

## Reading Curriculum Foundation Stage 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole class text</b>	Kipper stories <b>Guess how much I love you</b> -Sam McBratney and Garth Williams <b>Only one you</b> – Linda Kranz <b>Meg and Mog</b> - Helen Nicoll <b>Pass the Jam Jim</b> - Kay Umansky  <b>Non Fiction</b> - Festivals – Jo Ely		<b>Dear Zoo</b> - Rod Campbell <b>The Very Hungry Caterpillar</b> – Eric Carle <b>Smeds and Smoos</b> – Julia Donaldson <b>The Colour Monster</b> - Anna Llenas  <b>Non Fiction</b> - Whose Baby?		<b>Astro Girl</b> by Ken Wilson -Max <b>The Leopards Drum</b> - A traditional tale from West Africa <b>Not Now Bernard</b> – David Mckee <b>A year in Percy's Park</b> - Nick Butterworth  <b>Non Fiction</b> - Leaping Frogs – Melvin Berger	
<b>Poems to be learned by heart</b>	Higgelty Piggelty Pop Poems by Michael Rosen	Bonfire Night Remember, remember the fifth of November	Noodles Ning Nang Nong Poems by <b>Julia Donaldson</b> Animal Poems by <b>Spike Milligan</b>		<b>Nature Trail - Benjamin Zephaniah</b> Poems by <b>Nick Sheratt</b>	Revise all poems learnt throughout the year to create a Foundation Stage poetry video for parents
<b>Expectations at this point in the year</b>	Children will learn to handle a book with care, recite a poem. Talk about a book that they like. Locate title, front cover,		Introduce Ronnie Retriever – children Children to begin to recall information from the text such as events, character names.	Introduce felicity fish – children Children to begin to understand the word choices made by the author. They will begin to suggest alternative words and innovate the text as a whole class.	Introduce Terry Tortoise – children Children to begin to make links between stories that they have read.	Introduce Bertie Bee– children Children to begin to recognise the features of non-fiction texts. They will name some of the features.
<b>National Curriculum Content Domains and Stannington Reading Friends</b>	1a draw on knowledge of vocabulary to understand texts (Felicity Fish and Casey Cat) 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Ronnie Retriever and Bertie Bee) 1c identify and explain the sequence of events in texts (Ronnie Retriever, Bertie Bee and Terry Tortoise) 1d make inferences from the text (Percy Penguin) 1e predict what might happen on the basis of what has been read so far (Percy Penguin and Terry Tortoise)					
<b>Foundation Stage Curriculum to be taught /reviewed</b>	This part of the Foundation Stage Curriculum is taught through phonics sessions using the RWInc. scheme. <b>ELG: Word Reading</b> <b>Children at the expected level of development will:</b> - 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.			This part of the Foundation Stage Curriculum is taught through whole class reading. <b>ELG: Comprehension</b> <b>Children at the expected level of development will:</b> - 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.		
<b>Additional Reading opportunities</b>	<b>Book at Bedtime</b> <b>Family Read</b>		<b>Secret reader – guest readers</b> <b>to read stories at end of day.</b>	<b>World Book Day</b> <b>Family Read</b>	<b>Y2 – to read their narrative to FS</b>	<b>Secret reader – guest readers to read stories at end of day.</b>

Books are chosen in conjunction with the Stannington Reading Spine, which is reviewed by staff annually.