



Feniscowles Primary School Literacy Spine

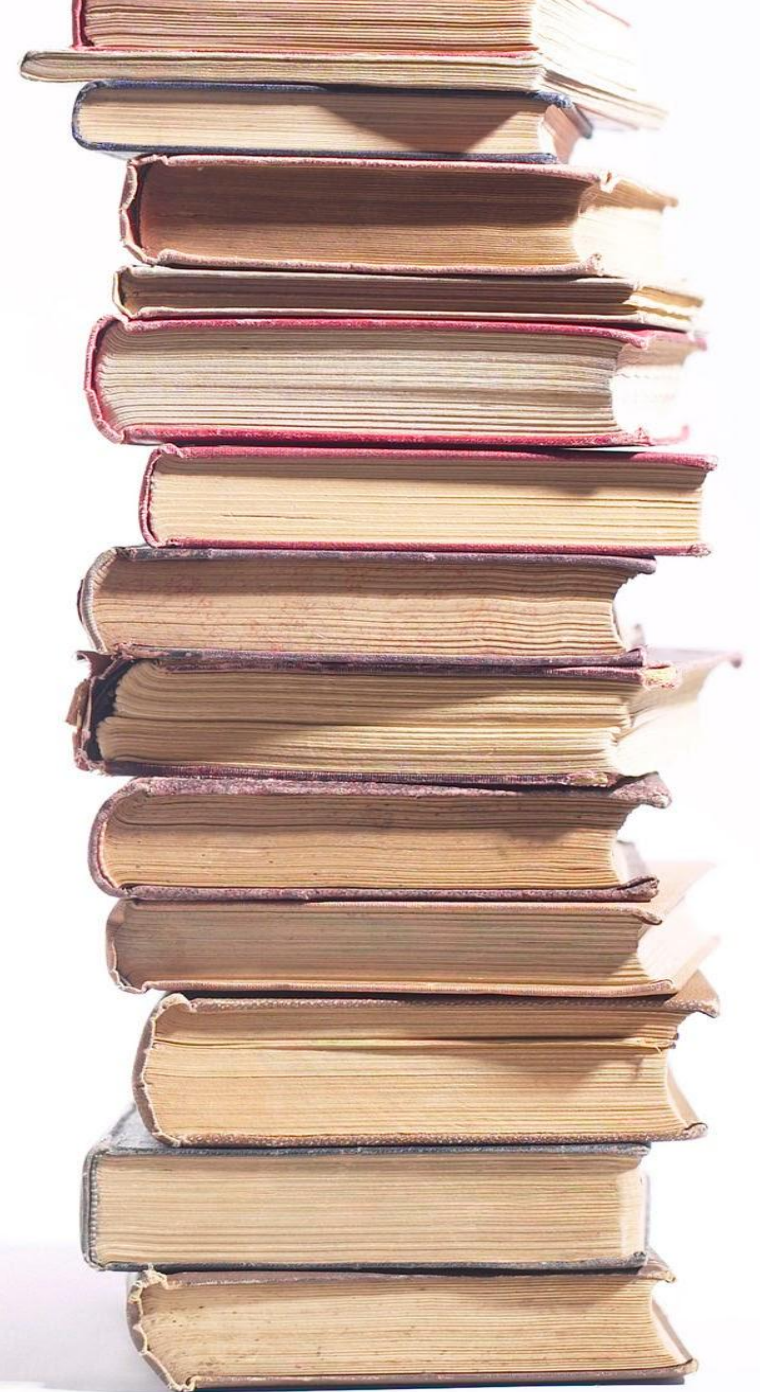


The Feniscowles Literary Journey

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.

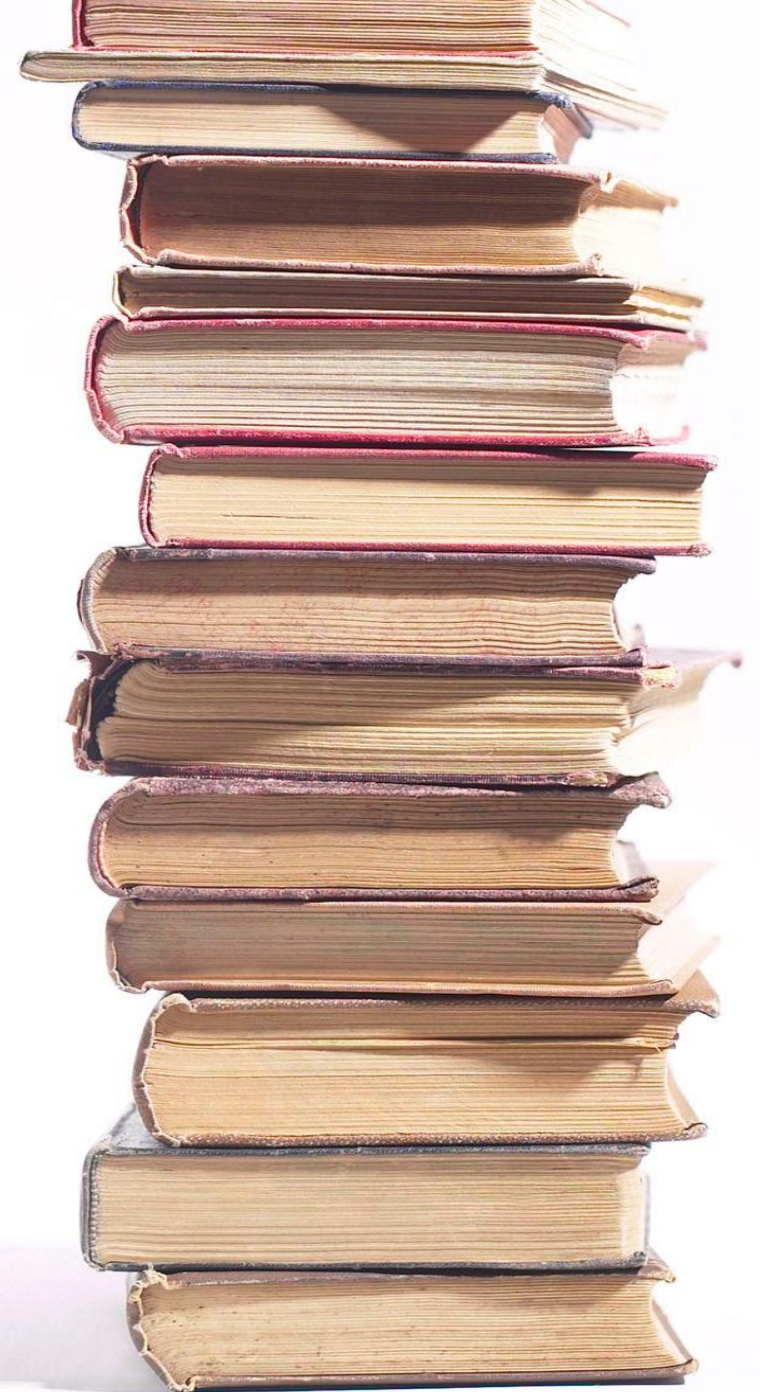
The formal **Feniscowles Literature Spine begins in Year 1**, building deliberately upon these foundations. During the transition from Reception, familiar approaches such as oral rehearsal, songs and highly interactive text experiences provide continuity, while pupils are taught through Year 1 curriculum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

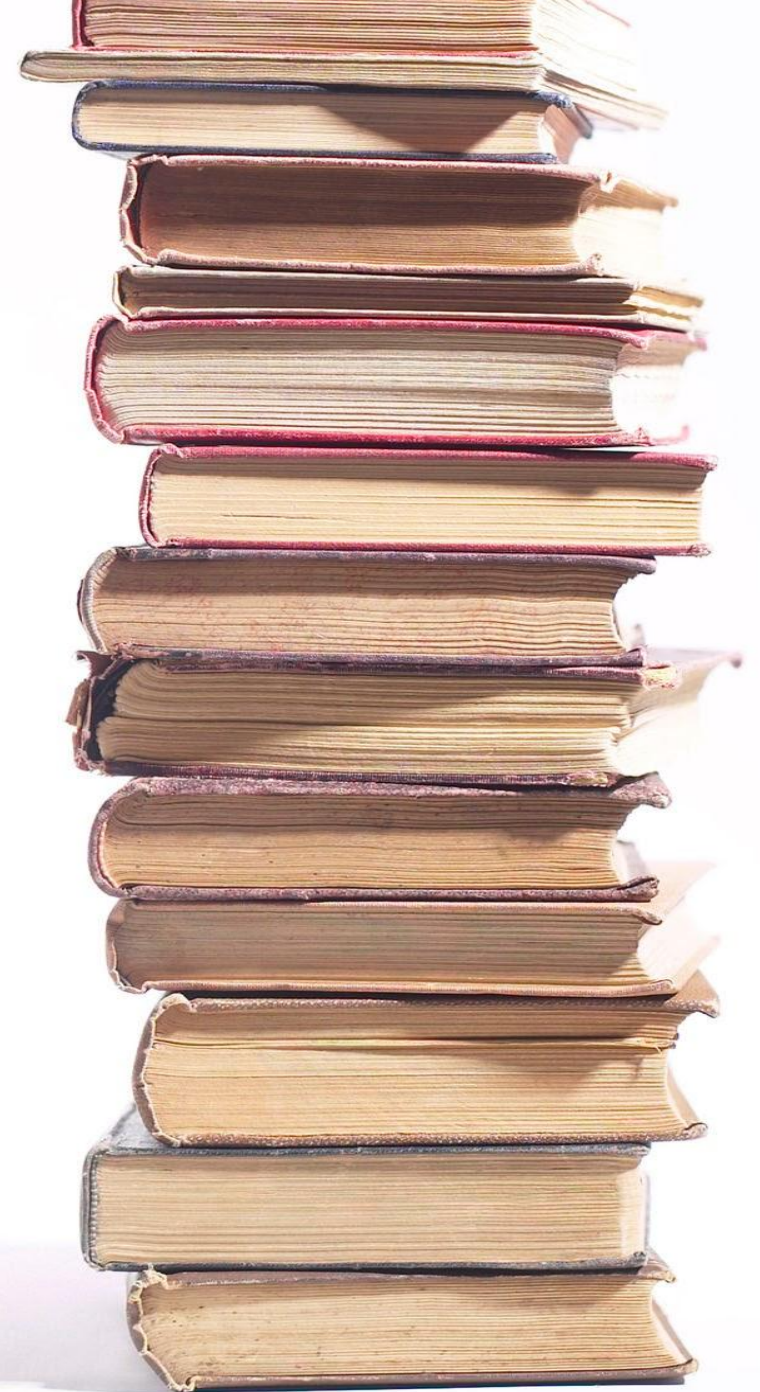
A progressive literary journey

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

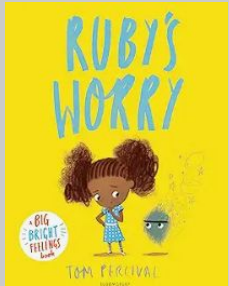
The progression is cumulative: earlier reading knowledge and strategies continue to be developed and applied as pupils encounter increasingly complex texts, ideas and purposes for reading.

Year 1 – Autumn 1

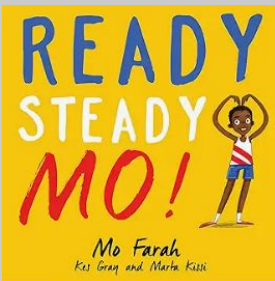
Ready Steady Write

Core Texts: Writing

Ruby's Worry- Percival Transitional Unit



Ready, Steady, Mo- Gray and Farah Transitional Unit



Writing Outcomes

Narrative: A worry story
Purpose: Retell the worry story.

Narrative: Olympic story sentences
Purpose: Retell the Olympics story.

Supplementary Texts and Resources



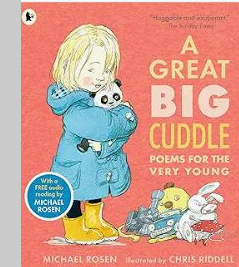
Year 1 – Autumn 1

Reading for Pleasure

The Colour Monster- Anna Llenas

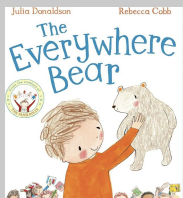


A Great Big Cuddle-Michael Rosen

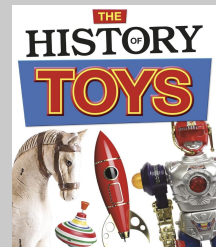


Wider Reading

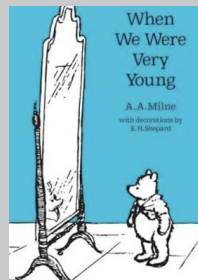
The Everywhere Bear- Julia Donaldson



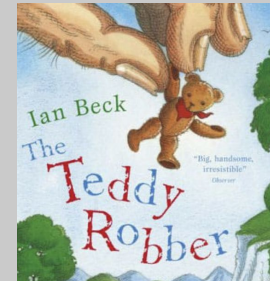
The History of Toys-Helen Cox Cannons



When we were very Young- A. A Milne



Teddy Bear Robber- Beck



The Toy's Playtime- Mitton

Year 1

Autumn 1: Literature Spine Rationale

Why These Texts?

The texts selected for Autumn 1 have been chosen to support children as they make the transition from EYFS into Year 1. They provide familiar, engaging and highly visual reading experiences while beginning to establish the routines and expectations of reading and writing in Key Stage 1.

Ruby's Worry and *Ready, Steady, Mo!* are used as transitional units. Their strong characters, clear story structures and opportunities for talk and oral rehearsal allow children to build on approaches that will be familiar from EYFS while working towards **Year 1 objectives**.

The supplementary texts provide further opportunities for children to explore characters, feelings and experiences through stories that encourage discussion, prediction and retelling.

Across the wider selection, children encounter stories, poetry and non-fiction. *The Colour Monster* and *A Great Big Cuddle* provide rich opportunities for talk, vocabulary, rhyme and enjoyment, while the wider reading around toys supports children in making connections with their learning in History.

Why Now in Their Reading Journey?

As children enter Year 1, they bring with them the language, stories, rhymes, songs and reading experiences developed throughout EYFS. Autumn 1 provides an important bridge between these experiences and the increasing expectations of Key Stage 1.

Children continue to benefit from **talk, oral rehearsal, repetition and shared reading** while developing their ability to retell familiar stories, discuss characters and events, make predictions and learn new vocabulary.

At the same time, children continue to develop accurate word reading through systematic synthetic phonics. **The rich texts within the literature spine complement this phonics teaching; they do not replace children's opportunities to practise reading books that are closely matched to their developing phonic knowledge.**

As children's decoding becomes more secure, they begin to develop greater fluency and independence. Rich texts read with and to the children ensure that their vocabulary, comprehension and enjoyment of literature can continue to grow alongside their developing ability to read independently.

These foundations prepare children for Year 2, where increasing fluency allows them to make more connections across texts, develop prediction and inference and begin comparing different stories and viewpoints.

Cross-Curricular Links

History – Toys:

The wider reading selection complements children's History learning about toys. Fiction, poetry and non-fiction provide different ways for children to encounter toys from the past and present and give them opportunities to make connections between their reading and what they are learning in History.

The History of Toys provides factual information, while other texts allow children to encounter toys through stories and poetry. This helps children begin to recognise that we read different types of texts for different purposes.

These books are used to enrich children's understanding and enjoyment alongside explicit History teaching and appropriate historical sources.

PSHE:

Ruby's Worry and *The Colour Monster* provide opportunities for children to talk about feelings and develop the vocabulary they need to describe their emotions. Through discussion, children can consider what characters are feeling, why they might feel that way and the importance of talking to others when they are worried.

How These Texts Contribute to the Values of a Feniscowles Child

Endeavour – *Ready, Steady, Mo!* provides opportunities to explore determination and perseverance, while children themselves are encouraged to keep trying as they develop new reading skills.

Integrity – Through stories and discussion, children begin to consider characters' choices and the importance of being honest about how they feel.

Respect – Children learn to listen to the ideas of others during story discussions and recognise that people may have different feelings and experiences.

Inclusion – The texts provide opportunities to talk about friendship, belonging and the importance of making sure others feel welcomed and valued.

Forgiveness – Stories and discussions help children begin to explore friendship, mistakes and how problems between people can be resolved.

Safety – *Ruby's Worry* supports children in understanding that worries can be shared and that trusted adults can help when something is troubling them.

Intended Impact – End of Autumn 1

By the end of Autumn 1, children will have had opportunities to listen to, enjoy, discuss and respond to a rich range of stories, poetry and non-fiction as they settle into Year 1.

They will be developing their **oral language, vocabulary and confidence in talking about books**, including retelling familiar stories, discussing characters and events and making simple predictions.

Alongside these rich literary experiences, children continue to develop accurate word reading through systematic synthetic phonics and practise reading using books matched to their developing phonic knowledge. As their decoding becomes increasingly secure, children begin to develop greater fluency and confidence.

Through shared reading, discussion, rhyme, repetition and oral rehearsal, children continue to experience the enjoyment of literature while developing the foundations needed for increasingly independent reading.

These experiences prepare children for Year 2, where they will build on these foundations through **increasing fluency, prediction, inference, comparison and an emerging understanding of different viewpoints**.

