



# Reading Curriculum Cycle – Pearl Class (EYFS)

Pearl Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						
<p>Core Texts &amp; Themes/ Curricular focus</p> <p>Fiction Non-fiction Poetry &amp; Rhyme Traditional tales</p>	<p><u>Settling in and getting to know each other</u> The Colour Monster by Anna Llenas</p> <p><u>People who help us</u> The Jolly Postman or Other People's Letters by Janet &amp; Allan Ahlberg</p> <p><u>Fire Fighter (People Who Help Us)</u> by Amanda Askew &amp; Andrew Crowson</p> <p>Busy Machines: Rescue by Amy Johnson</p> <p>A Super Hero Like You by Dr Ranj Singh</p> <p><u>Autumn</u> Leaf Man by Lois Ehlert</p>	<p><u>Autumn/Halloween</u> Animals in Winter by Henrietta Bancroft Winter Sleep- A Hibernation Story by Sean Taylor and Alex Morss</p> <p>Over and Under the Snow – Kate Messner &amp; Christopher Silas Nel</p> <p>Winnie's Amazing Pumpkin by Valerie Thomas &amp; Korky Paul</p> <p><u>Say Hi to Hedgehogs</u> by Jane McGuinness</p> <p><u>Remembrance</u> Where the Poppies Now Grow by Hilary Robinson &amp; Martin Impey</p> <p><u>Owls</u> The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Owl Babies by Martin Waddell &amp; Patrick Benson</p> <p><u>Bat Loves the Night</u> by Nicola Davies &amp; Sarah Fox-Davies</p> <p><u>White Owl, Barn Owl</u> by Nicola Davies &amp; Michael Foreman</p> <p><u>Diwali</u> Binny's Diwali by Thrity Umrigar &amp; Nidhi Chanani</p> <p>The Best Diwali Ever by Sonali Shah &amp; Chaaya Prabhat</p>	<p><u>Space</u> The Marvellous Moon Map by Teresa Heapy &amp; David Litchfield</p> <p>Field Trip to the Moon by Jeanne Willis &amp; John Hare</p> <p>How to Catch a Star by Oliver Jeffers</p> <p>Whatever Next! by Jill Murphy</p> <p>Rocket Says Look Up! by Nathan Bryon</p> <p>Little People Big Dreams: Neil Armstrong by Maria Isabel Sanchez Vegara</p> <p><u>Lunar New Year</u> I Love Chinese New Year by Eva Wong Nava &amp; Li Xin</p> <p>The Story of the Zodiac by Joanna Troughton</p> <p><u>Cleversticks</u> by Bernard Ashley</p> <p><u>Transport</u> Naughty Bus by Jan Oke</p> <p>The Train Ride by June Crebbin &amp; Stephen Lambert</p> <p><u>Maps</u> Martha Maps It Out by Leigh Hodgkinson</p>	<p><u>Polar bears</u> Tracks of a Panda by Nick Dowson</p> <p><u>Ice Bear</u> by Nicola Davies &amp; Gary Blythe</p> <p>Lost and Found by Oliver Jeffers</p> <p>The Emperor's Egg by Martin Jenkins &amp; Jane Chapman</p> <p><u>We're Going on Bear Hunt</u> We're Going on a Bear Hunt by Michael Rosen &amp; Helen Oxenbury</p> <p>The Gruffalo by Julia Donaldson &amp; Axel Scheffler</p> <p><u>Bears in the Forest</u> by Karen Wallace</p> <p><u>A Book of Bears: At Home with Bears Around the World</u> by Katie Viggers</p> <p><u>Old bears</u> Teddy Bears by Judith Miller</p> <p>Old Bear by Jane Hissey</p> <p><u>Easter</u> The First Easter (Bible Story Time) by Sophie Piper</p> <p>My first Story of Easter by Tim Dowley</p>	<p><u>Plants</u> The Seedling That Didn't Want to Grow by Britta Teckentrup</p> <p><u>A Seed in Need</u> by Sam Godwin</p> <p><u>The Tiny Seed</u> by Eric Carle</p> <p><u>Baby Animals</u> Just Ducks! by Nicola Davies &amp; Salvatore Rubbino</p> <p>First the Egg by Laura Vaccaro Seeger</p> <p><u>Growing Frogs</u> by Vivian French</p> <p><u>The Trouble with Tadpoles</u> by Sam Godwin &amp; Simone Abel</p> <p><u>Caterpillars/mini beasts</u> Caterpillar to Butterfly by Vivian French</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>Snail Trail by Jo Saxton</p> <p><u>Food</u> The Runaway Pea – Kjartan Poskitt &amp; Alex Willmore</p> <p>Handa's Surprise by Eileen Browne</p> <p>Oliver's Vegetables by Vivian French &amp; Alison Bartlett</p>	<p><u>The beach</u> The Sea Saw by Tom Percival</p> <p>Seaside Holidays Then and Now by Claire Hibbert</p> <p>Sharing a Shell by Julia Donaldson &amp; Lydia Monks</p> <p>On the Beach Life the Flap by Usborne</p> <p><u>Underwater</u> The Rainbow Fish by Marcus Pfister</p> <p><u>Seahorse: The Shyest Fish in the Sea</u> by Chris Butterworth &amp; John Lawrence</p> <p><u>Gentle Giant Octopus</u> by Wallace Karen &amp; Bostock Mike</p> <p><u>Looking after the planet</u> Clean Up! by Nathan Bryon</p> <p><u>My Green Day</u> by Melanie Walsh</p> <p><u>One Tiny Turtle</u> by Nicola Davies &amp; Jane Chapman</p> <p><u>Weather</u> Cyril the Lonely Cloud by Tim Hopgood</p> <p><u>Pirates</u></p>



		<p>Little Glow by Katie Sahota <u>Birthdays</u> Kipper's Birthday by Mick Inkpen</p> <p>Winnie and Wilbur Happy Birthday by Valerie Thomas</p> <p><u>Christmas</u> The Jolly Christmas Postman by Janet &amp; Allan Ahlberg</p>		<p>We're Going on an Egg Hunt by Michael Rosen &amp; Helen Oxenbury</p> <p><u>Pancake Day</u> Mr Wolf's Pancakes by Jan Fearnley</p> <p><u>Spring</u> Are you Spring? by Caroline Pitcher</p> <p>When will it be Spring? by Catherine Walters</p>	<p>Oliver's Fruit Salad by Vivian French &amp; Alison Bartlett</p>	
<p>Supporting Texts</p> <p>Fiction Non-fiction Poetry &amp; Rhyme Traditional tales</p>	<p>When I'm Feeling Kind by Trace Moroney</p> <p>We're all Wonders by RJ Palacio</p> <p>The Dot by Peter H Reynolds</p> <p><u>Hansel and Gretel</u></p> <p><u>Cinderella</u></p> <p><u>Goldilocks</u></p> <p><u>The Three Little Pigs</u></p> <p><u>Jack and the Beanstalk</u></p> <p><u>Little Red by Bethan Woollvin</u></p> <p><u>When We Were Very Young by AA Milne &amp; EH Shepard</u></p>	<p>You Choose by Nick Sharratt &amp; Pippa Goodhart</p> <p><u>A selection of books about celebrations and animals (habitats and nocturnal)</u></p> <p><u>Duck in the Truck by Jez Alborough</u></p> <p><u>Goodnight Moon by Margaret Wise Brown</u></p> <p><u>Gingerbread Man</u></p> <p><u>Rapunzel</u></p> <p><u>The Elves and the Shoemaker</u></p> <p><u>A Great Big Cuddle: Poems for the Very Young by Michael Rosen</u></p>	<p>Keep Out! Bears About! by Sally Grindley</p> <p>Ramadan Moon by Na'ima B Robert &amp; Shirin Adl</p> <p><u>A selection of nonfiction books about transport</u></p> <p><u>Is the Moon Tired? by Christina Rossetti</u></p> <p><u>The Train from Loch Brane - The Usborne Book of Poems for Young Children</u></p> <p><u>Sharing Poems from The Usborne Book of Poems for Young Children</u></p> <p><u>Rumpelstiltskin</u></p> <p><u>The Princess and the Pea</u></p>	<p><u>Wizard Bear</u></p> <p><u>Revisit: Goldilocks and the Three Bears</u></p> <p><u>The Little Red Hen</u></p> <p><u>Chanting Ryles by John Foster</u></p> <p><u>Honey Bear by Elizabeth Lang - A Great Big Cuddle: Poems for the Very Young selected by Michael Rosen</u></p>	<p><u>Revisit: Jack and the Beanstalk</u> <u>Jim and the Beanstalk</u></p> <p><u>The Enormous Turnip</u></p> <p><u>The Ugly Duckling</u></p> <p><u>A selection of nonfiction books about growing (both animals and plants)</u></p> <p><u>The Friendly Giant by Charles Thomson - Whizz, Bang Orang-Utan by John Foster</u></p> <p><u>Bananas in my Ears(a collection of poems) by Michael Rosen</u></p>	<p>The Snail and the Whale by Julia Donaldson</p> <p><u>My Shadow by Robert Louis Stevenson - The Usborne Book of Poems for Young Children</u></p> <p><u>A selection of nonfiction books about the beach and ocean (including holidays in the past)</u></p> <p><u>The Three Billy Goats Gruff</u></p>
<p>Possible Writing Outcomes</p>	<p>Big focus on name writing.</p> <p>Recognising name, ordering letters of name, tracing letters.</p> <p>People who help us initial sounds and CVC words</p> <p>Potion writing</p>	<p>Firework night captions</p> <p>Remembrance captions</p> <p>Diva Lamp instructions</p> <p>Party invitations</p> <p>Cake recipe</p>	<p>Naughty Bus missing poster</p> <p>The Train Ride captions</p> <p>Writing train tickets</p> <p>Chinese New Year cards and recipes</p> <p>Story mapping and retelling the story of Chinese New Year (The Great Race)</p> <p>Space Day smoothie instructions</p>	<p>Missing Bear poster</p> <p>We're Going on a Bear Hunt story retelling and story map</p> <p>Writing own version of 'We're Going on a Bear Hunt'</p> <p>Bear's picnic recipes and invitation</p> <p>Captions/labels for bear museum</p> <p>Invitations to bear museum</p> <p>Goldilocks story retelling</p> <p>Goldilocks crime scene</p>	<p>Retelling/ recount of Easter break</p> <p>Fruit salad recipe</p> <p>Labeling spring treasures</p> <p>Butterfly life cycle fact books</p> <p>Natural potion recipes</p> <p>Planting a seed instructions</p> <p>Minibeast riddles</p> <p>Chick, tadpole and lamb visit recount and fact books</p> <p>Bean diary</p>	<p>Labelled pirate map</p> <p>Message in a bottle</p> <p>Letter to a pirate</p> <p>Sea creature fact book</p> <p>How to save the planet booklet/information page/letter</p>
<p>Decoding/Word Reading</p>	<p>Little Wandle Letters and Sounds Revised: Autumn 1</p>	<p>Little Wandle Letters and Sounds Revised: Autumn 2</p>	<p>Little Wandle Letters and Sounds Revised: Spring 1</p>	<p>Little Wandle Letters and Sounds Revised: Spring 2</p>	<p>Little Wandle Letters and Sounds Revised: Summer 1</p>	<p>Little Wandle Letters and Sounds Revised: Summer 2</p>
<p>Assess: Little Wandle Letters and Sounds Revised Assessments</p>						



<b>Literal Understanding and Retrieval</b> Locate/identify Understand (explicit) Justify	<b>Introduce</b> with support children begin to recall some simple key facts from a story which has been read to them	<b>Practise</b> children begin to recall some simple key facts from a story which has been read to them		<b>Develop</b> children recall many simple key facts from a story which has been read to them	<b>Embed</b> children recall key facts from a story, which has been read to them	<b>Embed</b> children recall key facts from a story which has been read to them  <b>Assess</b> Early Learning Goal: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
	<b>Introduce</b> begin to retell a familiar story with adult guidance and large amounts of scaffolding (A traditional tale)	<b>Practise</b> begin to retell a familiar story with some adult guidance and scaffolding (Owl Babies)	<b>Develop</b> retell a familiar story with some scaffolding (The Train Ride)	<b>Develop</b> retell a familiar story with some scaffolding ( We're Going on a Bear Hunt)	<b>Embed</b> confidently retell a familiar story (Handa's Surprise)	<b>Embed</b> confidently retell a familiar story. (The Rainbow Fish)  <b>Assess</b> Early Learning Goal: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Expressive Arts & Design) Early Learning Goal: Invent, adapt and recount narratives and stories with peers and their teacher
		<b>Introduce</b> with support, children use visual literacy to find information from a picture and/or point to information on the page in order to locate the answer which can be found easily in the text	<b>Develop</b> children use visual literacy to find information from a picture and/or point to information on the page in order to locate the answer which can be found easily in the text	<b>Embed</b> children use visual literacy to find information from a picture and/or point to information on the page in order to locate the answer which can be found easily in the text		
	<b>Introduce</b> they are beginning to recognise and read their name	<b>Embed</b> they can recognise and read their name				
<b>Inferential Understanding</b> Understand Infer (implicit) Predict Summarise		<b>Introduce</b> children begin to understand the feelings of characters in texts they listen to – when the text does not explicitly say so (Owl Babies)	<b>Practise</b> children begin to understand the feelings of characters in texts they listen to – when the text does not explicitly say so (The Marvellous Moon Map)	<b>Develop</b> children understand the feelings of characters in texts they listen to – when the text does not explicitly say so (linked to the Easter Story)		<b>Embed</b> children understand the feelings of characters in texts they listen to – when the text does not explicitly say so and can explain what in the text tells them are feeling that way (Clean Up)
	<b>Introduce</b> use pictures in texts which give clues	<b>Practise</b> use pictures in texts which give clues (Where the Poppies Now Grow)	<b>Develop</b> use pictures in texts, which give clues (The Marvellous Moon Map: What do we know about Mouse and Bear from their home?)		<b>Embed</b> use pictures in texts which give clues	
		<b>Introduce</b> feel the mood of a setting, such as a scary forest or a funny event (Owl Babies)	<b>Practise</b> feel the mood of a setting (The forest compared with The Train Ride)	<b>Develop</b> feel the mood of a setting (different settings within We're Going on a Bear Hunt - compare river, to woods and cave)	<b>Embed</b> feel the mood of a setting, such as a scary forest or a funny event (comedy within Handa's Surprise compare with another setting/same events)	



	<b>Introduce</b> guess what could happen next based on front cover (Leaf Man)	<b>Practise</b> guess what could happen next		<b>Develop</b> guess what could happen next using the pictures to back up ideas and explain why	<b>Embed</b> guess what could happen next beginning to use the text to back up ideas and explain why	<b>Embed</b> guess what could happen next using the text to back up ideas and explain why  <b>Assess</b> Early Learning Goal: anticipate (where appropriate) key events
<b>Response to Text</b> React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions	<b>Introduce</b> children show pleasure in stories being read to them  Sometimes look at a book out of choice, rather than something else  Begin to have favourite texts which they ask for repeatedly  Enjoy sharing poems and rhymes together	<b>Develop and Embed</b> children show pleasure in stories being read to them.  Sometimes (moving on to often) look at a book out of choice, rather than something else.  Begin to have favourite texts, which they ask for repeatedly.  Enjoy sharing poems and rhymes together.				<b>Assess</b> (Expressive Arts & Design) Early Learning Goal: perform poems and stories with others
	<b>Introduce</b> learn new vocabulary from stories and begin to use in conversation and play (Word Aware)	<b>Develop and Embed</b> learn new vocabulary from stories and using it in conversation and play				
	<b>Introduce</b> begin to ask questions about the meaning of unfamiliar words.	<b>Practise</b> ask questions about the meaning of unfamiliar words.		<b>Develop</b> ask questions about the meaning of unfamiliar words in a range of contexts.	<b>Embed</b> ask questions about the meaning of unfamiliar words in a range of contexts and use some of this new vocabulary in conversation and play.	<b>Embed</b> ask questions about the meaning of unfamiliar words in a range of contexts and use some of this new vocabulary in conversation and play.  <b>Assess</b> Early Learning Goal: use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
	<b>Introduce</b> may pick a favourite character and begin to say why (The Jolly Postman or Other People's Letters)	<b>Practise</b> pick a page in a story and begin to explain why (Little Glow)	<b>Develop</b> pick a favourite setting and begin explain why	<b>Develop</b> pick a favourite setting and explain why (We're Going on a Bear Hunt)		<b>Embed</b> pick a favourite/least favourite character and independently say why (Rainbow Fish/Sharing a Shell)
		<b>Introduce</b> point to parts of the text in answer to questions (Animals in Winter/Diwali)	<b>Practise</b> point to parts of the text in answer to questions and begin to explain verbally (The Marvellous Moon Map/Naughty Bus)	<b>Develop</b> point to parts of the text in answer to questions and to explain verbally (Easter Story)	<b>Embed</b> point to parts of the text in answer to questions and to explain verbally using because (non-fiction: The Seedling That Didn't Want to Grow, Caterpillar to Butterfly)	
	<b>Introduce</b> know how the pictures relate to the story		<b>Develop</b> know how the pictures relate to the story (Naughty Bus)			<b>Embed</b> know how the pictures relate to the story (non-fiction: Seahorse: The Shyest Fish in the Sea and other books)
	Sometimes read a familiar text aloud to themselves, remembering the words they have heard (key texts placed in provision after whole class sessions each week for children to explore independently)					



<b>Fluency and Phrasing</b> Read fluently with understanding at the point of reading Read aloud/recite Use expression	<b>Introduce</b> join in with a refrain during group recitation (Leaf Man/poetry)	<b>Practise</b> join in with a refrain during group recitation (Owl Babies, Where the Poppies Now Grow)	<b>Develop</b> join in with a refrain during group recitation (The Train Ride)	<b>Develop</b> join in with a refrain during group recitation (We're Going on a Bear Hunt, Wizard Bear)		<b>Embed</b> join in with a refrain during group recitation (Sharing a Shell)	
	<b>Introduce</b> recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat (introduce the song sack)	<b>Practise</b> recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm (introduce song/rhyme of the week plus Christmas rhyme/song for Nativity)	<b>Develop</b> recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm (weekly song/rhyme)	<b>Develop</b> recite some familiar rhymes and songs by heart (weekly songs and rhymes)	<b>Embed</b> recite some familiar rhymes and songs by heart (weekly songs and rhymes)	<b>Embed</b> recite some familiar rhymes and songs by heart (Wizard Bear plus weekly songs and rhymes)	<b>Assess</b> (Expressive Arts & Design) Early Learning Goal: perform poems and stories with others
		<b>Introduce</b> begin to know the alphabet with some support	<b>Practise</b> begin to sing the alphabet with support	<b>Develop</b> know and sing the alphabet	<b>Develop</b> know alphabet letter names	<b>Embed</b> independently know and sing the alphabet	
	Little Wandle Letters and Sounds Revised: weekly prosody sessions Begin to read words and simple sentences, showing understanding by the way they say it. <b>Assess:</b> Little Wandle Letters and Sounds Revised Assessments						
	Recognise and independently read some common exception words with automaticity (Little Wandle Letters and Sounds Revised) <b>Assess:</b> Little Wandle Letters and Sounds Revised Assessments						