

The background is a circular frame containing several open books with glowing yellow text on their pages. The scene is set against a dark blue background filled with numerous small, glowing yellow stars, creating a magical, starry atmosphere. The books are arranged in a semi-circle on the left side of the frame.

Feniscowles Primary School
Striving for Excellence



Literature Spine

EYFS

The Feniscowles Literary Journey

At Feniscowles Primary School, our school curriculum places reading at the heart of its design and implementation, fostering a love of reading for all (including teachers!).


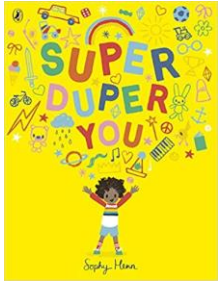
Each text in our English curriculum has been carefully selected with the following in mind:

- The context of our school
- The barriers our children face
- Our aim to develop a broad and rich experience of different stories, authors and cultures
- Our intention to provide a wide range of purposeful cross-curricular links

From this, we have created a Literature Spine for every year group. Our carefully chosen literature spine from EYFS to Year 6 includes a range of fiction, non-fiction and poetry. Our writing process is built around text led units of work which develop vocabulary, reading and writing skills. Key texts are explored through the areas of learning in Early Years or in detail through English Learning Journeys . This is by no means an exhausted list of the texts we read with our children.

We read EVERY day from a wide range of resources.

EYFS – Autumn 1 *I Am Special*

Core Texts	Wider Reading	Writing Opportunities
 	<p>Have You Filled a Bucket Today?, McCloud & Messing Ruby's Worry: A Big Bright Feelings Book, Percival You Choose, Goodhard & Sharratt Everyone Feels Happy, Butterfield & Sterling The Barefoot Book of Children of the World, Strickland & Dean We are Family, Hegarty & Wheatcroft All Kinds of Families, Henn</p>	<p>Names and labels on pictures of themselves and their families Writing linked to World Mental Health Day Describing our worries Letters to Ruby to help her stop worrying Action Rhymes linked to Ph1 Phonics Narrative writing linked to small world enhancements</p>

Why these texts?

As our children embark on the very beginning of their educational journey at Feniscowles, we start with the learning theme 'I Am Special'. Our aim is to instil confidence in all our children and promote positive attitudes from the offset. Through our carefully chosen texts, we are able to ignite conversations and uncover the children's strengths, goals, likes, personal interests and family life experiences. The texts provide wonderful opportunities for the children to develop their 'Communication and Language Skills' as they are encouraged to talk about themselves and their families. Our literature spine also links to another prime area of our curriculum 'PSED', which is extremely important to explore as our pupils begin this new behavioural milestone. Using these texts and rhymes allows us to talk about a range of emotions and how we self-regulate these emotions in a fun, engaging and creative way!

Why now in their journey?

These are the first texts that the children encounter in their Feniscowles literary journey and they have been carefully selected as they include characters that *all* of our children can relate to. Starting with our 'I Am Special' learning theme and choosing texts such as 'All Are Welcome' immediately builds a sense of community amongst our EYFS learners.

How do these texts contribute to the 'Feniscowles Child'?

Being a Feniscowles Child is special. The story of 'Super Duper You' encourages the children to think about all the emotions that makes every person special. It provides children with opportunities to explore the value of respect and understand and reflect on their friends' perspectives and feelings. This learning helps our children to develop stronger empathic communication skills and social values which turn feelings of empathy into moral actions in our school and community. The text 'We Are Welcome' allows us to explore the value of diversity as it helps us to highlight how we all have different appearances, attributes and personalities, yet we all deserve to feel a sense of belonging.

EYFS – Autumn 2 *What Do We Celebrate?*

Core Texts	Wider Reading	Writing Opportunities
 	<p><i>The Squirrels who Squabbled</i>, Bright & Field <i>Bear Snores On</i>, Wilson & Chapman <i>Hibernation</i>, Kosara <i>Holidays and Festivals: Diwali</i>, Dickman <i>Grumpy Badger's Christmas</i>, Bright & Chapman <i>Little Robin Red Vest</i>, Fearnley <i>The Jolly Christmas Postman</i>, Ahlberg & Ahlberg</p>	<p><i>Autumn Poetry</i> Writing in role as the squirrels arguing Wild nutty chase maps to send to the author Rachel Bright Writing in the role of the pinecone Description of hibernating animals Diary writing in role of Binny about Diwali Retelling of the Grumpy Badger story Sorry cards to the Badger Letters to Santa Writing the Christmas Show script / programmes</p>

Why these texts?

During the Autumn term, in EYFS, we begin our 'What Do We Celebrate?' topic. 'Binny's Diwali' is a great way to teach our children more about the world around them and how their beliefs may differ from others. 'Where the Poppies Now Grow' fits perfectly with our wider 'Understanding the World' curriculum as we explore remembrance and The War. This links nicely with our 'Past and Present' and 'People, Culture and Communities' strand of learning. With a predominantly white British intake, we feel that it is important for our children to develop an understanding of different religions and celebrations hence our focus on 'Binny's Diwali' and 'Where the Poppies Now Grow'. Allowing the children to experience other religions and cultures as part of their literary journey, helps to create a diverse and understanding EYFS community.

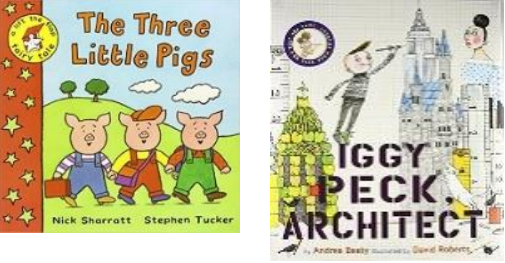
Why now in their journey?

Through our exploration of Diwali, we are able to build upon our previous learning from the first part of the Autumn term as we continue to discuss similarities and differences with each other. The texts expose the children to a wide range of new vocabulary which they can apply across the wider curriculum.

How do these texts contribute to the 'Feniscowles Child'?

The chosen texts provide us with an excellent opportunity to promote the value of diversity. By building upon the children's prior knowledge of the world around them and celebrating different cultures within our EYFS environment, the children are able to recognise that differences are special. Engaging our learners in culturally responsive experiences helps to increase their awareness of a range of cultures and beliefs and promotes inclusivity.

EYFS – Spring 1 *Who Lives in a House Like This?*

Core Texts	Wider Reading	Writing Opportunities
	<p>My Great Grandpa, Martin & Dom When I was Little Like You, Walsh & Lambert Home, Ellis Houses Through Time, Reid & Lombardo Callum's Construction, Emmett We're Going on a Bear Hunt, Rosen</p>	<p>Comparing houses in the past and describing our own homes (labelling) Writing in role as the Three Little Pigs Labelling new pig houses with the help of Iggy Peck the Architect Letters of condolence/apology Retelling stories using small world/resources in tuff trays Writing Science experiment about materials Setting up productions of the Bear Hunt - planning show title etc. Performing the story of the Bear Hunt</p>

Why these texts?

In Spring 1, we begin our 'Who Lives in a House Like This?' topic. The wide variety of fiction and non-fiction texts explored during the first part of the Spring term provide the perfect stimulus for endless writing experiences.

Why now in their journey?

The texts have been carefully chosen as meaningful links can be made to many different areas of the curriculum and our Early Years environment; the home corner, construction and creative area. By exploring these texts, we aim to inspire the children in Early Years to express themselves independently within the provision, using different resources and materials just like characters the Three Little Pigs and Iggy Peck. We encourage the children to use the open-ended resources available to create their own narratives, houses and designs. We are also able to bring Iggy Peck the Architect to life and head out on walks around the local area looking at buildings and designs, encouraging the children to make important links between literature and real life.

How do these texts contribute to the 'Feniscowles Child'?

The story of 'The Three Little Pigs' touches upon the value of forgiveness, raising thoughtful discussions. Both, 'The Three Little Pigs' and 'Iggy Peck the Architect' explore themes of endeavour as a determination to succeed is highlighted through the characters' actions. We also learn how Iggy Peck loves to build things and solve problems. These texts are therefore perfect for supporting the development of skills such perseverance and personal initiative. They help to promote the importance of striving to pursue dreams and aspirations.

EYFS – Spring 2 *New Life and Changes*

Core Texts	Wider Reading	Writing Opportunities
 	<p>Lola Plants a Garden, McQuinn & Beardshaw Grow Your Own, Hall Lifecycles: From Seed to Sunflower, De la Bedoyere Jack and the Jelly Bean Stalk, Mortimer & Pichon Out of Nowhere, Naylor-Ballesteros Mad about Minibeasts, Andreae & Wojtowycz There was an Old Lady who Swallowed a Fly, Adama</p>	<p>Recount of our visit to the garden centre Labelling parts of a flower Instructions for how to grow your own flower Simple explanatory writing about the butterfly life cycle Retelling the story Jack and the Beanstalk Innovating the story of Jack and the Beanstalk Letter of apology to the giant Performing poetry</p>

Why these texts?

The text 'Caterpillar to Butterfly' provides excellent opportunities to write for a range of real purposes. 'Jack and the Beanstalk' is a classic traditional tale and it provides the perfect ingredients for a captivating Early Years story. The story allows us to immerse the children into a magical fantasy world and bring the story to life within our classroom environment whilst meeting our wider curriculum and Literacy objectives. The traditional tale also provides an excellent opportunity to explore key cultural, social and ethical dilemmas.

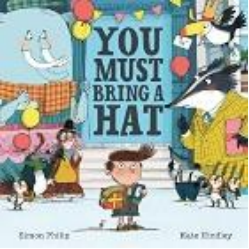

Why now in their journey?

Purposeful links can be made between the books and our 'New Life and Changes' topic. The text 'From Caterpillar to Butterfly' is introduced slowly and quickly brought to life as we welcome our new EYFS caterpillars into the classroom. It provides a wonderful opportunity to link what is happening in the classroom to literature. Learning about life cycles is an important way to develop children's understanding of the world. The text helps our learners to begin to understand and deal with concepts such as life, death and birth. The text also introduces the children to new scientific vocabulary as we explore life cycle diagrams and perform experiments.

How do these texts contribute to the 'Feniscowles Child'?

We continue to explore the theme of endeavour when reading the story of 'Jack and the Beanstalk'. Within the story, Jack takes advantage of the opportunities that life provides. At the beginning, Jack is mired in poverty, selling his family's cow, which was a true act of desperation given that it was one of the family's last sources of sustenance. He is then seen making the most of life's opportunities as he decides to sell the cow in order to buy the magic beans.

EYFS – Summer 1 *Who Wears a Hat Like This?*

Core Texts	Wider Reading	Writing Opportunities
 	<p>I Want my Hat Back, Klassen Here We Are: Notes for Living on Planet Earth, Jeffers You Choose, Goodhard & Sharratt The Queen's Hat, Antony The Queen, Brassey The Queen's Corgi, Film, Jubilee People Who Help Us: Police, Head Busy People: Police Officer, George & AndoTwin Doctor Miaow's Big Emergency, Lloyd</p>	<p>Writing in role as the bear and the rabbit Labels describing the different hats/their own hat Community jobs fact file Instructions on how to make a hat Invitation to the hat party Maps of the Queens hat journey Letter to the Queen Retelling the story of the Queen's Corgi (Voice recordings)</p>

Why these texts?

'You Must Bring a Hat' captivates the imagination of our EYFS children as they plan and prepare for 'the *hattiest* party ever!' The only rule for attending this party is you MUST bring a hat. As the children begin to consolidate their sentence writing, the story provides our learners with the opportunity to apply their writing skills in a range of creative ways for real life purposes.

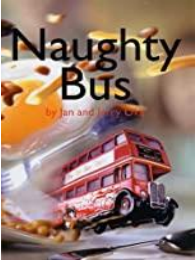
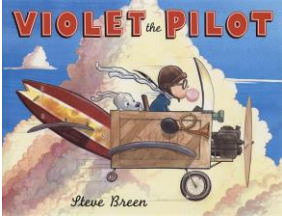
Why now in their journey?

'Who Wears a Hat Like This?' is our Summer 1 topic and we explore a variety of characters who help us and influential people. A modern take on the topic 'People Who Help Us', our hat topic allows us to explore characters using their hats as a stimuli. The looseness of the topic gives us scope to steer in different directions and follow the children's interests. 'Little People, Big Dreams: Coco Chanel' links to our wider 'Past and Present' area of the curriculum as children talk about the lives of people around them and their roles in society. The chosen texts help our children to understand the past and the now through settings, characters and events encountered in the books.

How do these texts contribute to the 'Feniscowles Child'?

With stylish and quirky illustrations and extra facts at the back, the empowering story of Coco Chanel celebrates the important life story of a little child with a huge dream. The text provides the perfect stimulus to explore more wonderful women of the world through the wider curriculum, helping to break down gender stereotypes. It also encourages children to persevere, even through times of hardship.

EYFS – Summer 2 *Going on our Holidays*

Core Texts	Wider Reading	Writing Opportunities
 	<p>All Aboard the London Bus, Toht & Usher London, Foster Annie Hoot and the Knitting Extravaganza, Clifton-Brown One Day on our Blue Planet: In the Rainforest, Bailey Don't Let the Pigeon Drive the Bus, Williems The Wheels on the Bus</p>	<p>Retelling the story of The Naughty Bus Boarding passes Holiday brochure Postcard in the role of Annie Hoot Letter to children around the world Creating our own wheels on the bus (performance at Graduation)</p>

Why these texts?

With many of our children having not experienced travelling on an aeroplane before, these texts take us to holidays both near and far and broaden the children's experiences! Children have been exposed to 'The Wheels on the Bus' nursery rhyme from a young age which hooks interest into 'Naughty Bus' as they recognise a similarity. The texts gives us opportunities to practise our oracy skills as we become YouTube stars and plan, create and re-tell our own version of the Naughty Bus in our classroom provision. 'Violet the Pilot' helps us to explore unfamiliar experiences and vocabulary whilst making links between previous learning and characters such as 'Iggy Peck' who is also an inventor. As we explore Manchester Airport, build our own EYFS plane and create our own passports, the story of 'Violet the Pilot' allows children to make links between real life and literature.

Why now in their journey?

Following on from our previous 'Queens Hat' text, the non-fiction story, 'Naughty Bus' builds upon the children's prior knowledge of London. 'The Naughty Bus' is written in a child-friendly way and provides the perfect stimulus for story writing. The text helps the children to consolidate their understanding of story structure and allows them to continue their literacy journey by becoming authors and changing the story in a more complex way using their imagination. This is a fitting build-up as they begin their transition into Year 1.

How do these texts contribute to the 'Feniscowles Child'?

'Violet the Pilot' explores the theme of respect as the children at school tease Violet for building an elaborate flying machines from scratch. We discuss the behaviour of the unkind children within the book helping to promote our school value of compassion.