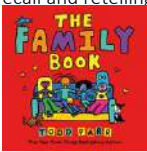
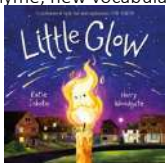
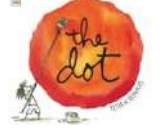
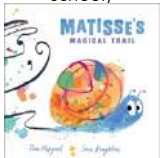
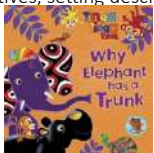
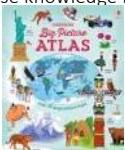
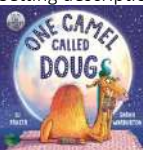
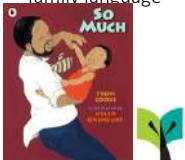
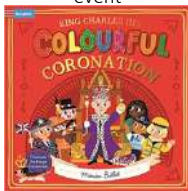
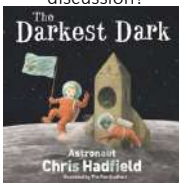
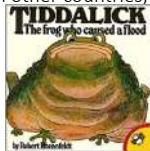


Fledglings’ Reading and Writing Journey - Our Books of the Week

Fiction Non-fiction Poetry books that contain diverse characters/content (including race, religion, sexuality, ethnicity)\

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Our Reading Journey
Marvellous Me	Let’s Celebrate!	The Clifton Gallery	What a Wonderful World	Past and Present	Once Upon a Time	
<u>All Are Welcome</u> <u>Alexandra Penfold</u> settling in, joining in with refrain  <u>Incredible You</u> <u>Rhys Brisenden</u> engaging with expression  <u>The Family Book</u> <u>Todd Parr</u> recall and retelling  <u>The Can Caravan</u> <u>Richard O’Neill</u> making predictions  <u>Ruby’s Worry</u> <u>Tom Percival</u> identifying a character’s emotions  <u>Me and My Amazing Body</u> <u>Joan Sweeney</u> identifying features of non-fiction  <u>Dog’s Don’t Do Ballet</u> <u>Anna Kemp</u> effect of a repeated refrain  Taking part in Story Time discussions, enjoying books, completing the rhyme, making predictions, adding comments, and learning new vocabulary and use this in small world play and role play.	<u>Little Glow</u> <u>Katie Sahota</u> rhyme, new vocabulary  <u>The Best Diwali Ever</u> <u>Sonali Shah</u> predicting with reasons  <u>Ladybird Favourite Nursery Rhymes</u> completing rhyme, performing poetry  <u>Kipper’s Birthday</u> <u>Mick Inkpen</u> speaking in full sentences including who, where, when, what happened for clarity  <u>Katie Morag: Island Stories</u> <u>Mairi Hedderwick</u> past, present and future tense vocabulary  <u>Hannukah</u> <u>Festivals Around the World</u> features of non-fiction, use of contents page  <u>A Christmas Story</u> <u>Brian Wildsmith</u> adapting a known narrative  Listen attentively, responding to what they hear with relevant comments and participating in discussion. Retelling narratives and using recently learnt vocabulary from fiction and non-fiction. Know some similarities and differences between different religions and cultural communities in this country.	<u>Luna Loves Art</u> <u>Joseph Coelho</u> context for theme vocabulary  <u>The Dot</u> <u>Peter H. Reynolds</u> make comments and ask questions, positive mindset language  <u>Matisse’s Magical Trail</u> <u>Tim Hopgood</u> setting known to children (set in a school)  <u>Why Elephant Has a Trunk</u> <u>Claudia Lloyd</u> life in other countries, origin stories, adjectives, setting description  <u>The Magic Paintbrush</u> <u>Julia Donaldson</u> life in other countries and the past  <u>Georgia O’Keefe</u> <u>Maria Isabel Sanchez Vegara</u> facts about a person from the past  <u>Katie and the Starry Night</u> <u>James Mayhew</u> use of new vocabulary from across theme  Ask questions to clarify understanding and offer their own ideas. Make predictions with reasons and know some similarities and differences between things in the past and now. Understand the past through the characters and people in books.	<u>Big Picture Atlas</u> <u>Usborne</u> describe use knowledge from maps  <u>What the Ladybird Heard?</u> <u>Julia Donaldson</u> rhyme and alliteration  <u>Commotion in the Ocean</u> <u>Giles Andreae</u> comparing types of poetry  <u>One Camel Called Doug</u> <u>Lu Fraser</u> Setting description  <u>Jungle Jamboree</u> <u>Jo Empson</u> describe an environment using knowledge drawn from fiction and non-fiction books  <u>Blue Penguin</u> <u>Petr Horáček</u> emotional impact of language choices  <u>Lottie’s Letter</u> <u>Gordon Snell</u> persuasion  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Explain some differences between life in this country and other countries drawing on knowledge from stories, non-fiction texts and maps.	<u>So Much</u> <u>Trish Cooke and Helen Oxenbury</u> family language  <u>Old Bear</u> <u>Jane Hissey</u> adjectives and character description  <u>King Charles III’s Colourful Coronation</u> <u>Marion Billet</u> personal experience of an historical event  <u>Mary Anning</u> <u>Little People, Big Dreams</u> time order writing, ordering events  <u>The Darkest Dark</u> <u>Chris Hadfield</u> how much is it fiction or non-fiction discussion?  <u>Caribbean Dream</u> <u>Rachel Isadora</u> learn and perform a poem  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. Engage with and perform poetry. Discuss whether a book is fiction, non-fiction or has elements of both.	<u>Little Red Hen</u> <u>Ladybird</u> traditional tale language, repeated refrain  <u>The Gingerbread Man</u> <u>Ladybird</u> persuasive language and description  <u>Jack and the Beanstalk and the Tiny Seed</u> <u>Ladybird. and. Eric Carle</u> similes for comparison, letters  <u>Little Red Riding Hood</u> <u>Lynn Roberts and David Roberts</u> adapting a narrative, giving advice  <u>Tiddalick: The Frog who caused a flood (NAIDOC Week)</u> <u>by Robert Roennfeldt</u> folklore, life in other countries, oral traditions  <u>Stone Soup</u> <u>by Jess Stockham</u> life in other countries, morals, social meanings  <u>On the Way Home</u> <u>by Jill Murphy</u> adapting and innovating traditional narrative  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.	Our Reading Journey We learn the mechanics of reading using the Little Wandle Letters and Sounds Revised Programme. Our Books of the Week expose us to language, diverse narratives and different text types including non-fiction and poetry. They allow us to develop our language, discussion, understanding of books, and storytelling skills and provide us with opportunities to predict, describe, retell, innovate, order and ask and answer questions about books. The Early Learning Goals we work towards linked to Reading ELG: Listening, Attention and Understanding - 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 ELG: Speaking - 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 ELG: Comprehension - 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 Past and Present: - 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 ELG People, Culture and Communities: - Describe their immediate environment using knowledge from stories and non-fiction texts - 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 and non-fiction texts
Our Writing Journey						Our Writing Journey We learn the mechanics of writing using the Little Wandle Letters and Sounds Revised Programme. Our Books of the Week then support planned writing opportunities in which children are only expected to write using the sounds that they have been taught up to that point. They begin by writing sounds, then words, then captions and phrases, then sentences. By the end of the year, they will have begun to have explore sentences in different contexts e.g. story sentences, instructions sentences and fact sentences linked to the books they share each week. The Early Learning Goals we work towards linked to Reading ELG Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ELG Writing - 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.  These texts link with a Literacy Tree Reception Unit and aspects of this planning may be used to support its delivery in the classroom.

Phonetic Reading Books

Children reading at the expected level, in line with the Little Wandle Progression, will be accessing the following decodable texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wordless Books Old MacDonald Had a Farm Number Fun Sound Walk People Who Help Animal Fun At the Beach 	Phase 2 Set 2 Sit in! Tap it, Tad! A Dip Pip!  	Phase 2 Set 4 Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Off!  	Phase 3 Set 1 Pink Boat, Pink Car Finn Feels Better A Job for Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox Rock Pools Down to Up Odd Fish!  	Phase 3 Set 2 Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River Food on the Farm Owls in the Night It is Hidden  	Phase 4 Set 1 Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch How the Ear Can Hear Thumper Stunt Jets From the Top Track a T-Rex Strong Trucks Good Things Come from Farms The Foolish, Timid Rabbit  
Phase 2 Set 1 Pat it Sit Sip Nap Sit Sit Tip, Sip, Nap Pat a Pan Sit Tip Pat 	Phase 2 Set 3 Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop  	Phase 2 Set 5 Hush! Fix it, Fox Jazz and Jet Ding Dong Dah to Dig Cubs Jig and Jog Buzz, Hop, Zip! Will it sink? Big Mud Run  	*children reading at this level have met the Early Learning Goal for Reading*		