



Feniscowles Primary School Literacy Spine



The Feniscowles Literary Journey

At Feniscowles Primary School, reading sits at the heart of our curriculum. We are committed to developing **fluent, confident and enthusiastic readers** who read widely, understand increasingly complex texts and recognise reading as both a source of enjoyment and a means of learning about the world.

Our reading curriculum is ambitious for all pupils. Texts are carefully selected with consideration of:

- the context of our school and community and the barriers our children may face;
- the quality and richness of language and vocabulary;
- appropriate challenge and progression in pupils' reading experiences;
- breadth across fiction, non-fiction and poetry;
- opportunities to encounter a range of authors, voices, cultures and perspectives;
- purposeful connections with learning across the wider curriculum; and
- opportunities to foster curiosity, imagination and a lifelong enjoyment of reading.



From EYFS to Year 6

In **EYFS**, high-quality literature is woven throughout the curriculum and continuous provision. Stories, rhymes, poems, songs and non-fiction support children's communication and language, vocabulary, comprehension and knowledge of the world. Alongside these rich literary experiences, systematic synthetic phonics establishes the foundations for accurate word reading.

The formal **Feniscowles Literature Spine begins in Year 1**, building deliberately upon these foundations. During the transition from Reception, familiar approaches such as oral rehearsal, songs and highly interactive text experiences provide continuity, while pupils are taught through Year 1 curriculum objectives.

As children progress through Key Stages 1 and 2, systematic phonics and increasingly fluent word reading enable them to access an ever-broader range of literature. The complexity of texts, vocabulary, ideas and the thinking demanded of the reader increases progressively. Pupils move from retelling, discussing and making simple connections towards increasingly sophisticated inference, comparison, synthesis, interpretation and critical evaluation.

An ambitious reading entitlement for all

The literature spine represents an **ambitious entitlement for all pupils**. Where children experience barriers to accessing texts independently, appropriate teaching and support enable them to participate in the same rich literary curriculum while continuing to develop the foundational reading knowledge and skills they need.

Adaptations are responsive to pupils' needs and are designed to increase access rather than unnecessarily reduce the ambition of the curriculum.



Reading across the curriculum

Reading is not confined to English. Carefully selected texts provide purposeful opportunities for pupils to **read to acquire knowledge across the curriculum**, encounter subject-specific vocabulary and make meaningful connections between their learning.

These links are deliberately chosen where they enrich learning; literature is not artificially matched to every curriculum subject. Subject-specific teaching and disciplinary sources remain central to developing pupils' knowledge within individual curriculum areas.

Reading for pleasure

Alongside explicitly taught reading, **reading for pleasure has a distinct and valued place within our curriculum**. Pupils encounter books selected for their quality, appeal and capacity to entertain, inspire, challenge and broaden horizons. Not every book needs to serve a curriculum topic. Children are encouraged to develop their own reading identities, encounter authors and genres they may not otherwise choose and experience the simple pleasure of becoming absorbed in a book.

A progressive literary journey

Across Years 1–6, our literature spine provides a carefully sequenced journey through fiction, non-fiction and poetry. Texts are selected not simply because they are appropriate for a particular year group, but because they **build upon pupils' previous reading experiences and prepare them for what comes next**.

Our intention is that pupils leave Feniscowles able to approach increasingly complex texts with **fluency, independence, curiosity and critical awareness**, equipped with the reading knowledge, vocabulary and confidence required to access the secondary curriculum and continue reading throughout their lives.

The literature spine is not an exhaustive record of everything children read.

Literature, teacher read-alouds, curriculum texts, poetry, independent reading and other high-quality reading materials enrich pupils' experiences throughout the school day.



How do children progress in reading at Feniscowles?

Year 1 – Foundations

Oral language • phonics • vocabulary • retelling • discussion • developing fluency

Year 2 – Connections

Increasing fluency • prediction • inference • text structure • comparison • viewpoint

Year 3 – Stamina & Knowledge

Longer texts • reading stamina • vocabulary • retrieval & inference • reading to acquire knowledge across the curriculum

Year 4 – Interpretation

Evidence-based inference • authorial choices • language & structure • connecting information across texts

Year 5 – Synthesis

Reading according to purpose • synthesising sources • drawing on background knowledge • increasingly complex concepts

Year 6 – Critical Reading

evaluation • perspective • reliability • authorial intent • audience • influence

The progression is cumulative: earlier reading knowledge and strategies continue to be developed and applied as pupils encounter increasingly complex texts, ideas and purposes for reading.

Year 2 – Autumn 1

Ready Steady Write

Core Texts: Writing

A River- Marc Martin



Writing Outcomes

Narrative: Circular Narrative

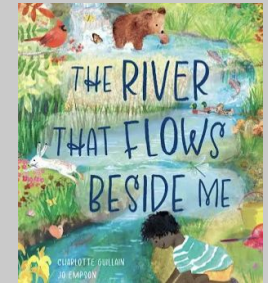
Purpose: To Narrate

Recount: A Letter

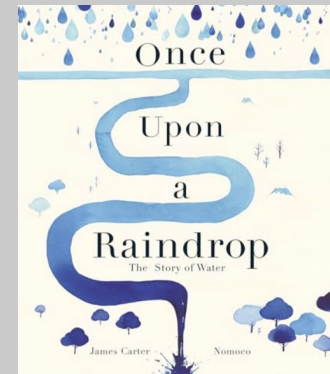
Purpose: To inform

Supplementary Texts and Resources

The River That Flows Beside Me – Charlotte Guillain & Jo Empson



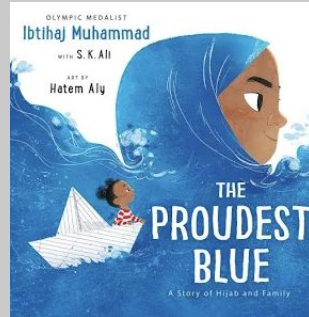
Once Upon a Raindrop – James Carter & Nomoco



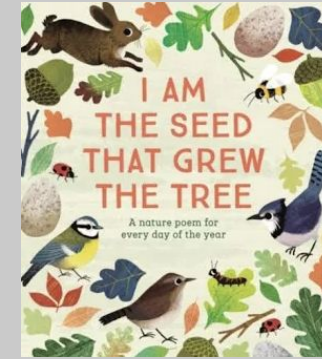
Year 2 – Autumn 1

Reading for Pleasure

The Proudest Blue- Muhammad and Ali

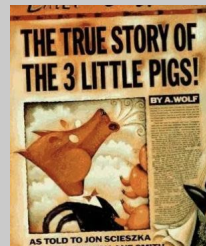


I Am the Seed that Grew the Tree, Waters & Preston Gannon

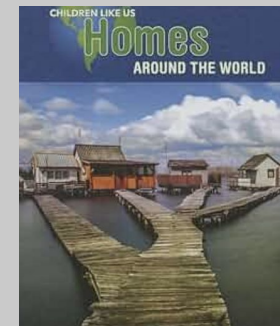


Wider Reading

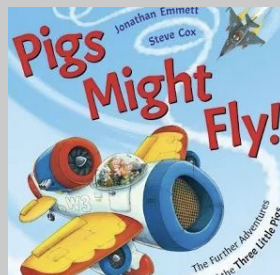
The True Story of the Three Little Pigs, Scieszka & Smith



Homes around the World, Butterfield



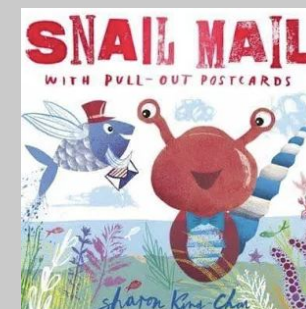
The Three Little Pigs and the Big Bad Book, Rowland & Mantle



Pigs Might Fly, Emmett



Snail Mail, King-Chai



Year 2

Autumn 1: Literature Spine Rationale

Why These Texts?

The texts selected for Autumn 1 build on the reading foundations developed in Year 1 while giving children opportunities to read, discuss and make connections across a wider range of texts.

A River provides a rich and imaginative core text that follows a journey through different landscapes and settings. The illustrations provide opportunities for children to notice details, make predictions and use what they can see alongside the words to develop their understanding. Its circular structure also supports children in beginning to recognise how stories can be organised.

The supplementary texts allow children to explore rivers and water in different ways. *The River That Flows Beside Me* introduces factual information and vocabulary, while *Once Upon a Raindrop* explores the journey of water through a combination of poetry and information. Together, these texts allow children to make connections between stories, information and the wider world.

The wider reading selection provides further opportunities to compare stories and viewpoints. Different versions of *The Three Little Pigs* allow children to revisit a familiar story while noticing how characters, events and perspectives can change. *The Proudest Blue* broadens children's reading experiences through themes of identity, family and belonging.

Why Now in Their Reading Journey?

By Year 2, children are building on the phonics, oral language, vocabulary and early comprehension skills developed in Year 1. As their word reading becomes increasingly secure and fluent, they are able to give more attention to understanding and discussing what they read.

Children continue to retell, retrieve information and talk about texts, but are increasingly encouraged to **make predictions, draw simple inferences and explain their ideas using what they have read or seen in the illustrations.**

The Autumn 1 selection also introduces greater opportunities for comparison. Through different versions of familiar stories, children can notice similarities and differences in characters, events and viewpoints and begin to understand that the same story can be told in different ways.

Children are also beginning to notice how different texts are organised and to make connections between fiction, non-fiction and poetry.

These experiences prepare children for Year 3, where they will encounter longer texts, develop greater reading stamina and increasingly use reading to build knowledge across the curriculum.

Cross-Curricular Links

Geography – Ogikubo and the wider world:

A River takes children on a journey through a range of landscapes and environments, while *Homes Around the World* introduces different types of homes and places. These texts provide opportunities for children to talk about places beyond their immediate experience and make connections with their Geography learning.

The literature is used to broaden children's experience of places and environments rather than directly teach the Geography unit. Geographical knowledge and skills continue to be taught through Geography lessons and appropriate geographical sources.

PSHE – Being Me in My World:

The Proudest Blue provides a meaningful opportunity to explore identity, belonging, family and being proud of who you are. It encourages children to consider experiences that may be different from their own and the importance of treating others with kindness and respect.

Other texts within the selection also provide opportunities to discuss relationships, different viewpoints and how characters respond to one another.

How These Texts Contribute to the Values of a Feniscowles Child

Endeavour – Children are encouraged to persevere as they develop greater fluency, encounter new vocabulary and begin to read and discuss a wider range of texts.

Integrity – Different versions of familiar stories provide opportunities to consider characters' choices and recognise that events may be viewed differently by different characters.

Respect – *The Proudest Blue* encourages children to value differences and treat the identities, beliefs and experiences of others with kindness and respect.

Inclusion – Through texts exploring family, identity, homes and different experiences, children develop an understanding that people may live and experience the world in different ways while everyone deserves to feel valued and included.

Forgiveness – Stories involving problems between characters provide opportunities to talk about mistakes, resolving disagreements and understanding another person's point of view.

Safety – Through stories and discussion, children can consider how their words and actions affect others and the importance of helping everyone feel safe and valued within their community.

Intended Impact – End of Autumn 1

By the end of Autumn 1, children will have had opportunities to read, listen to and discuss a varied range of fiction, non-fiction and poetry.

They will be developing greater fluency and confidence while continuing to build vocabulary and understanding. Children will have opportunities to **make predictions, retrieve information, draw simple inferences and explain their ideas through discussion.**

Through familiar stories told in different ways, children begin to compare texts, notice similarities and differences and recognise that characters may have different viewpoints. They also begin to make connections between information encountered across different texts.

These experiences continue to build children's confidence and independence as readers and prepare them for Year 3, where they will encounter longer texts, develop greater reading stamina and increasingly use reading to build knowledge.

