

This document outlines the core spine of texts that our pupils will be exposed through throughout their time at Feniton Primary School.

Core Reading Spine

EYFS – Year 6



Our Belief

Through the **high quality implementation** of our reading curriculum we aim to have a significant and positive impact on every child. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Early Reading

Through the delivery of our reading curriculum we ensure a consistent and robust teaching and learning of early reading and phonics in FS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. The Twinkl scheme has been implemented in since September 2022 and children are provided with books that match and support their phonics development , mainly from Collins Big Cat Series. All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult. We provide a text rich environment, in order to encourage a positive culture of reading throughout all classes and promote pupils' enjoyment of reading. We refer to 'Texts That Teach', published by Devon Babcock Literacy Team and Devon Schools Library Service for recommendations on high quality texts that underpin our teaching sequences and class readers. Through the use of high-quality texts pupils are encouraged to develop their vocabulary, consider a range of issues and deeper meanings in texts, develop comprehension skills and enjoyment of books. Reading strategies are continually developed through the wider curriculum. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

Moving into KS2

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school across all subject areas.

Children working below age-related expectations at the end of KS1 will be given extra support to accelerate their progress. Children who need support with word decoding will be supported with additional phonics lessons in Year 3 and if progress is slow the child will work through a Toe by Toe intervention or IDL computer programme and/or Trugs in Years 4-6 which will reinforce a systematic, synthetic phonic approach.

In Year 3 children will be supported to choose appropriate books from their class library and particular shelves in the library that will have lower challenge free readers. Class libraries will progress in the level of reading challenge and children's views are collected on the range of books available to them.

Children working below expectation can work through Talisman/Alba Scheme in Years 3 and 4 which have a higher interest level for their age and can then move onto books chosen from Barrington Stoke in Years 5 and 6.

Children who are more reluctant to read independently, often because they find it challenging, have access to Project X books, a series which supports reluctant readers.

We also encourage children to read online and we subscribe to First News to provide a different genre of reading for reluctant readers to dip into.

Children have time to read their independent library books each day and this gives teachers time to review what is being read, chat to individuals about their choices and check the reading matches the child's level of development.

Reading for pleasure					
<ul style="list-style-type: none"> ➤ Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities ➤ To build preferences in reading and to choices of texts to read ➤ To recognise authors and styles of reading that individuals enjoy ➤ Engage in book discussion in a range of contexts, alongside both adults and peers ➤ Share and recommend a range of books 					
Curriculum Provision:					
	FS	Y1	Y2	LkS2	Uks2
Reading aloud to children					
<ul style="list-style-type: none"> ➤ Daily exposure to quality books for a minimum of ten minutes ➤ Regular class story time, independent reading and making book recommendations to their peers ➤ Author and theatre visits 					
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes Continuing 'listening for pleasure' to ensure reading does not become purely a means to an end but also episodes of escapism and relaxation	
Core texts	Reception: daily story from a range of short picture books Year 1 Autumn 1 The Tiger who came to Tea - Judith Kerr	Year 2 The owl who was afraid of the Dark The Magic Finger Completed The Giraffe, the Pelly and Me after Guided Reading Different Traditional Tales	Year 3 Roman beanfeast – Gillian Cross Gladiators don't blink – Nick Warburton Stig of the dump – Clive King More stories Julian tells – Ann	Year 5 The Person Controller Goodnight Mr. Tom Stormbreaker Boom!	

	<p>Autumn 2 A variety of traditional tales</p> <p>Spring 1 Small - Clara Vulliamy</p> <p>Spring 2 Whatever Next - Jill Murphy The Way Back Home – Oliver Jeffers How To Catch A Star – Oliver Jeffers</p> <p>Summer1 Rainbow Fish – Marcus Pfister</p> <p>Summer 2 Oliver Vegetables – Vivian French</p>	<p>Amazing Grace Mary Hoffman Pumpkin Soup Helen Cooper Who’s afraid of the Big Bad Book? Lauren Child Tuesday David Wiesner The Flower John Light Gorilla Anthony Browne Emily Brown and the thing Cressida Cowell The Hodgeheg Dick King-Smith Flat Stanley Jeff Brown</p>	<p>Cameron Bamba Beach – Pratima Mitchell</p> <p>Year 4 There’s a Viking in my bed – Jeremy Strong Viking at school – Jeremy Strong Odd and the Frost Giants – Neil Gaiman Iron Man – Ted Hughes Carry me away – Matt Goodfellow The one and only Ivan – Katherine Applegate</p>	<p>Boy Giant: Son of Gulliver – Michael Morpurgo The boy at the back of the class. Can you see me? By Libby Scott and Rebecca Westcott</p> <p>Year 6 Letters from the Lighthouse by Emma Carroll Holes by Louis Sachar Floodland Marcus Sedgwick (Who Let the Gods Out? By Maz Evans if not finished in Year 5).</p>
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Shared reading as part of teaching sequence

- Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently
- First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)

<p>Core texts</p>	<p>Reception:</p> <p>Autumn 1 Mr Waggle and Mr Wiggle Pie Corbett From Head to Toe: Eric Carle Leaf Man: Lois Ehlert</p> <p>Autumn 2 Pete the cat and his four groovy buttons: Eric Litwin We’re going on a Leaf Hunt: Steve Metzger Dear Santa: Rod Campbell</p> <p>Spring 1 - Dear Zoo: Rod Campbell Elmer: David McKee Chinese New Year story (Twinkl) Bat learns to Dance (Oak Academy)</p> <p>Spring 2</p>	<p>Year 2</p> <p>NF Penguins – Emily Bone F A mouse called Julian – Joe Todd- Stanton P A First Poetry Book by Pie Corbett and Gaby Morgan F How to Catch Santa – Jean Reagan F The Lord of the forest – Caroline Pitcher F – Toby and the Great Fire of London TT- The Three Little Pigs by Mara Alperin F - Traction Man – Mini Grey</p>	<p>Year 3</p> <p>Julian stories – Ann Cameron Fantastically great women who changed the world – Kate Pankhurst Stone Age Boy – Satoshi Kitamura Dear Father Christmas – Alan Durant Escape from Pompeii - Christina Balit How to wash a Woolly Mammoth – Micelle Robinson, Kate Hindley How to be Roamn in 21 easy stages- Scouler Anderson</p>	<p>Year 5</p> <p>Pie Corbett, ‘The Place of Moon and Stars.’ Kensuke’s Kingdom Cloudbusting Varjak Paw Dragonology/Mythology Eat, Shoots and Leaves The secret war diary</p> <p>Year 6</p> <p>Street child by Berlie Doherty. Pig Heart Boy by Malorie Blackman. Floodland by Marcus Sedgwick.</p>
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	<p>Runaway Pancake: Mairi Mackinnon Mama Panya's Pancakes: Richard Chamberlin Owl babies Martin Wadell Wow said the Owl: Tim Hopgood The Enormous Turnip: Traditional tale 10 seeds: Ruth Brown</p> <p>Summer 1 - (3 from) The Very Busy Spider: Eric Carle Snail Trail: Ruth Brown Mad about Minibeasts: Giles Andreae William the Worm: Sheila Bird Superworm: Julia Donaldson</p> <p>Summer 2 We're going on a bear hunt: Michael Rosen The Three Billy Goats Gruff Traditional tale Peter Puffin: Petr Horacek</p> <p>Year 1 Autumn 1 It's my birthday - Helen Oxenbury What I like (senses poems) - Gervase Phinn Autumn : Castles - Maggie Freeman Jack and the Beanstalk Spring 1 Looking At Teddy Bears - Sallie Purkis Nobot the Robot - Sue Hendra Spring 2 Lost and Found - Oliver Jeffers Summer 1 Mr Seahorse - Eric Carle Sally and the Limpet - Simon James Summer 2 Fatou fetch the Water - Neil Griffiths</p>		<p>Year 4 Odd and the Frost Giants – Neil Gaiman Iron Man – Ted Hughes Turtle in paradise – Jennifer L Holm Hoot – Carl Haiaasen Plastic Sucks - Dougie Poynter Carry me away – Matt Goodfellow The one and only Ivan – Katherine Applegate How to be an Anglo-Saxon in 13 easy stages – Scouler Anderson How to be a Viking in 13 easy stages – Scouler Anderson</p>	
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Core reading texts to support reading to learn across the curriculum				
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The strategies of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Core texts	<p>Reception</p> <p>Autumn 1 Once there were giants: Martin Waddell Peepo: Allan Ahlberg Amazing Grace: Mary Hoffman Non fiction books about body</p> <p>Autumn The Gun Powder plot: Rob Lloyd Chamberlain Non fiction about Autumn</p> <p>Spring 1 A place called home Lonely planets Non fiction about Winter, animals</p> <p>Spring 2 10 little seeds Ruth Brown When I was little like you: Jill Paton Walsh Non fiction books on life cycles, nocturnal animals, plants growing, Spring</p> <p>Summer 1 Snail trail: Ruth Brown Non fiction books on minibeasts, Summer</p> <p>Summer 2 Non fiction books on transport</p> <p>Year 1</p>	<p>Dear Greenpeace - Simon James Pond Circle - Betty Franco Creature Features - Steve Jenkins The boy who grew Dragons - Andy Shepherd The Flower - John Light Finding Wild- Megan Wagner and Lloyd and Abigail Halpin The Disgusting Sandwich - Gareth Edwards I am the Jungle - Melissa Hurt The Great Paper Caper - Oliver Jeffery The most Magnificent thing - Ashley Spires Great Fire of London - Emma Adams Vlad and the Great Fire of London</p>	<p>Year 3</p> <p>The lost village of Skara Brae – Mick Gowar, Sarah-Jane Harknett Time traveller’s guide to the Bronze Age – Anna Claybourne The stone Age – Juliet Kerrigan, Laura Sua What happened to Dinosaurs? Jon Hughes Dubai from the sky – Rob Alcraft Fragile Earth – Claire Llewellyn Spotlight on Brazil – Charlotte Coleman-Smith Where do you live? – Janice Vale My best book of volcanoes – Simon Adams Volcanoes – Sharon Dalglish</p> <p>Year 4</p> <p>The real story of the 3 little pigs – Jon Scieszka Folk tales for children – Xanthe Graham Knight and Robin Knight Spotlight on Brazil – Charlotte Coleman-Smith Vikings in Britain – Seb Camagajevac</p>	<p>Year 5</p> <p>Variety of space textbooks. Atlas’s are used to provide a sense of place and comparison. Nelson Comprehensions to provide a variety of genre’s. IPADS to access a variety of information online e.g. National parks. First news provides articles of interest linked with current affairs.</p> <p>Year 6</p> <p>Oliver Twist Charles Dickens Beowulf Michael Morpurgo Shakespeare Macbeth Darwin’s Dragons by Lindsay Galvin Alastair Humphrey’s Great Adventurers. The Water tower Gary Crew Moth: an evolution story Isabel Thomas</p> <p>The Woodcutter and the Snow Prince Ian Eagleton and Davide Ortu The Arrival by Shaun Tan Floodland Marcus Sedgwick</p>

	<p>Autumn 1 My Amazing Body – Ruth Martin (Sci) Me and My Amazing Body – Joan Sweeney (Sci) Autumn 2 Storm – Sam Usher (Sci) Goodbye Summer, Hello Autumn – Kenard Pak (Sci) Spring 1 Somebody Swallowed Stanley – Sarah Roberts (Sci) Goodbye Autumn, Hello Winter – Kenard Pak (Sci) Spring 2 A First Book of Animals – Nicola Davies (Sci) Goodbye Winter, Hello Spring – Kenard Pak (Sci) Summer 1 The Gigantic Turnip – Aleksei Tolstoy (Sci) The Tiny Seed – Eric Carle (Sci) Summer 2 Poems About Seasons – Brian Moses (Sci) Goodbye Spring, Hello Summer – Kenard Pak (Sci)</p>		<p>Early Kings of England – Jim Eldridge</p>	
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