

Littlemoor & Moss Road Literacy Texts – 2024-2025

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>The Gingerbread Man Mara Alperin</p> <p>F1 outcome: To use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.</p> <p>Reception outcome: To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.</p>	<p>The Three Little Pigs Mara Alperin</p> <p>F1 outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p>Reception outcome: To label a plan and attempt to write a simple caption.</p>	<p>A Walk in the Woods Flora Martyn and Hannah Tolso</p> <p>F1 outcome: To draw/make a seasons picture and be able to talk about what happens to the seasons over a year.</p> <p>Reception outcome: To create a seasons booklet and write captions/sentences describing each season.</p>	<p>The Pirates Are Coming! John Condon</p> <p>F1 outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making.</p> <p>Reception outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships</p>	<p>Gigantosaurus Jonny Duddle</p> <p>F1 outcome: To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.</p> <p>Reception outcome: To rewrite the story</p>	<p>Supertato Sue Hendra</p> <p>F1 outcome: To sequence images depicting key events in the story and use the images to retell the basic storyline</p> <p>Reception outcome: To rewrite the story</p>

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Reception- Additional Texts	<p>Rosie's Walk by Pat Hutchins</p> <p>A Great Big Cuddle by Michael Rosen</p> <p>Biscuit Bear by Mini Grey</p> <p>The Gingerbread Man by Lesley Sims</p>	<p>The Three Ninja Pigs by Corey Rosen Schwartz</p> <p>The Three Little Pigs from Revolting Rhymes by Roald Dahl</p> <p>The Three Little Wolves and The Big Bad Pig by Eugene Trivizas</p> <p>There's a pig up my nose by John Dougherty</p> <p>Little Red Riding Hood by Mara Alperin</p>	<p>Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup</p> <p>If Winter Comes, Tell It I'm Not Here by Simona Ciralo</p> <p>The Leaf Thief by Alice Hemming and Nicola Slater</p> <p>Seasons by Hannah Pang and Clover Robin (Non-fiction)</p> <p>The Snowflake by Benji Davies</p>	<p>The Pirates Next Door by Jonny Duddle</p> <p>Ten Little Pirates by Mike Brownlow</p> <p>How I became a Pirate by Melinda Long</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Peter Pan (1953 film) by Disney</p>	<p>Dinosaur Roar by Paul and Henrietta Stickland</p> <p>Katie and the Dinosaurs by James Mayhew</p> <p>The big book of dinosaurs by Usborne</p> <p>How big is a million? by Anna Milbourne</p> <p>Volcanoes Usborne Beginner</p>	<p>Supertato series by Sue Hendra</p> <p>Even Superheroes have a Bad Day by Shelley Becker</p> <p>Super Duck by Jez Alborough</p> <p>The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey</p>
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Y1	<p>Meesha makes friends Tom Percival</p> <p>PSHE – Friendship/ acceptance</p> <p>Writing outcome: To write a diary entry in the first person (Meesha) based on events in the story.</p> <p>Greater depth writing outcome: To write a diary entry in the first person (Meesha) based on events in the story. Add a sentence about Meesha’s feelings.</p>	<p>Katie in London James Mayhew</p> <p>Geography – London</p> <p>Writing outcome: To write a non-chronological report about London using information gathered from the texts.</p> <p>Greater depth writing outcome: To write a non-chronological report about London using information gathered from the texts including a fun fact about one of the sights.</p>	<p>Lion Inside Rachel Bright</p> <p>Writing outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah</p> <p>Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)</p>	<p>Beegu Alexis Deacon</p> <p>Writing outcome: To write their own version of the story with a new lost creature.</p> <p>Greater depth writing outcome: To write their own version of the story written in the first person</p>	<p>Somebody Swallowed Stanley Sarah Roberts</p> <p>Science/ Sustainability</p> <p>Writing outcome: To write information about the sea animals looked at in the texts.</p> <p>Greater depth writing outcome: To write information about the sea animals looked at in the texts including sections on how to protect them.</p>	<p>Goldilocks and Just the One Bear by Leigh Hodgkinson</p> <p>Writing outcome: To write a new version of the story with a new character or new setting.</p> <p>Greater depth writing outcome: To write a new version of the story with a new character and a new setting</p> <p>Additional Writing Opportunity Non-fiction: write a report about bears</p>
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Y1 Additional Texts			<p>How to be a Lion by Ed Vere</p> <p>The tiger who came to tea by Judith Kerr</p> <p>Mog the forgetful cat by Judith Kerr</p> <p>Zoo-ology by Joelle Jolivet</p> <p>The Lion King (1994 film) by Disney</p>			<p>Goldilocks and the Three Bears by Emma Chichester Clark</p> <p>Me and You by Anthony Browne</p> <p>Old bear stories by Jane Hissey</p> <p>Dogger by Shirley Hughes</p>
Y2	<p>Troll Swap Leigh Hodgkinson</p> <p>Science – Animals including humans – offspring</p> <p>Writing outcome: To write a story based upon the model text using the pupils’ ideas for characters.</p> <p>Greater depth writing</p>	<p>The Great Fire of London Emma Adams</p> <p>History – Significant events beyond living memory</p> <p>Writing outcome: To write a fact sheet about London and the events of the fire.</p>	<p>The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey</p> <p>Writing outcome: To write a story based upon the model text using own ideas for a change of</p>	<p>My name is not Refugee Kate Milner</p> <p>SMSC – Refugees</p> <p>Writing outcome: To write a recount of events from the text from the character’s point of view.</p>	<p>Tidy Emily Gravitt</p> <p>Geography/ Science – protecting the environment</p> <p>Writing outcome: To write a persuasive letter in role as Pete.</p> <p>Greater depth writing outcome:</p>	<p>Grandad’s Secret Giant David Litchfield</p> <p>Writing outcome: To write own version of the story with a focus on morals and acceptance of others.</p> <p>Greater depth writing outcome: To write own</p>

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	<p>outcome: To write a story about any two contrasting characters who swap places</p>	<p>Greater depth writing outcome: To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>	<p>character and machine.</p> <p>Greater depth writing outcome: To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p>	<p>Greater depth writing outcome: To write a recount of events from the text from the character's point of view and include how other characters felt.</p>	<p>To write a persuasive letter in role as another animal who lives in the forest. They can include inference of feelings about their homes being destroyed and made untidy.</p>	<p>version of the story including the point of view of the giant character</p>
<p>Y2 Essential Texts</p>			<p>How to Train Your Dragon (2010 film) by DreamWorks Animation and distributed by Paramount Pictures</p> <p>The Dragonsitter by Josh Lacey</p>			