

The long term plan below shows the **high quality texts** studied at King Edwin which enhance and support our new KEPS curriculum (2022). These texts have been carefully selected from the Centre for Literacy in Primary Education (CLPE) and their Power of Reading teaching sequences. The Power of Reading puts quality children's literature at the heart of literacy learning and is built on years of research and best practice. The programme develops teacher subject knowledge and helps raise engagement and attainment in language, vocabulary, reading and writing and meets all the requirements of the National Curriculum. It also fosters a whole school love of reading and writing.

### How a curriculum built with Power of Reading texts and teaching sequences benefits teachers and pupils

<b>Engagement with high-quality children's literature</b>	A range and breadth of authors, illustrators and genres, selected for teachers to ensure progression within and across year groups, to give children a rich and diverse experience of literature, the motivation and willingness to read, supporting the development of a culture of reading for purpose and pleasure.
<b>Planning to support curriculum design and ease teacher workload</b>	Detailed teaching plans for each age phase share the journey of teaching through well-chosen texts, using targeted approaches to develop literacy. Reading, talk and writing are interrelated, with questions planned to extend children's creative and critical thinking. Additional plans for home learning are included to support continuity of learning outside the classroom.
<b>Embedded teaching of reading skills and strategies</b>	<u>Core reading skills and strategies are targeted through the text. Approaches are used throughout the teaching plans to develop pupils' independent ability to predict, skim and scan, closely read, re-read, summarise, visualise, clarify, infer and deduce, empathise, think aloud, and note the structure of texts.</u>
<b>Developing children's awareness of literary language</b>	Plans focus on sharing the specific language features and grammatical structures of texts and genres through reading, to be meaningfully transferred to children's independent writing.
<b>Developing children's knowledge of language and grammar</b>	Context-fed and embedded work highlights where grammatical concepts and terminology can be seen in reading and taught in context to be purposefully applied in writing.
<b>Developing children's knowledge of phonics and spelling</b>	Context-fed and embedded work explicitly highlights where year group appropriate phonics and spelling knowledge are referenced in texts and how this can be explored to impact on children's use and application in their own reading and writing.
<b>Research-proven teaching approaches to develop all aspects of literacy</b>	Creative teaching approaches, proven by research to empower children to be active and engaged readers, increase their understanding of texts, and develop a greater depth of comprehension, creative and critical thinking and improve ideation and self-efficacy for independent writing.
<b>Developing children's language and imagination for writing</b>	Text-based activities and approaches develop children's imagination and language and vocabulary prior to writing, supporting the development of children's oracy and their planning and ideation for writing.
<b>Meaningful and purposeful writing outcomes</b>	Short and long writing outcomes, stimulated by the texts across a range of genres, take children through a purposeful and authentic writing process from ideation to publication, proven by our research to improve motivation and achievement in writing.
<b>Cross curricular links</b>	Purposeful links to other curriculum areas are made to ensure that planned learning from English lessons feeds core subject topics and core subject learning enhances the literacy.

Title Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1 PoR  Quality Texts	<u>Oh no George</u> Chris Haughton  Monkey Puzzle (Julia Donaldson)	<u>Owl Babies</u> Martin Waddell  Night Monkey Day Monkey (Julia Donaldson)	1. <u>Ruby's Worry</u> Tom Percival  2. <u>Here's a little poem</u> Jane Yolen  Non-fiction library books	1. <u>A Brave Bear</u> Sean Taylor  3. <u>Billy's Bucket</u> Ker Gray  1. Goldilocks and the Three Bears  2. The Three Billy Goats Gruff	1. <u>Our Very Own Dog</u> Amanda McCardie 2. <u>Handas Surprise</u> Eileen Brown 1. Dear Zoo  2. Jasper's Beanstalk OR The Enormous Turnip	1. <u>Yucky Worms</u> Vivian French 2. <u>Aaaarrggh Spider</u> Lydia Monks 1. The Very Hungry Caterpillar (Eric Carle)  2. The Frog Prince  Oi Frog!
FS2 PoR  Quality Text	<u>Bedtime for Monsters</u> Ed Vere Hello Friend Rebecca Cobb The Colour Monster  The Colour Monster Goes to School	Happy Birthday Maisy Lucy Cousins  Maisy book selection	Puffin Peter Petr Horacek  Non-fiction library books (animals, maps)	A New House for Mouse Petr Horacek  The Last Wolf Mini Grey Traditional Tales The Three Little Pigs Nick Sharratt	Anna Hibiscus' song Atinuke  Non-fiction library books	Errol's Garden Gillian Hibbs  The Tiny Seed Eric Carle
Year 1	<u>Rapunzel</u> Beth Woolvin	<u>Hodgeheg</u>	<u>Look up!</u> Nathan Bryon	<u>Traction Man</u> Mini Grey	<u>Beegu</u>	<u>Storm Whale</u>

All texts are PoR		Dick King Smith		<u>Major Glad.</u> <u>Major Dizzy</u> Jan Oke	Alexis Deacon	Benji Davies
Year 2	<u>The Greedy Zebra</u> Mwenye Madithi and Adrienne Kennaway <u>Anna Hibiscus</u> Atinuke (PoR)	<u>The Chocolate Monster</u> Pip Jones <u>Grendel: A Cautionary Tale about Chocolate</u> David Lucas	<u>Vlad and The Great Fire of London</u> Kate Cunningham	<u>Dinner Time</u> Michael Rosen <u>Leaf</u> Sandra Diekmann (PoR)	<u>The Secret Sky Garden</u> Linda Sarah (PoR)	<u>Halibut Jackson</u> David Lucas (PoR) <u>Paddington Bear</u> Michael Bond
Year 3 All texts are PoR	<u>Pebble in my Pocket</u> Meredith Hooper	<u>Ug: Boy Genius of the Stone Age</u> Raymond Briggs	<u>Werewolf Club Rules</u> Joseph Coelho	<u>Varjak Paw</u> SF Said	<u>One Plastic Bag</u> Miranda Paul	<u>Iron Man</u> Ted Hughes
Year 4	<u>Roman Diaries</u> (Focus)	<u>Escape from Pompei</u> Christina Ballit (Focus)	<u>Adventures of Odysseus</u> Hugh Lupton (PoR)	<u>The Miraculous Journey of Edward Tulane</u> Kate DiCamillo (PoR)	<u>Street Child</u> Birley Doherty (PoR)	<u>The Tin Forest</u> Helen Ward (PoR)
Year 5 All texts are PoR	<u>Arthur and the Golden Rope</u> Joe Todd-Stanton	<u>Great Kapok Tree</u> Lynne Cherry	<u>Wolf Brother</u> Michelle Paver	<u>There's a Boy in the Girls' Bathroom</u> Louis Sachar	<u>Cosmic</u> Frank Cottrell Boyce	<u>The Village That Vanished</u> Ann Grifalconi

Year 6	<b>Stormbreaker</b> <i>Anthony Horowitz</i> (PoR)	<b>The Last Wild</b> <i>Piers Torday</i> (PoR)	<b>The Machine Gunners</b> <i>Robert Westall</i>  <b>Rose Blanche</b> Christophe Gallaz (PoR)	<b>A Night Divided</b> <i>Jennifer Nielsen</i>	<b>The Journey</b> <i>Francesca Sanna</i> (PoR)	<b>Wonder</b> R. J. Palacio (PoR)