Reading Map
"Read To Me"

Intent:

"Imagine a primary school where over 7 or 8 years, children are read to, enjoy, discuss and work with around 82 core books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind. This is the Reading Spine."

As part of our commitment to fostering a lifelong love of reading, pupils will be read to daily from carefully selected high-quality texts, guided by *Pie Corbett's Reading Spine*. These texts have been chosen to expose children to rich language, memorable stories, and a range of literary styles that support their emotional and imaginative development. The books selected from Pie Corbett's Reading Spine serve as our essential reads which are carefully chosen to provide children with a literary foundation that they will carry with them throughout their lives.

Children will listen to and discuss stories, poems, and non-fiction at a level beyond their current independent reading ability. This intentional exposure enables them to encounter diverse authors, genres, and vocabulary that they might not otherwise access or select independently, broadening their reading horizons and deepening their comprehension.

Each year group engages with key texts from the Reading Spine that include both modern classics and traditional tales. Through repeated and thoughtful encounters with these texts, children begin to internalise narrative patterns, develop their oracy skills, and build a repertoire of authors and story structures that support their own reading and writing.

"Read to Me" time provides an opportunity for children to experience the joy of being read aloud to. Vocabulary is introduced and discussed naturally within the context of the story, but the primary emphasis is on nurturing a shared love of books and reading for pleasure.

In addition, children are supported in developing their own reading identities through library visits and the selection of "Love to Read" books for their class reading areas. This complements their experience of the Reading Spine, encouraging both guided and independent engagement with literature.

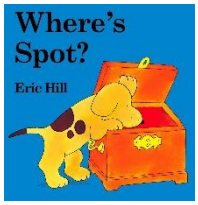
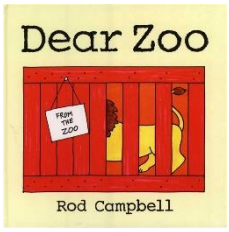
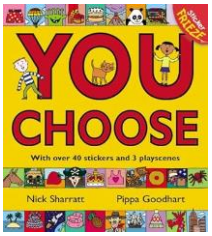
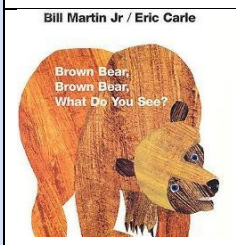
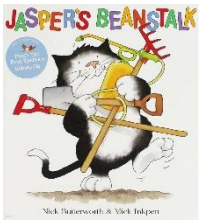
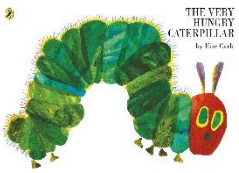
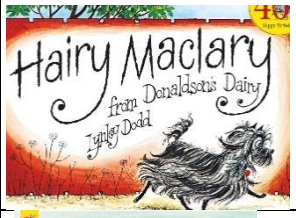
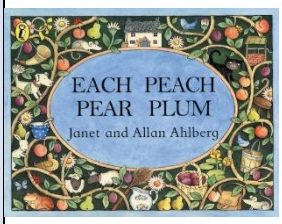
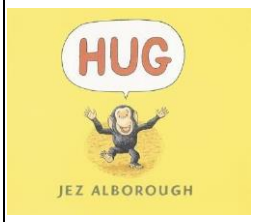
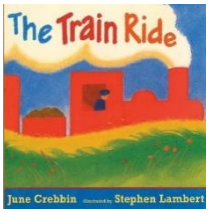
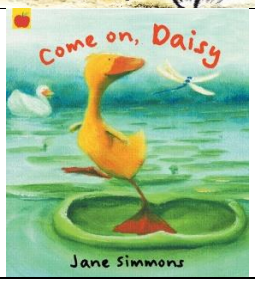
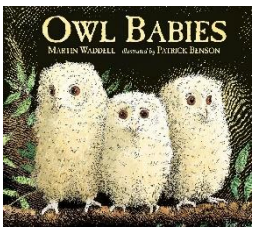
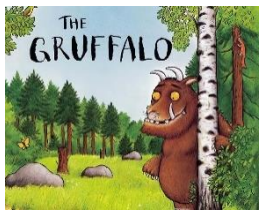
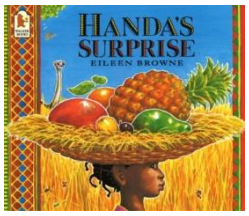
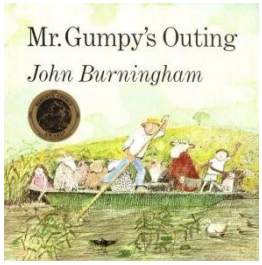
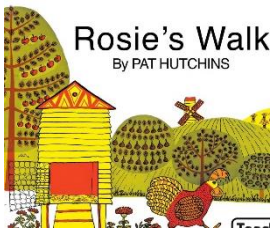
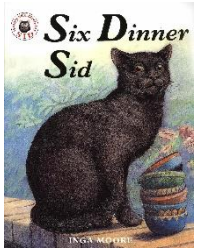
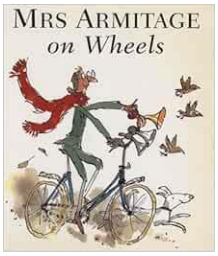
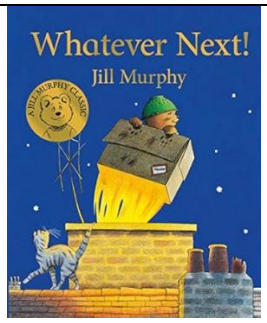
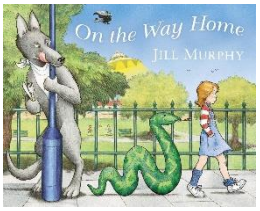
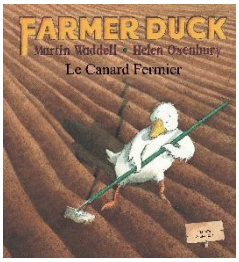
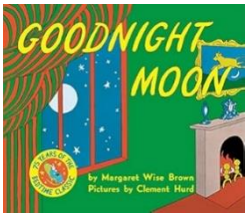
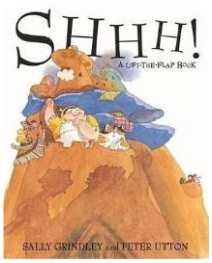
Implementation:

Each classroom is provided with a range of carefully selected reading resources to support pupils' development. These include:

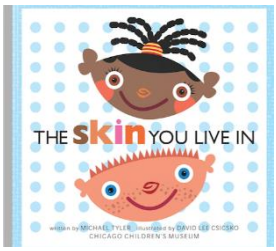
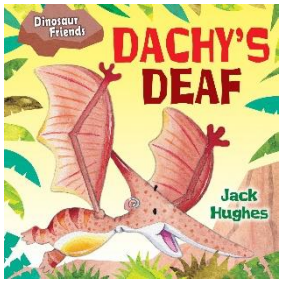
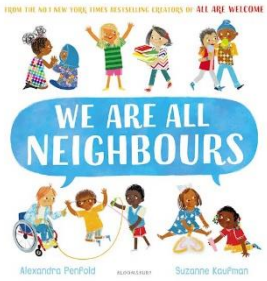
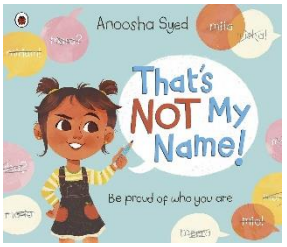
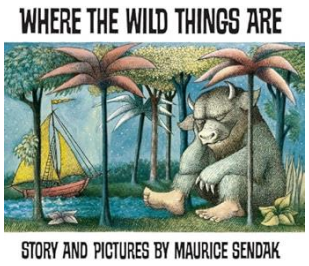
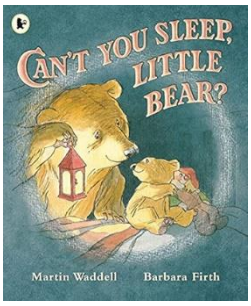
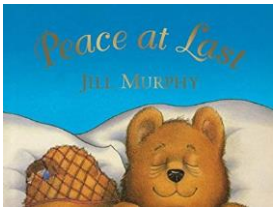
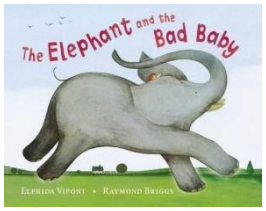
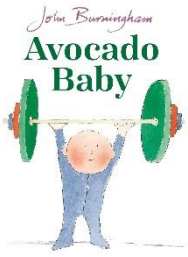
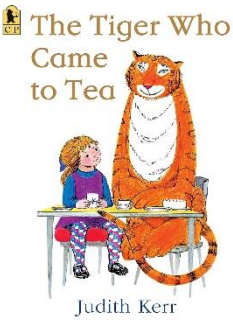
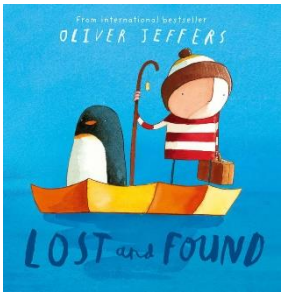
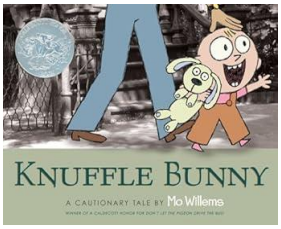
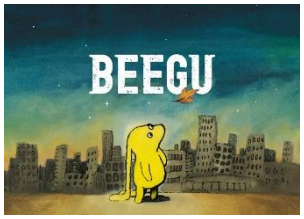
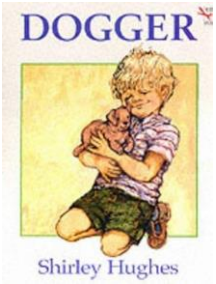
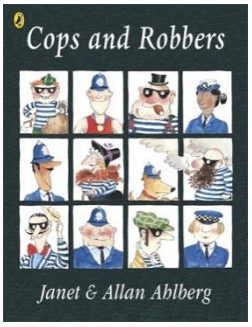
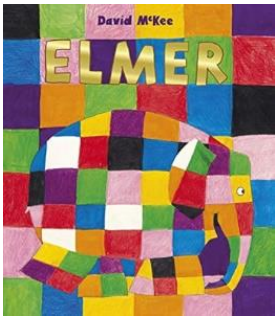
- A "Read to Me" book box containing carefully selected, high-quality texts guided by Pie Corbett's Reading Spine.
- A "Topic Books" display showcasing both fiction and non-fiction titles directly linked to the termly curriculum theme.
- A "Love to Read" book box filled with books chosen by the children during their fortnightly library visits.
- A dedicated reading area(s) that is thoughtfully resourced to support and inspire pupils' reading development.
- A reading display highlighting the "Read to Me" collection for that year group.

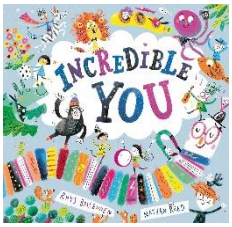
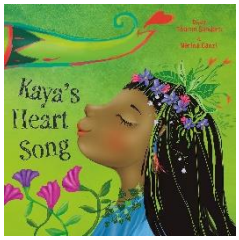
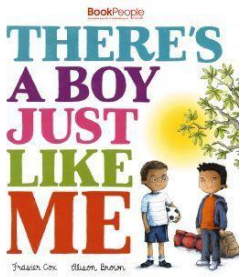
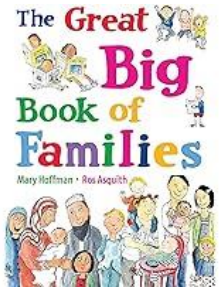
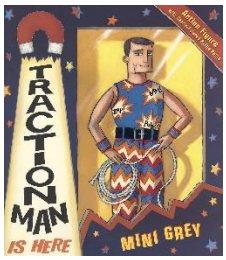
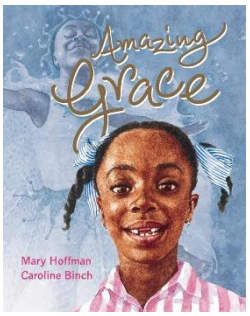
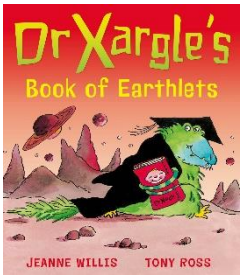
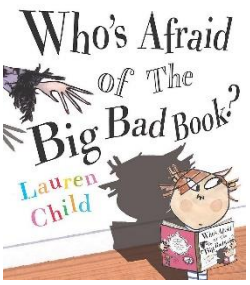
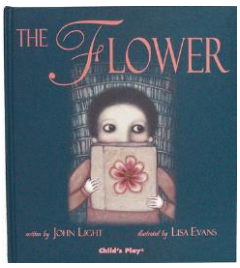
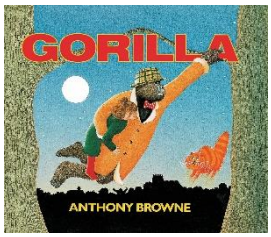
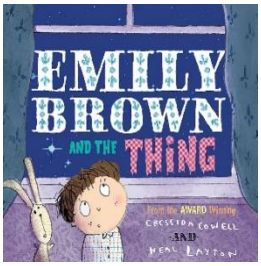
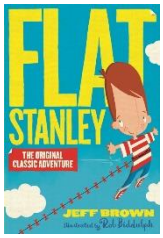
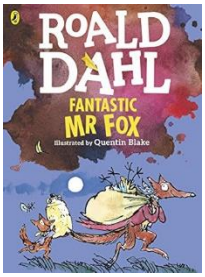
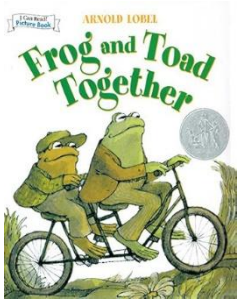
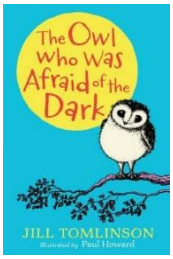
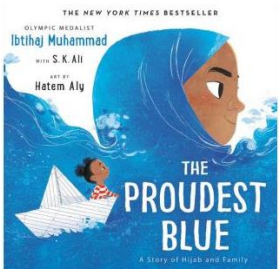
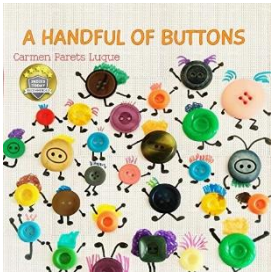
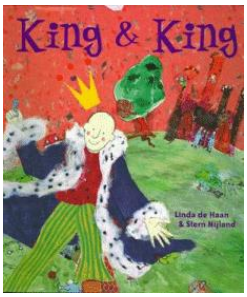
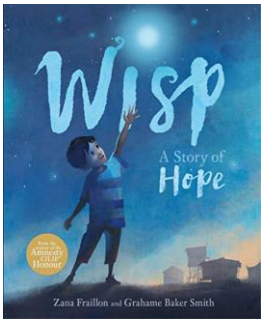
Additionally, each key stage base is equipped with "Learn to Read" book boxes, featuring banded books matched to pupils' reading levels, which children take home as their appropriately levelled readers.

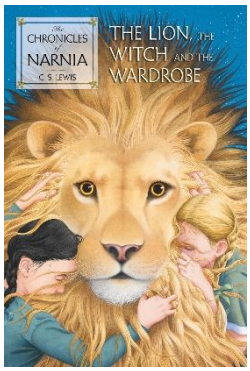
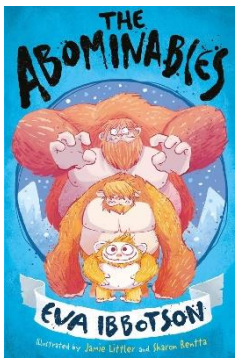
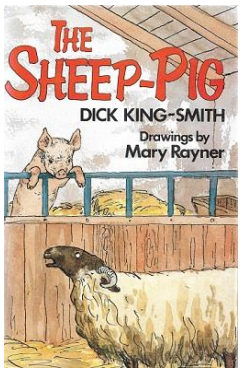
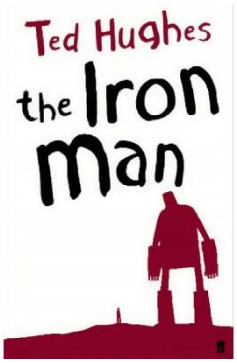
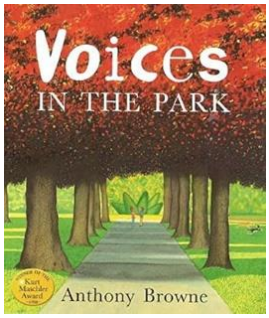
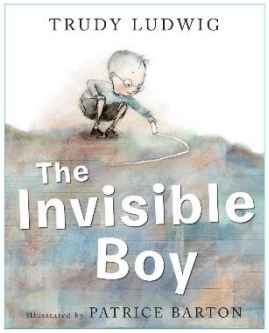
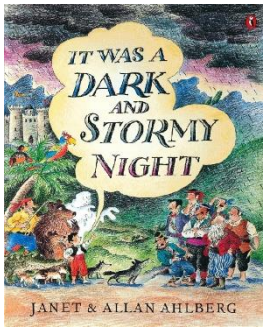
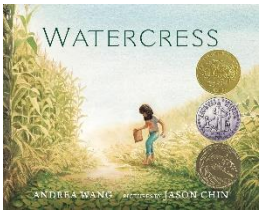
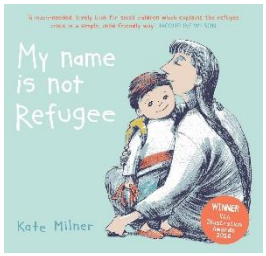
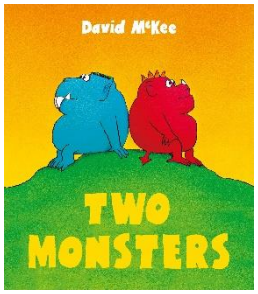
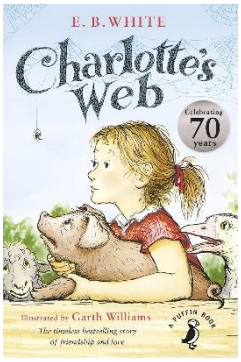
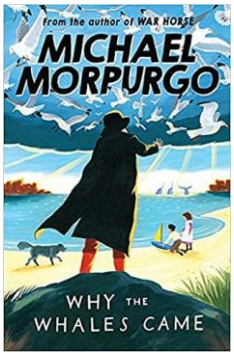
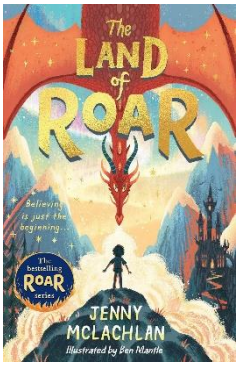
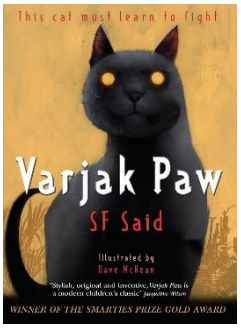
In line with the Equality Act, each class includes at least four books that reflect a range of **British Values** and **Protected Characteristics**. These texts are thoughtfully selected to represent diversity in race, gender, disability, religion, family structure, and more. Across children's time at St James', children will experience an inclusive range of stories that promote understanding, respect, and belonging—helping them to see themselves and others reflected in the books they read.

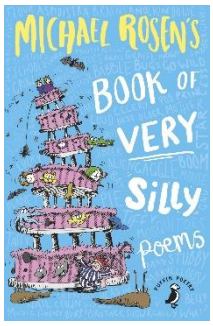
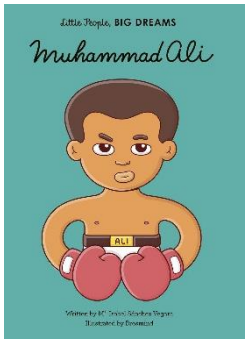
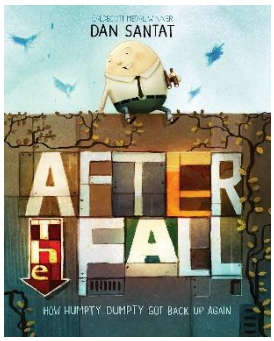
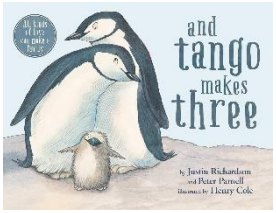
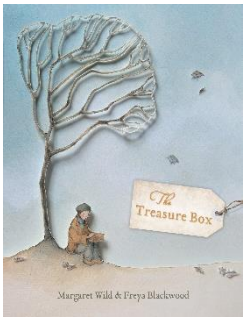
Nursery				
				
				
Reception				
				
				

<table>
<tr><td>British values/ Protected Characteristics Books:

Disability, Race Ethnicity, Diversity.</td><td>
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<tr><td>R.E. Books</td><td colspan="4">A Muslim story: Whispering Allah in a baby's ear
A Muslim story: Muhammad and the Ants
A Sikh story: Har Gobind and the 52 Princes
A Buddhist story: The Monkey King
A Hindu story: Celebrating at Raksha Bandhan0
A Jewish story: Tu be Shevat: the Jewish 'Birthday of Trees'</td></tr>
<tr><td rowspan="3">Year One</td><td>
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</table>

British values/ Protected Characteristics: Disability, Race Ethnicity, Diversity, Sexual Orientation, Pregnancy and Maternity.				
Year Two				
				
				
British values/ Protected Characteristics: Religious belief, race, tolerance, ethnicity, marriage, sexual orientation.				

Year Three				
				
British values/ Protected Characteristics: Gender, gender reassignment, race, equality, faith, age race and ethnicity.				
Year Four				

				
British values/ Protected Characteristics: Race, ethnicity, disability, sexual orientation, marriage				

Impact

Children at St James' "Learn to Read," "Love to Read," and take great joy in the experience of being read to aloud. They look forward to this special time each day, which fosters a positive and lasting relationship with books. Through repeated exposure to carefully selected texts, children develop a deep appreciation for key authors—both classic and contemporary—whose stories enrich their understanding of language and storytelling.

At the same time, pupils are encouraged to make choices about the books they borrow from the library, empowering them to explore their own interests and preferences. This balance of guided exposure and personal choice supports their growth as confident, independent readers.

By engaging with a wide range of texts, including fiction, non-fiction, poetry, and diverse genres, children continuously develop and expand their vocabulary. This not only improves their reading comprehension but also broadens their knowledge and understanding of the world around them, helping to build empathy, curiosity, and critical thinking skills.

As a result, pupils leave St James' with strong literacy foundations, a lifelong enthusiasm for reading, and the confidence to access and enjoy a broad spectrum of literature throughout their lives.