



Feniscowles Primary School Literacy Spine

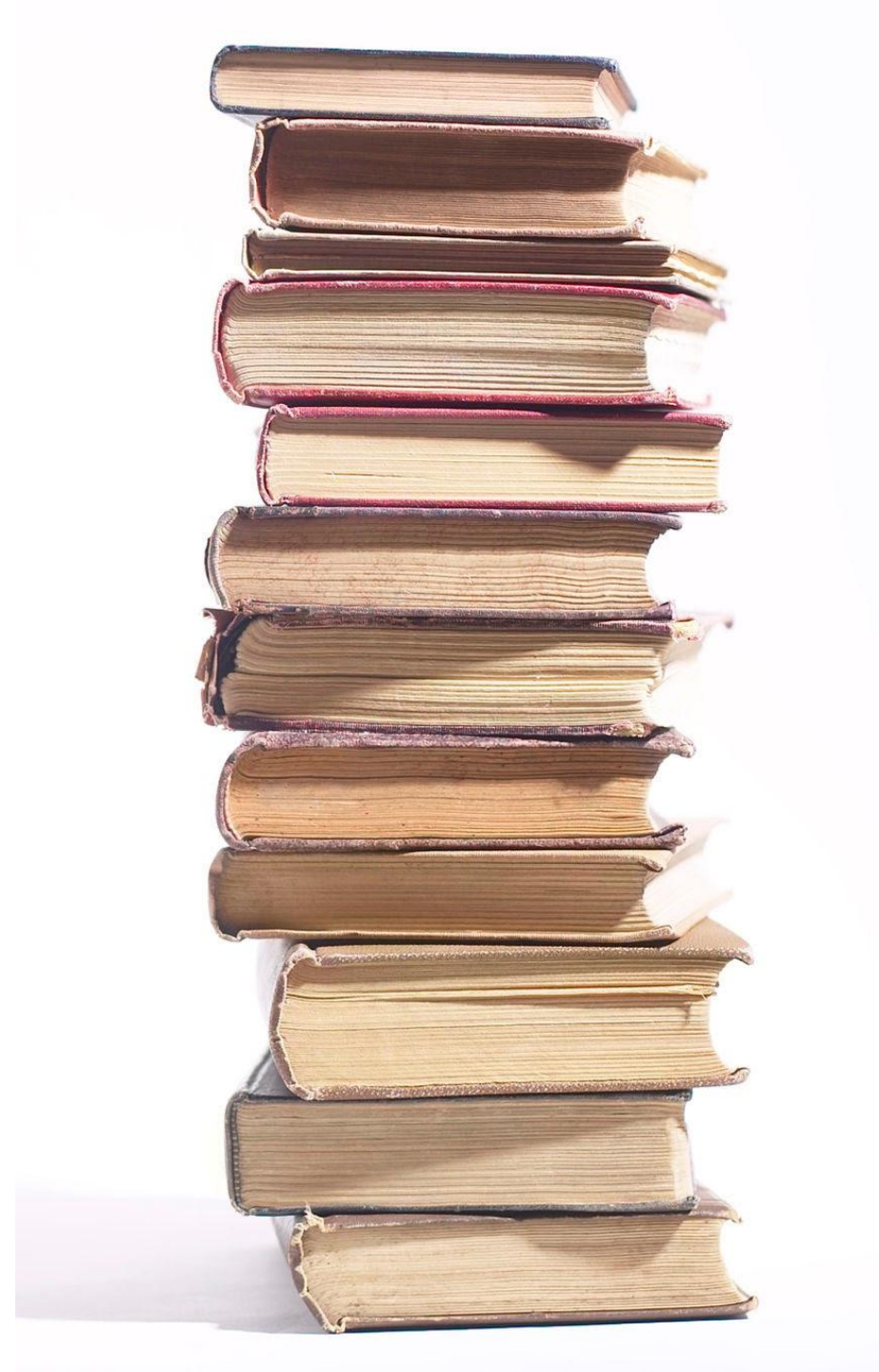


The Feniscowles Literary Journey

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.

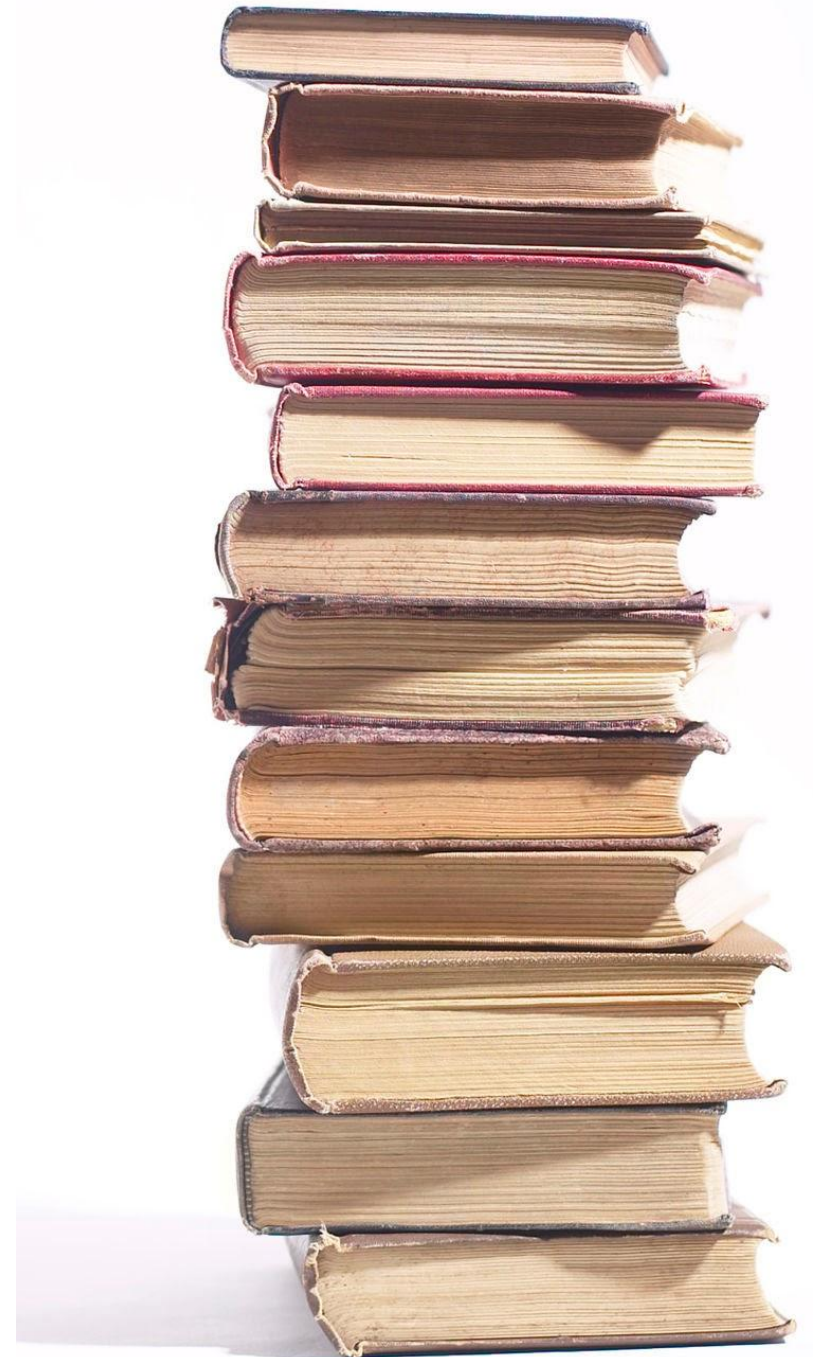
The formal **Feniscowles Literature Spine begins in Year 1**, building deliberately upon these foundations. During the transition from Reception, familiar approaches such as oral rehearsal, songs and highly interactive text experiences provide continuity, while pupils are taught through Year 1 curriculum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

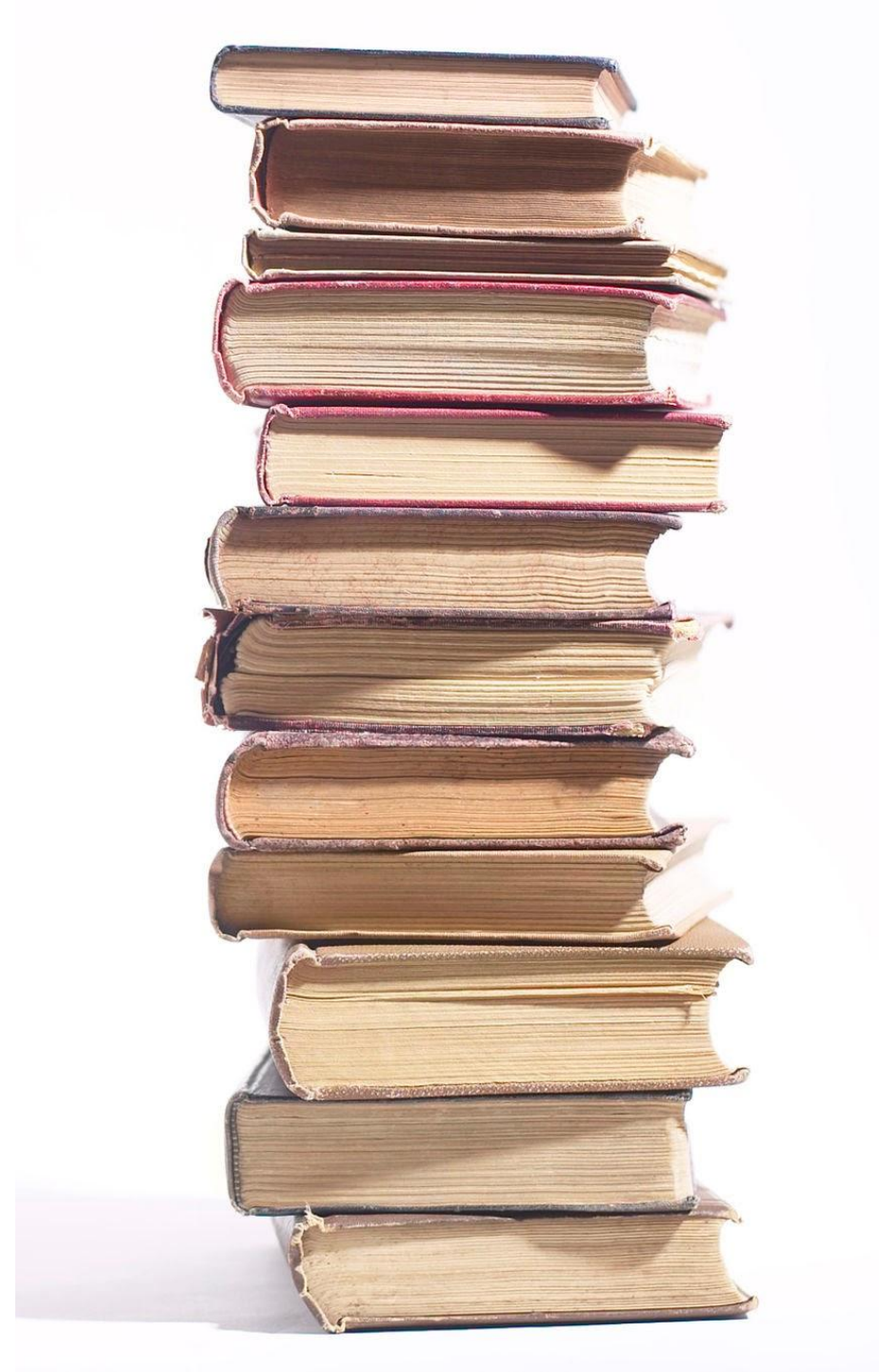
A progressive literary journey

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

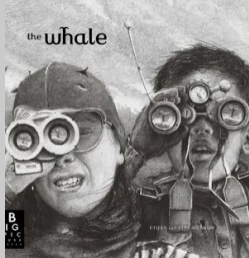
The progression is cumulative: earlier reading knowledge and strategies continue to be developed and applied as pupils encounter increasingly complex texts, ideas and purposes for reading.

Year 4 – Autumn 1

Ready Steady Write

Core Texts: Writing

The Whale- Ethan and Vita Murrow



Writing Outcomes

Narrative Outcome: Setting Narrative

Purpose: To narrate

Non-fiction Outcome: Newspaper Report

Purpose: To report

Supplementary Texts and Resources

Big Blue Whale – Nicola Davies & Nick Maland

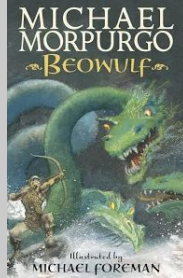
The Blue Whale – Jenni Desmond

Authentic/age-appropriate newspaper examples

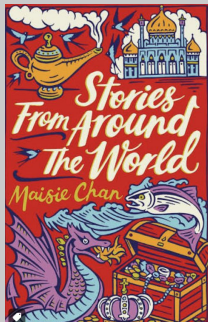
Ready Steady Read

Core Texts: Fiction

Beowulf – Morpurgo

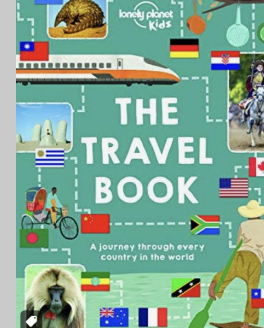


Stories from around the world – Chan

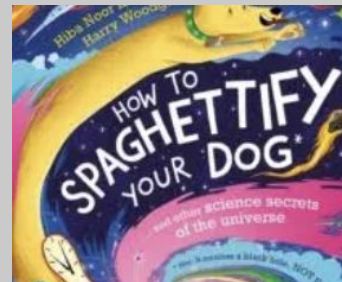


Core Texts: Non-Fiction

The travel book – Croft



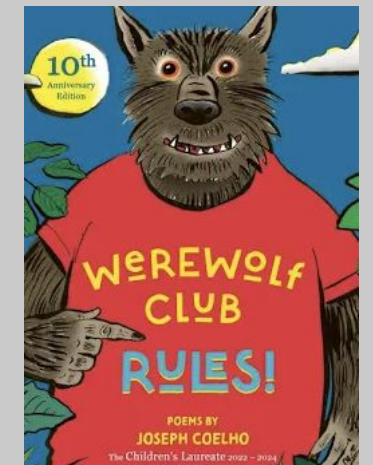
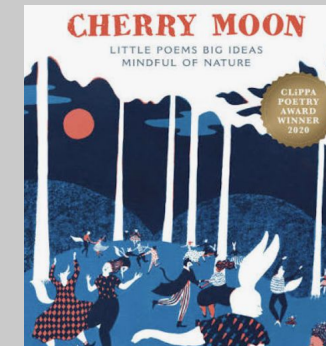
How to spaghettiify your dog – Noor Khan



Core Texts: Poetry

Werewolf Club Rules – Coehlo

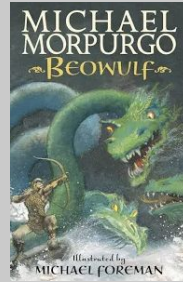
Cherry Moon – Weil



Year 4 – Autumn 1

Reading for Pleasure

Beowulf- Morpurgo

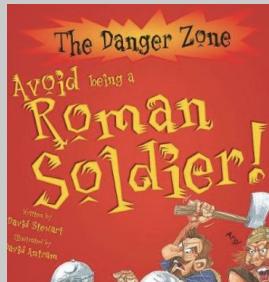


Alice in Wonderland, Carroll & Riddell

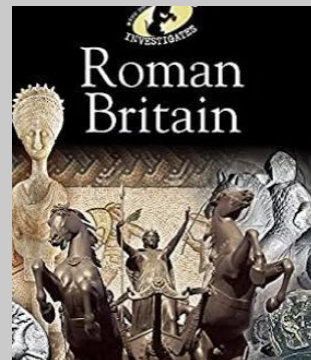


Wider Reading

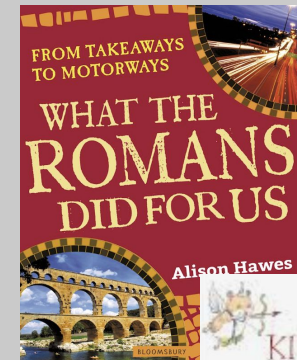
Avoid Being a Roman Soldier, Stewart & Antram



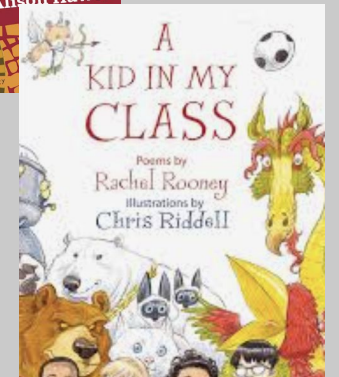
Roman Britain (The History Detectives), Hepplewhite



What the Romans did for us- Hawes



A Kid in My Class, Rooney and Riddell



Year 4

Autumn 1: Literature Spine Rationale

Why These Texts?

The texts selected for Autumn 1 build on the reading skills children developed in Year 3 while introducing them to a wider range of increasingly challenging literature, non-fiction and poetry.

The Whale provides a visually rich and atmospheric text that encourages children to look closely at both words and illustrations to make inferences and explore how a writer creates a sense of setting and atmosphere. It provides a strong model for children's own setting descriptions while also creating a meaningful context for their newspaper report.

The supplementary texts allow children to explore whales through factual reading. *Big Blue Whale* and *The Blue Whale* introduce subject-specific vocabulary and give children opportunities to find and connect information. Authentic newspaper examples then allow children to see how information is organised and presented for a different purpose.

Across the wider selection, children encounter traditional and classic literature, stories from around the world, non-fiction and poetry. *Beowulf* and *Alice in Wonderland* introduce children to stories that may feel more distant from their everyday reading, while the wider range continues to develop vocabulary, reading stamina and enjoyment.

Why Now in Their Reading Journey?

By Year 4, children are becoming more confident in sustaining their reading across longer and increasingly challenging texts.

Building on Year 3, where there is a growing emphasis on reading stamina, vocabulary, retrieval, inference and reading to gain knowledge, Year 4 begins to ask children to think more closely about **how a text has been written and how an author creates meaning**.

Children are increasingly expected to explain their ideas using evidence from the text rather than simply giving an answer. They consider the language an author has chosen, how a text has been organised and how words and illustrations work together to shape the reader's understanding.

The range of fiction and non-fiction also gives children opportunities to **make connections between texts and bring information together from more than one source**. This prepares them for Year 5, where they will increasingly need to adapt their reading to different purposes and bring together information and ideas from a wider range of sources.

Cross-Curricular Links

History – Romans:

The wider reading selection has been chosen to complement children's study of the Romans. *Avoid Being a Roman Soldier*, *Roman Britain (The History Detectives)* and *What the Romans Did for Us* allow children to encounter historical information through different types of non-fiction.

These texts give children further opportunities to encounter historical vocabulary, build background knowledge and use reading to support their understanding of the wider curriculum. They complement the History curriculum rather than replacing explicit History teaching and the use of appropriate historical sources.

PSHE – Being Me in My World:

A Kid in My Class provides opportunities to explore individuality, relationships and belonging within a community. Through poetry and discussion, children can consider the different personalities and experiences that make up a class and the importance of valuing and respecting others.

How These Texts Contribute to the Values of a Feniscowles Child

Endeavour – Children encounter increasingly challenging texts and vocabulary that require them to sustain attention, persevere and explain their thinking.

Integrity – Stories provide opportunities to consider characters' choices, actions and motivations and to discuss the importance of making responsible decisions.

Respect – Stories from different traditions and texts exploring different personalities and experiences encourage children to listen to and value perspectives beyond their own.

Inclusion – *A Kid in My Class* provides a particularly meaningful opportunity to celebrate individuality and consider the importance of everyone feeling valued and included within a community.

Forgiveness – Through characters, relationships and different viewpoints, children can consider conflict, consequences and how understanding another person's perspective may change the way we respond.

Safety – Literature provides opportunities to discuss responsible choices; relationships and the part individuals play in creating communities where people feel safe and respected.

Intended Impact – End of Autumn 1

By the end of Autumn 1, children will have had opportunities to engage with a broad range of increasingly challenging fiction, non-fiction and poetry.

They will be developing their ability to **use evidence to explain their ideas, make increasingly thoughtful inferences and consider how authors use language, structure and illustrations to create meaning.**

Children will also have opportunities to connect information across texts and use reading to build knowledge within the wider curriculum. Through traditional stories, classic literature, world stories, poetry and non-fiction, they continue to broaden their reading experiences while developing vocabulary, stamina and independence.

These experiences prepare children for Year 5, where they will increasingly be expected to **bring information and ideas together from different sources and adapt their reading according to purpose.**

