



Feniscowles Primary School Literacy Spine

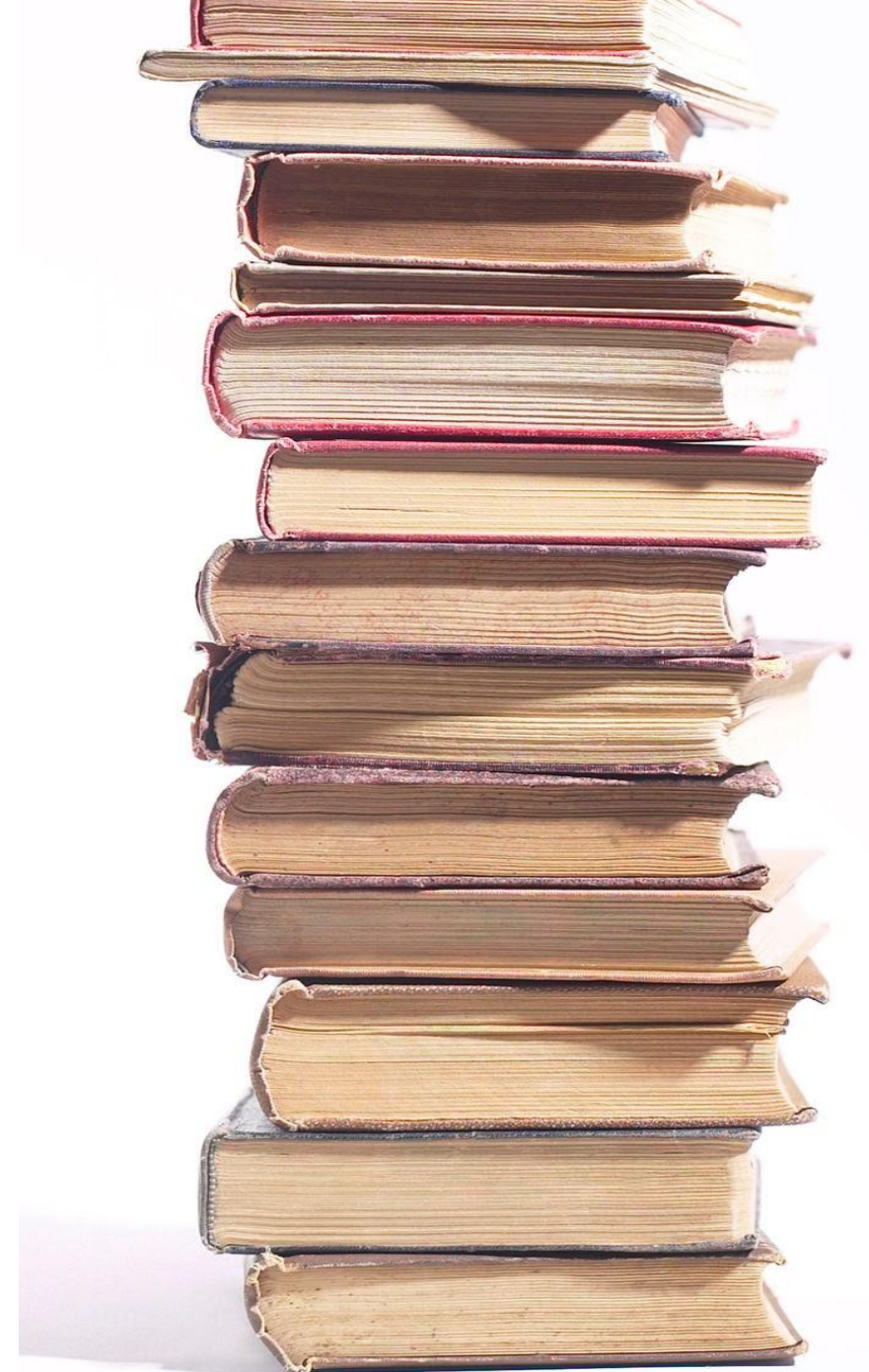


The Feniscowles Literary Journey

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.

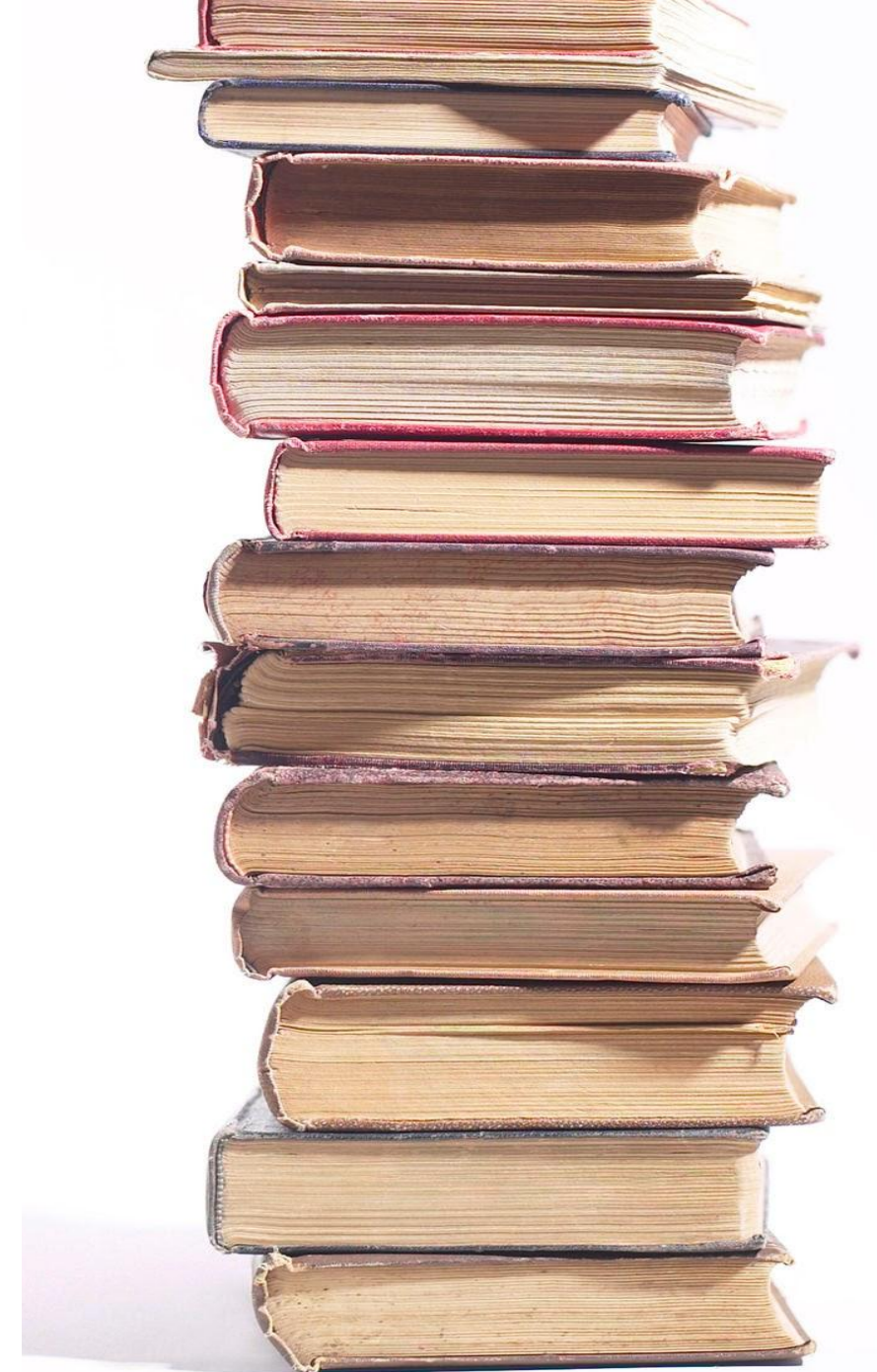
The formal **Feniscowles Literature Spine begins in Year 1**, building deliberately upon these foundations. During the transition from Reception, familiar approaches such as oral rehearsal, songs and highly interactive text experiences provide continuity, while pupils are taught through Year 1 curriculum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

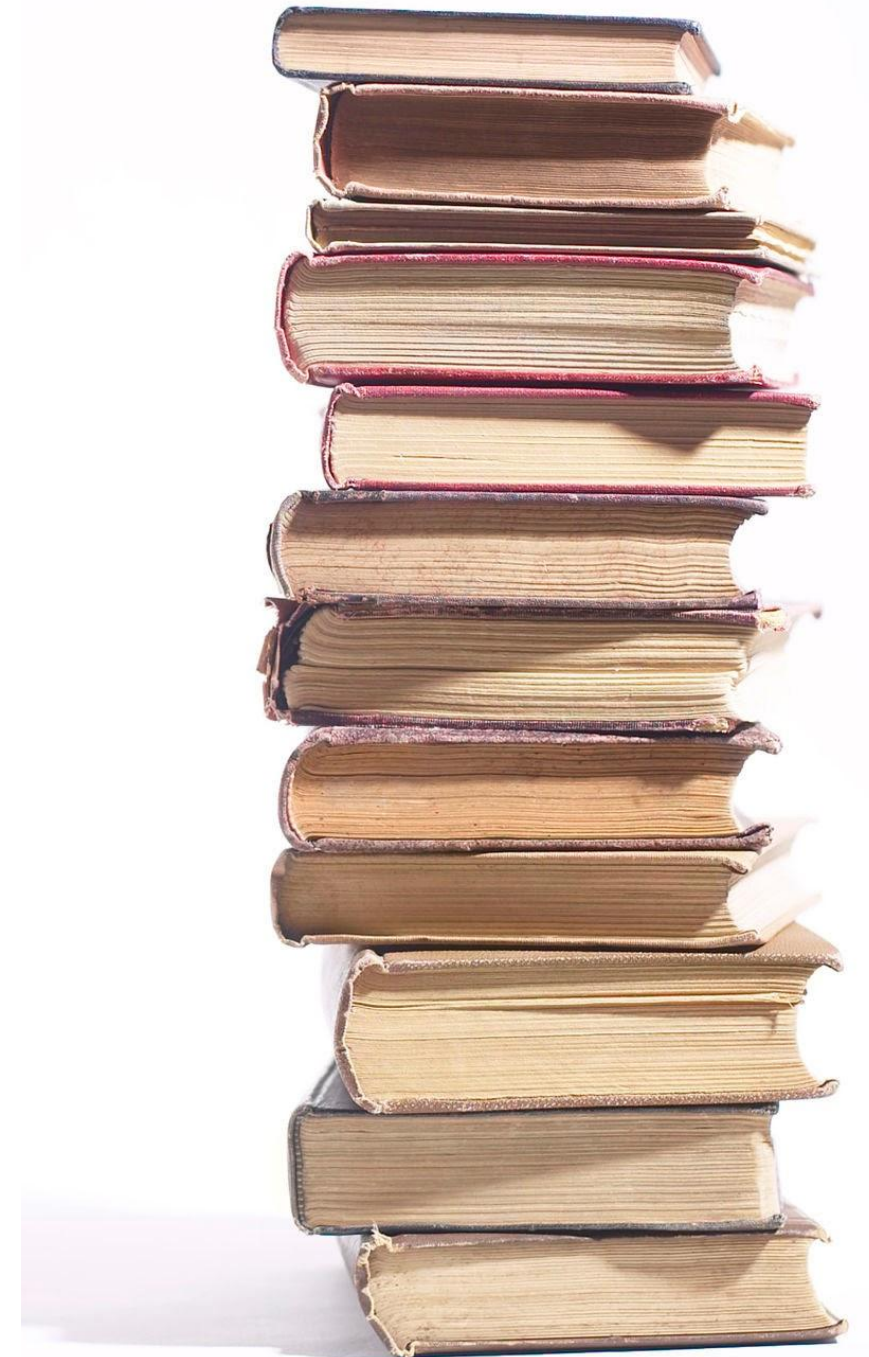
A progressive literary journey

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 3 – Autumn 1

Ready Steady Write

Core Texts: Writing

Iron Man- Ted Hughes



Writing Outcomes

Narrative Outcome: Approaching Threat Narrative
Purpose: To narrate

Non-Fiction Outcome: Trap Explanation Purpose :
To explain

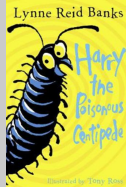
Supplementary Texts and Resources

Ready Steady Read

Core Texts: Fiction

Harry the Poisonous Centipede –
Reid Banks

(Adventure story about a centipede)

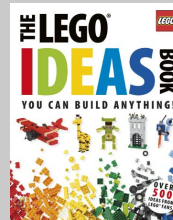


The Wild Robot – Brown *(Science fiction based on a lost robot called Roz on a desert Island)*

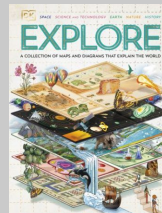


Core Texts: Non-Fiction

The Lego Ideas Book - Hugo, Kosara, March & Saunders
(Explanation text about Lego construction)



Explore – Munsey
(Information text about rocks, Egypt etc)



Core Texts: Poetry

Welcome to my Crazy Life – Segal
(Poet collection – some humorous poems many first person and emotive)



Collected Poetry - Ted Hughes
(Poet collection – family-based poems)



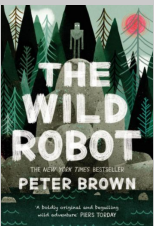
Year 3 – Autumn 1

Reading for Pleasure

Iron Man- Ted Hughes

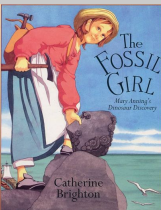


The Wild Robot – Brown

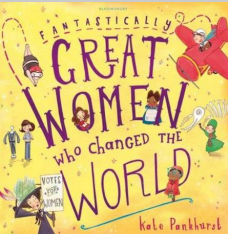


Wider Reading

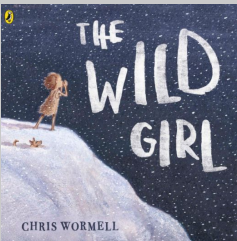
Fossil Girl, Brighton



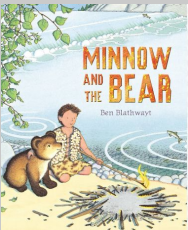
Fantastically Great Women who Changed the World, Pankhurst



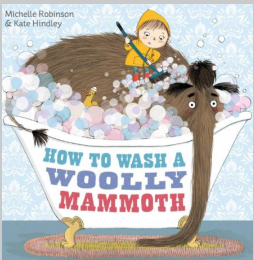
Wild Girl, Wormell



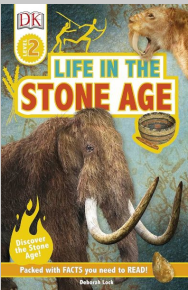
Minnow and the Bear, Blathwayt



How to Wash a Woolly Mammoth, Robinson & Hindley



Life in the Stone Age, Lock & DK



Year 3

Autumn 1: Literature Spine Rationale

Why These Texts?

The texts selected for Autumn 1 support children as they make the transition into Key Stage 2. They build on the reading skills developed in Year 2 while introducing children to longer texts, more challenging vocabulary and a wider range of fiction, non-fiction and poetry.

The Iron Man provides a rich and engaging core text with strong characters, vivid description and opportunities for children to explore prediction, inference and vocabulary. Its themes and structure also provide a strong model for children's own writing.

The wider fiction selection, including *Harry the Poisonous Centipede* and *The Wild Robot*, gives children opportunities to sustain their reading across longer narratives and explore different characters, settings and experiences. Non-fiction texts encourage children to read for information and follow explanations, while the poetry collections expose them to different styles, voices and uses of language.

Together, the texts provide a varied reading experience that develops children's confidence, vocabulary and reading stamina as they begin Key Stage 2.

Why Now in Their Reading Journey?

As children enter Year 3, they are beginning to encounter longer and more challenging texts and are expected to sustain their reading for increasing periods of time.

Building on Year 2, where children develop increasing fluency and begin to make connections and compare different viewpoints, Year 3 places a greater emphasis on **reading stamina, vocabulary and deeper understanding**.

Children continue to develop retrieval, prediction and inference, but are increasingly expected to explain their thinking and use evidence from the text to support their ideas. Longer texts also require them to remember important information, make connections across a story and build their understanding over time.

Reading also increasingly supports learning across the wider curriculum. Children begin to use non-fiction texts to find information, develop subject-specific vocabulary and build knowledge about the topics they are studying.

These experiences prepare children for Year 4, where they will increasingly consider **how authors create meaning, justify their ideas using evidence and make connections across different texts**.

Cross-Curricular Links

History – Stone Age:

The wider reading selection supports children's learning about the Stone Age through both fiction and non-fiction. *Wild Girl*, *How to Wash a Woolly Mammoth* and *Life in the Stone Age* allow children to encounter ideas and vocabulary connected with the period in different ways.

These texts complement children's History lessons by providing further opportunities to build background knowledge and make connections between what they read and what they are learning across the curriculum.

Science:

Fossil Girl introduces children to the story of Mary Anning and provides opportunities to explore fossils, discovery and scientific curiosity through literature. *The Wild Robot* also encourages discussion about living things, environments and how living things adapt to their surroundings.

How These Texts Contribute to the Values of a Feniscowles Child

Endeavour – Longer texts and increasingly challenging vocabulary encourage children to persevere, sustain their attention and develop confidence when reading something more demanding.

Integrity – Characters in texts such as *The Iron Man* and *The Wild Robot* provide opportunities to discuss choices, responsibility and doing what is right.

Respect – Through different characters, relationships and experiences, children consider the importance of understanding others and respecting viewpoints that may be different from their own.

Inclusion – The selection includes characters who may be different, misunderstood or trying to find where they belong, providing opportunities to explore acceptance, friendship and belonging.

Forgiveness – Stories involving misunderstanding, conflict and changing relationships allow children to consider the importance of giving others another chance and recognising that people can learn from their actions.

Safety – Adventure stories provide opportunities to discuss risk, choices and how characters respond when faced with unfamiliar or challenging situations.

Intended Impact – End of Autumn 1

By the end of Autumn 1, children will have had opportunities to engage with longer and increasingly challenging fiction, non-fiction and poetry as they begin Key Stage 2.

They will be developing their **reading stamina, vocabulary and confidence**, while continuing to strengthen retrieval, prediction and inference. Children are increasingly expected to explain their ideas and use evidence from what they have read.

Children will also have opportunities to use reading to build knowledge across the wider curriculum, recognising that different texts can be read for different purposes.

These experiences prepare children for Year 4, where they will increasingly be expected to **justify their interpretations, consider the choices authors make and connect information across texts**.

