



Welcome to our Reading Lists

These reading lists have been compiled for pupils in our primary section.

The aims of these reading lists are to:

- Help promote reading for pleasure across the school community.
- Help respond to the overwhelming research which links reading for pleasure with academic outcomes.
- Provide and promote exposure to a wide variety of texts.
- Provide and promote exposure to the types of texts research tells us greatly aids pupil learning and achievement.
- Provide access to great books.
- Promote the reading of books that challenge us.

The books are split into five categories.

Archaic Language

Texts of over 50 or 100 years old are vastly different and typically more complex than texts written today. Exposure to these texts now helps pupils become better readers later in life, including at college and university.

Non-Linear Time Sequences

In these books time does not unfold with consistency. Instead it moves in fits and starts, and doubles back to create image. Pupils need to read such books time and time again to master them.

Narratively Complex

These books have multiple narrators or non-human narrators. They will also have a time when plot lines are apparently unrelated. These provide greater challenge than stories with a single plot line.

Figurative/Symbolic Text

Books with hidden meanings provide great experiences for pupils.

Resistant Texts

These are books written to deliberately make finding the meaning more difficult. As such, they provide an enjoyable and challenging experience for the pupils.



“**What students read** shapes how and how well they learn to read in far more ways than what might at first seem obvious”

“A **systematic exposure** to certain types of text experiences is...necessary in determining a pupil’s ability to read widely and successfully”

“When the criterion is **solely accessibility and not greatness**, the result is that pupils who start out as weak readers almost never study the same rigorous texts that imply our highest expectations, are almost never **offered the opportunity to read and master what’s truly considered great**, and are rarely asked to push themselves and find that they are indeed capable of bringing great insight to even the most challenging situations”

“Pupils need to **wrestle with specific types of challenges** posed by a rich array of challenging texts, systematically introduced starting in primary school”

(from ‘Reading Reconsidered – A Practical Guide to Rigorous Literacy Instruction’, Lemov et al, 2016)