

Year 1 | Spiritual Development through Reading and Writing

Newland St John's Church of England Academy | Living together, learning together and shining together in the love of God.

Matthew 5:16 | Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Subject / curriculum links	Self	Others	The World and Beauty	Beyond
Reading Beegu; Lubna and Pebble; Leo and the Octopus; Dinosaurs and All That Rubbish	Explore feelings of being different, lonely or welcomed; reflect on personal friendship and belonging.	Consider how Beegu and Lubna are treated; recognise kindness, compassion and the value of including everyone.	Notice imaginative descriptions of nature and consider the environmental message in Dinosaurs and All That Rubbish.	Wonder what makes someone feel at home and how small acts of kindness can change another person's life.
Writing Astro Girl; Cave Baby; Dadaji's Paintbrush; Stanley's Stick	Write about dreams, memories and the importance of family connections.	Create characters who show kindness or courage; write from another character's viewpoint.	Use sensory vocabulary and imagery to describe natural objects and imagined journeys.	Write imaginative questions about space, possibility, creativity and the unknown.

Suggested reflection prompts: What does this text reveal about me? How do others experience the world? What fills us with wonder? What big questions does the story raise?

Planning note: These are proposed opportunities for spiritual reflection, not evidence that activities have already been taught. Reading and writing links are drawn from the uploaded NSJ Reading/Writing Curriculum.

Year 2 | Spiritual Development through Reading and Writing

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Subject / curriculum links	Self	Others	The World and Beauty	Beyond
Reading The Hodgehog; Too Small Tola; Eric; Charlotte's Web	Reflect on courage, strengths and the experience of being underestimated.	Discuss friendship, sacrifice, difference and empathy through characters' choices.	Appreciate animals, habitats and the beauty found in everyday surroundings.	Ask what makes a life valuable and how friendship can change the way we see the world.
Writing Dear Earth; The Journey Home; The Bear and the Piano; Last Stop on Market Street	Express hopes, fears and personal aspirations through letters and narrative.	Write persuasively about caring for animals and people; explore generosity and belonging.	Use vivid description to celebrate Earth's landscapes and the wonder of the natural world.	Consider what it means to protect a home, pursue a dream or find beauty in unexpected places.

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Year 3 | Spiritual Development through Reading and Writing

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Subject / curriculum links	Self	Others	The World and Beauty	Beyond
Reading The Lost Spells; The BFG; Africa, Amazing Africa; A Necklace of Raindrops	Explore imagination, confidence and the feelings that accompany discovery.	Consider different cultural experiences respectfully and empathise with characters overcoming adversity.	Respond to the language and imagery of The Lost Spells and the beauty of the natural world.	Reflect on dreams, mystery, possibility and why stories can evoke awe and wonder.
Writing Themes: Magic and wonder; Dreams and curiosity; Hope and healing; Overcoming adversity	Create reflective writing about hopes, challenges and growing resilience.	Write from contrasting viewpoints and explore compassionate responses to difficulty.	Craft poems and descriptions using imagery inspired by nature and weather.	Use fantasy and storytelling to explore unanswered questions and the power of hope.

Suggested reflection prompts: What does this text reveal about me? How do others experience the world? What fills us with wonder? What big questions does the story raise?

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Year 4 | Spiritual Development through Reading and Writing

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Subject / curriculum links	Self	Others	The World and Beauty	Beyond
Reading The Undeclared; The Wild Robot; Skygazing; The Lion, the Witch and the Wardrobe	Reflect on identity, courage and perseverance in the face of challenge.	Explore injustice, belonging, friendship and how characters respond to exclusion.	Appreciate the beauty of the night sky, the natural world and expressive language.	Consider sacrifice, hope, moral choices and questions of good and evil.
Writing Tar Beach; Varmints; Granny Came Here on the Empire Windrush; The Matchbox Diary	Write about personal identity, family memories and the meaning of home.	Develop empathetic narratives about migration, prejudice, dignity and welcome.	Use descriptive language to capture cityscapes, nature and changing environments.	Explore freedom, remembrance and how stories preserve the experiences of earlier generations.

Suggested reflection prompts: What does this text reveal about me? How do others experience the world? What fills us with wonder? What big questions does the story raise?

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Year 5 | Spiritual Development through Reading and Writing

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Subject / curriculum links	Self	Others	The World and Beauty	Beyond
Reading Hidden Figures; Black and British; Beowulf; Letters from the Lighthouse	Reflect on ambition, moral courage and personal responses to adversity.	Discuss racism, inequality, belonging and the actions of those who challenge injustice.	Appreciate the power of poetry, myth and storytelling to evoke places and human achievement.	Consider heroism, truth, sacrifice and what it means to live a life of purpose.
Writing The Man Who Walked Between the Towers; The Island; The Tempest; The Odyssey	Write about ambition, fears, decisions and what gives someone determination.	Create persuasive and reflective writing about exclusion, fairness, power and hospitality.	Use rich imagery to evoke storms, journeys and striking landscapes.	Explore freedom, fate, responsibility and the moral consequences of choices.

Suggested reflection prompts: What does this text reveal about me? How do others experience the world? What fills us with wonder? What big questions does the story raise?

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Year 6 | Spiritual Development through Reading and Writing

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Subject / curriculum links	Self	Others	The World and Beauty	Beyond
Reading On the Move; A Christmas Carol; Malala; Caged Bird; Orphans of the Tide	Reflect on identity, personal values and the courage to speak up.	Consider displacement, poverty, human dignity, equality and compassion.	Respond to powerful imagery and symbolism in poetry and narrative.	Explore freedom, hope, forgiveness and the possibility of social transformation.
Writing The Arrival; Windrush Child; Suffragette: The Battle for Equality; Stonewall; Can We Save the Tiger?	Develop a thoughtful personal voice on belonging, change and moral responsibility.	Write empathetically and persuasively about migration, civil rights, inclusion and justice.	Use evocative language to celebrate biodiversity and advocate for conservation.	Consider the responsibility of individuals to challenge injustice and shape a better future.

Suggested reflection prompts: What does this text reveal about me? How do others experience the world? What fills us with wonder? What big questions does the story raise?

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Whole-school progression and SIAMS rationale

Progression

- Years 1–2: Recognise feelings, friendship, belonging, imagination and wonder through stories and early writing.
- Years 3–4: Develop empathy, reflective language, appreciation of beauty and consideration of moral choices and different experiences.
- Years 5–6: Critically reflect on identity, justice, freedom, responsibility, hope and the power of words to influence others.

SIAMS self-evaluation statement

Reading and writing offer progressive and inclusive opportunities for spiritual development through self, others, the world and beauty, and beyond. Carefully selected texts enable pupils to encounter different lives and perspectives, respond to language and imagery with awe and wonder, and consider questions of identity, dignity, justice, hope and purpose. Through discussion and purposeful writing, pupils develop their own voice and reflect on how words and actions affect others. This reflects our Christian vision and Matthew 5:16, encouraging pupils to let their light shine through empathy, creativity, thoughtful expression and responsibility.

Evidence of impact may include pupil voice, reflective dialogue, writing outcomes, responses to literature and examples of respectful discussion. The supplied curriculum begins at Year 1; EYFS has not been invented or included.