



READING SPINE

The long term plan below shows the high quality texts studied at St. Edmund's CofE, which enhance and support our #St. Eddy curriculum.

The Centre for Literacy in Primary Education (CLPE) is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning, which is developed using in-depth, quality research.

Mission:

CLPE want to improve the life chances of children by ensuring that every child has access to quality experiences of literacy and that all teachers have the knowledge and resources to support children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings.



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.

What we love is the opportunity to immerse the children into a book so thoroughly, giving ample time to work through the different teaching approaches; developing children's empathy for the characters; writing for different purposes and the cross curricular links.

LUCY CHALLAND, ASSOCIATE HEADTEACHER, SYDENHAM PRIMARY SCHOOL, WARWICKSHIRE

St. Edmund's CofE Primary & Nursery School



Term: Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	We are going on a bear hunt	A brave bear	Naughty Bus	A new house for mouse	Hungry Hen	I like trains
Reception	Ruby's worries	Hands's Surprise	Everywhere Bear	The Runaway Chapatti	Yucky Worm	How to find a fruit bat
Year 1	Rapunzel Three Billy Goats Gruff	Winter's Sleep Out and About poems Rabbit and bear	Skater Cielo The story machine (Power of pictures)	Claude in the city The secret sky garden	Wild (Power of pictures) Zeraffa Giraffa	Snail and the Whale, storm Whale The secret black rock.
Year 2	Adventures of the Egg Box Dragon	Vlad and the Great Fire of London	Traction Man	White Owl, barn owl. The Fox and the Star	Lila and the Secret of the Rain Meerkat Mail	Grandads Island How to find Gold
Year 3	Into the Forest	Marcy and the Riddle of the Sphinx	Ug Boy - Genius of the Stone Age	Pebble in my Pocket	The Miraculous Journey of Edward Tulane	One Plastic Bag
Year 4	The Comet	Arthur and the Golden Rope	Leon and the Place Between	Moon Man by Yomi Ungerer	The Great Kapok Tree	The boy at the back of the class
Year 5	There's a boy in the girls bathroom	Stay where you are	Cosmic	Spelling	The London Eye Mystery	
Year 6	Tom's Midnight Garden	Street Child	I talk like a river	Midnight Fox	Final Year	Adventures of Odysseus



The impact of the **Power of Reading** training programme in 2021/2

1610

schools
with
**CLPE School
membership**

325

**teaching plans
and book
recommendations**
available to
members

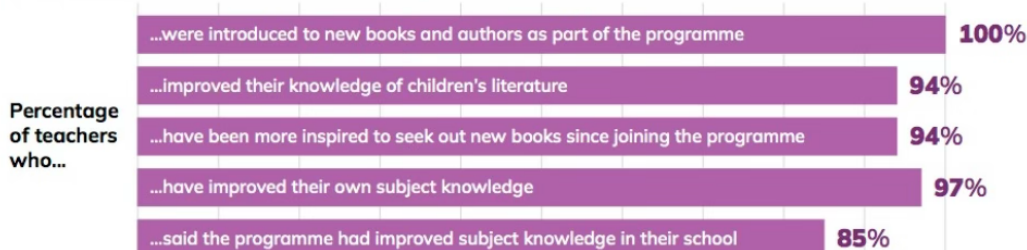
90

**home learning
resources**
to support **continuity
of learning** outside
the classroom

259

teachers
attended
PoR training

The impact on teaching



The impact on children



Staff gained confidence in planning and delivering a sequence of lessons, which incorporated a range of creative and engaging approaches to explore texts, characters, plots and themes. We used the training as a platform to develop reading for pleasure, which we feel has had a positive impact in the way children choose their books and the time they devote to reading and discussing their reading both at school and at home.

GYLES LONGHURST, HEAD OF SCHOOL, FRETtenham PRIMARY SCHOOL