



Overview of texts to support Reading curriculum

Reception												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the reading curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p><u>Fiction:</u> What Makes me a me? <u>Poetry (rhyme):</u> Oi Frog Oi Cat Oi Dog</p>	<p><u>Non-Fiction:</u> Seasons: Autumn Skin Acorn to Oak</p>	<p><u>Fiction:</u> Stick Man The Christmas Jolly Postman Allan Alberg</p>	<p><u>Non-Fiction:</u> The Nativity</p>	<p><u>Fiction:</u> Betty and the Yeti</p>	<p><u>Non-Fiction:</u> Seasons: Winter Hot and Cold</p>	<p><u>Fiction:</u> Here We Are Oliver Jeffers <u>Poetry:</u> Rumble in the Jungle</p>	<p><u>Non-Fiction:</u> Egg to Chicken Zoom In/Zoom Out</p>	<p><u>Fiction:</u> The Very Hungry Caterpillar <u>Poetry:</u> Mad About Mini-Beasts</p>	<p><u>Non-Fiction:</u> Seasons: Spring Caterpillar to Butterfly</p>	<p><u>Fiction:</u> Clean Up!</p>	<p><u>Non-Fiction:</u> Seasons: Summer What If? <u>Poetry:</u> Commotion in the Ocean</p>
<p>Reading outcomes</p>	<p>L R:3-4 *Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing *Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother *Engage in extended conversations about stories, learning new vocabulary.</p>				<p>L:R *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 Little Wandle L&S. *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.</p>				<p>ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>			



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Links to Wider Curriculum	All About Me PSE/CLL People that help us UTW Similarities and differences UTW/PSE Growing and Changing UTW	The Nativity UTW/EAD	Incredible pets UTW/EAD Easter/Life Cycles UTW	All Around the World UTW Similarities and differences UTW/PSE	The Ugly Bug Ball UTW Life Cycles UTW	Commotion in the Ocean UTW Plastic Pollution UTW Whale Documentary Tech Transition
Story Time	Nursery Rhymes -Baa Baa -Incy Wincy Spider -Twinkle twinkle -Humpty Dumpty -Hey Diddle Diddle -Hickory Dickory -Here we go round the mulberry bush	Traditional Tales -The Three Little Pigs -Goldilocks -Little Red Riding Hood -The Enormous Turnip -Jack and the Beanstalk -The Gingerbread Man -Three Billy Goats Gruff	Key Author: Julia Donaldson -The Gruffalo -The Scarecrow's wedding -Superworm -Zog -Sugarlump and the Unicorn -The Highway Rat -Paper Dolls	Stories from different cultures -Anya goes to Nigeria -Chicken in the kitchen -Femi the Fox -Ife's First Haircut - -	Stories about insects -The Bad-Tempered Lady Bird -The Very Busy Spider -The Tiny Seed -The Very Quiet Cricket -What the Ladybird heard -The Snail and the Whale	Stories about the sea -Sharing a Shell -The Little Mermaid -The Singing Mermaid -Julian is a Mermaid -Somebody swallowed Stanley -Home for Hermit Crab
Phonics Focus	Phase Two	Phase Two+	Phase Three	Phase Three+	Phase Four	Phase Four+ Ext: Phase Five
Guided Reading Texts/Home readers	Lilac/Story Books	Little Wandle Phase Two Set 1-2	Little Wandle Phase Two Set 3-5	Little Wandle Phase Three Set 1	Little Wandle Phase Three Set 2	Little Wandle Phase Four Set 1
Opportunities for extending readers	Phase Two Set 1-5 Introduce Decode Dog, Vocabulary Vole, explicitly teach the reading skill.		Phase Three/Four, adjacent consonants Introduce Prosody Parrot, Sequence Shark, Fluency Frog, explicitly teach the reading skill.		Pre-teach Phase Five sounds for children who need it to access Phase Five set books. Introduce Inference Iguana, Prediction Penguin, explicitly teach the reading skill.	



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- Opportunities to lead and model to others e.g. read the class story during story time/Cross key stage reading buddies
- Deeper level use of Oracy and vocabulary, more extensive conversations about texts.
- Use of Tapestry to record level of comprehension (e.g. Reading Practice discussion)
- Must Reads: Link to library Summer reading challenge/Reading Quest