

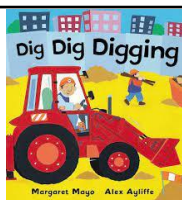


## Nursery Reading Spine 2023-24 Autumn Term 1

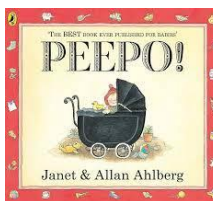
### Nursery Rhymes

Nursery and action rhymes will be used daily to stimulate develop vocabulary, the identification of rhyme and oral comprehension.

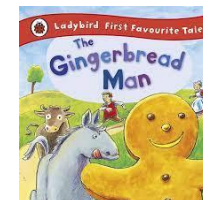
### Books for Reading Lessons



**Dig, Dig Digging**  
By Margaret Mayo

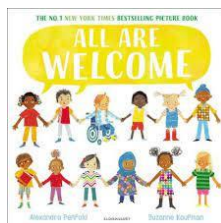


**Peepo**  
By Janet & Allan Ahlberg

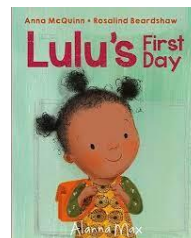


**The Gingerbread Man**  
By Alan MacDonald

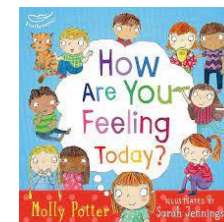
### Diversity/ PSED



**All Are Welcome**  
By Alexandra Penfold

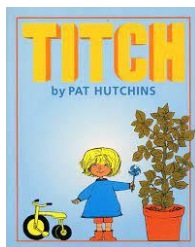


**Lulu's First Day**  
By Anna McQuinn

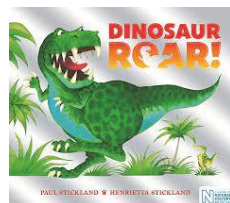


**How are you Feeling Today**  
By Molly Potter

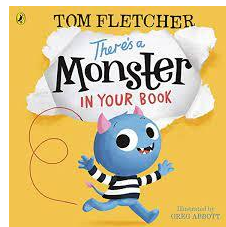
### Reading for Pleasure/ Cross-Curricular



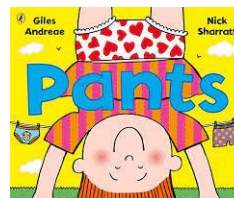
**Titch**  
By Pat Hutchins



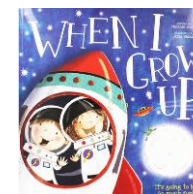
**Dinosaur Roar**  
By Paul Stickland



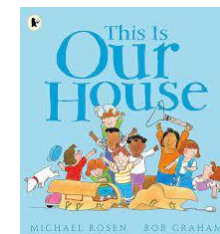
**There's a Monster in Your Book**  
By Tom Fletcher



**Pants**  
By Giles Andreae



**When I Grow Up**  
By Melanie Joyce



**This is Our House**  
By Michael Rosen

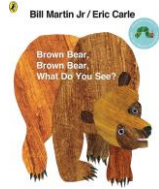


## Nursery Reading Spine 2023-24 Autumn Term 2

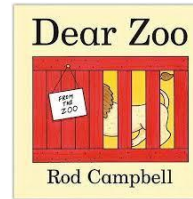
### Nursery Rhymes

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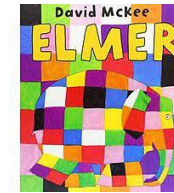
### Books for Reading Lessons



Brown Bear, Brown Bear  
By Bill Martin Jr

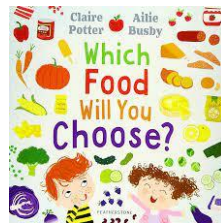


Dear Zoo  
Rod Campbell

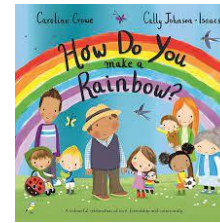


Elmer  
By David McKee

### Diversity/ PSED



Which Food Will You Choose?  
By Claire Potter

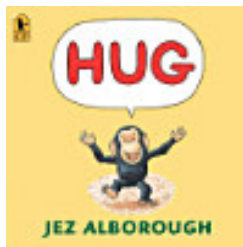


How Do You Make a Rainbow?  
By Caroline Crowe

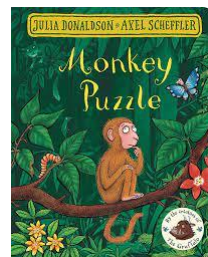


Kindness Makes Us Strong  
By Sophie Beer

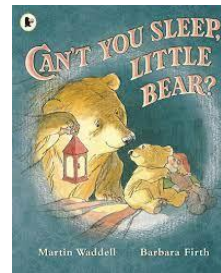
### Reading for Pleasure/ Cross-Curricular



Hug  
By Jez Alborough



Monkey Puzzle  
By Julia Donaldson



Can't You Sleep Little Bear?  
By Martin Waddell



Big Green Crocodile  
(Rhymes)  
By Jane Newberry



Big Red Bath  
By Julia Jarman

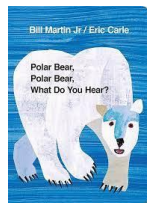


## Nursery Reading Spine 2023-24 Spring Term 3

### Nursery Rhymes

Nursery and action rhymes will be used daily to stimulate develop vocabulary, the identification of rhyme and oral comprehension.

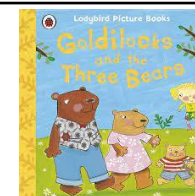
### Books for Reading Lessons



Polar Bear, Polar Bear  
By Bill Martin Jr

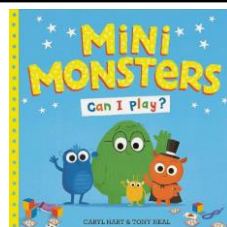


Little Red Riding Hood  
By Rachel Elliot



Goldilocks and The Three Bears  
By Nicola Baxter

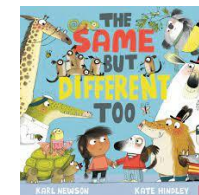
### Diversity/ PSED



Mini Monsters- Can I Play?  
By Caryl Hart

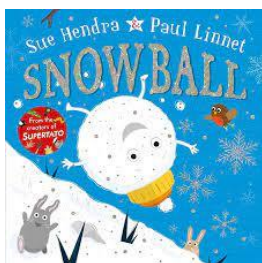


Love Makes a Family  
By Sophie Beer

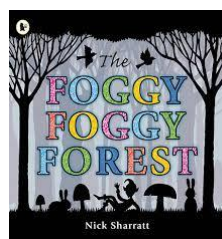


The Same But Different Too  
By Karl Newson

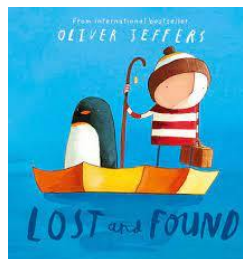
### Reading for Pleasure/ Cross-Curricular



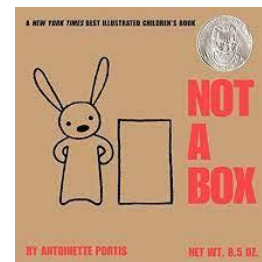
Snowball  
By Sue Hendra



Foggy, Foggy, Forest  
By Nick Sharratt



Lost and Found  
By Oliver Jeffers



It's Not a Box  
By Antoinette Portis



The Magic Crayon  
By Amy Sparkes



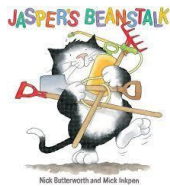


## Nursery Reading Spine 2023-24 Spring Term 4

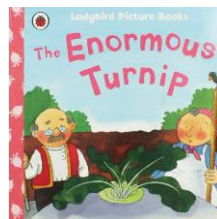
### Nursery Rhymes

Nursery and action rhymes will be used daily to stimulate develop vocabulary, the identification of rhyme and oral comprehension.

### Books for Reading Lessons



Jaspers Beanstalk  
By Nick Butterworth

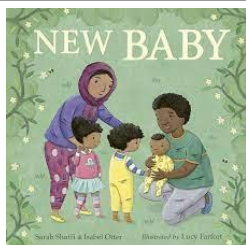


The Enormous Turnip

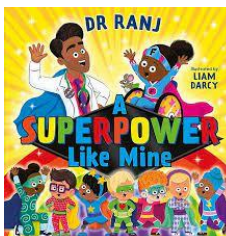


Who's on the Farm?  
By Julia Donaldson

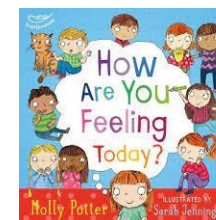
### Diversity/ PSED



New Baby  
By Sarah Shaffi



A Superpower Like Mine  
By Dr Ranj

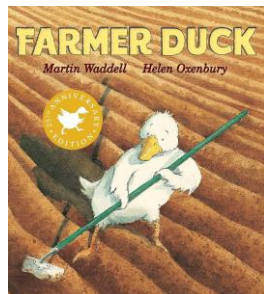


How are you Feeling Today  
By Molly Potter

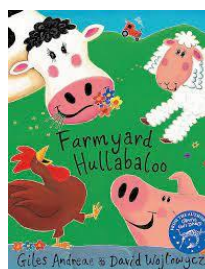
### Reading for Pleasure/ Cross-Curricular



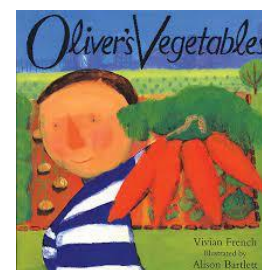
Little Cloud  
By Eric Carle



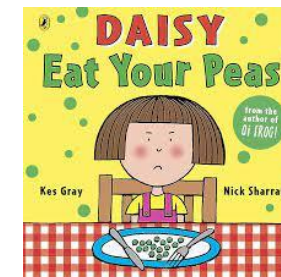
Farmer Duck  
By Martin Waddell



Farmyard Hullabaloo  
By Giles Andreae



Olivers Vegetables  
By Vivian French



Daisy Eat Your Peas.  
By Kes Gray

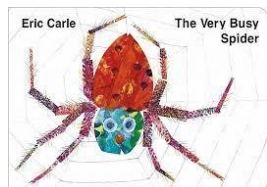


## Nursery Reading Spine 2023-24 Summer Term 5

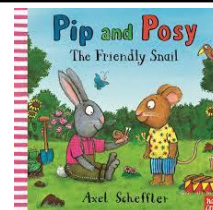
### Nursery Rhymes

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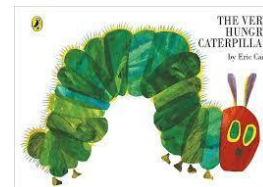
### Books for Reading Lessons



The Very Busy Spider  
By Eric Carle



Pip & Posy: The Friendly Snail  
By Kate Milner

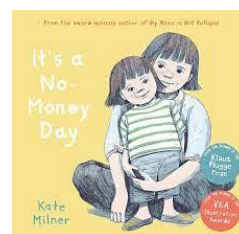


The Very Hungry Caterpillar  
By Eric Carle

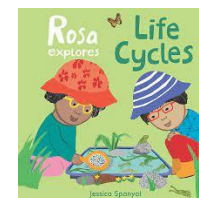
### Diversity/ PSED



Baby Goes to Market  
By Angela Brooksbank



It's a No-Money Day  
By Kate Milner

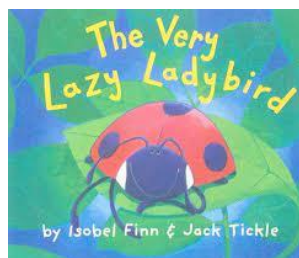


Rosa Explores Life Cycles  
By Jessica Spanyol

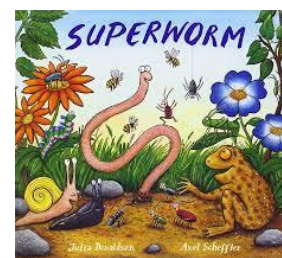
### Reading for Pleasure/ Cross-Curricular



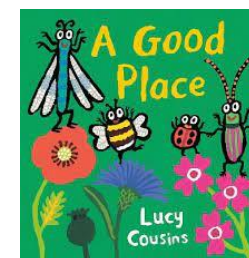
The Crunching Munching Caterpillar  
By Sheridan Cain



The Lazy Ladybird  
By Isobel Finn



Superworm  
By Julia Donaldson



A Good Place  
By Lucy Cousins

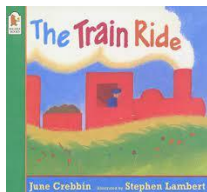


## Nursery Reading Spine 2023-24 Summer Term 6

### Nursery Rhymes

Nursery and action rhymes will be used daily to stimulate develop vocabulary, the identification of rhyme and oral comprehension.

### Books for Reading Lessons



The Train Ride  
June Crebbin

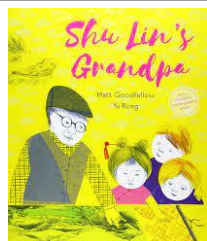


Shark in the Park  
By Nick Sharrett

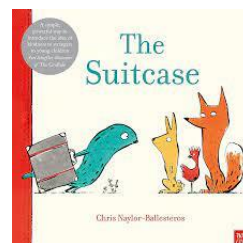


Blown Away  
By Rod Biddulph

### Diversity/ PSED



Shu Lin's Grandpa  
By Matt Goodfellow

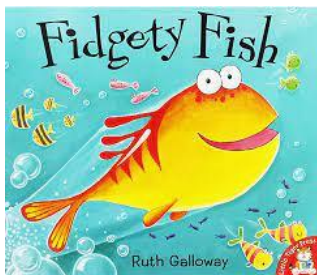


The Suitcase  
Chris Naylor-Ballesteros

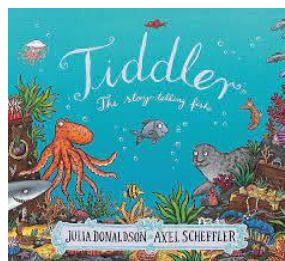


The Thing Lou Couldn't Do  
By Ashley Spires

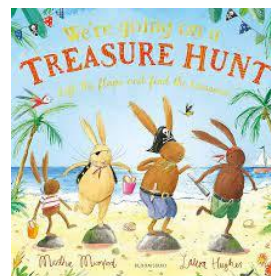
### Reading for Pleasure/ Cross-Curricular



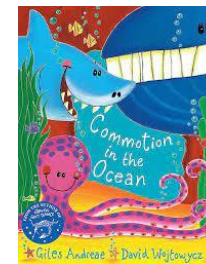
Fidgety Fish  
By Ruth Galloway



Tiddler  
By Julia Donaldson



We're Going on a Treasure Hunt  
By Martha Mumford



Commotion in the Ocean  
By Giles Andreae





## Nursery Reading Progression

	Nursery Reading Progression	
	Nursery	Reception
<p><b>WORD READING</b></p> <p><b>Phonics &amp; Decoding</b></p>	<p>Enjoy sharing books with an adult.            Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.            Repeat words and phrases from familiar stories.            Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-count or clap syllables in words</li> <li>-recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Read individual letters by saying the sounds for them.            Blend sounds into words, so that they can read short words made up of letter-sound correspondences.            Read some letter groups that each represent one sound and say sounds for them.            Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>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>
<p><b>WORD READING</b></p> <p><b>Common Exception Words</b></p>		<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>
<p><b>WORD READING</b></p> <p><b>Fluency</b></p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>-print has meaning</li> <li>-the names of different parts of a book</li> <li>-print can have different purposes</li> <li>-page sequencing</li> <li>-we read English text from left to right and from top to bottom</li> </ul>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.            Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.            Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



## Nursery Reading Progression

### Nursery

### Reception

#### COMPREHENSION

#### Understanding and Correcting Inaccuracies

Pay attention and respond to the pictures or the words  
Ask questions about the book.

Develop play around favourite stories using props.

Enjoy listening to longer stories and can remember much of what happens.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

#### COMPREHENSION

#### Comparing, Contrasting and Commenting

Make comments and shares their own ideas.

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

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.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



<p><b>COMPREHENSION</b></p> <p><b>Words in Context and Authorial Choice</b></p>	<p>Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p><b>COMPREHENSION</b></p> <p><b>Inference and Prediction</b></p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>



## Nursery Reading Progression

### Nursery

### Reception

#### COMPREHENSION

#### Poetry and Performance

Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  
Remember and sing entire songs.  
Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.  
Create their own songs, or improvise a song around one they know.

Engage in story times.  
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  
Learn rhymes, poems and songs.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Develop storylines in their pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  
Make use of props and materials when role playing characters in narratives and stories.  
Invent, adapt and recount narratives and stories with their peers and their teacher.  
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

#### COMPREHENSION

#### Non-Fiction

Engage in non-fiction books.  
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.