

Our Intent is: To inspire children to develop a passion of reading, unlocking the door to all future learning. This will enable our children to fluently communicate ideas and emotions both verbally and in writing.

EYFS Reading

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Lilac - Phase 1	Pink - Phase 2	Red - Phase 2/3	Yellow - Phase 3	Blue (Yellow) - Phase 3/4	
<i>Focus texts</i>	Harry and the Dinosaurs at the Seaside Night to Day Oh No! I want to Play This! Tyres for Ted Fun at the Beach	Hop, Swim and Run Harry and the Dinosaurs Had Fun Dig and Tip Look Up, Look Down! Harry and the Dinosaurs Like... At the Fun Fair It is Hot! Look at Lego City Help! I am wet!	See Like Me Angelina Likes to Dance What Can You See? Rat and Cat in The Hat Trick Angelina and the Show Be a Pirate Sport is Fun Eco Apes Save Water Rat and Cat in The Dance Make and Egg Card Eco Apes Grow Food Grow a Flower Rat and Cat in Let's Jump Angelina's Birthday Bike	Zip and Zap and the Thing Bug Boy Beetle Cookies You Are My Mum! My Pony Book Draw with Penny This is My Pet Bug Boy Slug Picnic This Dinosaur What a Mess! Zip and Zap Meet the Sam Bug Boy Spider Camp Too Many Jobs I Like to Collect My Life Splash!	Ballet The Bike Race Stop That Noise The Mermaids and the Dolphin A Little Look at Big Reptiles Horse Play Plant Traps The Cake Sale Goo The Mermaids Visit the Vet Play the Guitar Flower Power The Missing Masks What We Do All Day The Mermaids and the Perfect Present Slick Tricks	
	<u>Word reading</u>		<u>Comprehension</u>			

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<p><u>Working towards the expected level for EYFS</u></p>	<p>Pink Phase 2</p>	<ul style="list-style-type: none"> - Differentiates between text and illustration. - Understands that print conveys meaning. - Decode several regular words using phase 2 phonemes and read aloud accurately. - Read common irregular words: the to I no go into 	<ul style="list-style-type: none"> - Holds a book correctly and turn pages from front to back and recognise front and back cover. - Knows that in English, print is read from left to right and top to bottom. - Predict a storyline e.g. ending. - Recites rhymes and sings songs. - Talks about events, settings and characters. - Retells narratives in the correct sequence.
	<p>Red Phase 2/3</p>	<ul style="list-style-type: none"> - Use decoding to read working towards automatically reading known words. - Read commonly irregular words from Phase 3: he she we me be was you they all are my her - Read simple sentences - Recognise some capital and lower-case letters. - Link sounds to letters, naming and sounding letters of the alphabet. 	<ul style="list-style-type: none"> - Respond to questions about who, what, where, when linked to text and illustrations. - Sequence a simple story of event. - Use gestures and actions to act out a story, event or rhyme from text or illustrations. - Make predictions based on illustrations, story content and title. - Respond to questions about how and why something is happening. - Say what a character might be thinking, saying or feelings. - Show an understanding of how information can be found in non-fiction texts to answer questions about where, who why and how. - Notice relationships between one text and another.
	<p>Yellow Phase 3/4</p>	<ul style="list-style-type: none"> - Read sight words from List 1 and 2 (see below). - Distinguish between a word, a letter and a space. - Use phonics knowledge to attempt unknown words. 	<ul style="list-style-type: none"> - Listen attentively to a story at the appropriate interest level. - Say how they feel about stories and poems. - Recall the main points in text in the correct sequence. - Use the structure of a simple story when re-enacting and retelling. - Talk about the themes of simple texts, e.g. good over evil. - Act out a story in role play. - Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading.

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		<ul style="list-style-type: none">- Make 1 to 1 correspondence between written and spoken words.- Blend phonemes to read a range of words fluently and accurately.	<ul style="list-style-type: none">- Make simple predictions about what might happen next in a story.- Talk about main events in a text and relates story settings and incidents to own experiences.- Use the patterns and structures of texts when retelling and reciting.- Understands, and uses correctly the following terms: book, cover, beginning, end, page, word, letter, line.- Identifies aspects of texts – e.g. contents page, author, labels in a book.- Begins to talk about the differences between fiction and non-fiction.- Identifies bullet points and numbers in instruction text.- Recognises rhyming words with support.- Recognises alliteration with support.- Returns to favourite books, songs, rhyme to be re-read and enjoyed.- Recognises use of humour but may find it difficult to explain.- Begins to state preferences about what is read.- Recognises and reads titles.- Talks about the type of book.- Distinguishes between good and bad characters.
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<p>Green - Phase 4</p>	<p>What Makes You Laugh? Sea Snaps Silly Jack and the Beanstalk Slow and Sticky Wallace and Gromit and the Snowman-o-tron A Vet's Day Creepy Crawlies Gloopy Food</p>			<p>Silly Jack and the Dancing Mice Wallace and Gromit and the Soccamatic The Old Things Your Bones Silly, Silly Jack Wallace and Gromit and the Autochef Swampy Mess Super Gloop!</p>	
<p><u>Working beyond the Expected Level for EYFS</u></p>	<p>Blue/Green Phase 4/5</p>	<p><u>Word reading</u></p> <p>- Read aloud accurately books that are consistent</p>	<p><u>Developing pleasure in reading and motivation to read</u></p> <p>- When prompted through</p>	<p><u>Understanding books which they can read themselves and those which are read to them</u></p> <p>- Discuss key vocabulary, linking meanings of</p>	<p><u>Participating in discussion</u></p> <p>- In discussion about books,</p>

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		<p>with their developing phonic knowledge.</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to grapheme for the 44 phonemes. - Recognise and use the different ways of pronouncing the same grapheme. E.g. ea in bread and seat. - Read accurately by blending sounds in unfamiliar words. - Read common exception words, noting tricky parts (Year 1 list below) - Read words containing -s, -es endings. - Split two syllable words into the separate syllables to support blending for reading (jumping, pocket, boxes) - Read the contraction I'm. - Develop fluency, accuracy and confidence by re-reading books. 	<p>questioning, relates texts to own experiences.</p> <ul style="list-style-type: none"> - Recognise and join in with language patterns and repetition during story time. - Orally retells stories using props and pictures. - Enjoy and recite simple thymes and poems. - Make personal reading choices. 	<p>new words to those already known.</p> <ul style="list-style-type: none"> - Activate prior knowledge. - Recognise when a text does not make sense while reading. - Develop and demonstrate their understanding of characters through role play and drama. - Give opinions about books, stories and poems. - Demonstrate understanding of texts by answering questions related to who, what, where and when. - Discuss the main events in stories. - Make predictions based on what has been read so far. - Identify the main characters in stories. - Recall information from non-fiction texts. 	<p>listen to what others say, responding by nodding or maintaining eye contact.</p>
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				<ul style="list-style-type: none">- Locate parts of text by naming or labelling. E.g. title, contents page, labelled diagram)	
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	<u>Listening and Attention</u>	<u>Understanding</u>	<u>Speaking</u>
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<p><u>Links to Communication and Language</u></p>	<ul style="list-style-type: none"> - Listen with enjoyment to stories, songs, rhymes and poems. - Sustain attentive listening in a range of situations. - Respond with relevant comments, questions or actions. - Give attention to what others say and respond appropriately. - Follow instructions. <p><u>Exceeding:</u></p> <ul style="list-style-type: none"> - Follow more complex instructions. - Ask for clarification about instructions given to them. - Listen with sustained concentration for longer periods. 	<ul style="list-style-type: none"> - Answer questions in response to who, what, where, when about experiences, stories and events. - Answer questions in response to why and how about experiences, stories and events. - Recognise own name, familiar words and advertising logos. <p><u>Exceeding:</u></p> <ul style="list-style-type: none"> - Express views about characters in a story or the story as a whole. - Answer questions using ‘think, say, feel’ prompts about experiences, stories and events. - Answer questions about why things happen in a story. 	<ul style="list-style-type: none"> - Uses language to imagine and recreate roles and experiences in play situations. - Use talk to organise and sequence ideas, feelings and events. - Use talk to clarify thinking. - Use talk to express themselves effectively in a range of situations. - Show awareness of listeners’ needs when communication. - Use past, present and future forms when discussing events and experiences. - Develop own narratives by connecting ideas or events. <p><u>Exceeding:</u></p> <ul style="list-style-type: none"> - Show awareness of the listener by making changes to language and non-verbal features. - Recount experiences and stories. - Use a range of vocabulary to add information, express ideas and explain actions or events. - Justify ideas and experiences.
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Tricky words linked to Letters and Sounds

List 1 (Phase 2)	List 2 (Phase 3)	List 3 (Phase 4)	List 4 (Phase 5)
is it in at and to the no go I	he she we me be was my you they her all are	said so have like some come were there little one do when out what	oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please

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List 5 Appendix 1 (100 HFWs) (NB - some words already taught and assessed previously)		List 6 Next 200 common words in order Letters and Sounds (NB – some words already taught and assessed previously)		
a	water	been	room	across
of	away	stop	last	gone
on	good	must	jumped	hard
for	want	red	because	floppy
his	over	door	even	really
but	how	right	am	wind
that	did	sea	before	wish
with	man	these	gran	eggs
can	going	began	clothes	once
up	where	boy	tell	please
had	would	animals	key	thing
this	or	never	fun	stopped
went	took	next	place	ever
not	school	first	mother	miss
then	think	work	sat	most
as	home	lots	boat	cold
mum	who	need	window	park
them	didn't	that's	sleep	lived
down	ran	baby	feet	birds
dad	know	fish	morning	duck
big	bear	gave	queen	horse
it's	can't	mouse	each	rabbit
see	again	something	book	white
very	cat	bed	its	coming
look	long	may	green	he's
don't	things	still	different	river
will	new	found	let	liked
into	after	live	girl	giant
back	wanted	say	which	looks
from	eat	soon	inside	use
children	everyone	night	run	along
him	our	narrator	any	plants
get	two	small	under	dragon
just	has	car	hat	pulled
now	yes	couldn't	snow	we're
came	play	three	air	fly

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put could house old too by day made time I'm If help here off saw make an	well find more I'll round tree magic shouted us other food fox through way	I've around every garden fast only many laughed let's much suddenly told another great why cried keep	top eyes fell friends box dark grandad there's looking end than best better hot sun	
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