

Reading Curriculum EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes and Curricular Focus	All About Me Exploring Outdoors UTW	Winter My Memories UTW	Space Map Explorers UTW	Once Upon a Time Time Travellers UTW	Canterbury Time Travellers UTW	Animals Across the World World Explorers UTW
Science	Me And My Small world What's in my Basket?	Senses Let's Go Outside What's Changed? Night and Day	Changes in Winter Let it Flow From Desert to Jungle Watch it Grow	Animal Detectives Pushes and Pulls	From City to Sea Look All Around Test It Out	Happy And Healthy Our Wonderful World We're Going On An Animal Hunt
Jigsaw PHSE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction	Core Texts	Core Texts	Core Texts	Core Texts	Core Texts	Core Text
Poetry and Rhyme						
Information/topic-linked texts	Elmer by David McKee The Rainbow Fish by Marcus Pfister	Owl Babies by Martin Waddell Peace At Last by Jill Murphy Jack Frost by Kazuno Kahara Goodnight Gorilla by Peggy Rathmann Avocado Baby by John Burningham	How to Catch a Star by Oliver Jeffers The Marvellous Moon Map by Teresa Heapy Whatever Next by Jill Murphy The Way Back Home by Oliver Jeffers Aliens Love Underpants by Claire Freedman	Little Red Riding Hood by Miles Kelly The Last Wolf by Mini Grey Goldilocks and the Three Bears by Miles Kelly Jack and the Beanstalk illustrated by Ed Bryan The Three Little Pigs by Susanna Davidson Billy and the Beast by Nadia Shireen	The Train Ride by June Crebbin Duck in the Truck by Jez Alborough You Can't Take an Elephant on the Bus by Patricia Cleveland Peck Izzy Gizmo by Pip Jones and Sara Ogilvie The Proudest Blue by Ibtihaj Muhammad	Lost and Found by Oliver Jeffers Handa's Surprise by Eileen Browne The Lighthouse Keeper's Lunch by Ronda and David Armitage What The Ladybird Heard by Julia Donaldson The Lion Inside by Rachel Bright
Traditional Tales	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum
						
	I Will Not, Not Ever, Eat A Tomato by Lauren Child	Leaf Man by Lois Ehlers Animals in Winter by Henrietta Bancroft	Rocket Says Look Up by Nathan Bryon	A First Book of Fairy Tales by Mary Hoffman You Choose Fairy Tales by Pippa Goodhart	Mr Gumpy's Motor Car by John Burningham Let's Build A House	The Emperor's Egg by Martin Jenkins

Autumn Term

Spring Term

Summer Term

	<p>Firefighters (People Who help Us) by Amanda Askew and Andrew Cawson</p> <p>Amazing Machines: Awesome Ambulances Tony Mitton & Ant Parker</p> <p>You Can't Call an Elephant in an Emergency Patricia Cleveland-Peck</p> <p>The Oxford Nursery Story Book by Ian Beck</p>	<p>White Owl, Barn Owl by Nicola Davies</p> <p>Winter Sleep, A Hibernation Story by Sean Taylor</p> <p>Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr</p> <p>Binny's Diwali by Thrity Umrigar</p> <p>Hannukah Bear by Eric A. Kimmel</p>		<p>Little People Big Dreams, Neil Armstrong by Maria Isabel Sanchez Vegara</p> <p>Usborne Look Inside Space</p> <p>Martha Maps It Out by Leigh Hodgekinson</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Caterpillar Butterfly Vivian French & Charlotte Voake</p> <p>The Great Pollination Investigation and How We Get Food from Flowers by Deborah Hocking</p>	<p>Ramadan and Eid al-Fitr Sara Khan & Nadiyah Suyatna</p> <p>The Easter Story Brian Wildsmith</p> <p>Mr Wolf's Pancakes by Jan Fearnley</p> <p>Hair-Raising Human Body Facts Paul Mason & Dave Smith</p> <p>Growing and Changing: All About Life Cycles Ruth Owen</p>	<p>Mick Manning & Brita Granström</p> <p>Building a Home Polly Faber & Klas Fahlén</p> <p>A Place Called Home: Look Inside Houses Around the World Kate Baker & Rebecca Green</p>	<p>One Tiny Turtle by Nicola Davies</p> <p>Tracks of a Panda by Nick Dawson</p> <p>A Book of Bears, At Home With Bears Around the World - Katie Viggers</p> <p>Giraffes Can't Dance by Giles Andreae</p> <p>Only One You by Linda Franz</p>
Poetry and Rhyme	 <p>A Treasury of Nursery Rhymes and Poems by Frann Preston-Gannon</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>The Snail and the Whale by Julia Donaldson</p>	 <p>A Great Big Cuddle: Poems for the Very Young by Michael Rosen</p> <p>Mother Goose's Nursery Rhymes: A First Treasury by Axel Scheffler</p>		 <p>The Usborne Book of Poems for Young Children</p> <p>I Love You More Than Applesauce by Jack Prelutsky</p> <p>Oi Frog! by Kes Grey</p>	 <p>Whizz Bang Orang-Utan by John Foster</p> <p>Spring Greens by Shirley Hughes</p>	 <p>Chanting Rhymes (First Verses) by John Foster</p>	 <p>Bananas in My Ears, a collection of poems – Michael Rosen and Quentin Blake</p> <p>Bringing The Rain To Kapiti Plain by Verna Aardema</p>
Decoding/Word Reading Spelling	FFT Success For All Phonics Autumn Term	FFT Success For All Phonics Autumn Term	FFT Success For All Phonics Spring Term	FFT Success For All Phonics Spring Term	FFT Success For All Phonics Summer Term	FFT Success For All Phonics Summer Term	
Possible Literacy Outcomes	<p>Name writing Names with capital letters Ordering letters in of name Initial sounds and CVC words Speech bubbles Labels Sequencing a story What makes them special Wishes Rhyming words</p>	<p>Missing poster Writing a recipe Writing a wish Labels Instructions Lists Acrostic poems Speech bubbles Adjectives to describe Fact sheet Letter Sequencing events Invitations</p>	<p>Labels and Captions Matching initial sounds Posters Acrostic poems Adjectives to describe Love potion Rhyming words Plant Diary I Spy Writing questions Recipes Sequencing a story Lists</p>	<p>Adjectives to describe Writing a plan Speech bubbles Book review Crime report Writing questions Retelling a story Instructions Writing a menu/recipe Drawing and labelling a map Prepositions Drawing and labelling a design</p>	<p>Writing rhyming sentences Recording vehicles seen Letter Designing, drawing and labelling Lists I Spy Adjectives to describe Speech bubbles Retelling a story Sequencing events</p>	<p>Alliteration Story map Writing questions Writing a description Instructions Book review Factsheet Letter Drawing and labelling a design Speech bubbles All about me profile</p>	

EYFS Red Words - taught through FFT Success For All Phonics

the I he she is to go of as we are you into be me his no so has do her my by ask our says they said was were put all there like here where today when what come some push pull friend school out one once your love house full little

EYFS Literacy

<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>ELG: Fine Motor Skills (Handwriting) Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
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EYFS Communication and Language and Understanding The World

<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Communication and Language ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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EYFS Understanding The World

<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Understanding the World ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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