

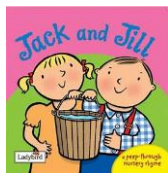


EYFS Reading Spine 2023-24 Autumn Term 1

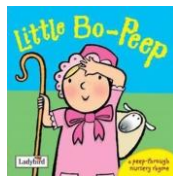
Nursery Rhymes for Communication & Language Lessons

Further picture books will be specially chosen to stimulate oral comprehension and book talk alongside the teaching of GPC's and word reading using the Sounds-Write Phonics Programme.

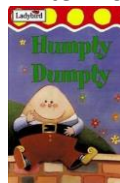
Nursery Rhymes to include:



Jack & Jill



Little Bo Peep



Humpty Dumpty



Incy Wincy Spider



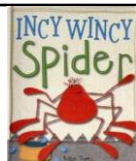
Old Mother Hubbard

Books for Reading Lessons



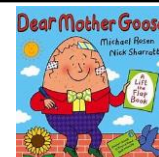
Oi Frog

By Kes Gray & Jim Field



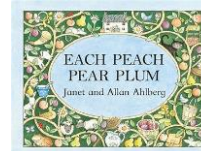
Incy Wincy Spider

By Kate Toms



Dear Mother Goose

By Michael Rosen & Nick Sharratt



Each Peach Pear Plum

By Janet & Allen Ahlberg

Poetry/Rhyme



Wiggle and Roar

By Julia Donaldson and Nick Sharratt



Shark in the Park

By Nick Sharratt



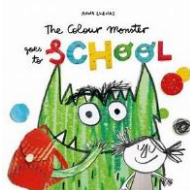
SOUNDS-WRITE

Poetry for the Initial Code

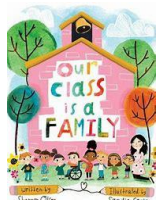
Sounds-Write

Reading for Pleasure/Cross-Curricular

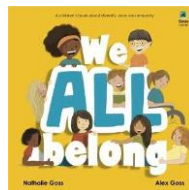
Nursery Rhymes to include: Five Little Ducks, One, Two buckle My Shoe, 12345 Once I Caught a Fish Alive (Maths)



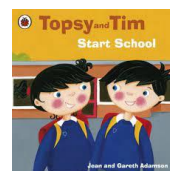
The Colour Monster Goes to School.
By Anna Llenas



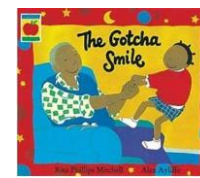
Our Class is a Family
By Shannon Olsen



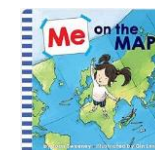
We All belong
By Nathalie Goss



Topsy and Tim Start School
By J & G Adamson

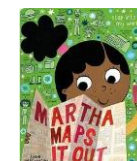


The Gotcha Smile
By Rita Phillips Mitchell



Me on the Map
By Leigh Hodgkinson

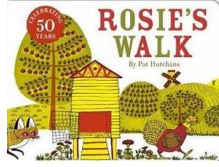
Me on the Map
By Joan Sweeney



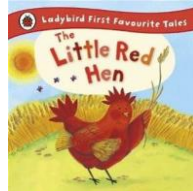


**EYFS Reading Spine 2023-24
Autumn Term 2**

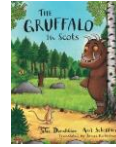
**Books for
Communi-
cation and
Language
Lessons**



Rosie's Walk
By Pat Hutchins

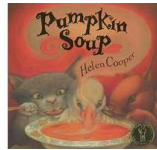


Little Red Hen



The Gruffalo
By Julia Donaldson

**Books for
Reading
Lessons**



Pumpkin Soup
By Helen Cooper



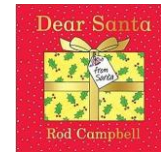
The Lost Stars
By Hannah Cumming



How to Catch a Star
By Oliver Jeffers

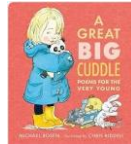


Jack Frost
By Kazuno Kohara

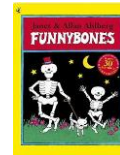


Dear Santa
By Rod Campbell

Poetry

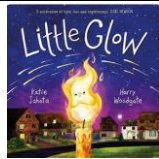


A Great Big Cuddle.
By Michael Rosen



Funny Bones
By Janet & Allen Ahlberg

**Reading
for
Pleasure/
Cross-
Curricular**



Little Glow
By Katie Sahota



Meesha Makes Friends
By Tom Percival



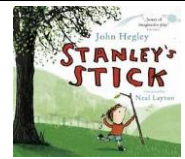
A Dress with Pockets
By Lily Murray



The Everywhere Bear
By Julia Donaldson



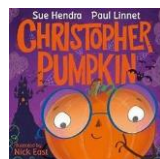
The Leaf Thief
By Alice Hemming



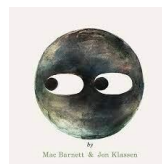
Stanley's Stick
By John Hegley



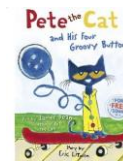
The Best Diwali Ever
By Sonali Shah



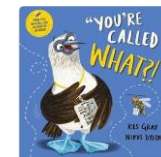
Christopher Pumpkin
By Sue Hendra



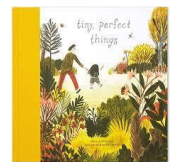
Circle
By Mac Barnett



Pete the Cat
By Eric Litwin



You're Called What?
By Kes Gray

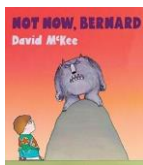


Tiny Perfect Things.
By M.H Clark

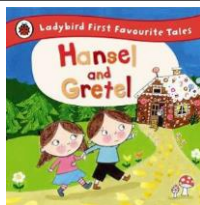


EYFS Reading Spine 2023-24 Spring Term 3

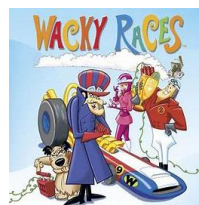
Books for Writing Lessons (Drawing Club)



Not Now Bernard
By David McKee



Hansel & Gretel



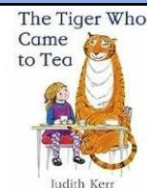
Wacky Races



The Something
By Rebecca Cobb

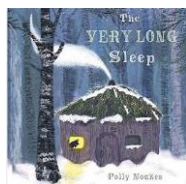


Trap Door

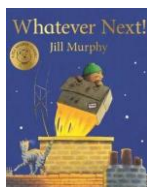


The Tiger Who Came to Tea
By Judith Kerr

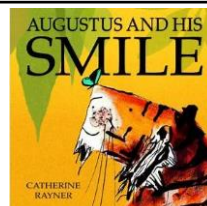
Books for Reading Lessons



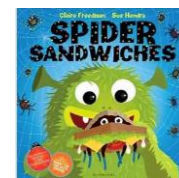
The Very Long Sleep
By Polly Noakes



Whatever Next
By Jill Murphy



Augustus and His Smile
By Catherine Rayner



Spider Sandwiches
By Claire Freedman

Poetry

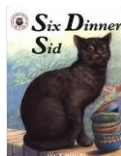


We're Going on a
Bear Hunt.
By Michael Rosen

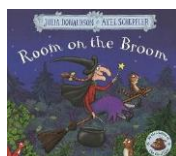
Reading for Pleasure/ Cross-Curricular



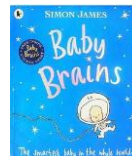
I Love Chinese New Year
By Eva Wong Nava



Six Dinner Sid
By Inga Moore



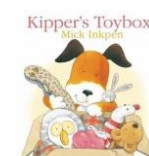
Room on the Broom
By Julia Donaldson



Baby Brains
Simon James



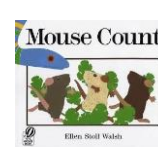
Look Up
By Nathan Bryron



Kippers Toybox
By Mick Inkpen



Peace at Last
By Jill Murphy



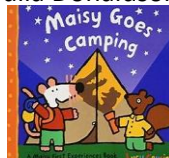
Mouse Count
By Ellen Walsh



The Smeds and the Smoos
By Julia Donaldson



Aaagh Spider
By Lydia Monks



Maisie Goes Camping
By Lucy Cousins



The Hare &
The Tortoise
By Brian Wildsmith



Bug Bear
By Patricia Hegerty



I Want My Hat Back
By Jon Klassen



None the Number
By Oliver Jeffers

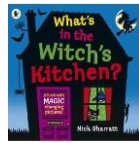


EYFS Reading Spine 2023-24 Spring Term 4

Books for Writing Lessons (Drawing Club)



The Magic Pancake



What's in the Witches Kitchen
By Nick Sharratt



Jack and the Beanstalk

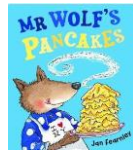


Magic Roundabout

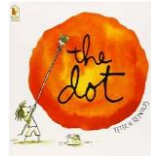


Goldilocks and the Three Bears

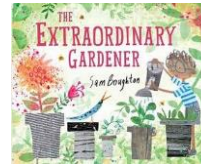
Books for Reading Lessons



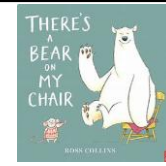
Mr Wolf's Pancakes
By Jan Fearnley



The Dot
By Peter H Reynolds



The Extraordinary Gardener
By Sam Boughton



There's a Bear on My Chair
By Ross Collins



Omar and the Bees
By Helen Mortimer

Poetry



Zim, Zam, Zoom
By James Carter

Reading for Pleasure/ Cross-Curricular



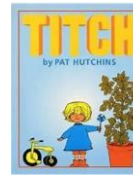
Rainbow Fish
By Marcus Pfister



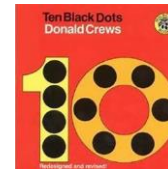
Little Red Riding Hood
By Mara Alperin



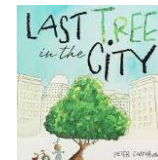
The Most Exciting Eid
By Zeba Talkhani



Titch
By Pat Hutchins



Ten Black Dots
By Donald Crews



Last Tree in the City
By Peter Carnavas



The Little Raindrop
By Joanna Gray



Happy in Our Skin
By Fran Manushkin



Good Little Wolf
By Nadia Shireen



The Giant of Jum
By Elli Woollard



Jaspers Beanstalk
By Nick Butterworth



An Egg is Quiet
By Dianna Aston



How to Win a Monster Race
By Caryl Hart

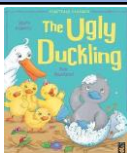


EYFS Reading Spine 2023-24 Summer Term 5

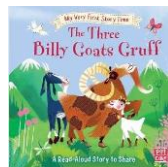
Books for Writing Lessons (Drawing Club)



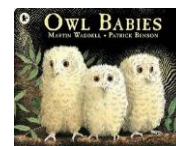
The Three Little Pigs



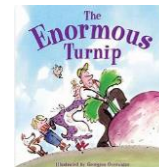
The Ugly Duckling
By Mara Alperin



The Three Billy Goats Gruff



Owl Babies
By Martin Waddell

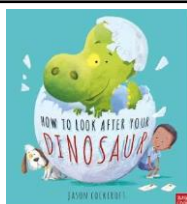


The Enormous Turnip

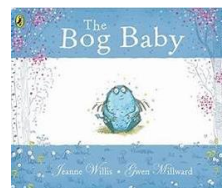
Books for Reading Lessons



Hattie Peck
By Emma Levy

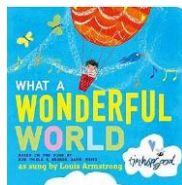


How to Look After a Dinosaur
By Jason Cockcroft



The Bog Baby
By Jeanne Willis

Poetry

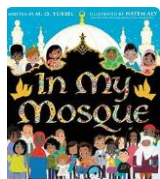


What a Wonderful World
By Tim Hopgood

Reading for Pleasure/ Cross-Curricular



All the Ways to Be Smart
By Davina Bell



In My Mosque
By M.O Yuksel



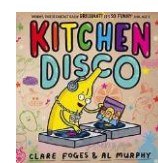
Mabel and Me
By Mark Sperring



Finn's Little Fibs
By Tom Percival



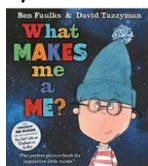
Supertato
By Sue Henra



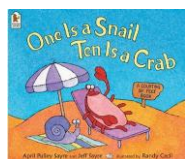
Kitchen Disco
By Clare Foges



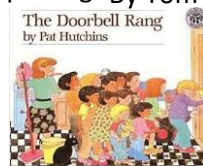
Thank You for the Little Things
By Caryl Hart



What Makes Me a Me?
By Ben Faulks



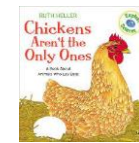
One is a Snail, Ten is a Crab
By April Sayre



The Doorbell Rang
By Pat Hutchins



The Boy with Flowers in his Hair
By Jarvis



Chickens aren't the only Ones
By Ruth Heller



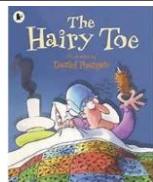
Charlie Cook's Favourite Book
By Julia Donaldson



EYFS Reading Spine 2023-24

Summer Term 6

Books for Writing Lessons (Drawing Club)



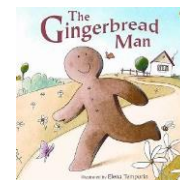
The Hairy Toe
By Daniel Postgate



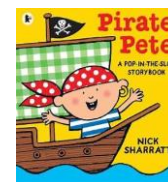
The Giant Jam Sandwich
By Janet Burroway



Caterpillar Shoes

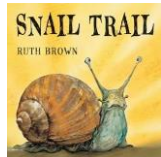


The Gingerbread Man
Storytelling

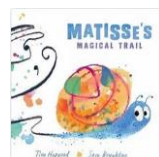


Pirate Pete
By Nick Sharratt

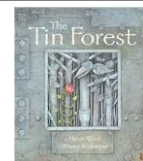
Books for Reading Lessons



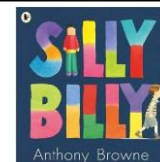
Snail Trail
By Ruth Brown



Matisse's Magical Trail
By Tim Hopgood



The Tin Forest
By Helen Ward

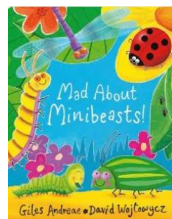


Silly Billy
By Anthony Browne



The Blue Balloon
By Mick Inkpen

Poetry

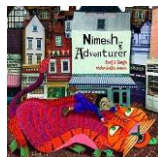


Mad About Minibeast
By Giles Andreae



End of Year Poem.

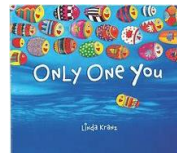
Reading for Pleasure/ Cross-Curricular



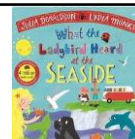
Nimesh the Adventurer
By Ranjit Singh



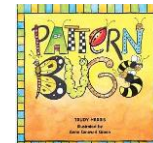
Love Grows Everywhere
By Barry Timms



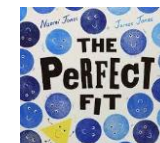
Only One You
By Linda Kranz



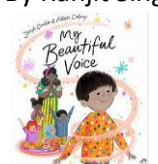
What the Ladybird Heard at the Seaside
By Julia Donaldson



Pattern Bugs
By Trudy Harris



The Perfect Fit
By Naomi Jones



My Beautiful Voice
By Joseph Coelho



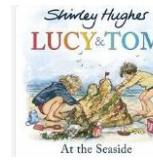
10 Little Pirates
By Mike Brownlow



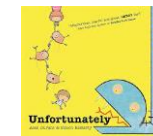
The Big Bag of Worries
By Virginia Ironside



The Singing Mermaid
By Julia Donaldson



Tom & Lucy at the Seaside
By Shirley Hughes



Unfortunately
By Alan Durant



EYFS Reading Progression

Reception

Year 1

Three and Four-Year-Olds Reception Early Learning Goals

WORD READING

Phonics & Decoding

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in words
- recognise words with the same initial sound, such as money and mother

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.
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.

- To apply phonic knowledge and skills as the route to decode words.
- To blend sounds in unfamiliar words using the GPCs that they have been taught.
- To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- To read words containing taught GPCs.
- To read words containing -s, -es, -ing, -ed and -est endings.
- To read words with contractions, e.g. I'm, I'll and we'll.

WORD READING

Common Exception Words

Read a few common exception words matched to the school's phonic programme.
To read some common irregular words.

- To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

WORD READING

Fluency

Understand the five key concepts about print:

- print has meaning
- the names of different parts of a book
- print can have different purposes
- page sequencing
- we read English text from left to right and from top to bottom

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.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
- To reread texts to build up fluency and confidence in word reading.



EYFS Reading Progression

Reception

Three and Four-Year-Olds Reception Early Learning Goals

Year 1

COMPREHENSION

Understanding and Correcting Inaccuracies

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

- To check that a text makes sense to them as they read and to self- correct.

COMPREHENSION

Comparing, Contrasting and Commenting

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.

- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- To link what they have read or have read to them to their own experiences.
- To retell familiar stories in increasing detail.
- To join in with discussions about a text, taking turns and listening to what others say.
- To discuss the significance of titles and events.

<p>COMPREHENSION</p> <p>Words in Context and Authorial Choice</p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>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.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<ul style="list-style-type: none"> • To discuss word meaning and link new meanings to those already known.
<p>COMPREHENSION</p> <p>Inference and Prediction</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.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> • To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.



EYFS Reading Progression

Reception

Year 1

Three and Four-Year-Olds Reception Early Learning Goals

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.

- To recite simple poems by heart.

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.