

The background is a circular frame containing several open books with glowing pages. The pages are filled with faint, golden text. The background is dark blue with a multitude of small, bright yellow stars of varying sizes, creating a starry night sky effect. A bright, glowing light source on the right side creates a lens flare effect, illuminating the scene.

Feniscowles Primary School
Striving for Excellence



Literature Spine

Year 4

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!).

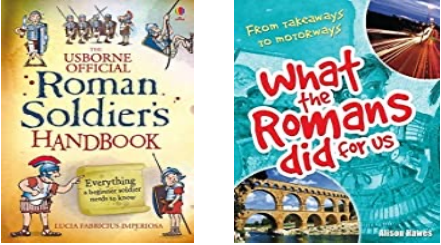
Each text in our English curriculum has been carefully selected with the following in mind:

- 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.

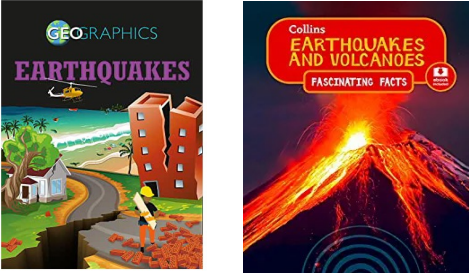
Year 4 – Autumn 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>Avoid Being a Roman Soldier, Stewart & Antram Roman Britain (The History Detectives), Hepplewhite A Kid in My Class, Rooney and Riddell</p>	<p>Recount - Diary of a Roman Soldier Persuasion – Speech by the Boudicca to rally her followers Non-Chronological Report – Impact of Romans on Britain Poetry – Instruction Poem</p>
<p>Why these texts? Both texts are an important part of the children’s literary journey as we strive to broaden our children’s experiences beyond their present cultures, location and time. ‘Roman Soldier’s Handbook’ bring this historical period to life and ‘What the Romans did for us’, with its colourful photographs, presents information in an accessible way. High quality questioning and discussions are stimulated, resulting in meaningful cross curricular writing opportunities.</p> <p>Why now in their journey? These texts link to the children’s learning in History this half term as the children consider how the arrival of the Romans changed Britain. Both books give the children an insight into the gruesome truths of life in the Roman army and the daily life in the Roman Empire in general.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? ‘Roman Soldier’s Handbook’, in particular, highlights the importance of showing one and another compassion in order to help deal with challenging situations as it gives us an insight into the homesickness and bullying experienced by soldiers in the army.</p>		


Year 4 – Autumn 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>Faery Tales, Duffy & Tomic Little People, Big Dreams – Greta Thunberg, Vegara & Weckmann The Land of Roar, McLachlan Little Book for Big Change: Activities and Tips to make the world a better place, Liepmann, Karen Ng, et al. The Turkey who Voted for Christmas, Cook & Hardy</p>	<p>Poetry – List Poem Narrative – Retelling of part of the story Narrative - Invention of their own ending to the story Recount – Biography on Greta Thunberg</p>
<p>Why these texts? The use of the picture book ‘The Lost Happy Endings’ encourages the children to draw on their knowledge and understanding of traditional tales that they have previously encountered on their literary journey. The children are able to make connections and predictions based on this prior learning. The story contains concise language choices and is the perfect stimulus for descriptive and creative writing. This theme of determined females continues and through the text ‘Greta’s Story’, the children are able to explore the work of the environmental activist Greta Thunberg, providing a great springboard for their own non-fiction writing.</p> <p>Why now in their journey? In Year 4, in Geography, the children study how we can live more sustainably. The texts used within this unit support the children’s learning in Geography as they are able to use the knowledge and vocabulary acquired to talk about this topic. The children can then apply this within cross-curricular writing opportunities.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? Greta is an inspirational figure that the children can relate to. Her story highlights the values of endeavour and integrity and shows what can be achieved when you stand up for what you believe in. The importance of being a responsible citizen who cares for the environment also continues to be promoted.</p>		

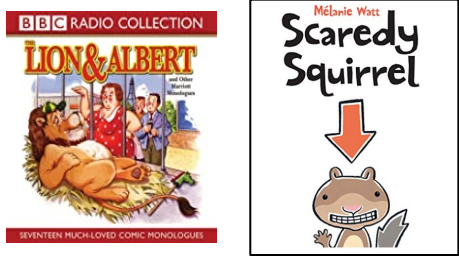
Year 4 – Spring 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
	<p>DK Earth, Eyewonder The Hero's Quest, Love Running Wild, Morpurgo</p>	<p>Explanatory – Explaining what causes an earthquake Instructional – How to survive an earthquake Recount – Newspaper report</p>
<p>Why these texts? Both the core texts present information, alongside photographs, in a colourful and appealing way. They help to broaden the children's understanding of cultures and places beyond their own as the children are able to investigate the effects of earthquakes in Haiti and New Zealand. The children consider how the information is structured in a cohesive way. These texts also introduce the children to geographic vocabulary that is able to be understood and applied within engaging, cross-curricular and purposeful opportunities.</p> <p>Why now in their journey? In Year 4, as part of their Geography learning, the children study why some earthquakes cause more damage than others. These texts support the children's knowledge about the causes of earthquakes and what makes some earthquakes more destructive than others.</p> <p>How do these texts contribute to the 'Feniscowles Child'? These texts help the children to develop an awareness of global issues and the inequalities surrounding access to resources. They are able to empathise with those facing life-changing events and experiencing long-lasting subsequent hardships.</p>		


Year 4 – Spring 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
	<p>Alice in Wonderland, Carroll & Riddell</p>	<p>Narrative – Setting description Narrative – Dialogue between Grendal and Beowulf that moves the action on Poetry – Kenning poem about Beowulf’s sword</p>
<p>Why these texts? ‘Monster Slayer’ is Pattern’s version of the archaic text ‘Beowulf’ and has been beautifully illustrated by Riddell. The story is told using modern language which still evokes the essence of an older time in the use of dialogue and verse. Using this text, the children are able to build upon their descriptive and narrative writing skills, developing their use of vocabulary and writing to create atmosphere.</p> <p>Why now in their journey? During their time in Year 4, our children learn about the Anglo-Saxons. The children are able to explore a story which has been passed through the generations, linking perfectly with their History topic.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? Themes of bravery and endeavour run through ‘The Monster Slayer’.</p>		

Year 4 – Summer 1

Core Text	Wider Reading	Writing Outcomes Genre and specific writing opportunities
	<p>Until I met Dudley, McGough and Riddell The Highland Falcon Thief, Leonard and Sedgman</p>	<p>Recount – Letter of complaint and letter of condolence Explanatory – Explaining how the machine works</p>
<p>Why these texts? The iconic monologue ‘Lion and Albert’ by Stanley Holloway provides a wonderful opportunity to explore letter writing conventions and contrasting writing tones, both formal and informal. Using the text ‘Scaredy Squirrel’ as a springboard, the children are able to develop their explanatory writing skills and develop cohesion between the different stages of explanation.</p> <p>Why now in their journey? These texts allow us to consolidate the use of paragraphs to organise writing and work on linking ideas across paragraphs using fronted adverbials.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? ‘Scaredy Squirrel’ encourages the children to think about challenges that they need to show bravery towards in order to live life in its fullest.</p>		

Year 4 – Summer 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
	<p>How to Train your Dragon: The Incomplete Book of Dragons, Cowell</p> <p>The Dragon Hoard: Stories from the Viking Sagas, Don & James</p> <p>Norse Myths: Tales of Odin, Thor and Loki (Walker Studio), Crossley-Holland & Love</p> <p>Once Upon a Dragon's Fire, Blue</p>	<p>Narrative – Retelling of pivotal point in the story</p> <p>Instructional - Teaching a dragon how to behave</p> <p>Non-Chronological Report - Caring for a Dragon</p>
<p>Why these texts?</p> <p>As part of the children’s English learning journey, they read the fiercely exciting and humorous story of ‘How to Train your Dragon’. The thrilling adventures and carefully crafted narrative provide a wonderful stimulus for descriptive and narrative writing. ‘Dare to Care: Pet Dragon’ uses precise vocabulary and information is thoughtfully laid out. This text is an excellent model for instructional and information writing.</p> <p>Why now in their journey?</p> <p>In Year 4, the children study the Vikings which links nicely with the action-packed text ‘How to Train your Dragon’. This supports the children’s learning in History as they are transported back in time and read about the Viking Hiccup and his adventures with his hunting-dragon Toothless.</p> <p>How do these texts contribute to the ‘Feniscowles Child’?</p> <p>The narrative ‘How to Train your Dragon’ explores the theme of resilience through emphasising the importance of remaining optimistic in the face of rejection and failure. Hiccup is always willing to persevere and is willing to take risks with innovative ideas, despite lacking confidence in himself. This is something that the children are able to resonate with and it sends an lasting, inspirational message.</p>		