

The background is a dark blue space filled with numerous small, glowing yellow stars. On the left side, there are three open books with white pages and yellow text, arranged vertically. The top book has a red cover, the middle one has a red cover, and the bottom one has a blue cover. The books are slightly tilted and appear to be floating in space.

Feniscowles Primary School  
*Striving for Excellence*



# Literature Spine

## Year 3

# The Feniscowles Literary Journey

At Feniscowles Primary School, our school curriculum places reading at the heart of its design and implementation, fostering a love of reading for all (including teachers!)

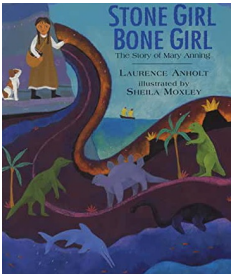
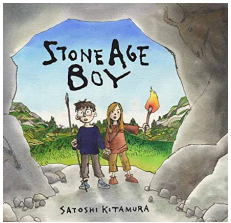
Each text in our English curriculum has been carefully selected with the following in mind:

- The context of our school
- The barriers our children face
- Our aim to develop a broad and rich experience of different stories, authors and cultures
- Our intention to provide a wide range of purposeful cross-curricular links

From this, we have created a Literature Spine for every year group. Our carefully chosen literature spine from EYFS to Year 6 includes a range of fiction, non-fiction and poetry. Our writing process is built around text led units of work which develop vocabulary, reading and writing skills. These display key texts which are explored through the areas of learning in Early Years or in detail through English Learning Journeys . This is by no means an exhausted list of the texts we read with our children.

We read EVERY day from a wide range of resources.

# Year 3 – Autumn 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Fossil Girl, Brighton            Fantastically Great Women who Changed the World, Pankhurst            Wild Girl, Wormell            Minnow and the Bear, Blathwayt            How to Wash a Woolly Mammoth, Robinson &amp; Hindley            Life in the Stone Age, Lock &amp; DK            The First Hunter, Swindells</p>	<p>Recount – Diary in the role of Mary Anning            Narrative – Action within setting description            Instruction – Washing a Woolly Mammoth</p>

### Why these texts?

The story of Mary Anning’s life in ‘Stone Girl Bone Girl’ provides a great stimulus meaningful writing opportunities linked to the children’s learning in Science. The beautifully illustrated story ‘Stone Age Boy’ presents facts about the Stone Age in an accessible and interesting way. It provides a wonderful opportunity for children to draw upon their historical understanding through purposeful cross-curricular writing opportunities.

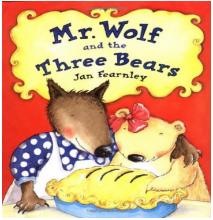

### Why now in their journey?

During the Autumn term in Year 3, as part of their Science learning, the children explore the topic of rocks. ‘Stone Girl Bone Girl’ explores Mary Anning’s fossil hunting adventures and ignites the children’s curiosity, leaving them eager to find out more. The children also study the period of history in Britain from the Stone Age to the Iron Age. The text ‘Stone Age Boy’ helps to bring this period of history to life for our children and supports them to understand what life was like for children during this period. As we begin the new school year, this story also invites the children to consider how we can manage change and the value of new friendships.

### How do these texts contribute to the ‘Feniscowles Child’?

The story of the ‘Stone Age Boy’ links to our school value of diversity as it highlights the importance of appreciating a different culture and welcoming those who are different to us. ‘Stone Girl, Bone Girl’ raises interesting discussions about gender equality as Mary Anning’s achievements were only recognised after she had died.

# Year 3 – Autumn 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Little Red Riding Hood, Grimm &amp; Morgan            Little Red Riding Hood, Don &amp; Chauffrey            Little Turtle and the Sea, Davies &amp; Poh            ‘The Story of Squiddly Diddly’ by Theodora Shillito            How the Grinch Stole Christmas, Dr Seuss</p>	<p>Recount – Thank you letter written from the perspective of Baby Bear to the Wolf            Report - Turtles            Narrative – Recount of turtle’s adventures            Poetry – Cumulative Poem</p>

## Why these texts?

In Year 3, we continue to promote the key cultural, social and ethical dilemmas that traditional tales bring. We explore a variety of traditional tales and their alternative versions, allowing the children to draw comparisons and make predictions. This provides an excellent stimulus for the children to write in the role of different characters. This theme of helping others who are vulnerable, such as the characters in the tales, is continued as the children consider how endangered turtles require protection when exploring the text ‘Turtle Rescue: A Wild Adventure to Save our Sea Life’.

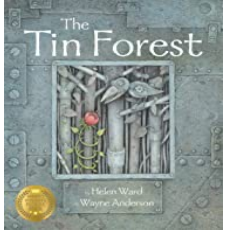
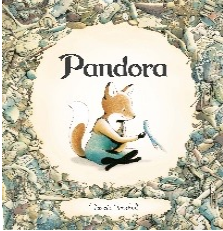
## Why now in their journey?

At the beginning of this unit, the children are introduced to paragraphs when we explore the structure of a letter. In Year 3, the children study Florida as part of their Geography learning. ‘Turtle Rescue’ supports the children’s investigations in Geography, providing them with the vocabulary and knowledge to talk about sea turtles and why they are endangered in Florida.


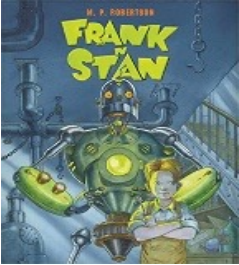
## How do these texts contribute to the ‘Feniscowles Child’?

The theme of respect is explored in the text ‘Mr Wolf and the Three Bears’ when we learn about Goldilocks’ actions. The gruesome ending also raises thoughtful discussions about integrity and forgiveness. At Feniscowles, we aim to promote the qualities of being a good citizen and ‘Turtle Rescue’ is perfect for empowering our children to look after the environment. This idea of how our children can be environmentally responsible is revisited in various units in Year 3 and throughout school.


# Year 3 – Spring 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
 	<p>The Cities Book, Lonely Planets Kids The Lumberjack's Beard, Beedie</p>	<p>Narrative – Retelling the story from another perspective (the Old Man) Recount – Letter From Pandora to the Old Man Report – Tourist Guide Book about a Megacity</p>
<p><b>Why these texts?</b> Both 'The Tin Forest' and 'Pandora' contain stunning illustrations and tell the story of how people and places evolve over time. The texts provide interesting reading opportunities as the children are able to draw comparisons between the characters and their experiences. Both texts make perfect prompts for creative and descriptive writing, as well as storytelling.</p> <p><b>Why now in their journey?</b> During the first part of the Spring term, the children learn about megacities and their characteristics in Geography. These stories link well to themes explored in Geography as the children are encouraged to reflect upon the impact of pollution and waste and our role in caring for the environment.</p> <p><b>How do these texts contribute to the 'Feniscowles Child'?</b> Through these texts, the children can make connections to their own lives. The importance of looking after the world and the impact this can have on a person's wellbeing is explored. The children develop empathy for the characters in the stories and are invited to consider our value of compassion in relation to those who are experiencing loneliness. These stories contain an important message about hope for the future, promoting the inspiring message that no matter what a person's circumstances, regardless of gender or age, where there is imagination, there is hope.</p>		

# Year 3 – Spring 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
 	<p>The Iron Man, Hughes &amp; Mould            The Wild Robot, Brown            The Coming of the Iron Man, Williams            Found! Bronze Age, Butterfield            Found! Iron Age, Butterfield</p>	<p>Narrative – action description of the battle between The Iron Man and the Space Dragon            Poetry – Own version of poem based on the opening of the Iron Man story            Explanatory – Robot</p>
<p><b>Why these texts?</b>            The beautifully written, moving modern fable of ‘The Iron Man’ captures the children’s imagination, particularly the battle of strength between the Iron Man and the Space Dragon. As the Iron Man becomes an unlikely hero, this provides a wonderful stimulus for the children to write thrilling action-based narratives. ‘Frank n Stan’ similarly features a robot-like creature with feelings. The children are able to draw comparisons and explore feelings of empathy. This text provides a great springboard for explanatory writing based on the children’s own robot.</p> <p><b>Why now in their journey?</b>            The story of ‘The Iron Man’ contains some links to the children’s History learning when they explore the changes in Britain from the Stone Age to the Iron Age. ‘Frank n Stan’ supports children’s learning in PSHE as they are invited to explore how families can differ.</p> <p><b>How do these texts contribute to the ‘Feniscowles Child’?</b>            ‘The Iron Man’ contains themes of compassion, friendship and integrity. Children are taught that meaningful friendships can take time to build and require quality communication. The text highlights the importance of reflecting upon choices and choosing right from wrong. This theme of friendship continues with ‘Frank n Stan’ as the children are taught to value relationships with friends.</p>		

# Year 3 – Summer 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
	<p>The Great Kapok Tree: A Tale of the Amazon Rainforest, Cherry            The Vanishing Rainforest, Platt &amp; van Wyk            Into The Jungle, Rundell &amp; Williams            The Rainforest Grew All Around, Mitchell            The Lorax, Dr Suess</p>	<p>Report – Orangutans            Persuasive– Letter to the Prime Minister about saving the orangutans            Narrative – Introducing a new character for the story ‘The Great Kapok Tree’</p>

## Why these texts?

The thought-provoking story ‘There’s a Rang-Tan in my Bedroom’ is an important piece of the children’s journey as it is a story which engages our children in becoming active and conscious citizens who are aware of global issues. The children empathise with the plight of the orangutan and the story provides the perfect stimulus for report writing. Following this, the children are given the opportunity to channel their emotional connection with the subject matter and write persuasive letters.

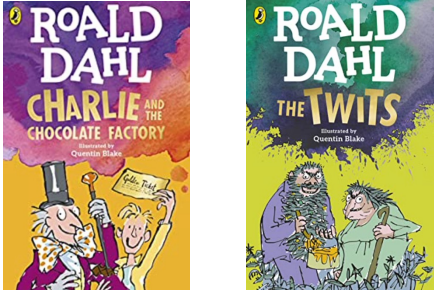
## Why now in their journey?

In Year 3, as part of their Geography learning, the children study the jungle of the Amazon rainforest and the affect of climate on plants and animals. ‘The Rainforest’ text introduces the children to geographical vocabulary that is able to be understood and applied across the curriculum.

## How do these texts contribute to the ‘Feniscowles Child’?

We instil and promote the qualities of being a good citizen into our children from a young age. The theme of respect is explored as we consider the impact of human activity on the lives of animals and the environment. The little girl’s character in ‘There’s a Rang-Tan in my Bedroom’ also promotes the values of integrity as she is keen to act upon her environmental concerns.

# Year 3 – Summer 2

Core Text	Wider Reading	Writing Outcomes Genre and specific writing opportunities
	<p>Animal Farewells, Snow            Revolting Rhymes, Dahl            Fantastic Mr Fox, Dahl            Fantastic Mr Dahl, Rosen</p>	<p>Narrative - Setting Description            Narrative – Retelling part of the story            Narrative - Character Description            Persuasive – New Chocolate Design</p>
<p><b>Why these texts?</b>            We feel that it is important for our children to experience texts by a variety of authors, including one of the world’s most beloved children’s author, Roald Dahl. These marvelously imaginative classic texts with their interesting, sometimes gruesome, characters provide a wonderful opportunity for descriptive writing, allowing the children to showcase the writing skills taught so far.</p> <p><b>Why now in their journey?</b>            This author study helps pupils to build critical thinking skills and make connections between the author’s life and work and personal connections with their own experiences. ‘Charlie and the Chocolate Factory’ supports the children’s learning in PSHE as it raises discussions about inequality and poverty.</p> <p><b>How do these texts contribute to the ‘Feniscowles Child’?</b>            ‘Charlie and the Chocolate Factory’ explores themes of compassion and the importance of kindness.</p>		