

## Progression of texts used throughout the year.

YEAR R	NAME OF TEXT	AUTHOR	KEY LITERACY FOCUS FROM THIS TEXT
<b>Term 1 Ourselves</b>  Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can: recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned.	Out and About	Shirley Hughes	Listens to and joins in with stories (30-50) Recognises rhythm in books
	Starting School	Janet and Alan Ahlberg	Listens to stories(30-50)
	Ketchup On Your Cornflakes	Nick Sharratt	Looks at books independently and holds the book the right way up(30-50) Turns pages independently(30-50)
	Dear Zoo (lift the flap)	Rod Campbell	Handling books correctly(30-50) Turning pages from left to right(30-50)
	Humpty Dumpty Jack and Jill	Traditional Nursery Rhymes	Recognises rhythm in spoken words. (30-50) Enjoys rhyming and rhythmic activities (30-50) Shows awareness of rhyme and alliteration (30-50)
	Titch	Pat Hutchins	Listens to stories(30-50) Predicts ending (30-50)
	All Join In	Quentin Blake	Listens to stories with increasing attention and recall (30-50)
	The Very Hungry Caterpillar	Eric Carle	Listens to stories with increasing attention and recall. (30-50) Suggests how the book may end (30-50)
	Hairy Mclary	Lynley Dodd	Listens to stories with increasing attention and recall. (30-50) Beginning to be aware how stories are structured (30-50) Joins in with repeated refrains (30-50)
	The Gruffalo	Julia Donaldson	Listens to stories and joins in with well-known stories. (30-50)
	Pants Socks	Nick Sharratt	Anticipates key phrases in a book(30-50)
	Oh What a fuss when the king rides by	Margaret Mahy	Joining in with actions and rhymes(30-50) Recognises rhythm in words(30-50)
Brown Bear Brown Bear What do you see?	Bill Martin	Joining in with repeated refrains(30-50) Beginning to recognise alliteration and rhythm(30-50)	
We`re going on a Bear Hunt	Michael Rosen	Listens to stories (30-50) Joins in with stories (30-50)	

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	Old Macdonald		Listens to and joins in stories(30-50)
	Chicken Licken		Anticipates key events(30-50) Suggests how the story might end(30-50)
	What the ladybird Heard	Julia Donaldson	Describes main story setting and discuss characters(30-50)
	Owl Babies	Martin Waddell	Listens to stories (30-50) Joins in with stories (30-50)
<b>Term 2 Festivals and Celebrations</b> Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.	Room on the Broom	Julia Donaldson	oo digraph Joins in with repeated refrains(30-50)
	You Choose	Nik Sharratt	Predicting endings(30-50)
	What`s In The Witches Kitchen	Nick Sharratt	Feel the mood or the setting of a story(30-50)
	Funnybones	Janet and Alan Alberg	Feel the mood or the setting of a story(30-50)
	Rain (poem)	Spike Milligan	ai digraph(30-50)
	The Toys Party	Roderick Hunt	Following instructions(30-50)
	Kippers Birthday	Roderick Hunt	Use picture clues to help read the words(30-50)
	Charlie and Lola	Lauren Child	Predicts the ending(30-50)
	The Jolly Christmas Postman	Janet and Alan Alberg	Lifts the flaps and predicts(30-50)
<b>Term 3 Food</b> Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else;	Handa`s Surprise	Eileen Browne	Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	The great Race	Emily Hiles	Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	Super Tato	Sue Henda	Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	Oliver`s Vegetables	Vivienne French	Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	Oliver`s Fruit Salad	Vivienne French	Hears and says the initial sound in words. (40-60)

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	The Gingerbread Man		Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.(40-60) Retells story using pie Corbett style actions
	I will not ever never eat a tomato	Lauren Child	Links sounds to letters, naming and sounding the letters of the alphabet.(40-60)
	Pass the Jam Jim	Kaye Umansky	Reinforces alliteration (30-50) Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	The little Red Hen	Diane Muldowe	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Links sounds to letters, naming and sounding the letters of the alphabet. (40-60) Retells story using pie Corbett style actions
	Chopsticks	Amy Krouse	Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
<b>Term 4</b> <b>Transport</b> begin to have favourite texts which they ask for repeatedly; may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.	Mrs Armitage on wheels	Quentin Blake	Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	The Go kart	Roderick Hunt	Begins to read words and simple sentences. Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
	Mums New Car	Roderick Hunt	Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. (40-60)
	Biff`s Aeroplane	Roderick Hunt	Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. (40-60)
	Naughty Bus	Jan Oke	Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
<b>Term 5</b> <b>Traditional Tales</b> Begin to read words and simple sentences, showing understanding by	Goldilocks and the Three Bears		Children read and understand simple sentences. Reinforce ck digraph 2. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)
	The Enormous		Children read and understand simple sentences.

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<p>the way they say it;</p> <p>sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets;</p> <p>recognise and independently read some common exception words with automaticity.</p>	Turnip		Reinforce <b>ur</b> digraph <sup>2</sup> . They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)
	The Three Billy Goats Gruff		Children read and understand simple sentences. Reinforce <b>ff</b> digraph <sup>2</sup> . They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)
	The Three Little Pigs		Children read and understand simple sentences. Reinforce <b>ee</b> digraph <sup>2</sup> . They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)
	Red Riding Hood		Children read and understand simple sentences. Reinforce <b>oo</b> digraph <sup>2</sup> . They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)
<b>Term 5 Animals (alternative topic)</b>	Oi Cat Oi Dog Oi Frog Oi Ardvark	Kes Gray	Revise oi digraph/ar digraph - sound blending (ELG) Books with the same format
	Mog at the vet	Judith Kerr	Cvc word recognition and tricky words
	The Great Pet Sale	Mick Inkpen	Reading for a purpose - learning about shopping
	Little Rabbit Foo Foo	Michael Rosen	Anticipate key events (ELG)
	The Tiger Who came to tea	Judith Kerr	Demonstrate understanding of what has been read to them (ELG)
<p><b>Term 6 Seaside</b></p> <p>Children learn to: hear and say the initial sound in words; segment sounds in simple words and blend them together; know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet; begin to read words and simple</p>	Shark in the park	Nick Sharatt	Rhyming focus, repeated refrains, reinforce <b>ar</b> digraph They demonstrate understanding when talking with others about what they have read. (ELG)
	Tiddler	Julia Donaldson	Blend sounds together to read simple words (ELG) Recognise common exception words throughout a shared text (ELG)
	Commotion in the Ocean	Giles Andrea	Looking at poetry and rhyming words They demonstrate understanding when talking with others about what they have read. (ELG)
	The night	Peter Harris	They demonstrate understanding when talking

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sentences read their name read labels in the environment recognise and read some common exception words	Pirates		with others about what they have read. Reinforce <b>igh</b> trigraph(ELG)
	Pirates love underpants	Clare Freedman	They demonstrate understanding when talking with others about what they have read. (ELG)
	The Singing Mermaid	Julia Donaldson	They demonstrate understanding when talking with others about what they have read. Reinforce <b>er</b> digraph(ELG)
	Sharing a shell	Julia Donaldson	They demonstrate understanding when talking with others about what they have read. Reinforce <b>sh</b> and <b>ll</b> digraphs. Begin to read words and simple sentences(ELG)
	Hooray for Fish	Lucy Cousins	They demonstrate understanding when talking with others about what they have read. Begin to read words and simple sentences(ELG)
	Rainbow Fish	Marcus Pfister	They demonstrate understanding when talking with others about what they have read. Begin to read words and simple sentences(ELG)
	The Fish Who Could Wish	John Bush	They demonstrate understanding when talking with others about what they have read. Begin to read words and simple sentences(ELG)