas of the curriculum that have been drawn out from each text. The discussion points are there to support discussions as you read the text – asking the children to infer meaning, analyse or predict what might happen next, explore language and vocabulary, along with discussing wider issues that the author has woven into their writing. You will talk about authorial choice and consider, for example, how authors use speech to drive their narratives or how the speech of a character is written to give further insight to their lived experiences. This is all approached with age-appropriate language to facilitate your discussions.

There are six texts for each age group. These have been carefully selected and the focus of your conversations directed to ensure that the core message of the book is understood, alongside the analysis. Where some texts cover sensitive subject matters, this is highlighted to ensure that you can prepare appropriately for reading the text.

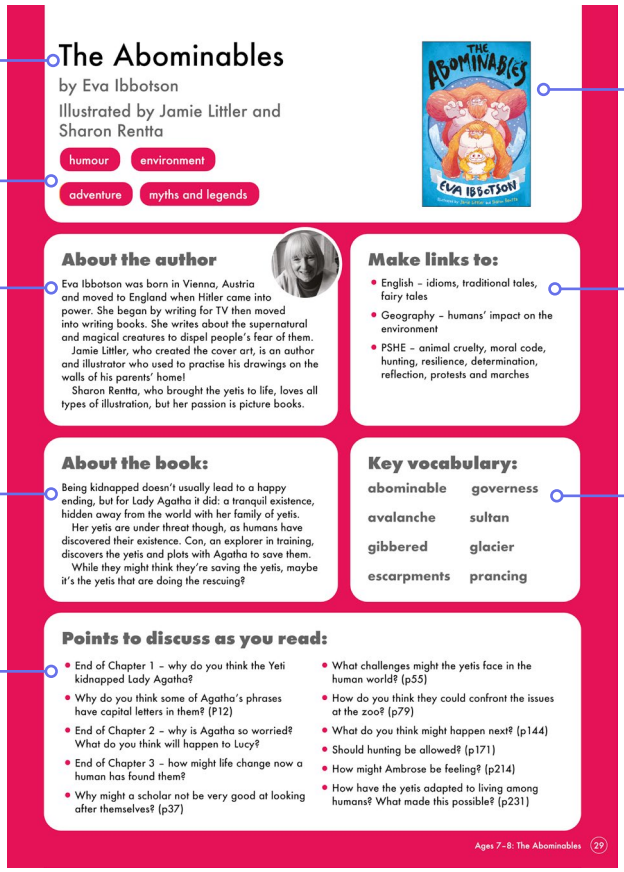
Book title, author, illustrator

Genres/themes relevant to the book

A short biography of the author

Paragraph about the book

Key points for class discussion as you progress through the book (for ages 8–9 onwards this section covers the wider context and discussion around the book)



Book cover

Links to other areas of the curriculum/ relevant points of learning

Words to discuss and explain to aid understanding (ages 4–5 to 7–8 only)

Reading for Pleasure

Reading for pleasure and the sharing of stories is crucial for children as it aids:

- language and vocabulary development
- critical thinking and reasoning
- better cognition
- empathy and understanding of others
- improved well-being and relaxation
- positive reading attitudes
- academic achievement

In supporting children to develop a love of reading by introducing them to a range of literature and authors, we unlock the world of books. Studies have shown that children who engage in reading for pleasure independently perform better in educational pursuits, develop stronger reading comprehension, and increase their language and vocabulary understanding.

Sharing these books with your pupils alongside demonstrating that you yourself are a reader will support children in their 'reading for pleasure' journey. As a whole school, you should be determined that all children will be given the opportunity to engage with texts that inspire and cultivate a love of reading. Encourage all teachers to see themselves as 'readers' and share this with their class.

We recommend that you have protected time every day to share stories with your class. Think carefully about how these texts link into the wider reading and curriculum your class will study. For example, if you are reading one of the texts in this spine that uses Greek myths and legends it would be a great idea to have taught these first – should they appear in the same year group! If the text is based in a historical London, explore that briefly as an introduction to the text. Giving this access to the texts will support children to have a better comprehension. It's very challenging to understand unfamiliar settings or time periods without context.

About the author



Tara Dodson is a primary school teacher, educational author and parent. She has over 10 years' classroom experience across all year groups in the primary age-range. In 2020, she took on the role of English hub lead for one of the Department for Education's English hubs. In the last few years, she has co-authored a phonics, spelling and Foundation Stage programme.

Tara is passionate about all children being given the opportunity to develop a love of reading. She currently delivers training to support the implementation of an early reading curriculum, to ensure all children have the chance to learn to read well.

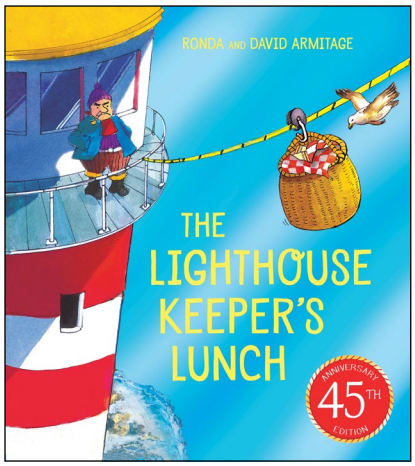
Nothing makes her prouder than 'put that book down and eat your dinner' being one of her most repeated phrases at home! When she's not teaching, training or writing, Tara can be found running, singing loudly to music or relaxing with her family and three cats.

The Lighthouse Keeper's Lunch

by Ronda Armitage

Illustrated by David Armitage

animals | humour | sea | food



About the author



Ronda Armitage lives in England with her husband, David. She was born and grew up in New Zealand where she trained as a teacher – though daydreamed of becoming a lighthouse keeper!

David Armitage was born in Australia but now lives in England with his wife, Ronda. He is a contemporary artist who worked with his wife on *The Lighthouse Keeper's* series. Now he spends his time painting his own artworks.

Make links to:

- Geography – different locations
- What is the purpose of a lighthouse?
- Animals
- Junk modelling – art and design
- Role play – being a lighthouse keeper

About the book:

Mr and Mrs Grinling both have their roles while tending to the lighthouse.

Mr Grinling does the labour of keeping the light clean and shining bright and Mrs Grinling makes sure that Mr Grinling has the food he needs to do his job!

This all works perfectly well until some pesky seagulls show up and disrupt their harmony by stealing their food! How will they send these seagulls on their way?

Key vocabulary:

industrious	tended
concocting	scavenging
devoured	great gusto
baffle	brazen
console	scrumptious

Points to discuss as you read:

- How could we describe Mr Grinling, who tends to his lighthouse so carefully?
- How does Mr Grinling feel about his lighthouse? How do you know?
- Which of the foods Mrs Grinling made would you choose to eat? What are your favourite foods?
- Do you think that their plan is going to work?
- How do you think their cat feels in the basket? What might make it scary?
- Can you think of another way to get the seagulls to leave the food alone – what would you do?
- What does 'such is life' mean?
- How do you know Mr Grinling enjoyed his lunch when it finally arrived?