



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.

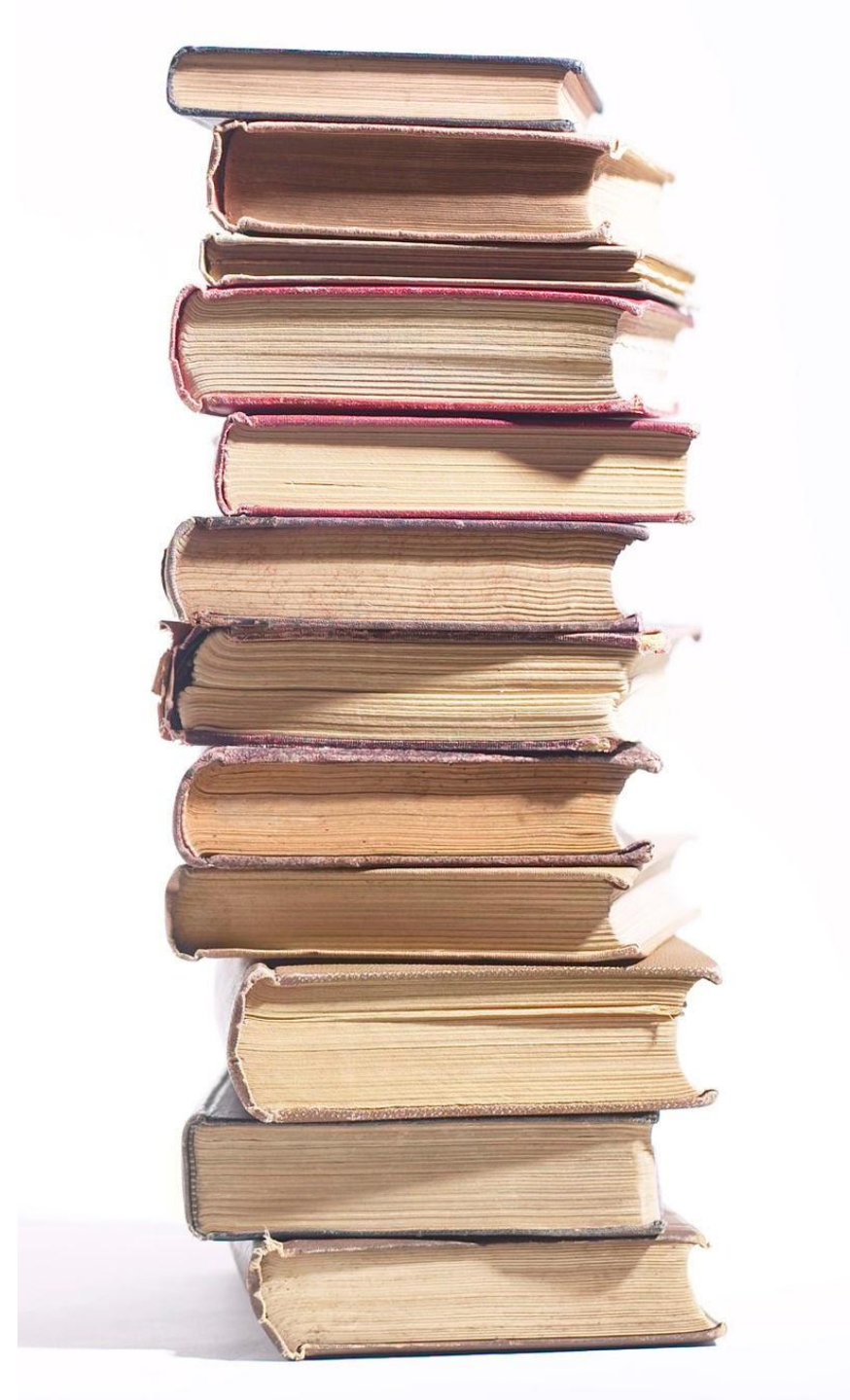
A progressive literary journey

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

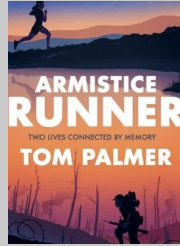
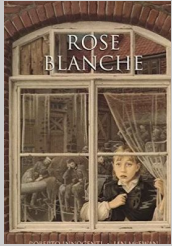
The progression is cumulative: earlier reading knowledge and strategies continue to be developed and applied as pupils encounter increasingly complex texts, ideas and purposes for reading.

Year 6 – Autumn 1

Ready Steady Write

Core Texts: Writing

Rose Blanche- Ian McEwan
Armistice Runner- Palmer



Writing Outcomes

Narrative Outcome: Diary
Purpose: To recount

Non-Fiction Outcome: Propaganda Speech
Purpose: To persuade

Supplementary Texts and Resources

Dulce Et Decorum Est, Owen

Anne Frank's Diary – Anne Frank

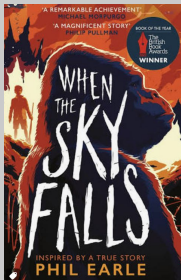
Ready Steady Read

Core Texts: Fiction

The Island at the end of everything – Millwood Hargrave

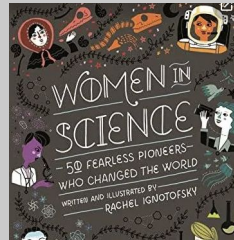


When the sky falls - Earl

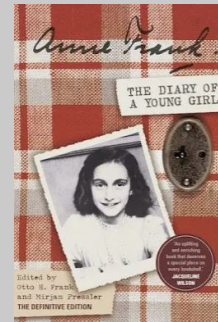


Core Texts: Non-Fiction

Women in science – Ignatofsky



Diary of a young girl – Anne Frank

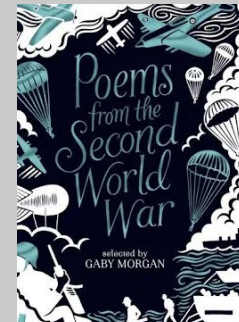


Core Texts: Poetry

Digging for victory – Faulkner



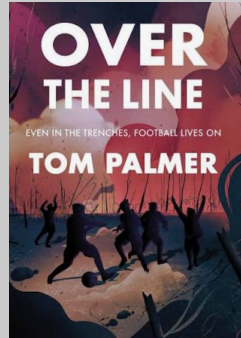
Poems from the second World War – Selected Morgan



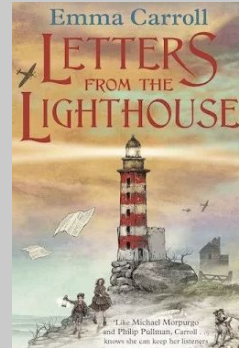
Year 6 – Autumn 1

Reading for Pleasure

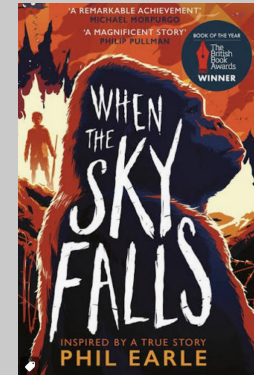
Over the line – Palmer



Letters from the lighthouse – Carroll

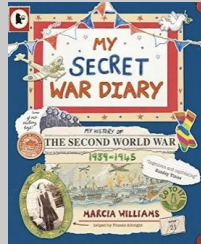


When the sky falls - Earl

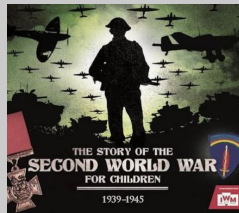


Wider Reading

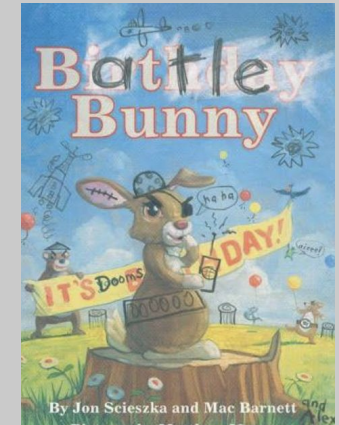
My Secret War Diary by Flossie Albright, Williams T



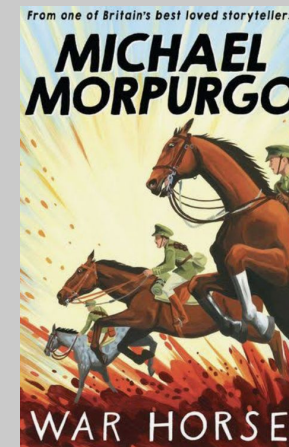
The Story of the Second World War for Children 1939-1945, Chrisp



Battle Bunny, Scieszka, Barnett, Myers



War Horse- Morpurgo



Year 6

Autumn 1: Literature Spine Rationale

Why These Texts?

The texts selected for Autumn 1 give Year 6 children the opportunity to explore more challenging themes and ideas as they enter their final year at Feniscowles. They build on the reading skills developed throughout Key Stage 2 while encouraging children to think more deeply about different viewpoints and experiences. *Rose Blanche* and *Armistice Runner* allow children to explore the impact of conflict through the experiences of individuals. Both texts encourage children to think carefully about characters' thoughts, feelings and motivations and how events may be viewed differently depending on a person's experience. The supplementary texts add further perspectives. Anne Frank's diary gives children the opportunity to read a real personal account, while the poetry of Wilfred Owen presents experiences of conflict in a very different way. Reading around similar themes through fiction, poetry, non-fiction and personal accounts helps children to make connections and recognise that the same subject can be presented in very different ways. The wider selection provides children with a broad range of challenging fiction, non-fiction and poetry. The texts explore themes including courage, prejudice, responsibility, relationships and the impact of conflict, while continuing to build children's reading stamina, vocabulary and independence.

Why Now in Their Reading Journey?

By Year 6, children are expected to read increasingly challenging texts with greater fluency, independence and understanding. Building on Year 5, where children begin to bring information and ideas together from different sources, Year 6 encourages them to think more critically about what they read. Children consider not only **what a text tells them, but how and why the author has presented it in a particular way**. The Autumn 1 texts give children opportunities to retrieve and infer, but also to justify their ideas using evidence, compare different viewpoints and consider the choices authors make. Through diaries, fiction, poetry, non-fiction and persuasive writing, children also begin to think more carefully about **whose perspective they are reading, how reliable it might be, who the text is written for and whether the writer is trying to influence the reader**. This supports the move towards the increasingly independent and thoughtful reading children will need as they prepare for secondary school.

Cross-Curricular Links

History – World War II and conflict:

The texts support children's study of World War II while also exposing them to literature linked to the First World War. *Rose Blanche* and Anne Frank's diary support learning around World War II, while *Armistice Runner* and Wilfred Owen's poetry provide a First World War perspective.

Reading these texts alongside their History learning allows children to explore how conflict affected individuals and families, helping them to make connections between their historical knowledge and the experiences represented through literature.

Literature is used to **complement rather than replace History teaching**. Children have opportunities to consider the differences between fiction, personal accounts and historical information and to think about the different perspectives they encounter.

Critical literacy:

The propaganda speech provides an opportunity for children to explore how language can be deliberately chosen to persuade or influence an audience. Children consider why particular words and phrases have been selected and how these might affect a reader or listener. This encourages them to think carefully about the purpose of a text rather than simply accepting everything they read at face value.

How These Texts Contribute to the Values of a Feniscowles Child

Endeavour – Children encounter longer texts, challenging vocabulary and complex ideas that require concentration, perseverance and thoughtful reading.

Integrity – The texts provide opportunities to explore difficult choices and consider the importance of doing what is right, even when this may be challenging.

Respect – Reading about experiences very different from their own encourages children to listen to and consider different viewpoints with sensitivity and respect.

Inclusion – Texts exploring prejudice, discrimination and belonging allow children to consider what can happen when individuals or groups are excluded and why it is important that everyone feels valued.

Forgiveness – Through complex characters and relationships, children consider the consequences of people's actions and recognise that situations are not always straightforward.

Safety – Exploring conflict, persecution and propaganda in an age-appropriate way allows children to consider how people's choices, actions and words can affect the safety and wellbeing of others.

Intended Impact – End of Autumn 1

By the end of Autumn 1, children will have had opportunities to read and discuss a range of increasingly challenging fiction, non-fiction, poetry and personal accounts. They will be developing their ability to justify their ideas using evidence, compare different perspectives and think more carefully about why authors make particular choices. Children are increasingly encouraged to question what they read by considering **whose viewpoint is being presented, how reliable it may be and whether the writer is trying to influence their audience**. Through these texts, children continue to develop their vocabulary, reading stamina and independence while using reading to deepen their understanding of the wider curriculum and the experiences of others. These experiences help prepare children to approach increasingly challenging texts with the **fluency, independence, curiosity and critical awareness** they will need as they move towards secondary school.

