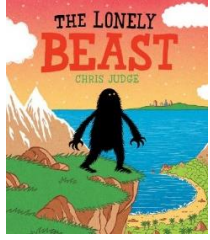
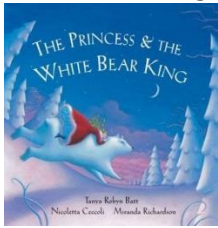
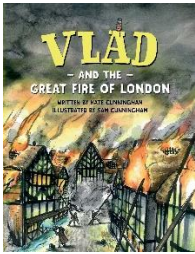
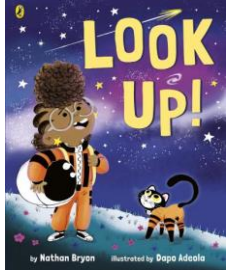
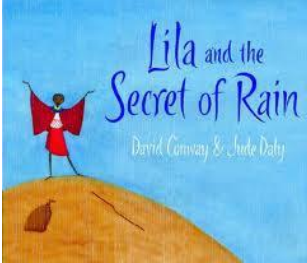
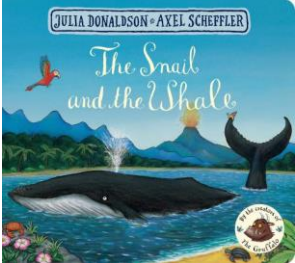
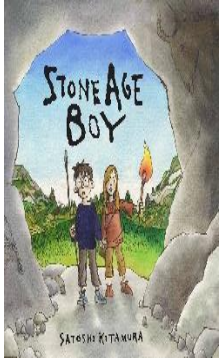
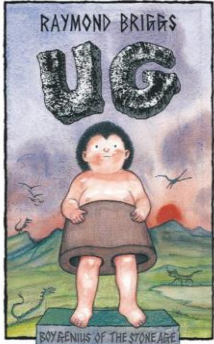
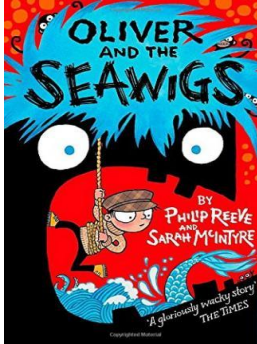
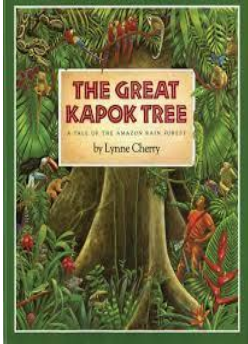
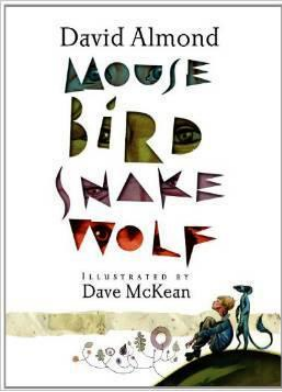
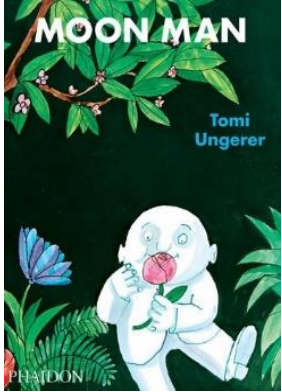
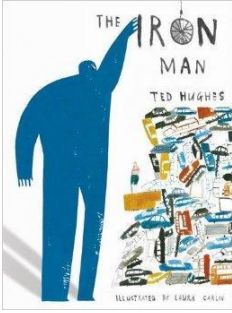
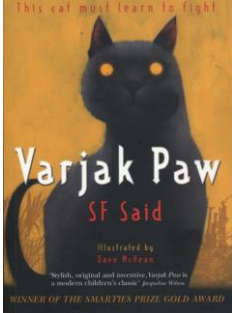
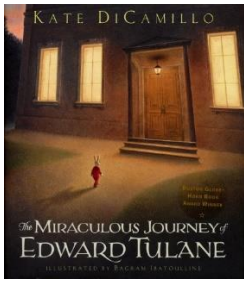
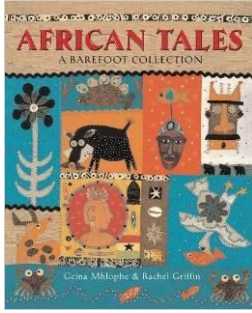
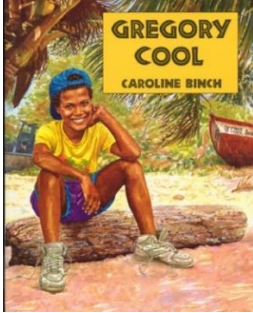



## Reading spine – English lessons (reading and writing)

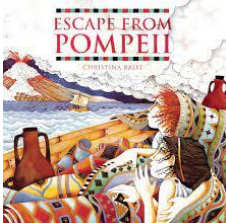
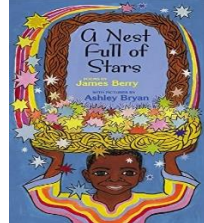
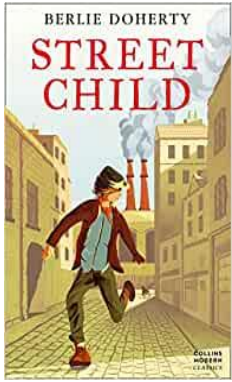
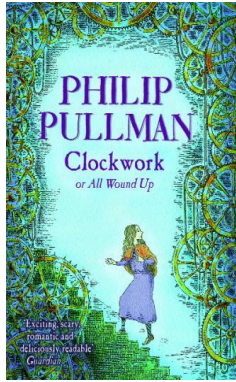
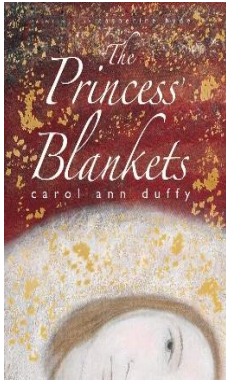
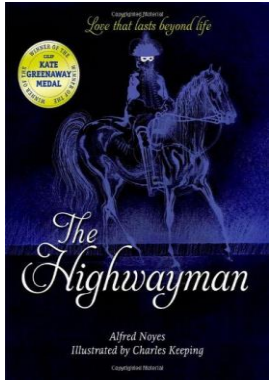
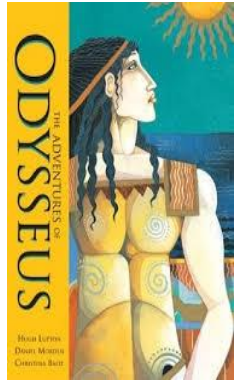
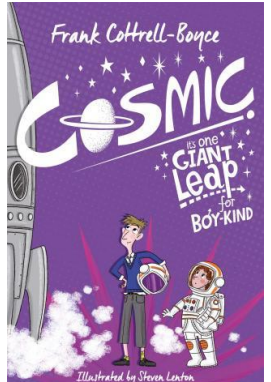
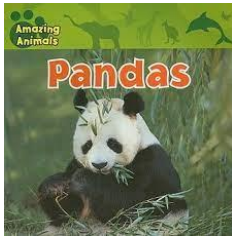
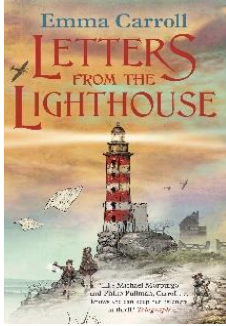
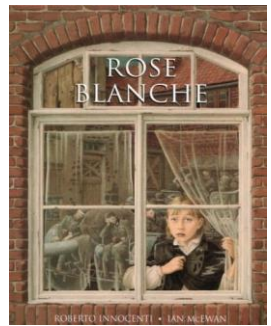
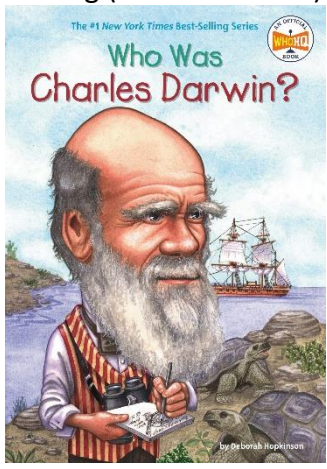
At St Philomena's all staff are determined that every pupil will learn to read regardless of their background, needs or abilities, with the aim to develop a love of reading in every child. Every classroom uses good quality texts (such as those from the Power of Reading) to create inspiring reading and writing based lessons. As well as the carefully chosen books below, children are exposed to a wide range of texts, including stories from different cultures, poems, rhymes, and non-fiction. Story time takes place daily in every classroom to develop enthusiastic and reflective readers, through contact with challenging and substantial texts.

|               | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---------------|---|---|--|---|--|--|
| <b>EYFS*</b>  | <p>The colour monster</p>  <p>Anna Lenas</p> | <p>Rama and Sita</p>  <p>Malachy Doyle</p>           | <p>The Gruffalo</p>  <p>Julia Donaldson</p>                               | <p>Bog baby</p>  <p>Jeanne Willis</p>                              | <p>Izzy Gizmo Invention convention</p>  <p>Pip Jones</p>          | <p>Billy's bucket</p>  <p>Kes Gray</p>          |
|               | <p>My hair</p>  <p>Hannah Lee</p>           | <p>The star</p>   | <p>The Great race</p>  <p>Paul Goble</p>                                | <p>The Hungry caterpillar</p>  <p>Eric Carle</p>                  | <p>The naughty bus</p>  <p>Jan and Jerry Oke</p>                 | <p>The Rainbow fish</p>  <p>Marcus Pfister</p> |
| <b>YEAR 1</b> | <p>Traction man</p>  <p>Mini Grey</p>      | <p>Jack and the beanstalk</p>  <p>Mara Alperin</p> | <p>The Emperor's egg</p>  <p>Martin Jenkins<br/>+ non-fiction texts</p> | <p>Owl babies</p>  <p>Martin Waddell<br/>+ Non-fiction texts</p> | <p>Grace and Family</p>  <p>Mary Hoffman and Caroline Binch</p> | <p>The night pirates</p>  <p>Peter Harris</p> |



|                                 |  |   |   |   |   |   |
|---------------------------------|--|---|---|---|---|---|
| <p><b>YEAR</b><br/><b>2</b></p> | <p>Lonely Beast</p>  <p>Chris Judge</p>       | <p>The Princess and the White bear king</p>  <p>Tanya Robyn Batt</p> | <p>Vlad and the great fire of London</p>  <p>Kate Cunningham</p>         | <p>Look up!</p>  <p>Nathan Bryon</p>                                 | <p>Lila and the secret rain</p>  <p>David Conway</p> | <p>The snail and the whale</p>  <p>Julia Donaldson</p>                               |
| <p><b>YEAR</b><br/><b>3</b></p> | <p>Stone age boy</p>  <p>Satoshi Kitamura</p> | <p>Ug, Boy genius of the Stone Age</p>  <p>Raymond Briggs</p>        | <p>Oliver and the Seawigs</p>  <p>Philip Reeve and Sarah McIntyre</p>   | <p>The great Kapok Tree</p>  <p>Lynne Cherry</p>                     | <p>Mouse, bird, snake, wolf</p>  <p>Dave McKean</p>  | <p>Moon man</p>  <p>Tomi Ungerer</p>   |
| <p><b>YEAR</b><br/><b>4</b></p> | <p>Iron Man</p>  <p>Ted Hughes</p>          | <p>Varjak Paw</p>  <p>S. F. Said</p>                               | <p>The Miraculous Journey Of Edward Tulane</p>  <p>Kate DiCamillo</p> | <p>African Tales – A Barefoot Collection</p>  <p>Gcina Mhlophe</p> | <p>Gregory Cool</p>  <p>Caroline Binch</p>         | <p>Noah Barleywater Runs Away</p>  <p>by John Boyne</p> <p>+ non-fiction books</p> |



|               |   |  |   |   |  |   |
|---------------|---|--|---|---|--|---|
|               | + non-fiction Roman books   | + non-fiction Roman books  |  <p>Christina Balit</p>                              |   |  <p>James Berry</p>                                     |   |
| <b>YEAR 5</b> | Street Child<br> <p>Berlie Doherty</p>                             | Clockwork<br> <p>Philip Pullman</p> | The Princess' Blankets<br> <p>Carol Ann Duffy</p>    | The Highwayman<br> <p>Alfred Noyes</p>     | Odysseus<br> <p>Hugh Lupton and Daniel Morden</p>       | Cosmic<br> <p>Frank Cottrell Boyce</p> |
| <b>YEAR 6</b> | Range of non-fiction texts: Living things and their habitats<br> | The Viewer<br> <p>Gary Crew</p>    | Letters from the Lighthouse<br> <p>Emma Carroll</p> | Rose Blanche<br> <p>Roberto Innocenti</p> | Non fiction: Biographical writing (Charles Darwin)<br> | Skellig<br> <p>David Almond</p>       |

## The Tyger



William Blake

KS1 and KS2 classes have detailed English and Reading Medium term and short term planning to develop this long term plan, with links to previous learning and the National Curriculum.

They also include SEND strategies, differentiation, cultural capital links, assessment strategies, long term memory development and key vocabulary.

Please see details below of what skills EYFS will develop in preparation for starting the National Curriculum in Year 1:

### English

Children in Reception learn through adult directed 'enhanced' provisions as a whole class or small group. This includes daily phonics lesson. Other areas are taught through themes and topics. Continuous provision allows children to follow their reading or writing interests.

Through continuous and enhanced provision Children in Reception will:

**CL** – learn new vocabulary and use in different contexts. Ask questions to find out more and check what has been said to them. Articulate their ideas in well formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**PSED** - See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.

**PD** –Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.

**L** - Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Continuous provision areas and activities that support learning and skill development that relate to literacy are:

Indoors - Nature table, home corner, cooking, investigation table, topic books, book corner, topic tables, phonics table, message centre,  
Outdoors – mark making cupboard, book tent,  
Routines – daily story time, additional opportunities to share stories through other subject areas, speaking and listening, daily phonics, group and individual reading, classroom displays

\*EYFS books will change depending on the needs / interests of the children as appropriate.

### Why Power of Reading (POR) texts?

Over the years, the teaching staff at St Philomena's have used a wide range of the good quality texts provided by POR and class teachers have adapted their classroom curriculums by choosing the books they have found most effective for their classes.

Our passionate experienced teachers show their love of reading and inspire children to be passionate readers due to their in-depth knowledge of the good quality texts they have chosen.

Teachers also use their library sessions and daily story time to expose the children to a wider range of authors, illustrators and genres.

“The Power of Reading puts quality children’s literature at the heart of literacy learning. The programme develops teacher subject knowledge and supports your school to raise engagement and attainment in language, vocabulary, reading and writing and meet all the requirements of the National Curriculum.”

**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.

– Power of reading website