Cambridge Park Academy Reading Spine

At Cambridge Park Academy, our reading spine is shaped by our fundamental belief that every pupil, regardless of their need, age or cognitive ability, is entitled to a rich and meaningful reading experience. The decisions we make about how we educate our pupils are rooted firmly in our values, and we ensure that these beliefs are consistently reflected in the texts pupils encounter. Literature offers one of the most powerful opportunities for pupils to understand both themselves and others, allowing them to see their own lives mirrored while also discovering perspectives beyond their immediate experience.

Our reading spine supports a literacy-led, thematic approach to learning, where carefully selected texts drive and enrich the wider curriculum. Through these texts, pupils are encouraged to develop their imagination, make personal connections, and engage with ideas that extend beyond their own lives. We place equal importance on providing opportunities for pupils to relate to characters and experiences while also deepening their understanding of people from different backgrounds, cultures and viewpoints. In doing so, we aim to foster empathy, curiosity and a genuine love of reading.

The texts selected for our spine are chosen with careful consideration to both engagement and challenge. We ensure that pupils are exposed to language that extends their vocabulary and broadens their understanding of the world. Strong narratives are prioritised so that texts can be revisited multiple times, allowing pupils to build familiarity, confidence and deeper comprehension. Alongside this, we recognise the continued importance of rhythm, repetition and patterned language, particularly for pupils working at earlier developmental stages, ensuring that these features are embedded in a way that remains appropriate and engaging for older learners.

We are committed to ensuring that all pupils feel represented within the texts they encounter. High-quality illustrations and narratives are selected to reflect a wide range of cultures, identities and lived experiences, enabling pupils to see themselves in what they read while also learning about others. Our spine includes both traditional and contemporary texts, allowing pupils to experience a breadth of literature that supports both cultural literacy and relevance to modern life. Picture books play a vital role across all stages, not only for younger learners but also for older pupils, as they provide accessible yet sophisticated opportunities for inference, discussion and reflection.

Reading, sharing and discussing texts is central to our approach because we recognise that comprehension develops through exposure to language and ideas. Pupils benefit from hearing texts read aloud fluently by adults, engaging in discussion and revisiting stories multiple times. Vocabulary development and background knowledge are closely linked, and our approach ensures that pupils are supported to understand new words within context while building the wider knowledge needed to make sense of what they read. Through this, pupils are able to retrieve information, summarise ideas, make predictions and develop increasingly confident interpretations of texts.

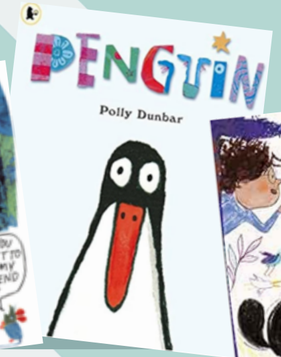
In constructing our reading spine, we carefully consider text complexity to ensure an appropriate balance of accessibility and challenge. This includes attention to sentence structures, vocabulary, text organisation and the level of familiarity of content. Pupils are gradually exposed to a wider range of text types and structures, including those with more complex narratives and deeper levels of meaning, so that they are prepared for future reading demands. By doing so, we support pupils to become confident, thoughtful readers who are able to engage with texts in a meaningful and purposeful way.

Through this inclusive and ambitious approach, our reading spine ensures that every pupil at Cambridge Park Academy can access, enjoy and learn from high-quality literature, developing not only their reading skills but also their understanding of themselves and the world around them.

Pre Foundation
KS1

Autumn 1









Autumn 2

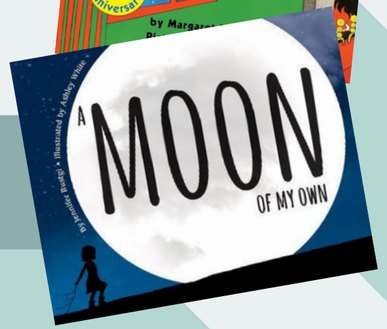






Spring 1









Spring 2







Summer 1



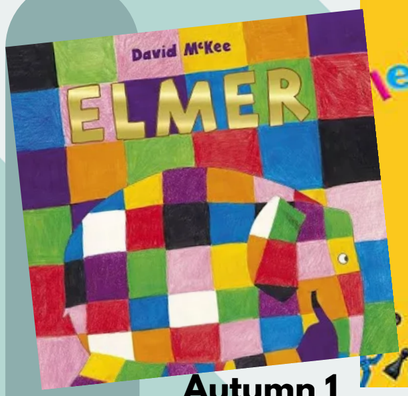






Summer 2

Pre Foundation
KS2







Autumn 1

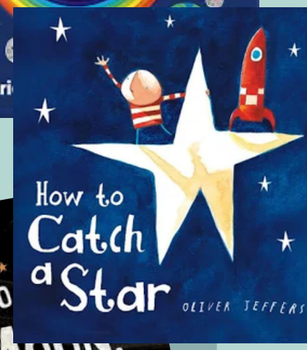






Autumn 2





Spring 1









Spring 2



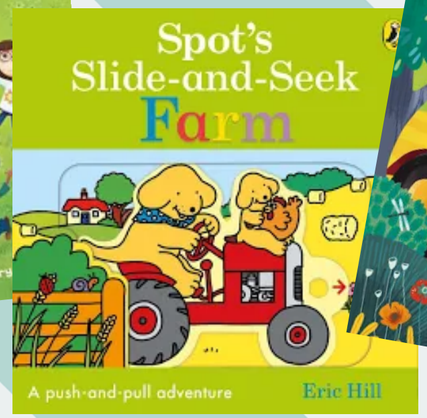






Summer 1





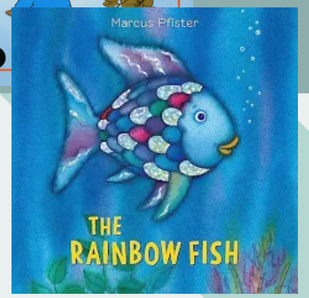


Summer 2

Pre Foundation
KS3

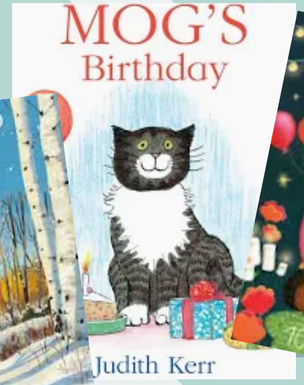






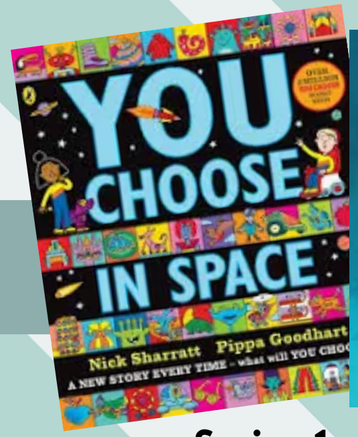
Autumn 1







Autumn 2







Spring 1







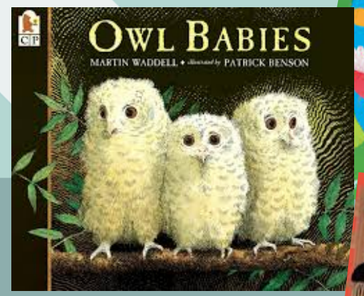
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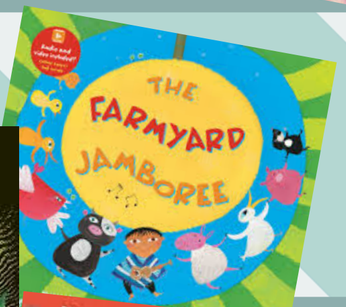






Summer 1



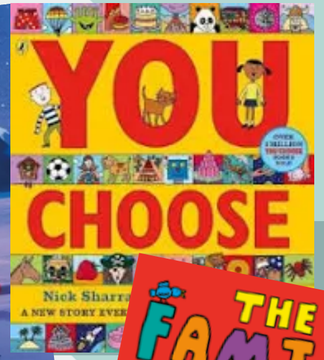




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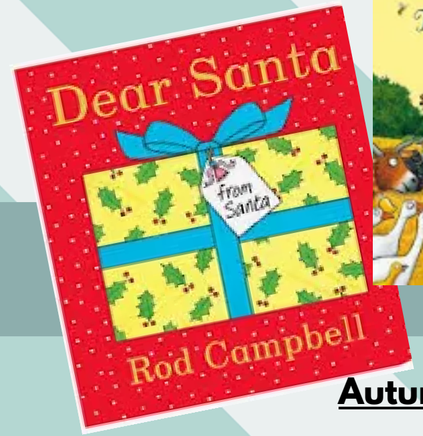
Pre Foundation
KS4







Autumn 1



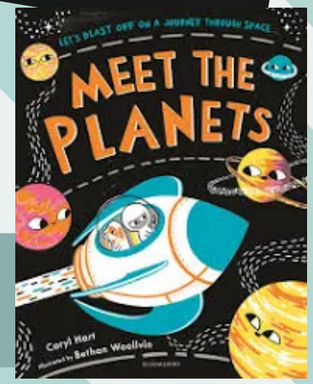




Autumn 2







Spring 1



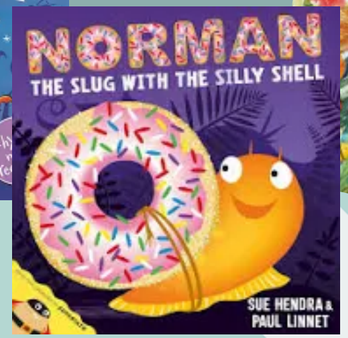




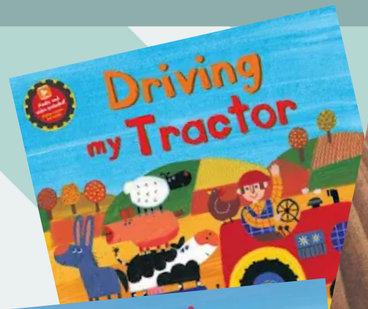
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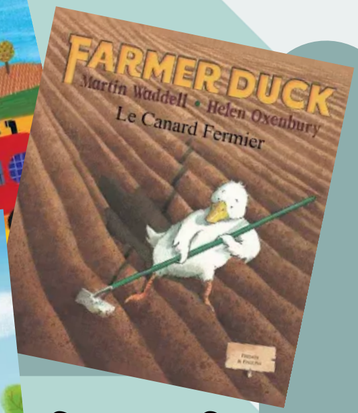


Summer 1









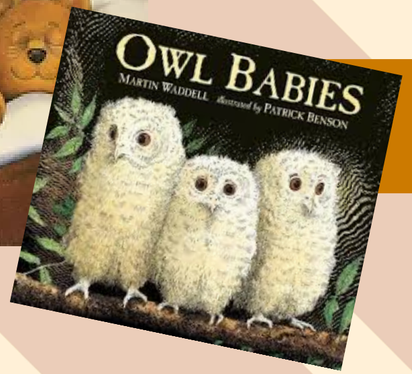


Summer 2

Foundation KS2







Autumn 1







Autumn 2

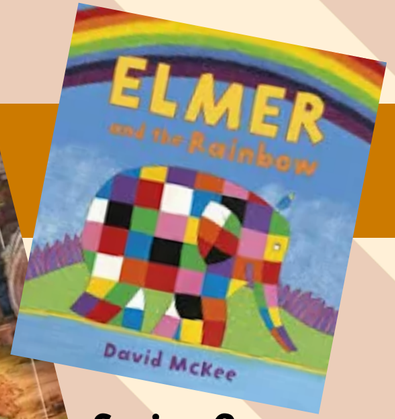






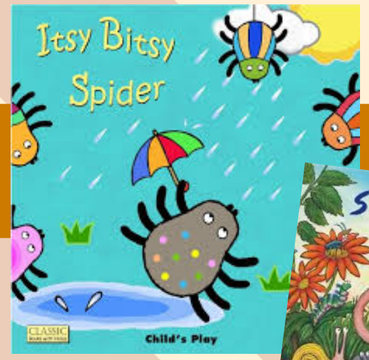
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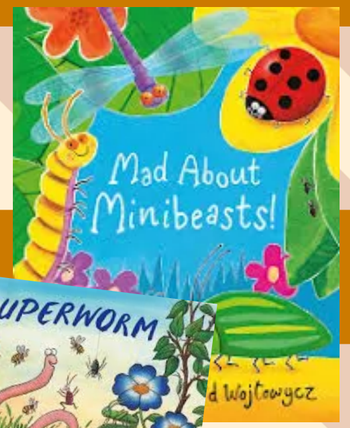




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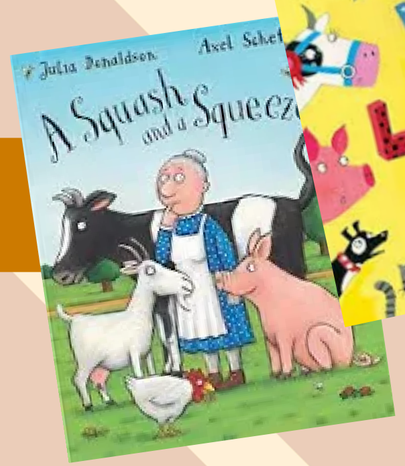








Summer 1



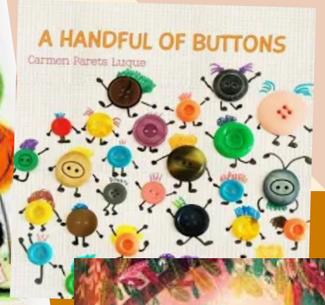


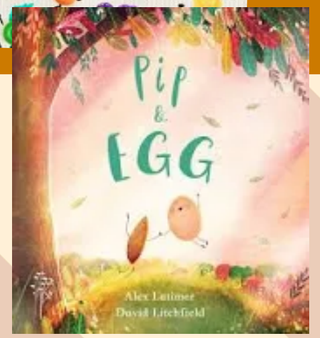


Summer 2

Foundation KS3







Autumn 1





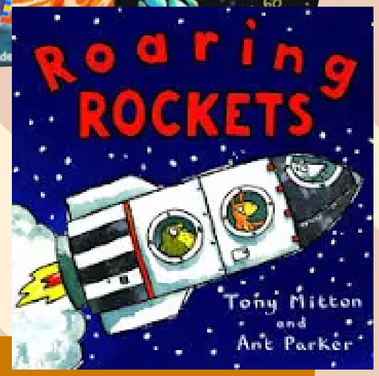




Autumn 2







Spring 1





Spring 2







Summer 1





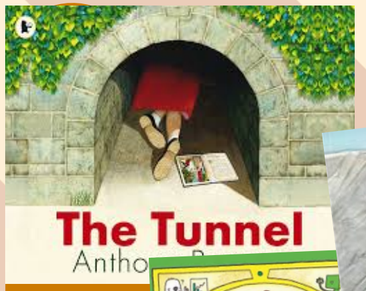


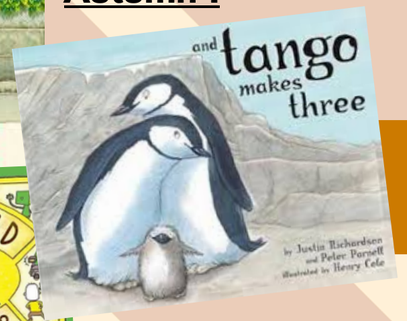


Summer 2

Foundation KS4

Autumn 1







Autumn 2







Spring 1

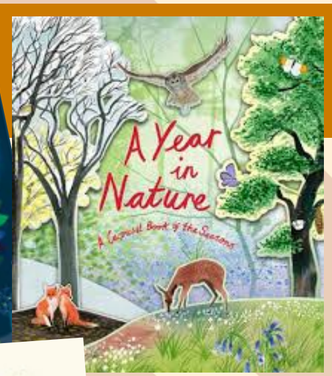






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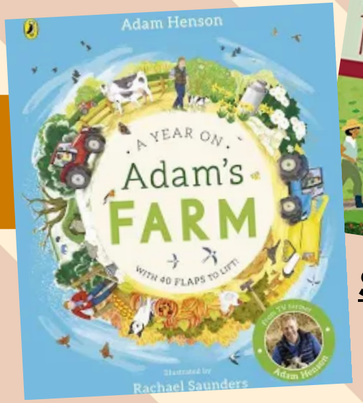
Summer 1







Summer 2

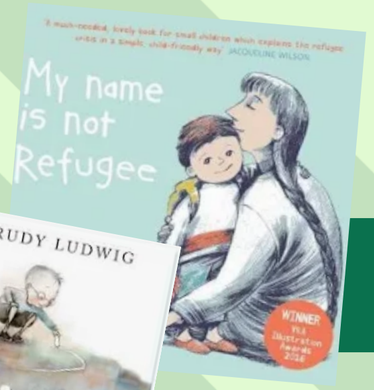




Functional KS3
Oak - Theme

Autumn 1









Autumn 2









Spring 1





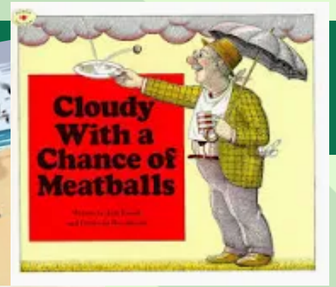




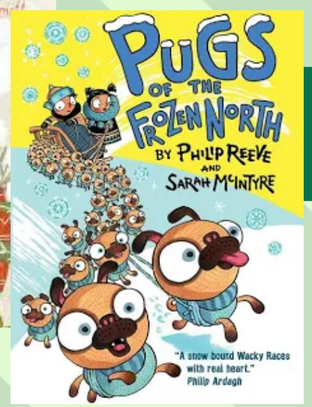


Spring 2









Summer 1



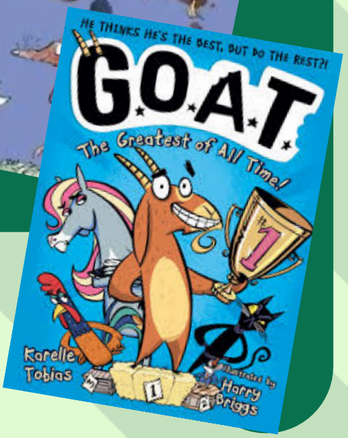




Summer 2

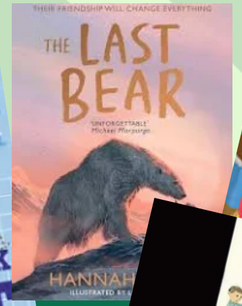






Functional KS3
Yew Class - Subject







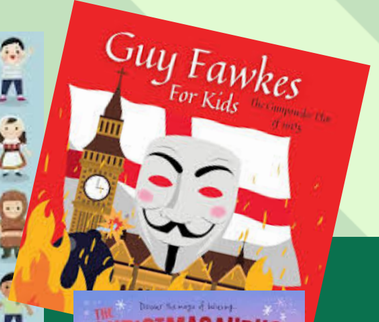


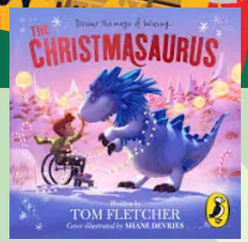
Autumn 1











Autumn 2



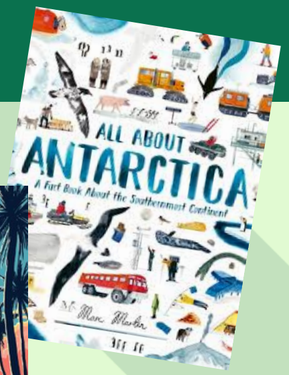




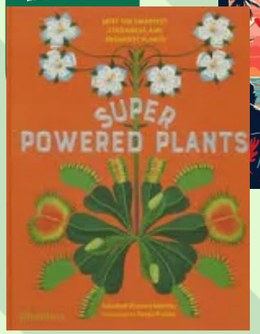
Spring 1



Spring 2













Summer 1





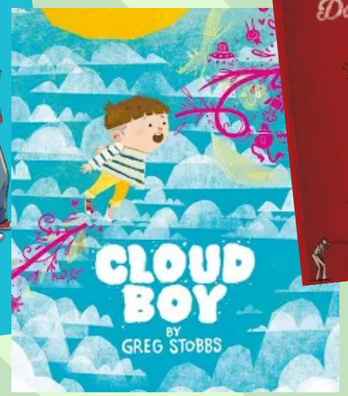


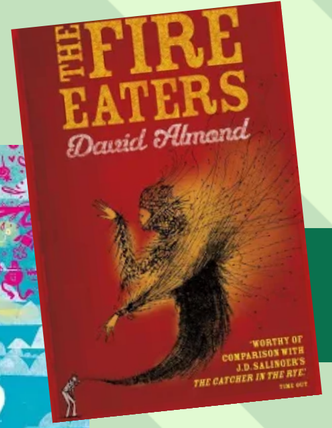
Summer 2

Functional KS4

Autumn 1



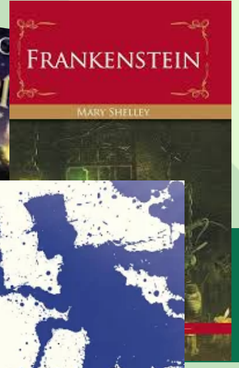




Autumn 2









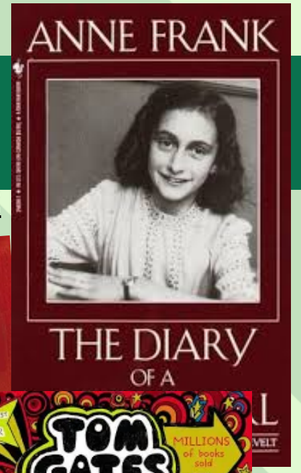
Spring 1



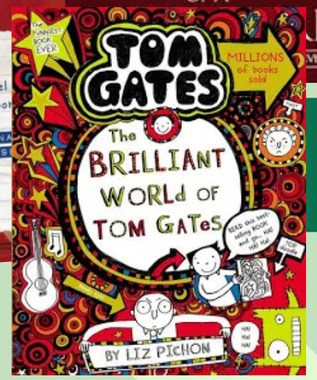




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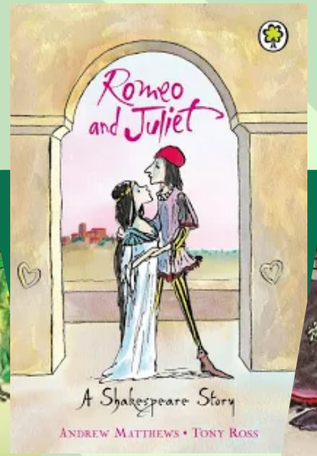






Summer 1







Summer 2

