

<p style="text-align: center;">Autumn Choices!</p> <p style="text-align: center;">Day and Night/ Light and Dark</p>	<p style="text-align: center;">Spring A Bugs Life!</p> <p style="text-align: center;">To Infinity and Beyond</p>	<p style="text-align: center;">Summer Who lives under the sea?</p> <p style="text-align: center;">Growing and Changing</p>
<p>You Choose- Nick Sharratt <i>Gives meaning to marks they make as they draw, write and paint. Writes own name and other things such as labels, captions. (40-60w)</i> Drawing and sharing their own choices/preferences/labelling pictures and models.</p> <p>Goldilocks and The Three Bears (T4W Traditional Tales) <i>Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50LA)</i> Beginning to understand 'why' and 'how' questions. (30-50U) <i>Gives meaning to marks they make as they draw, write and paint. (40-60w)</i></p> <p>The Napping House- Audrey Wood (Cumulative tale) <i>Suggests how the story might end. (30-50R)</i></p> <p>Room on a Broom- Julia Donaldson <i>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action (30-50U)</i> Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>How to Catch a Star- Oliver Jeffers (T4W Instructions) <i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60R)</i> Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Whatever Next? Jill Murphy (Narrative- T4W) Write a postcard next to Tim Peake telling him about our trip to the moon <i>They demonstrate understanding when talking with others about what they have read. (R,ELG)</i> <i>Uses language to imagine and recreate roles and experiences in play situations.</i> <i>Listens to stories with increasing attention and recall.</i> <i>Describes main story settings, events and principal characters</i></p> <p>Recount of our trip to The Centre for Life</p> <p>Mr Grumpy's outing - John Burningham (Cumulative Tale T4W) <i>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (listening skills book)</i> <i>Responds to simple instructions, e.g. to get or put away an object.</i> <i>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</i> <i>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)</i> <i>Responds to instructions involving a two-part sequence.</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i> <i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i> <i>Uses language to imagine and recreate roles and experiences in play situations.</i> <i>Links statements and sticks to a main theme or intention.</i> <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)</i></p> <p>Bugs! Bugs! Bugs!- Bob Garner</p> <p>The Crunching, Munching Caterpillar</p> <p>Beetle Bop- Denise Fleming</p> <p>Percival the Plain Caterpillar- Helen Brawley</p> <p>The Bad Tempered Ladybird- Eric Carle <i>Uses everyday language related to time.</i> <i>Orders and sequences familiar events.</i> <i>Measures short periods of time in simple ways.</i></p>	<p>Tiddler - Julia Donaldson (T4W Warning story) Write facts about fish Write excuses <i>Uses intonation, rhythm and phrasing to make the meaning clear to others.</i> <i>Builds up vocabulary that reflects the breadth of their experiences.</i> <i>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</i> (40-60S) <i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i> <i>Uses language to imagine and recreate roles and experiences in play situations.</i> <i>Links statements and sticks to a main theme or intention.</i> <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</i> <i>Introduces a storyline or narrative into their play.</i> <i>Children read and understand simple sentences.</i> <i>They use phonic knowledge to decode regular words and read them aloud accurately.</i> <i>They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. (R,ELG)</i></p> <p>Hooray for Fish</p> <p>Ten Little Pirates</p> <p>The Night Pirates</p> <p>The Rainbow Princess (T4W) <i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i></p>

Please indicate the texts that you use to teach specific genres in English over the year.

These should include your Talk4write texts and any texts used in topic/cross curricular subjects.

The new curriculum specifies that the following genres must be READ to all children, as part of your reading for pleasure fiction, non-fiction, poetry, plays (KS2), rhymes and songs (EYFS). Please fill in below texts that you use in your class.

Fiction	Non-Fiction	Poetry	Rhymes and Songs EYFS
<p>Owl babies- Martin Waddell (PSED) Would you rather?- John Burningham (expressing choices/ CL) Don't Put Your Finger in the Jelly Nelly- Nick Sharratt The Gruffalo- Julia Donaldson (rhyme) Oi Frog! Oi Dog! - Jim Field and Kes Grey (rhyme) Goodnight Moon- Margaret Wise Brown Rosie's Walk- Pat Hutchins (Using apparatus to re-enact) (recount/sequencing) Six Dinner Sid- Inga Moore Farmer Duck- Martin Waddell Whatever Next? - Jill Murphy Where the Wild Things are - Maurice Sendack Not Now Bernard - David McKee Shhh!- Sally Grindley Commotion in the Ocean Mrs Armitage's Bike (transport) The Very Hungry Caterpillar</p>	<p>Books about bears/animals People Who Help Us Seasons Books on celebrations of light- Bonfire night, Diwali Books on living things The Big Book of Blue- Yuval Zommer <i>Enjoys an increasing range of books.</i> Transport <i>Knows that information can be retrieved from books and computers (40-60R)</i> <i>Handles books carefully.</i> <i>Knows information can be relayed in the form of print.</i> <i>Holds books the correct way up and turns pages.</i> <i>Shows interest in illustrations and print in books and print in the environment. (30-50R)</i></p>	<p>Weekly poem Zim Zam Zoom- James Carter List poem (T4W) Goodnight moon string poems- based on water (Spring) Jack and Jill went up the hill Children to make simple changes to make own version The Morning Rush- John Forster (sequencing and retelling everyday events) The bear went over the mountain https://clpe.org.uk/poetryline/resources/teaching-sequences/thinker-my-puppy-poet-and-me</p>	<p>There was an old lady who swallowed a fly (cumulative rhyme) Number rhymes- 5 speckled frogs, Alice the camel, 1,2,3,4,5...once I caught a fish alive, Incey Wincey spider, Hickory Dickory Dock, Three Blind Mice Counting songs Finger rhymes Harvest song 'Autumn Leaves' (London Bridge) Home time song Days of the week song- The Adams Family Alphabet song Head, Shoulders, Knees and Toes Pirate songs World Nursery rhyme week (Nov)</p>

