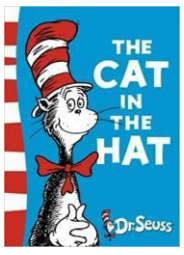
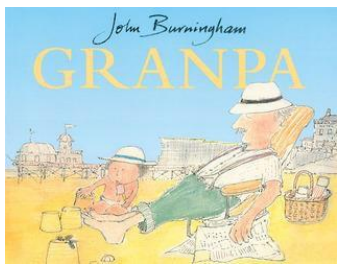
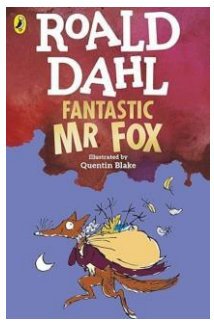
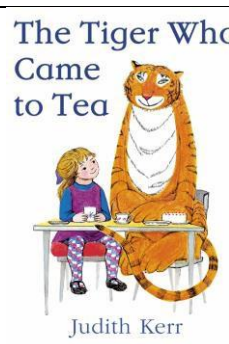
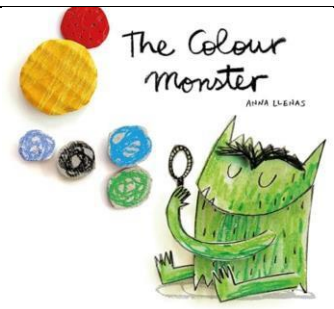
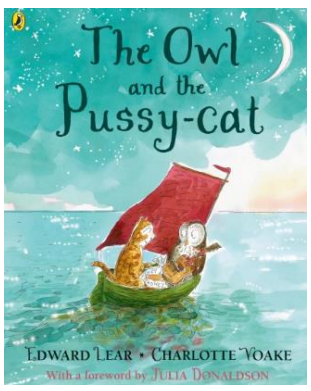
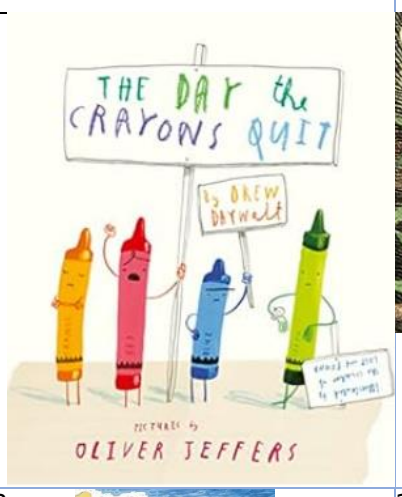
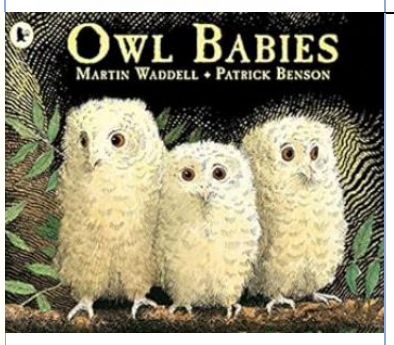
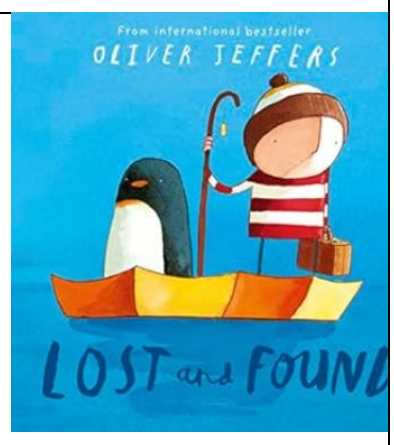
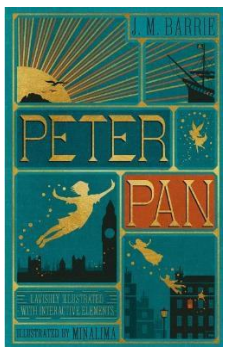
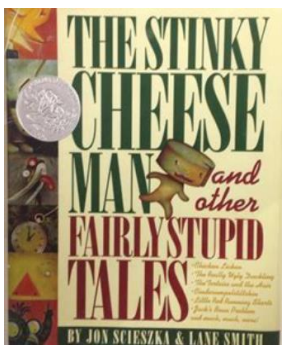
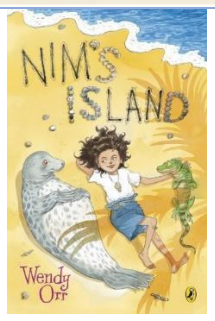
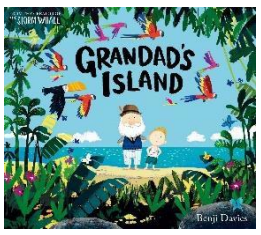
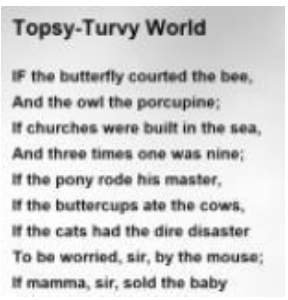
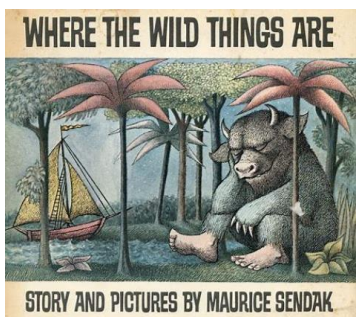
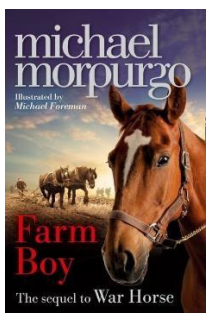
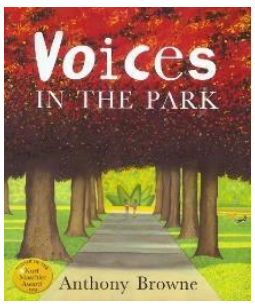
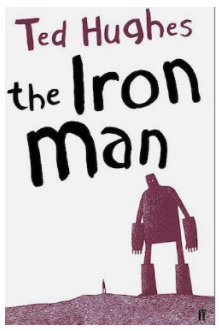
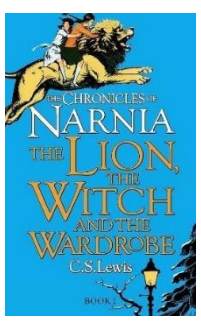
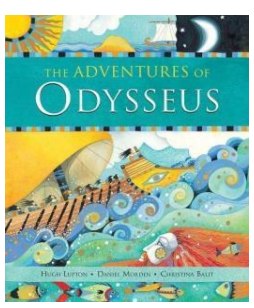
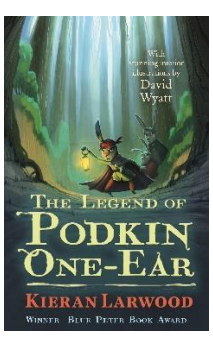
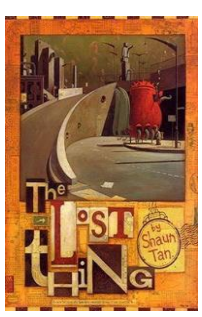
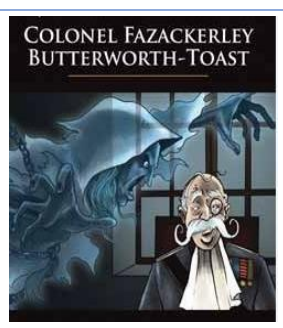
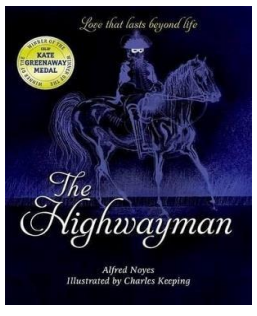
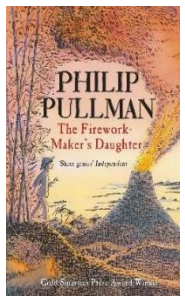
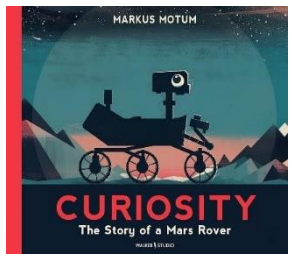
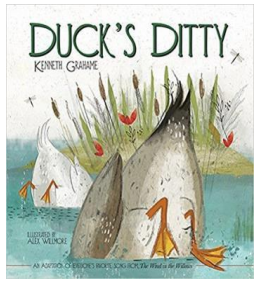
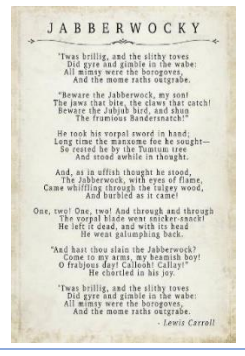
St. Joseph's 'Fantastic Five' Reading Book Spine

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books expected of them in secondary schools

VERTICAL LINKS	Archaic Texts	Non- Linear Sequencing	Narratively Complex	Symbolic Texts	Resistant Texts
	Texts that were written between 50-100 years ago, whose vocabulary, syntax and context for culture are more complex than modern stories.	Texts where time tends to leap around and double back on itself.	The narrator can sometimes be unreliable; at times there may be more than one narrator.	Some texts use metaphor and images whilst others convey an allgorical meaning.	These texts are deliberatly difficult to comprehend. The reader has to assemble meaning around nuances, hints and clues.
Year 1 A					
Year 1 B					
Class 2 A	3 	2 	3 	2 	3 
Class 2 B	2 	3 	2 	3 	2 
Class 3 A	4 	5 	4 	5 	4 

Class 3 **B**	5 	4 	5 	4 	5 
Year 6					