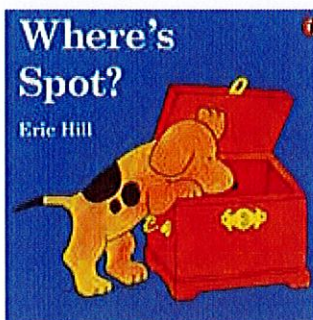


# Pie Corbett's Reading Spine

The books that I have chosen are almost all very repetitive and rather like songs! This makes them easier for children to join in with so that the experience of reading becomes interactive and the children begin to learn the story as they are read to. In each book there will be much to discuss so that the children understand the vocabulary as well as what is happening.

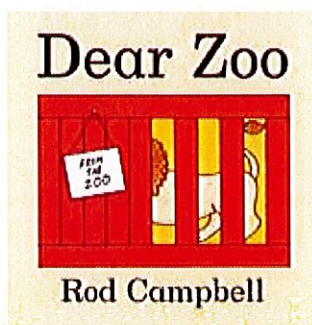
All of the books have pictures, which support the text but also compliment and add to it. It is important to discuss the pictures and what is happening in them as much as the text. After a while, the children will get to know each story word for word, which can give great confidence to early readers in terms of fluency when reading.



## Where's Spot?

Eric Hill (Puffin)

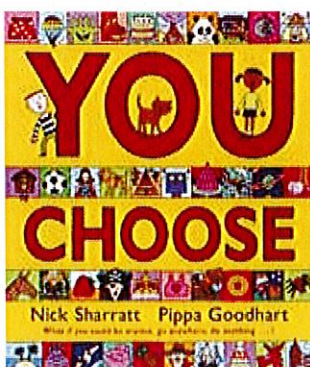
Both this book and *Dear Zoo* work on the same principle of involving the child in the act of reading by using flaps so that the process becomes interactive. Both books can be used to create new versions by hiding a different animal under homemade flaps. Use the game of 'hide and seek' when playing.



## Dear Zoo

Rod Campbell (Puffin)

This book is a gateway into learning about different animals. The repetition of 'so' will add a new conjunction to a child's repertoire. Discuss the reasons for sending the animals back – *heavy, fragile, tall, dangerous, fierce, grumpy, 'with care', scary, naughty, jumpy* and *perfect*. Use masks or toys or puppets and involve the children in the story, playing different parts.



## You Choose

Pippa Goodhart and Nick Sharratt (Random House)

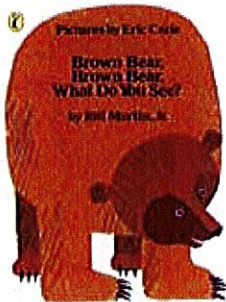
This classic book is good to share many times, especially working closely with a few children so they can look at the pictures and choose. Invite children to make collections – organising toys or objects into different categories. Play sorting games – by size, colour, shape or type. Use the book many times to choose a main character, a setting, an animal or object. Use these selections then to make up simple stories. The book can be used endlessly for this as the combinations are almost infinite!



## We're Going on a Bear Hunt READ & RESPOND

Michael Rosen (Walker Books)

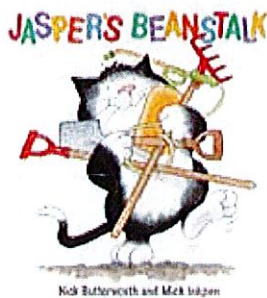
Learn the story orally, map it and act it out outside. Ask: *Why does the writer say 'we're not scared' at the very start of the story? Who is scared?* Talk about how everyone feels at different points. Ask: *Was the bear angry or did he just want a friend?* Look at the different places and invent other onomatopoeic phrases (*swishy swashy*). Draw a new map, perhaps of the local area, and create a new version. Act or sing the new version, with costumes or puppets and film it for parents. (See the *Read & Respond* title for further ideas.)



## Brown Bear, Brown Bear, What Do You See?

Bill Martin Jr and Eric Carle (Windmill Books)

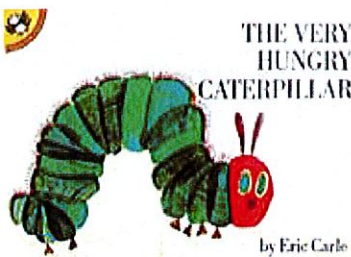
Read, enjoy and let children join in until they know the story. Leave copies around so they can 'play at reading'. Discuss what else the animals might hear, touch, taste or see. Ask: *How do the different colours make you feel? Which is your favourite?* Create a different version of the story for other animals that the children know, such as a cat or dog. Create tissue collages using primary colours or bold paintings of animals. Also, read *Polar Bear, Polar Bear, What Do You Hear?* by the same authors.



## Jasper's Beanstalk

Nick Butterworth and Mick Inkpen (Hodder)

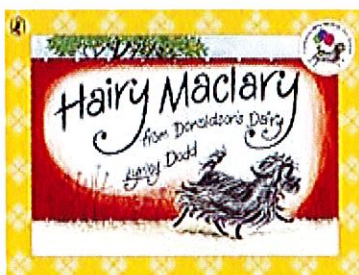
This story makes a neat precursor to *The Very Hungry Caterpillar* as it shows how to make up a simple story by repeating the days of the week and describing what happens on each day. Ask: *Who is Jasper and what is a beanstalk?* Read this in the Spring when you can grow some beanstalks – and tell the children the slightly scary story of 'Jack and the Beanstalk'. Discuss what happens at the end of this story – and then decide with the children what happens to Jasper at the top of the beanstalk!



## The Very Hungry Caterpillar

Eric Carle (Puffin)

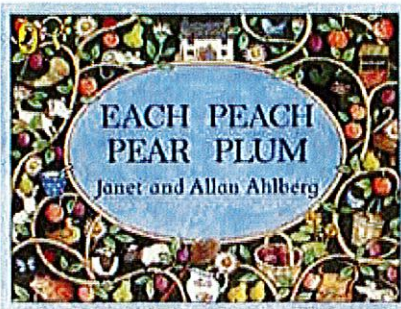
Share until the children know the story well. Ask: *Who is 'Christa'?* Discuss the idea of the author/artist making the book for someone else. Create collages of the moon at night, leaves and trees. Notice the alliteration (*light/ little/ lay/ leaf*) and the introduction of another conjunction 'but'. Ideal for getting a sense of days of the week, different fruit (bring in a selection) and growing! Of course, some of this work might best be done in the spring/summer when you can hatch out butterflies or at least see some outside! Paint huge, vibrant butterflies.



## Hairy Maclary from Donaldson's Dairy

Lynley Dodd (Puffin)

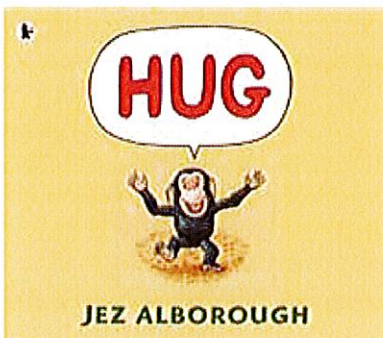
Read this story many times with everyone joining in and savouring the rhymes. Ask: *Which is the favourite dog? Who is the least favourite?* Try inventing other similes instead of 'as big as a horse', for example, 'as big as a car'. Collect and list rhyming words. Play games to hear which words rhyme and which do not. Talk about names that we give pets.



## Each Peach Pear Plum **READ&RESPOND**

Allan and Janet Ahlberg (Puffin)

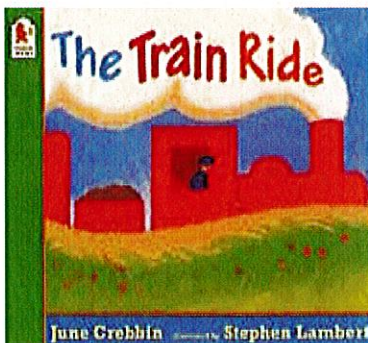
Read together and look carefully at each picture. Tell the class the stories or rhymes behind each of the characters. Make sure that the story books are available for the children to look at. Chant the book together and try inventing a rhythmic clap as a chorus between each page. Provide puppets or costumes and objects from the stories for play. (See the *Read & Respond* title for further ideas.)



## Hug

Jez Alborough (Walker Books)

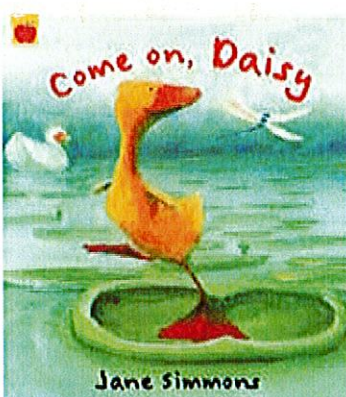
In this book there are of course lots of the different animals to name, but it is also important to let the children tell you how the monkey and the other animals feel and what they might be thinking. Get some sticky notes in the shape of speech bubbles and add in what characters might say or think. Avoid the temptation to tell the children! Make masks and play at the story – use toys or puppets to re-enact. Try making up the whole story with the class, write this up and turn it into a Big Book. The theme of losing a mother also features in *Come on, Daisy!* and in the Reception book *Owl Babies*.



## The Train Ride

June Crebbin (Walker Books)

Ideally, take the children on a train! If not, then use film and toys. Ask: *Who has been on a car or bus journey? Where did you go and what did you see? Who is the lady with the child? What is the town and what is the countryside?* There is plenty to discuss in the story – animals, meadows, hills, farms, tractors, tickets, tunnels, the seaside, lighthouse and sand. Ask: *Why are they travelling to Gran's?* Bring in a mirror so that everyone can see themselves. Make seaside small worlds using sand and water. Change the story and have a child coming from the country into the city and ask: *What would they see?* Lay out a train track.



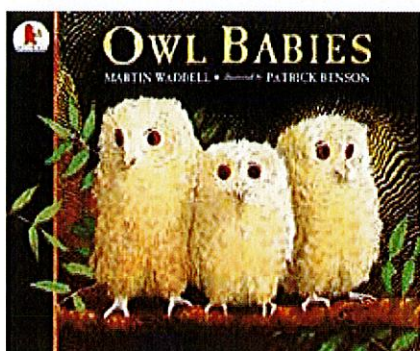
## Come on, Daisy!

Jane Simmons (Orchard Books)

Some children might have noticed by now the question marks in certain book titles and here we are now with an exclamation mark as well! Start with the cover. Ask: *Who is speaking, to whom and what might it mean? What do you think will happen in the story? Why must Daisy stay close?* Talk about: 'I'll try'. Track Daisy's feelings. Emphasise the 'but' construction when reading with children joining in. Ask: *Are the dangers real? What is the book about? What is it telling us to do when we go out with Mum or Dad?*

# Pie Corbett's Reading Spine

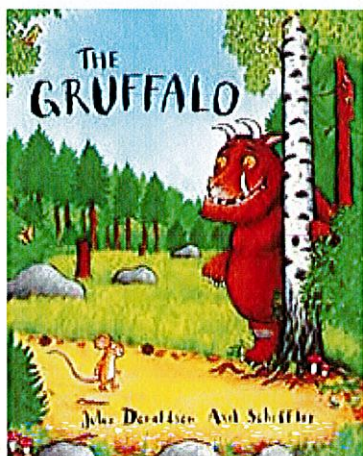
The books for the 4–5 age group build on the Nursery selection. They still mainly use patterned language, but begin to have a stronger emotional connection with the reader. There is also plenty to discuss and to wonder about. Many of them lend themselves to retelling and creating new versions or further adventures featuring the same characters.



## Owl Babies

Martin Waddell (Walker Books)

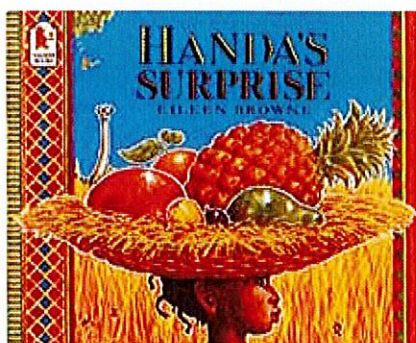
By now children should be familiar with the conventions of books such as cover, author, page-turning, as well as terms such as word, letter, full stops/capital letters, title, story and so on. Draw the distinction between the person who wrote the book and the artist. There is plenty for the children to discuss, especially the graded reactions of the three baby owls. Martin Waddell talks about getting the idea for the book from hearing a lost child in a supermarket crying, 'I want my Mummy'. This is a great book about basic feelings and comfort. Draw, paint or make huge owls. Make owl masks and act the story out as it is being told.



## The Gruffalo

Julia Donaldson (Macmillan)

Everyone loves this book! Read and re-read it until the story is in the children's heart forever. Ask: *Why do the animals ask the mouse to come to their houses? Why does the mouse tell the animals about the Gruffalo? How is mouse really clever? Why is the Gruffalo 'bursting with laughter'?* Map the story to see the pattern and retell with plenty of actions. Use puppets/finger puppets to retell the tale. Make a Gruffalo den/corner. Paint an enormous Gruffalo picture.

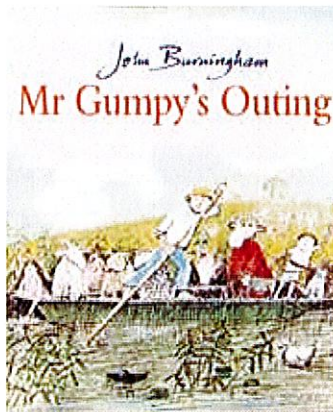


## Handa's Surprise

READ&RESPOND

Eileen Browne (Walker Books)

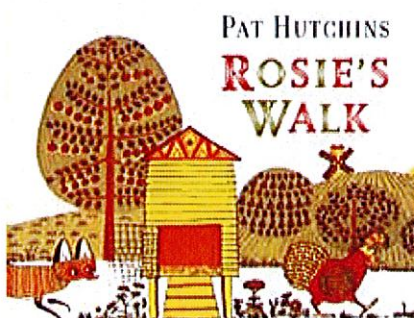
This is another picture book, like *Rosie's Walk*, in which the pictures say more than the words. Make the effort to buy the fruit to show the children. Draw or paint the animals and fruit. Retell the story and act it out, using a wallpaper map. Change the animals and fruit to invent a new version. Discuss what we know about Kenya from the story. (See the *Read & Respond* titles for further ideas.)



## Mr Gumpy's Outing

John Burningham (Bloomsbury)

Another cumulative tale that can easily be used to make your own version. Ask: What happens when everyone comes 'for a ride another day'? Use a roll of sturdy lining paper and draw a long map. Use this to draw the different animals and write what they say inside speech bubbles. Ask: *Who in the story is naughty? Should Mr Gumpy have been more sensible?* This is a lovely story to chat about and play at. Provide the toy animals or puppets and a floor map.

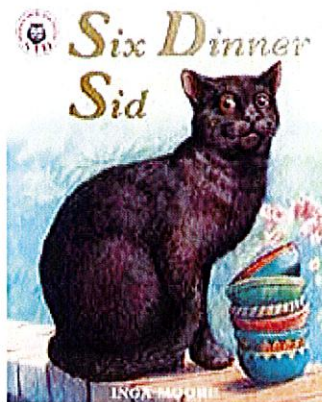


## Rosie's Walk

READ & RESPOND

Pat Hutchins (Random House)

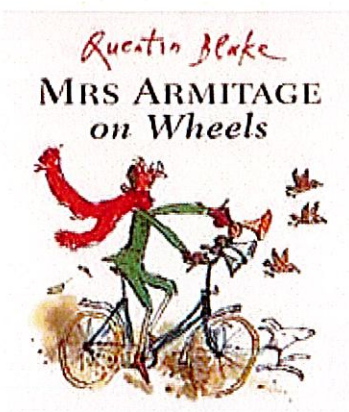
This is a clever book. Try reading it to the children without looking at the pictures. Then show the book and enjoy the slapstick. Ask: *Is Rosie clever or is the fox silly?* Pick up on any design or pattern that interests the children and imitate with crayons or paints. Draw the map, notice the prepositions and create new journeys with a fierce animal following! (See *Read & Respond* title for further ideas.)



## Six Dinner Sid

Inga Moore (Hodder)

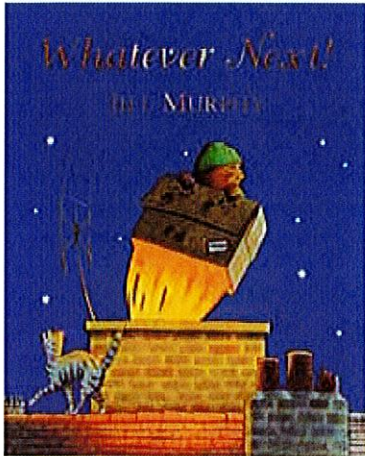
It would be worth talking about pets and the vet before starting the story. Then read and enjoy the beautiful art work. Make the houses out of cardboard boxes and play at the story. Ask: *Why would the cat want six dinners? Why don't the neighbours talk to each other?* Discuss the six different characters and then invent new ones, using alliteration, such as: *As Clive he was curious...* Hold pretend phone calls between the vet and the owners about their cat, and then make up what the owners would say to each other about Sid! Ask: *How are the people in Pythagoras Street different and why was this better?*



## Mrs Armitage

Quentin Blake (Random House)

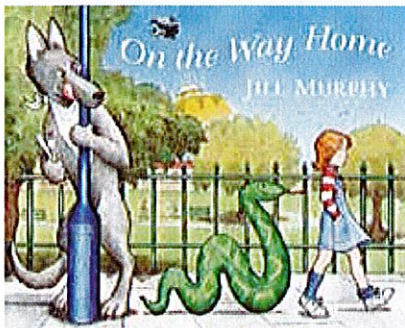
Oh, the joy of Mrs Armitage! Make sure that you bring a real bike into the classroom! Read and all chant the story together. Discuss the pictures and words. Draw a huge basic bike and add extra ideas like Mrs Armitage. Recreate the bike in the classroom by starting with a chair and then add on all the things that are in the story. Finally, add sound effects and perform the story. Ask: *What might be added to the roller skates?*



## Whatever Next READ&RESPOND

Jill Murphy (Macmillan)

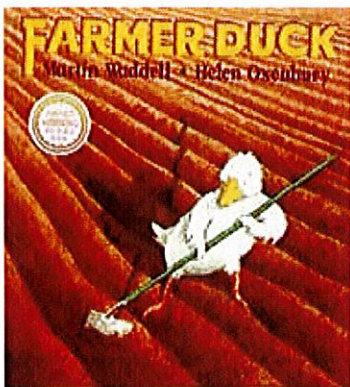
Show the inside title page. Ask: *What sort of character will the bear be?* The story is an obvious invitation to wonder 'how could we make a rocket, where would we travel and who would we meet?' Such play could lead to new versions of the story ('*You and your stories. Whatever next?*'). Ask: *Did Baby Bear really travel to the moon? Where did the story take place?* (See the *Read & Respond* title for further ideas.)



## On the Way Home

Jill Murphy (Macmillan)

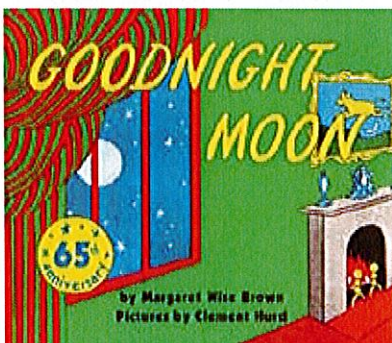
Look carefully at the front cover and ask: *What do we think is going to happen in the story?* Act the story out with children taking the different roles. Ask: *Why doesn't Claire tell the truth? Why does she cry at the end?* Notice how each mini story fits the basic story mountain pattern – main character, dilemma, resolution. With the class create your own versions, map, retell and write.



## Farmer Duck

Martin Waddell (Walker Books)

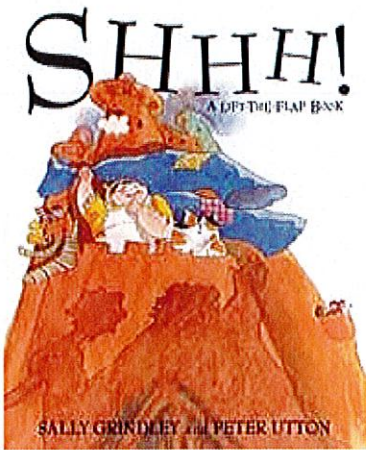
This is basically *Animal Farm* for five-year-olds. Compare the inside cover spread at the front with the back – and the cover – what do they think is going to happen? Then look at the inner title page for more clues. Act out the animals meeting. Tell the story of what the farmer did next. Ask: *What did the animals say? Did they all set to work?* Set up a farm area for play. Write messages to the farmer!



## Goodnight Moon

Margaret Wise Brown (HarperCollins)

*What other stories have a moon in them?* (*Owl Babies*, *Where the Wild Things Are*, *Can't You Sleep Little Bear?*). Make a list of all the things in your classroom and say: *In the classroom there was a clock, chair, a sand tray, a computer and lots of tables.* Then say good night to all these things and extend each idea – present this as a list poem. For example: *Goodnight clock that ticks. Goodnight chair where we can sit. Goodnight sand tray where we play each day.* This is a gentle and comforting story for the end of the day. Let children take it in turns to read or tell the story in a role-play area to a baby – and NOT just the girls. Let them learn to be comfortable with a book at an early age.



## Shhh!

*Sally Grindley (Bloomsbury)*

This amazing book is very good for sharing with parents, as the way the book is written demonstrates to parents how to read with their child. Read, join in and enjoy the story many times. Look for clues about what is on the next page and look carefully at each page as there is plenty to notice and comment upon. Think about how the characters feel. Tell the story of Jack and his visit to a giant's castle.