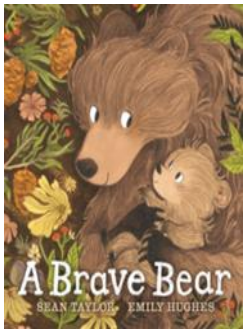
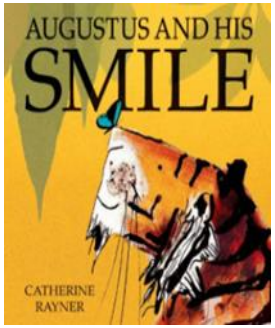
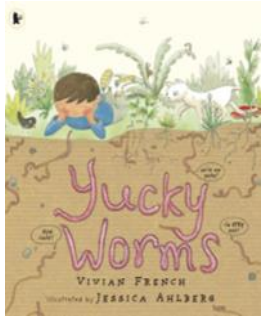
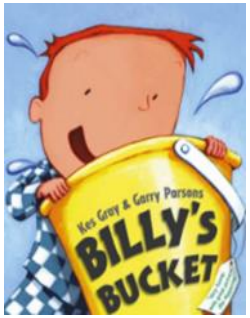
Reception Using a Power of Reading Teaching Sequence to enhance the English Curriculum.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Literary Form	Traditional Tales and Twists	Picture Book	Picture Book	Contemporary Fiction	Non-Fiction	Building reading Stamina
Links to Main EYFSP Area of Learning	**Understanding the World:** People, Culture and Communities	**Understanding the World:** The Natural World	**Understanding the World:** The Natural World	**Understanding the World:** The Natural World **Understanding the World:** People, Culture and Communities	**Understanding the World:** The Natural World	**Understanding the World** Past and Present
PSED + Human Themes	Resilience and Problem Solving	Belonging	Being Brave		Protecting Nature	Trust/Identifying Worries
Phonics Direct Instruction	**Phonics Programme and Phase from LTP**		**Phonics Programme and Phase from LTP**		**Phonics Programme and Phase from LTP**	
Phonics and Early Reading Experience (Building Visual and Aural Skills)	**Link to Phonics Programme Phase 2/Launchpad for Literacy** • Environmental sound discrimination • Opportunity for hearing Complex Code: /er/ • Developing fluency through repetitive refrain • Developing inference • Reading illustration		**Link to Phonics Programme Phase/Launchpad for Literacy** • Environmental sound discrimination • Hearing and seeing the Basic Code in context • Opportunity for Complex Code investigation • Developing fluency • Developing inference Reading illustration • Word and language play		**Link to Phonics Programme Phase/Launchpad for Literacy** • Voice sounds – emotional expression • Hearing and seeing the Basic Code in context • Opportunity for hearing and seeing Complex Code: 'y' at end of words like Billy. • Developing fluency through high frequency words Developing inference • Reading illustration • Reading own writing	
Linguistic Experiences - generated by high quality text	Past tense narrative Precise language using prepositions and adverbials Book Talk	Third person narrative Question sentences. Statements Strong conjunction use Suffix – er - ness Soundscaping with untuned instruments and voice sounds Applying the Basic Code and seeing/hearing digraph clusters in context	Strong narrative voice addressing the reader Past and present tense, including progressive Adverbial phrases Subordinate and co-ordinating clauses Visual patterns in words Plural suffixes (+s +es)	Soundscaping with untuned instruments and voice sounds Applying the Basic Code and seeing/hearing digraph clusters in context Lifting meaning through performance reading Developing inference Reading illustration Adverbial phrases	Explanation text Technical language Descriptive language Positional language Book talk Facts	Simple narrative voice Past tense consistency and conjunctions in telling personal stories Alliteration Expanded noun phrases Applicaton of phonics in simple cvc, ccvc, cvcc words Simple polysyllabic words - bucket

		Lifting meaning through performance reading Developing inference Reading illustration Precise language using prepositions and adverbials		Subordinate and co-ordinating clauses Visual patterns in words Plural suffixes Precise language using prepositions and adverbials		Apostrophe for possession
Early Years Foundation Stage Statutory Framework Covered by this sequence	**Three and Four-Year-Olds**					

Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

- Use longer sentences of four to six words.

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Specific Areas

Literacy

- Understand the five key concepts about print:
  - print has meaning
  - the names of the 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

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother

- Engage in extended conversations about stories, learning new vocabulary.

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.

- Write some letters accurately.

<table>
<tr><td></td><td colspan="6">Children in Reception</td></tr>
<tr><td></td><td colspan="3">Prime Areas</td><td colspan="3">Specific Areas</td></tr>
<tr><td></td><td colspan="3">Communication and Language
• Understand how to listen carefully and why listening is important.
• Learn new vocabulary.
• Use new vocabulary through the day.
• Ask questions to find out more and to check they understand what has been said to them.
• Articulate their ideas and thoughts in well-formed sentences.
• Connect one idea or action to another using a range of connectives.
• Describe events in some detail.
• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
• Develop social phrases.
• Engage in story times.
• Listen to and talk about stories to build familiarity and understanding.
• 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 carefully to rhymes and songs, paying attention to how they sound.
• Learn rhymes, poems and songs.
• Engage in non-fiction books.
• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</td><td colspan="3">Literacy
• Read individual letters by saying the sounds for them.
• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
• Read some letter groups that each represent one sound and say sounds for them.
• Read a few common exception words matched to the school's phonic programme.
• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
• Form lower-case and capital letters correctly.
• Spell words by identifying the sounds and then writing the sound with letter/s.
• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
• Re-read what they have written to check that it makes sense.</td></tr>
<tr><td>Teaching Approaches</td><td>• Reading aloud and rereading
• Shared reading
• Role Play and Drama
• Freeze Frame and Thought Tracking
• Shared writing</td><td>• Book Talk 'Tell Me'
• Responding to illustration
• Role on the Wall
• Shared reading
• Reading aloud
• Freeze Frame and Hot seating</td><td>• Reading Aloud
• Visualising and Artwork
• Looking at Language
• Poetry and Performance
• Reponses to illustration
• Reading aloud and re-reading</td><td>• Role on the Wall
• Responding to illustration
• Freeze Frame
• Thought Tracking
• Read Aloud – research
• Non Fiction – research
• Story Mapping</td><td>• Reading aloud and re-reading
• Responding to illustration
• Debate and argument
• Drawing and annotating
• Role Play, Dance and Drama</td><td>• Reading Aloud and re-reading
• Visualising
• Role Play
• Storymapping
• Book Talk 'Tell Me'</td></tr>
</table>

	• Music • Debate and argument • Story mapping • Performance storytelling • Performance reading • Oral storytelling and performance with • puppets • Book-based reading games	• Shared writing • Role-play and drama. • Story mapping	• Shared and Modelled Writing • Role Play and Drama • Freeze Frame and Thought Tracking • Role on the Wall • Small World Re-enactment • Hotseating • Book Talk • Oral Storytelling • Soundscaping • Debate and Discussion • Storymapping – Graph of Emotion • Writing in Role • Bookmaking and Publishing	• Book Talk • Word collection • Visualising • Drama and role play • Shared writing • Storytelling • Writing in role	• Illustration and Artwork • Poetry and performance • Shared writing • Shared reading	• Reading and responding to poetry
Possible Extended Writing Outcomes	• Shared Journal • Thought Bubbles • Captions • Story map • Notes of advice • Recipes • Escape plans • Stories for puppet show	• Shared Journal • Labels • Lists • Captions • Poetry • Shared storymap • Bookmaking Facts - fact file	• Shared Journal • Free verse poetry • Advisory notes and letters • Non-fiction fact file • Speech and thought bubbles • Captions and labels • Questions for character hot seating • Storymapping • Retelling the whole story or a scene in role	• To compose a call and response poem • To write in role in order to explore and develop empathy for a character • To write with confidence for real purposes and audiences • To write for meaning and purpose in a variety of non-narrative forms • To know that information can be retrieved from a variety of sources • To compose and perform own poetry	• Shared Journal • Thought Bubbles • Messages to worms • Caption Writing • Shared Poem • Information Writing • Shared Writing - information - letter • Bookmaking	• Labels • Lists • Captions • Poetry • Shared storymap • Bookmaking • Facts - fact file
Other books with similar themes	**Stories set in India:** Stories from India by Anna Milbourne, illustrated by Linda Edwards (Usborne) The Tiger Child by Joanna Troughton (Puffin) The Elephant's Friend by Marcia Williams (Walker) Seasons of Splendour: Tales, Myths and Legends of India by Madhur Jaffrey, illustrated by Michael Foreman (Puffin) Indian Tales by Shenaaz Nanji, illustrated by Christopher Corr (Barefoot)	The Emperor's Egg – Martin Jenkins Penguin – Polly Dunbar 365 Penguins – Jean – Luc Fromental Be Brave Little Penguin – Giles Andreae Lost and Found - Oliver Jeffers Up and Down – Oliver Jeffers A Penguin Story – Antoinette Portis Penguin in Peril – Helen Hancocks Flora and the Penguin – Molly Idle I am Small – Emma Dodd	**Other books with similar themes, including developing independence, managing risk, bravery or overcoming challenges, journeys or quests:** Can't You Sleep, Little Bear? by Martin Waddell and Barbara Firth (Walker) We're Going on a Lion Hunt by David Axtell (Macmillan) Bedtime for Monsters and Max the Brave by Ed Vere (Puffin) Emily Brown and the Elephant Emergency by Cressida Cowell and Neal Layton (Hodder) The Lion Inside by Rachel Bright and Jim Field (Orchard) Knuffle Bunny Too by Mo Willems (Walker) Zog by Julia Donaldson and Axel Scheffler (Alison Green Books) **Create a display of other books by Sean Taylor or Emily Hughes :** Don't Call Me Choochie Pooh, illustrated by Kate Hindley (Walker) I am Actually a Penguin, illustrated by Kasia Matyjaszek (Templar)		**Fiction:** 'Superworm' by Julia Donaldson 'Worms (Dirty Bertie)' by Alan MacDonald 'Diary of a Worm' by Doreen Cronin 'Don't Poke a Worm Till it Wriggles' by Celia Warren 'Eddie's Garden: and How to Make Things Grow' by Sarah Garland 'Grandpa's Garden' by Stella Fry and Sheila Moxley **Non-fiction:**	**Fiction:** Tiddler - Julia Donaldson and Axel Scheffler Commotion in the Ocean - Giles Andreas The Storm Whale - Benji Davies The Snail and the Whale - Julia Donaldson Sharing a Shell - Julia Donaldson What the Ladybird Heard at the Sea Side The Rainbow Fish - Marcus Pfister The Sea Saw - Tom Percival

	Tales from India by Jamila Gavin, illustrated by Amanda Hall (Templar) **Stories about growing vegetables and plants:** The Gigantic Turnip by Aleksei Tolstoy, illustrated by Niamh Sharkey (Barefoot) Mr Wolf and the Enormous Turnip by Jan Fearnley (Egmont) Oliver's Vegetables by Vivian French, illustrated by Alison Bartlett (Hodder) Pumpkin Soup by Helen Cooper (Corgi) Eddie's Garden: and How to Make Things Grow by Sarah Garland (Frances Lincoln)	Penguins Don't Wear Sweaters – Marikka Tamura Penguin Dreams – Otto Seibold All by Myself – Emile Jadoul Penguin Says Please – Michael Dahl My Penguin Osbert – Elizabath Cody Kimmel Penguins – Liz Pichon Penguins, Penguins, Everywhere! – Bob Barner **Books by Petr Horacek** The Lonely Penguin Puffin Peter Silly Suzy Goose Strawberries are Red A New House for Mouse The Mouse who Ate the Moon What is black and white? The Mouse who wasn't Scared Who is the Biggest? The Last Tiger Run Mouse Run The Fly	Hoot Owl, Master of Disguise, illustrated by Jean Jullien (Walker) I Want to Be in a Scary Story, illustrated by Jean Jullien (Walker) The World Famous Cheese Shop Break-in, illustrated by Hannah Shaw (Frances Lincoln) Where the Bugaboo Lives, illustrated by Neal Layton (Walker) That's What Makes a Hippopotamus Smile, illustrated by Laurent Cardon (Frances Lincoln) The Little Gardener, written and illustrated by Emily Hughes (Flying Eye) Charlie & Mouse, written by Laurel Snyder and illustrated by Emily Hughes (Chronicle) Charlie & Mouse & Grumpy, written by Laurel Snyder and illustrated by Emily Hughes (Chronicle) **Display a range of engaging information and other story books about bears:** Whatever Next and Peace at Last by Jill Murphy (Macmillan) Where's My Teddy? by Jez Alborough (Walker) We're Going on a Bear Hunt by Michael Rosen, illustrated by Helen Oxenbury (Walker) Where Bear? by Sophy Henn (Puffin) Bears Don't Read by Emma Chichester Clark (HarperCollins) Bears in the Night by Jan and Stan Berenstain (HarperCollins) Brown Bear by Suzi Eszterhas (Frances Lincoln) **Display a range of engaging information and other story books about tigers:** The Tiger Who Came to Tea - Judith Kerr There's a Tiger in the Garden – Lizzy Stewart Goodnight Tiger – Timothy Knapman and Laura Hughes Fly Tiger Fly – Rikin Parekh Tiger in the Snow – Nick Butterworth Mr Tiger Goes Wild – Peter Brown Winnie the Pooh – AA Milne Tigers - Patricia Janes In the Jungle – Axel Scheffler		'Wonderful Worms' by Linda Glaser 'The Worm (Disgusting Critters)' by Elise Gravel 'Wiggling Worms at Work (Let's-Read and-Find-Out Science 2)' by Wendy Pfeffer and Steve Jenkins)	Dougal's Deep Sea Diary – Siman Bartram Mister Seahorse - Eric CCarle **Non-Fiction:** The Big Book of the Blue - Yuval Zommer Smart about Sharks – Owen Davey One Day on Our Blue Planet: In the Ocean. What a waste: Rubbish, Recycling and Protecting our Planet
Songs and Rhymes	• Old Macdonald (using the animals from the story) • Walking the jungle • Down in the jungle • The animal fayre • The noisy animals in the jungle • Govinda	• The Penguin dance • Penguin slide • Royal Penguins • 5 Little Penguins • The Penguin Song • Percy Penguin	• When Goldilocks went to the house of the bears • Teddy Bear Turn Around • Round and Round the Garden • Teddy bears picnic • The bear went over the mountain • Wild Beasts	• 5 big tigers jumping in the tree • I hear tigers • Tiger, tiger orange and black • Jungle song • My pet tiger		
Poems	• Tiger • Lone Wolf • 5 little bears • Elephant • The snake • Wild beasts	• 5 little penguins • 3 little penguins • 6 little penguins • I'm a little penguin • I know a little penguin • Penguin at sea	• Four Seasons • Bears, bears, bears • Rain • The Little Brown Bear • Five Little Bears • Teddy Bears	• The Bengal tiger • Tiger • Tiger tiger burning bright • Tiger • Tiger		