

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

#### Engagement with high-quality children's literature

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.

#### Planning to support curriculum design and ease teacher workload

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.

#### Embedded teaching of reading skills and strategies

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.

#### Developing children's awareness of literary language

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.

#### Developing children's knowledge of language and grammar

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.

#### Developing children's knowledge of phonics and spelling

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.

#### Research-proven teaching approaches to develop all aspects of literacy

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.

#### Developing children's language and imagination for writing

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.

#### Meaningful and purposeful writing outcomes

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.

#### Cross curricular links

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	<u>Oh no George</u> Chris Haughton	<u>Owl Babies</u> Martin Waddell	<u>Ruby's Worry</u> Tom Percival  <u>Here's a little poem</u> (Poetry) Jane Yolen	<u>A Brave Bear</u> Sean Taylor  <u>Billy's Bucket</u> Kes Gray	<u>Our Very Own Dog</u> Amanda McCardie  <u>Handas Surprise</u> Eileen Brown	<u>Yucky Worms</u> Vivian French <u>Aaaarrggh Spider</u> Lydia Monks
NB: Poetry, nursery rhymes are used to develop speaking and listening daily						
FS2	<u>Hello Friend</u> Rebecca Cobb	<u>Happy Birthday Maisy</u> Lucy Cousins	<u>Puffin Peter</u> Petr Horacek	<u>A New House for Mouse</u> Petr Horacek	<u>Anna Hibiscus' song</u> Atinuke	<u>Errol's Garden</u> Gillian Hibbs
NB: Poetry, nursery rhymes are used to develop speaking and listening daily						
Year 1	<u>Traction Man</u> Mini Grey	<u>Winter Sleep</u> Alex Mors	<u>Look up!</u> Nathan Bryon <u>Voices of water</u> (Poetry) Tony Mitton <u>Rhythm of life</u> (Poetry) Michael Rosen	<u>Beegu</u> Alexis Deacon	<u>Rapunzel</u> Beth Woolvin	<u>Storm Whale</u> Benji Davies

Year 2	<u>Leaf</u> Sandra Diekmann  Poem to Perform- <u>Dinner Time</u> (Poetry) Michael Rosen	<u>Halibut Jackson</u> David Lucas  <u>Paddington Bear</u> Michael Bond	<u>Vlad and The Great Fire of London</u> Kate Cunningham	<u>Moth</u> Isabel Thomas	<u>The Secret Sky Garden</u> Linda Sarah  <u>The Dragon with a Big Nose</u> (Poetry) Kathy Henderson	<u>Anna Hibiscus</u> Atinuke <u>The Greedy Zebra</u> Mwenye Madithi and Adrienne Kennaway
Year 3	<u>Oliver and the Seawigs</u> Phillip Reeve	<u>Iron Man</u> Ted Hughes	<u>One Plastic Bag</u> Miranda Paul	<u>Ug: Boy Genius of the Stone Age</u> Raymond Briggs	<u>Werewolf Club Rules</u> (Poetry) Joseph Coelho	<u>Varjak Paw</u> SF Said
Year 4	<u>Roman Diaries</u> Richard Platt	<u>Escape from Pompei</u> Christina Ballit	<u>Adventures of Odysseus</u> Hugh Lupton	<u>The Miraculous Journey of Edward Tulane</u> Kate DiCamillo	<u>Street Child</u> Birley Doherty	<u>The Tin Forest</u> Helen Ward
Year 5	<u>Ride the wind</u> Nicola Davies	<u>Cosmic</u> Frank Cottrell Boyce	<u>The Journey</u> Francesca Sanna	<u>Wolf Brother</u> Michelle Paver	<u>There's a Boy in the Girls' Bathroom</u> Louis Sachar	<u>Let's chase stars together</u> (Poetry) Matt Goodfellow

Year 6	<u>Stormbreaker</u> <i>Anthony Horowitz</i>	<u>The Last Wild</u> <i>Piers Torday</i>	<u>The Machine Gunners</u> <i>Robert Westall</i>  Rose Blanche Christophe Gallaz	<u>A Night Divided</u> <i>Jennifer Nielsen</i>	<u>Windrush Child</u> <i>John Agard</i>	<u>Being Me: Poems about thoughts, worries and feelings (Poetry)</u> Liz Brownlee, Matt Goodfellow and Laura Mucha
--------	--	---	--	---	--	---