



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

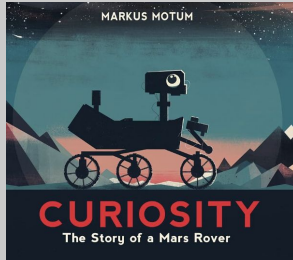
The progression is cumulative: earlier reading knowledge and strategies continue to be developed and applied as pupils encounter increasingly complex texts, ideas and purposes for reading.

Year 5 – Autumn 1

Ready Steady Write

Core Texts: Writing

Curiosity- Markus Motum



Writing Outcomes

Narrative Outcome: Space Journey Narrative

Purpose: To narrate

Non-Fiction Outcome: Formal Mission Log

Purpose: To report

Supplementary Texts and Resources

Professor Astro Cat's Frontiers of Space – Dominic Walliman & Ben Newman

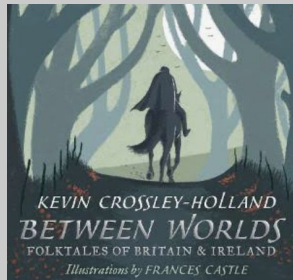
DK Findout! Space Travel – Jerry Stone

Cosmic Disco – Grace Nichols

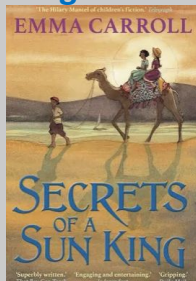
Ready Steady Read

Core Texts: Fiction

Between worlds – Crossley Holland

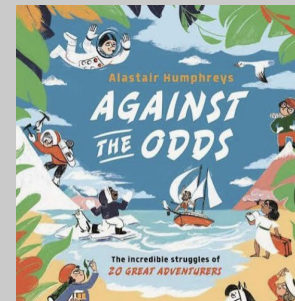


Secrets of a sun king – Carroll

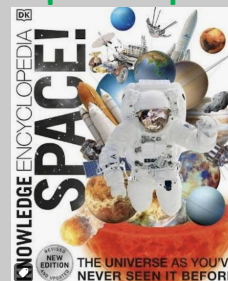


Core Texts: Non-Fiction

Against the odds – Humphreys

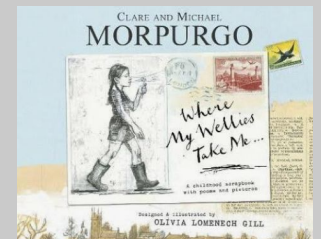


Knowledge encyclopedia: Space by DK London

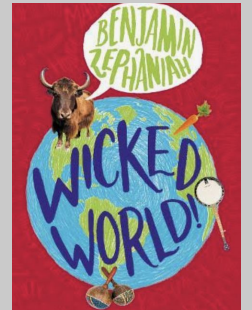


Core Texts: Poetry

Where my wellies take me – Morpurgo
(nature-based poetry)



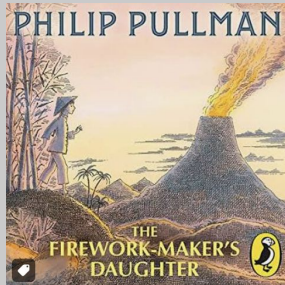
Wicked World – Zephaniah
(poetry about people and places on this planet)



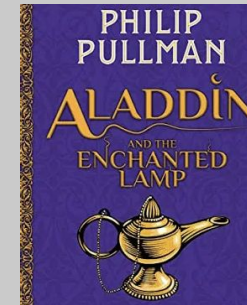
Year 5 – Autumn 1

Reading for Pleasure

The Firework Maker's Daughter- Pullman

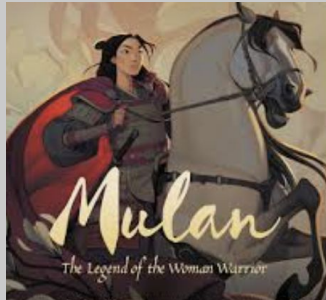


Aladdin and the Enchanted Lamp- Pullman

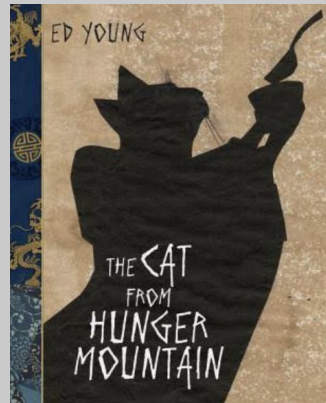


Wider Reading

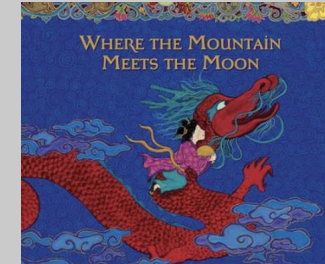
Mulan: The Legend of the Woman Warrior- Wu



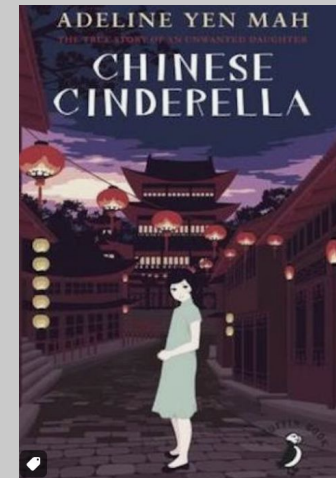
The Cat from Hunger Mountain- Young



Where the Mountain Meets the Moon- Lin



Chinese Cinderella-Mah



Year 5

Autumn 1: Literature Spine Rationale

Why These Texts?

The texts selected for Autumn 1 provide Year 5 children with a broad range of fiction, non-fiction and poetry as they begin Upper Key Stage 2. The selection encourages children to read with increasing independence, tackle more challenging vocabulary and ideas and make connections between what they read. *Curiosity* provides an engaging starting point for exploring space through both scientific ideas and storytelling. It links naturally with children's learning in Science while providing a rich model for their own writing. The supplementary texts allow children to explore the same subject in different ways. *Professor Astro Cat's Frontiers of Space* and *DK Findout! Space Travel* develop children's scientific knowledge and vocabulary, while *Cosmic Disco* explores space through poetry and imaginative language.

Across the wider selection, children encounter a range of authors, genres, settings and perspectives. The texts linked to China allow children to experience traditional stories, fantasy and real-life experiences, broadening their literary and cultural understanding alongside their History learning.

Why Now in Their Reading Journey?

By Year 5, children are becoming increasingly independent readers who can sustain their reading across longer and more challenging texts.

Building on Year 4, where children develop their understanding of authorial choices and begin to connect information across texts, Year 5 asks them to go further by **bringing information and ideas together from a range of sources**.

The Autumn 1 selection gives children opportunities to read around the same subject through fiction, non-fiction and poetry. When reading about space, for example, children can draw on information from different texts and use their growing background knowledge to help them understand new vocabulary and ideas. Children are also increasingly expected to **adapt the way they read depending on their purpose**. They may read closely to understand a character, search a non-fiction text for information, bring information together from different sources or consider how a poet has used language to create an effect.

These experiences prepare children for the more critical reading expected in Year 6, where they will increasingly consider viewpoint, reliability, authorial intent and how texts may influence a reader.

Cross-Curricular Links

Science – Space:

Curiosity and the supplementary space texts link directly with children's Science learning. Reading around the subject gives children repeated opportunities to encounter scientific vocabulary and ideas in different contexts, helping them to build and deepen their knowledge of space.

The combination of texts also allows children to use reading for different purposes. They encounter space through narrative, detailed non-fiction, diagrams and poetry, helping them recognise that knowledge and ideas can be communicated in different ways.

History – Shang Dynasty:

The wider reading selection broadens children's experience of Chinese stories, settings and culture alongside their study of the Shang Dynasty. *Mulan*, *The Cat from Hunger Mountain*, *Where the Mountain Meets the Moon* and *Chinese Cinderella* provide very different literary experiences and help children recognise that there is no single story or representation of China.

These texts are used to **complement rather than directly teach the Shang Dynasty History unit**. Historical knowledge and understanding are developed through History teaching and appropriate historical sources, while the literature provides a broader cultural and literary experience.

PSHE – Being Me in My World:

Across the selection, children encounter themes including identity, belonging, courage, responsibility and finding their place within a community. These provide opportunities for children to consider their own identity while developing an understanding and respect for experiences and perspectives that may be different from their own.

How These Texts Contribute to the Values of a Feniscowles Child

Endeavour – Space exploration provides a natural context for considering curiosity, determination and perseverance. Children also demonstrate endeavour as readers by tackling increasingly challenging texts, vocabulary and ideas.

Integrity – Through characters' choices and experiences, children have opportunities to consider responsibility, honesty and the importance of making thoughtful decisions.

Respect – Reading stories from different cultures and perspectives encourages children to approach experiences beyond their own with curiosity and respect.

Inclusion – The range of characters, cultures and experiences within the selection helps children recognise the importance of belonging and that people's lives and experiences can be different from their own.

Forgiveness – Through increasingly complex characters and relationships, children can consider the consequences of actions and how understanding another person's perspective can affect the way we respond to them.

Safety – Texts provide opportunities to consider responsible decision-making, working with others and how individual choices can affect both ourselves and those around us.

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 read according to purpose, draw upon their existing knowledge and **bring information and ideas together from different texts**. Children are increasingly able to discuss challenging vocabulary and concepts, make connections between texts and explain their ideas using evidence from what they have read.

Through purposeful links with Science and the wider curriculum, children continue to recognise reading as a way of building knowledge as well as experiencing stories, language and different perspectives.

These experiences develop the independence and understanding children need as they move towards the increasingly **critical and thoughtful reading expected in Year 6**.

