

The background is a circular frame containing several open books with glowing yellow text on their pages. The scene is set against a dark blue background filled with numerous small, glowing yellow stars and a bright, ethereal light source on the right side, creating a magical atmosphere.

Feniscowles Primary School
Striving for Excellence



Literature Spine

Year 1

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!).

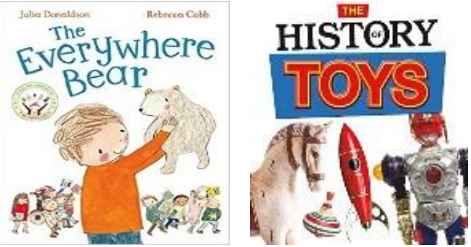
Each text in our English curriculum has been carefully selected with the following in mind:

- 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. Key texts 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.


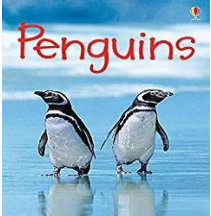
Year 1 – Autumn 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>Teddy Bear Robber, Beck The Toy's Playtime, Mitton Threadbear, Inkpen Knuffle Bunny, Willems When we were very Young, A. A. Milne</p>	<p>Narrative – Retelling parts of the story Report – Description of Lost Bear Recount – Letter from Giant Historical Report – The History of Teddy Bears Poetry – List Poem about a Toy Box</p>
<p>Why these texts? Following on from the Early Years curriculum, Year 1 begin their literary journey with the rhyming story of ‘The Everywhere Bear’, a story that the children are able to empathise with and relate to. This text provides an excellent opportunity to reinforce the ‘subject, verb, object’ structure of a sentence and story sequencing leading to a simple narrative. The children are keen to find out more about teddy bears and the text ‘The History of Toys’ provides a springboard for cross-curricular writing about the history of teddy bears.</p> <p>Why now in their journey? In Year 1, in History, the children learn about how their favourite toys and games compare with those of children in the past. The story of ‘The Everywhere Bear’ provides a wonderful link with this History topic, generating lots of interest in toys we love! ‘The History of Toys’ helps to support the children’s understanding and provides meaningful curriculum links.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? The story explores the value of compassion, as the children are encouraged to empathise with the boy who lost the bear. The message that we all make mistakes is gently reinforced highlighting the importance of our school value of forgiveness. The children also learn how a character maintains resilience, even when faced with lots of challenges in unfamiliar situations.</p>		

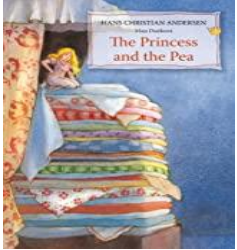

Year 1 – Autumn 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>You Choose, Goodhart and Sharratt Once Upon a Snow Storm, Johnson Bunnies on the Bus, Ardagh & Mantle Stickman, Donaldson Don't Let the Pigeon Drive the Bus, Willems On the Way Home, Murphy</p>	<p>Recount – Diary in the role of the Lonely Beast Report – Simple fact file about a form of transport Poem – Days of the Week Poem (How we travel) Narrative – Retelling the story</p>
<p>Why these texts? 'The Lonely Beast' is a powerful story which explores feelings and the theme of friendship. The children are able to draw on their inferences and write in role as the character of the beast. Building on this, it provides a meaningful opportunity for diary writing from the perspective of the beast. The text 'Transport Around the World' links with the theme of travelling in the story. The non-fiction text provides a great stimulus for cross-curricular writing about how the children travel in their local area.</p> <p>Why now in their journey? The story of 'The Lonely Beast' links wonderfully with our PSHE curriculum and the children's everyday experiences at school as they build new relationships with others. It highlights how to find friends and the importance of welcoming people who are different to yourself into your friendship group. The text links nicely to the children's Geography learning as it shows some of the human and physical features explored in Year 1. Children are able to draw on their Geographical learning and find out interesting facts about different modes of transport through reading 'Transport Around the World'. They are able to recall and apply this knowledge and vocabulary within their English writing.</p> <p>How do these texts contribute to the 'Feniscowles Child'? Through 'The Lonely Beast', the children learn how a character shows endeavour and maintains hope when overcoming loneliness. The themes of love and kindness are explored as the people welcome the beast into their community and reunite him with his friends and family. This touches on our value of diversity as it teaches the children to celebrate differences and recognise that we are all special.</p>		


Year 1 – Spring 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>The Truth about Penguins, McKinlay One Day on our Blue Planet in the Antarctic, Bailey Antarctic, Bowman & Stower 365 Penguins, Fromental and Jolivet 10 Little Penguins, Fromental and Jolivet The Penguin who Wanted to Find Out, Tomlinson & Howard And Tango makes Three, Richardson The Snow Beast, Judge On the Same Day in March: A Tour of the World's Weather, Singer</p>	<p>Recount – Diary from the penguin's perspective Narrative – Retelling the story of the journey from the character's perspective Report – Information about penguins Instruction – Making an iceberg Poetry – Poem about how a polar animal moves</p>
<p>Why these texts? The themes of love, kindness and the power of friendship continues into the Spring term of Year 1. The children are able to 'put themselves in the penguins shoes' and write from the character's perspective. The story is also an excellent opportunity to build on their descriptive writing skills. 'Lost and Found' sparks children's curiosity and they are eager to read 'Penguins' to find out interesting facts about the creatures. This books provides a fantastic stimulus for simple report writing about penguins.</p> <p>Why now in their journey? As part of their Geography learning, the children in Year 1 learn about penguins and the Antarctic, specifically their habitat and what the environment is like. The children are able to draw on their geographical knowledge and vocabulary to inform their reading and writing in English.</p> <p>How do these texts contribute to the 'Feniscowles Child'? The endearing picture book 'Lost and Found' with its themes of loneliness and friendship resonate with the children. It supports our children to become compassionate individuals as they learn about a boy who takes pride in helping others and see the feelings of contentment that brings.</p>		

Year 1 – Spring 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>The Princes and the Pea, Grey The Princess and the Pea, Isadora Growing Peas, Hammonds Oh no, Monster Tomato! Helmore & Wall Mrs Noah's Garden, Morris Watch Me Grow Frog, Magloff</p>	<p>Poetry – Poem describing blankets using superlatives Narrative – Retelling the story of the Princess and the Pea Recount – Letter of apology from Princess to the Pea Instruction – Growing sweet peas Explanatory – The Life-Cycle of a Frog</p>
<p>Why these texts? In Year 1, the children read the traditional and alternative versions of the tale 'The Princess and the Pea'. This is important as it allows our children to see things from a different cultural perspective, an alternative narrative perspective and make thoughtful comparisons. These texts allow the children to further build upon their narrative writing skills. The rhyming picture book 'Oi Frog!' features a hilarious frog and provides another excellent opportunity to retell the story from a different perspective.</p> <p>Why now in their journey? In Science, the Year 1 children investigate seasonal changes over time. Taking inspiration from 'The Princess and the Pea' and other texts in the literary journey, their Science learning involves growing sweet peas which they are able to read and write about in English. The Year 1 'Looking at Animals' Science topic links nicely with 'Oi Frog!'. This text alongside 'Watch Me Grow Frog' is a great stimulus for purposeful cross-curricular writing opportunities.</p> <p>How do these texts contribute to the 'Feniscowles Child'? With the context of our school being predominately White British, reading variations of the 'Princess and the Pea' supports the idea of acceptance and diversity.</p>		

Year 1 – Summer 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>Little Cloud, Booth and Massini Lila and the Secret of Rain, Conway I am the Seed that Grew the Tree, Waters & Preston-Gannon Out and About – A First Book of Poems, Hughes Sunny, Krampien The Little Gardener, Hughes The Big Umbrella, Bates Blown Away, Biddulph Weather: Learning Ladders</p>	<p>Narrative – Modifying the story Instruction – Making a Rainmaker Explanatory – Weather in Spring Report – Letter to David Attenborough about it being a wonderful world</p>

Why these texts?
 The picture book ‘My Friend the Weather Monster’ is the perfect springboard for creative writing. The children are given the opportunity to create and perform their own narratives. The children are eager to understand more about the weather and the informative text ‘Weather and the Seasons’ provides an opportunity to develop reading skills and explore the features of a non-fiction text. It is also a great stimulus for explanation writing linked to learning in Geography.

Why now in their journey?
 ‘My Friend the Weather Monster’ helps to generate the children’s interest in our Geography topic. In Geography, during the Summer term, Year 1 learn all about weather and consider the affect it has on our lives. This fits perfectly with the text ‘Weather and the Seasons’ as the children are able to build upon on their learning and explain the affect that weather has on things we wear, for example.

How do these texts contribute to the ‘Feniscowles Child’?
 This core story explores the importance of showing kindness with selfless intentions. It also promotes our school value of diversity as the villagers recognise that they should not judge others based on their appearance and learn that everyone is special, despite our differences.

Year 1 – Summer 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Mixed: An inspiring story about colour Zaha Hadid: Big People, Little Dreams, Vegara & Amar Billy Goats Gruff, Randall Troll, Donaldson & Robertson Rapunzel, Perkins Rapunzel, Woollvin Hair Love, Cherry & Harrison The Very Little Rapunzel, Heapy & Buwell</p>	<p>Persuasion – Poster about being fair to chickens/save the trees Recount – Biography (Barbara Castle) Narrative – Writing a new ending to ‘The Troll’ Poetry – Concertina Poem with words about her hair</p>

Why these texts?

As our children begin to become confident writers, we start to explore different text types and genres such as persuasive writing and biographies. In the funny story of ‘Mr Bunny’s Chocolate Factory’, the children learn how Mr Bunny puts profits before poultry. Importantly, the children develop strong feelings of empathy for the workers at the factory, providing a great stimulus for persuasive writing. The ‘Little People, Big Dreams’ text provides an excellent model for simple cross-curricular biography writing.

Why now in their journey?

In Year 1, the children start to learn about the history of where they live and in particular consider the impact that significant individuals, such as Barbara Castle had and the history behind prominent structures, such as Darwen Tower. The story of ‘Mr Bunny’s Chocolate Factory’ encourages the children to start thinking about standing up for what you believe in, just as Barbara Castle did in the past.

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

The story of ‘Mr Bunny’s Chocolate Factory’ explores the value of ‘respect’, as Mr Bunny eventually recognises the importance of caring about the feelings, wishes and rights of others and shows that people are capable of changing their ways. The text also raises interesting discussions about integrity. The story of Zaha Hadid’s life offers an inspirational message, championing the abilities and achievements of a pioneering woman.