

Pie Corbett's Reading Spine



Whilst I have selected just one picture book for Year 3, there are many more which will intrigue and provide a challenge for this age group such as *The Day the Crayons Quit* (HarperCollins) or *John Brown, Rose and the Midnight Cat* (Puffin). Children of this age need a great storyline, but should also be experiencing deep and rich books.



The Iron Man READ & RESPOND

Ted Hughes (Faber)

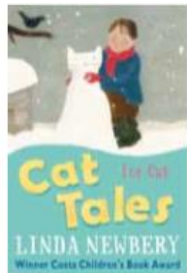
Notice and imitate the opening, using rhetorical questions to draw in the reader. With the class role play the family talking about the picnic or Hogarth telling his parents about what he had seen. Invite them to create a diary for Hogarth and news bulletins for both the Iron Man and space-bat-angel-dragon. Discuss which of the two tales is strongest and why? Ask them to draw parallels with other 'taming the monster' stories. (See the *Read & Respond* title for further ideas.)



The Lion, the Witch and the Wardrobe READ & RESPOND

CS Lewis (HarperCollins)

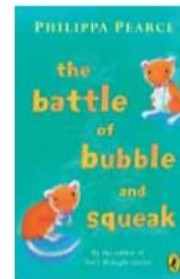
After reading, ask the class to write list poems 'through the magic door I saw...'. Re-read and discuss together the reaction of the Professor. Draw the lantern in the snow with the trees and ask them to write a description. In small groups recreate the meal in Mr Tumnus's house and describe it. Discuss together which is the key scene and what it means. Draw a Narnia map and invite children to draw in episodes. Encourage the children to write information reports about some of the magical creatures and design traps for the nasty ones! Together make character charts for each character to compare and contrast. With permission watch the film in lesson. Then use role play to explore conversations between the children about Edmund's behaviour. Explain his actions. Ask: *Why is he forgiven?* (See the *Read & Respond* title for further ideas.)



Cat Tales: Ice Cat

Linda Newberry (Usborne)

With the class look at the use of imagery on the first few pages and make a list of other similes for snow. Ask: *What else is white? Why does Tom feel funny about Gary's dad in Chapter 1? How can a creature be in the snow? Why does Tom feel bad-tempered with his dad in Chapter 2? Talk about the lump of ice inside of him. Ask: In Chapter 3 what is the Ice Cat searching for? In Chapter 4 how can the cat's touch be inside of Tom and why does he destroy the snowman and blame the Ice Cat? In Chapter 5 explain the Ice Green Cat's role in the story and why the icy hardness melts away. Ask: What is it all about?*



The Battle of Bubble and Squeak

Philippa Pearce (Penguin)

With the class create role-on-the-wall for Sid, Bill and Alice Sparrow. Ask: *How does the writer show their characters? Use diary entries or hot-seating to keep alive the different viewpoints of what is happening in the family. Pause at the end of Chapter 10 asking them to predict how it might end. Discuss the end of the story. Interestingly, the story is based on two gerbils that Philippa Pearce's daughter Sally kept, as she said: "almost all the incidents... happened to us: [the gerbils] gnawed holes in the curtains, the cat caught one and we had to take it to the vet. Our gerbil never fully recovered, but happily the fictional one does."*



The Sheep-pig READ & RESPOND

Dick King-Smith (Puffin)

Remind the children that they have previously read a Dick King-Smith novel, *Hodgehog* (Puffin). Not surprisingly, he used to be a farmer. Ask: *Are pigs stupid?* (See Chapter 2.) *Why does Fly look after Babe? At the start of Chapter 3 what are the puppies not telling Babe?* Discuss the relationship between Fly and Babe. Ask: *What is it about Babe's character that is so endearing?* Invite the children to write the police report about the sheep rustling incident and the news report about the sheep-dog trials. (See the *Read & Respond* title for further ideas.)



Hansel and Gretel Picture book

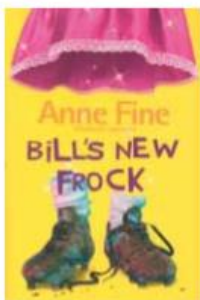
Anthony Browne (Walker Books)

Read a version of the original and compare it together with the class. Read the story without showing the pictures to the children, then read with the pictures. Spend time looking at each picture, so the children can notice the visual play and discuss the changes in mood the artist portrays. Encourage them to imagine being in the wood and ask: *What would you see, hear, feel, think?* Then create list poems from these ideas. Discuss the step-mother/witch and the visual imagery. Ask: *Are they just tricks? What should the father have done?* Discuss the role of poverty in the story.

Pie Corbett's Reading Spine



This selection covers a range of stories that extends to fantasy as well as introducing Anne Fine's wonderful books. I came across *Perry Angel's Suitcase* by Glenda Millard in Australia. It is a deeply moving book, both sad, but also full of hope – a lovely book. Read it yourself before reading it with the children to judge

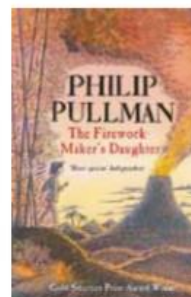


Bill's New Frock

READ & RESPOND

Anne Fine (Egmont)

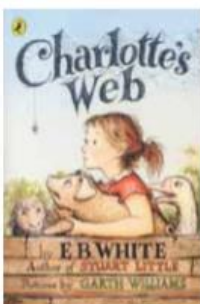
Read the first sentence and then discuss how might things be different for Bill. With the class list and discuss the various things that happen to Bill as a girl. The book was written in 1989, so together consider if anything has changed since then. Act out the classroom scene in Chapter 2. Discuss the line 'I am a person' in Chapter 7. Encourage the children to write an extra scene for the book. (See the *Read & Respond* title for further ideas.)



The Firework-Maker's Daughter

Phillip Pullman (Random House)

As a class invent names for new fireworks and draw designs for amazing explosive fireworks! Encourage children to write a letter from Lachand back to Lila (Chapter 2). Ask: *What is the big challenge that Lila faces?* Then in groups they can act out the scene where Lila meets Razvani. Ask: *How does the author show how Lila feels in Chapter 5?* 'Illusions': *what does this mean in Chapter 5? What sort of person is Lila?* Invite them to gather evidence. Provide time to create persuasive adverts for a firework show by Lila and Lachand. Also, read *The Scarecrow and his Servant* (Random House) by the same author.

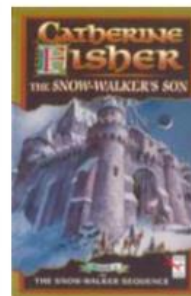


Charlotte's Web

READ & RESPOND

EB White (Puffin)

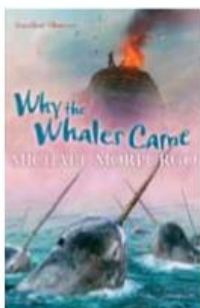
It is 63 years on, but it is still a great read, starting with such a startling opening: *"Where's Papa going with that axe?"* With the class track the different characters, gathering clues about their different natures. Also, chart with a character graph how Wilbur's character develops. Produce a class timeline to show the sequence of events, so the plot can be seen in one glance. Role play conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events. (See the *Read & Respond* title for further ideas.)



The Snow Walker's Son

Catherine Fisher (Red Fox)

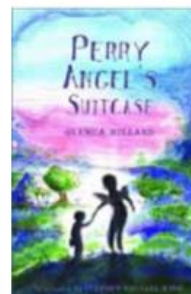
From a 'Fire' daughter to a 'Snow' son, this is the first part of a powerful trilogy involving 'magic' written by the Welsh novelist and poet, Catherine Fisher. Track the two main characters, Kari and Jessa, perhaps using a class timeline to show the main events and their developing characters. With the class make notes and discuss at the end the role of heat and cold in the story. Can they predict (or write) what might happen in the next story, *The Empty Hand* (Red Fox)?



Why the Whales Came

Michael Morpurgo (Egmont)

Provide the children with some information about Narwhals as they feature in the story. Also, check out Bryher on the Isles of Scilly, and Rushy Bay – which is a key setting – and research on the internet why families left Samson Island. On the board draw a map of Bryher and together label with events. Ask: *How do our views of the Birdman change and why?* Issues to discuss in class: fear, bullying, friendship and should whales be hunted. (See the *Read & Respond* series for further ideas.)



Perry Angel's Suitcase

Glenda Millard (Phoenix Yard Books)

Read this book yourself before sharing it with the class. Discuss in lesson how everyone feels before Perry arrives and then discuss Perry's behaviour, thinking about why he acts as he does. Discuss the suitcase. Pause in Chapter 10 to discuss why Perry gets onto the raft. Ask: *What advice can be learned from Chapter 10?* Discuss the viewpoints of those involved at the end of each chapter. The themes run deep and it will help for children to talk about their feelings. There are other books in this series, all equally magical.

Year 3 and 4 Reading Suggestions

S F Said - Phoenix

Adam Blade - Beast Quest series

Cressida Cowell - How to Train Your Dragon series

Michael Morpurgo – range of titles e.g. The Butterfly Lion

Gillian Cross - The Demon Headmaster

Anything by Roald Dahl

R.L. Stine - Goosebumps series



Further Reading Lists

Year 3:

<https://www.booksfortopics.com/year-3>

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/reading-list-for-year-3-pupils-ks2-age-7-8/>

Year 4:

<https://www.booksfortopics.com/year-4>

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-4-pupils-ks2-age-8-9/>

Classics:

Lucy Maud Montgomery - Anne of Green Gables

Edith Nesbit - The Railway Children

Anna Sewell - Black Beauty

Daniel Defoe - Robinson Crusoe

Jonathan Swift - Gulliver's Travels

Enid Blyton – Secret Seven, Famous Five

P.L. Travers - Mary Poppins series

Charles Kingsley - Water Babies

J.M. Barrie - Peter Pan

Susan Coolidge - What Katy Did Next

