



Reading Curriculum Cycle – Pearl Class (EYFS)

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



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



Literal Understanding and Retrieval Locate/identify Understand (explicit) Justify	Introduce with support children begin to recall some simple key facts from a story which has been read to them	Practise children begin to recall some simple key facts from a story which has been read to them		Develop children recall many simple key facts from a story which has been read to them	Embed children recall key facts from a story, which has been read to them	Embed children recall key facts from a story which has been read to them Assess 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
	Introduce begin to retell a familiar story with adult guidance and large amounts of scaffolding (A traditional tale)	Practise begin to retell a familiar story with some adult guidance and scaffolding (Owl Babies)	Develop retell a familiar story with some scaffolding (The Train Ride)	Develop retell a familiar story with some scaffolding (We're Going on a Bear Hunt)	Embed confidently retell a familiar story (Handa's Surprise)	Embed confidently retell a familiar story. (The Rainbow Fish) Assess 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
		Introduce 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	Develop 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	Embed 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		
	Introduce they are beginning to recognise and read their name	Embed they can recognise and read their name				
Inferential Understanding Understand Infer (implicit) Predict Summarise		Introduce children begin to understand the feelings of characters in texts they listen to – when the text does not explicitly say so (Owl Babies)	Practise 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)	Develop children understand the feelings of characters in texts they listen to – when the text does not explicitly say so (linked to the Easter Story)		Embed 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)
	Introduce use pictures in texts which give clues	Practise use pictures in texts which give clues (Where the Poppies Now Grow)	Develop use pictures in texts, which give clues (The Marvellous Moon Map: What do we know about Mouse and Bear from their home?)		Embed use pictures in texts which give clues	
		Introduce feel the mood of a setting, such as a scary forest or a funny event (Owl Babies)	Practise feel the mood of a setting (The forest compared with The Train Ride)	Develop feel the mood of a setting (different settings within We're Going on a Bear Hunt - compare river, to woods and cave)	Embed 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)	



	Introduce guess what could happen next based on front cover (Leaf Man)	Practise guess what could happen next		Develop guess what could happen next using the pictures to back up ideas and explain why	Embed guess what could happen next beginning to use the text to back up ideas and explain why	Embed guess what could happen next using the text to back up ideas and explain why Assess Early Learning Goal: anticipate (where appropriate) key events
Response to Text React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions	Introduce 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	Develop and Embed 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.				Assess (Expressive Arts & Design) Early Learning Goal: perform poems and stories with others
	Introduce learn new vocabulary from stories and begin to use in conversation and play (Word Aware)	Develop and Embed learn new vocabulary from stories and using it in conversation and play				
	Introduce begin to ask questions about the meaning of unfamiliar words.	Practise ask questions about the meaning of unfamiliar words.		Develop ask questions about the meaning of unfamiliar words in a range of contexts.	Embed ask questions about the meaning of unfamiliar words in a range of contexts and use some of this new vocabulary in conversation and play.	Embed ask questions about the meaning of unfamiliar words in a range of contexts and use some of this new vocabulary in conversation and play. Assess Early Learning Goal: use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
	Introduce may pick a favourite character and begin to say why (The Jolly Postman or Other People's Letters)	Practise pick a page in a story and begin to explain why (Little Glow)	Develop pick a favourite setting and begin explain why	Develop pick a favourite setting and explain why (We're Going on a Bear Hunt)		Embed pick a favourite/least favourite character and independently say why (Rainbow Fish/Sharing a Shell)
		Introduce point to parts of the text in answer to questions (Animals in Winter/Diwali)	Practise point to parts of the text in answer to questions and begin to explain verbally (The Marvellous Moon Map/Naughty Bus)	Develop point to parts of the text in answer to questions and to explain verbally (Easter Story)	Embed 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)	
	Introduce know how the pictures relate to the story		Develop know how the pictures relate to the story (Naughty Bus)			Embed 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)					



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