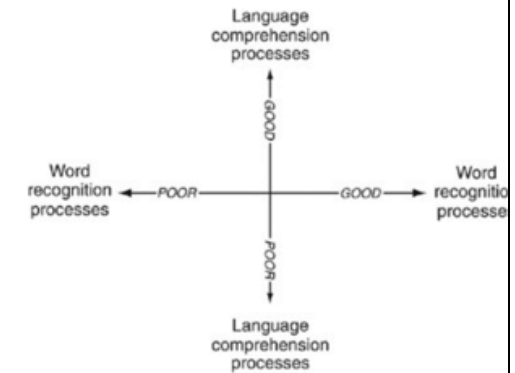


Stannington Infant School Curriculum for the Teaching of Reading

Through carefully chosen texts we are able to build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. Alongside these texts we provide a rich language environment that promotes and celebrates a culture of reading and writing allowing our children to develop an interest and love of books and literature which will stay with them for life. This selection of books helps to develop children's confidence and encourages them to see themselves as readers and writers for pleasure and purpose. Our reading approach equips children with the range strategies necessary to develop reading fluency and accuracy whilst giving opportunities to express their creativity and explore their imagination through drama, play and in written forms.



Reading Curriculum Foundation Stage 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class text	Kipper stories Guess how much I love you -Sam McBratney and Garth Williams Only one you – Linda Kranz Meg and Mog - Helen Nicoll Pass the Jam Jim - Kay Umansky Non Fiction - The Tree Book - Hannah Alice		Dear Zoo - Rod Campbell The Very Hungry Caterpillar – Eric Carle Smeds and Smooos – Julia Donaldson The Colour Monster - Anna Llenas Non Fiction - DK First Facts Bugs		Astro Girl by Ken Wilson -Max The Leopards Drum - A traditional tale from West Africa Not Now Bernard – David Mckee A year in Percy's Park - Nick Butterworth Non Fiction - Can we Really Help the Bees? - Katie Daynes	
Poems to be learned by heart	Higgelty Piggelty Pop Poems by Michael Rosen	Bonfire Night Remember, remember the fifth of November story Hovis the hedgehog It was a cold, dark night (youtube)	Noodles Ning Nang Nong Spin like a helicopter... Poems by Julia Donaldson Animal Poems by Spike Milligan		Nature Trail - Benjamin Zephaniah Poems by Nick Sheratt	Revise all poems learnt throughout the year to create a Foundation Stage poetry video for parents
Expectations at this point in the year	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	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

			words and innovate the text as a whole class.		name some of the features.
National Curriculum Content Domains and Stannington Reading Friends	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)				
Foundation Stage Curriculum to be taught /reviewed	This part of the Foundation Stage Curriculum is taught through phonics sessions using the RWInc. scheme. ELG: Word Reading Children at the expected level of development will: - 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. ELG: Comprehension Children at the expected level of development will: - 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.		
Additional Reading opportunities	Book at Bedtime Family Read		Secret reader – guest readers to read stories at end of day.	World Book Day Family Read	Y2 – to read their narrative to FS Secret reader – guest readers to read stories at end of day.

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