



St James' C of E Infant and Nursery School


Small steps in reading Cycle A

Fiction, non-fiction and poetry books linked to developing the children's speaking and listening skills.				
Minus 2 Nursery	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, bears, bears!</u>	<u>What lives in the garden?</u>
Class focus story books/rhymes	Humpty Dumpty Twinkle Twinkle Hickory Dickory Dock	The Shopping Basket Don't Forget the Bacon The Shopping Expedition	Bears, Bears, Bears The Everywhere Bear This is the bear!	The Very Busy Spider Twist and hop, Minibeast Hop Minibeasts Under a stone
Phonics Phase				
Book Band	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home
Extra activities and support	Parent's meeting about how to share a story Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Library Van Visit Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Visit to the library Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Do you want to be a superhero?</u>	<u>Do you want to be a real life superhero?</u>	<u>What a wonderful world!</u>	<u>Who lives under the sea?</u>
Minus 2 Nursery				
Reading 	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy sharing books with an adult.</p>	<p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p>	<p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>
Learning Examples	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Story books sent home to share</p> <p>Learning based around books across the year – reading spine</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Favourite books from home on Tapestry and shared with the class</p> <p>Story books sent home to share</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Favourite books from home on Tapestry and shared with the class</p> <p>Story books sent home to share</p> <p>Role play linked to story</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Favourite books from home on Tapestry and shared with the class</p> <p>Story books sent home to share</p>



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

				Looking for letters and word walks
--	--	--	--	------------------------------------



St James' C of E Infant and Nursery School

Small steps in reading Cycle A


Fiction, non-fiction and poetry books linked to developing the children's speaking and listening skills. Ensuring that the children are entuned to the sounds around them and prepare them for oral segmenting and blending.						
Nursery -1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Would you like to snuggle up with a book?</u>	<u>What is your favourite toy?</u>	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, bears, bears!</u>	<u>What lives in the garden?</u>
Class focus story books/Rhymes	Little Red Riding Hood Gingerbread Man Chicken Licken	Kipper's Toybox Just Like Jasper This is the bear!	Humpty Dumpty Twinkle Twinkle Hickory Dickory Dock	The Shopping Basket Don't Forget the Bacon The Shopping Expedition	Bears, Bears, Bears The Everywhere Bear This is the bear!	The Very Busy Spider Twist and hop, Minibeast Hop Minibeasts Under a stone
Phonics Phase	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics	Nursery RWI, alongside phase 1 phonics	Nursery RWI, alongside phase 1 phonics	Nursery RWI, alongside phase 1 phonics
Book Band	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home Green Set 1 sound book sent home
Extra activities and support	New parents meeting about the teaching of reading Book Warmers introduced Book Fayre Book Sheds Library visit Author visit	Rosie the Rhyming Rabbit Crate introduced Book Warmers Mystery Reader Book Sheds	Parent's meeting about how to share a story Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Library Van Visit Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds Book Day	Visit to the library Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds

if children are worker at a higher level in phonics, they will start the RWI programme earlier and access different books



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Would you like to snuggle up with a book?</u>	<u>What is your favourite toy?</u>	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, bears, bears!</u>	<u>What lives in the garden?</u>
Nursery -1 Reading	Literacy					
	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and top to bottom - The names of the different parts of a book Page sequencing. 	<p>Develop their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</p> <p>Begin to learn rhymes and letter cartoons for 1a Read, Write, Inc Sounds</p>	<p>Learn a vaster range of rhymes and letter cartoons for 1a Read, Write, Inc Sounds</p>	<p>Develop preferences for favourite books and begin to explain what they like.</p>	<p>To use story language that is influenced by stories.</p> <p>Begin to name some sounds from set 1 RWI.</p>
Learning Examples	<p>Superstar reading certificate introduced to encourage reading at home.</p> <p>Reading areas in Nursery, adults to model reading to children in the reading areas.</p> <p>Storytime taken from reading spine. story time</p> <p>Play games such as follow the sound and Roly Poly Sing a variety of action songs such as Clap your hands and If you're happy and you know it to show children the sounds that their bodies can make.</p>	<p>Introduce caught on camera reading display.</p> <p>Small group guided reading in the summer term looking at picture books/basic books and focusing on key features of the book.</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Play games such as initial sound BINGO and sort the sounds in various areas of provision.</p> <p>Play games such as Odd One Out and make rhyming rascals with children.</p> <p>Read stories which have a steady rhythm such as Skunka Tanka, We're Going on A Bear Hunt and The Train Ride. Encourage participation from children.</p>	<p>Assess pupils in and split into three groups. Children then learn cartoons and rhymes in short RWI session using nursery scheme.</p> <p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day, encouraging children to use vocabulary in story books.</p>	<p>Children learn cartoons and rhymes in short RWI session using nursery scheme - set 1A.</p> <p>Some children may move onto 1B</p> <p>Encourage the children to talk about books they like to read at home.</p> <p>Play games such as 'I Spy', Bertha goes to the Zoo, Making aliens from Letters and Sounds Phase 1.</p>	<p>Children learn cartoons and rhymes in short RWI session using nursery scheme - set 1B</p> <p>Some children may move onto 1C</p> <p>Introduce use of 'Fred Talk through RWI encouraging children to listen for sounds at the start of words. Use of story maps from Talk for writing.</p>



St James' C of E Infant and Nursery School

Small steps in reading Cycle A


Fiction, non-fiction and poetry books linked to developing the children's speaking and listening skills. Ensuring that the children are entuned to the sounds around them and prepare them for oral segmenting and blending.						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>What makes me special?</u>	<u>Who lives in the woods?</u>	<u>Do you like gravy on your ice-cream?</u>	<u>Is there room on the bus?</u>	<u>Who put the colours in the rainbow?</u>	<u>To infinity and beyond!</u>
Literacy Curriculum Focus Book	Where the Wild Things Are by Maurice Sendak Bringing the Rain to Kapiti Plain by Verma Aardema Anansi the Spider by Gerald McDermott	Look Up by Nathan Bryon I am Henry Finch by Alexis Deacon Halibut Jackson by David Lucas	The Magic Paintbrush by Julia Donaldson Little Red by Lyn Roberts Super Milly by Stephanie Clarkson	The Tiny Seed Eric Carle The Extraordinary Gardener – Sam Boughton	Weirdo by Sadie Smith The Night Pirates by Pete Harris	So Much by Trish Cooke Oi Frog by Kes Gray Izzy Gizmo by Pip Jones
Class focus story books linked to topic	Funnybones Once there were giants The Family Book	After the storm The squirrels who squabbled One Snowy Day Bear Snores On	Hungry Caterpillar Handa's Surprise Biscuit Bear Cleversticks	Transport Emma Jane's Aeroplane I am Amelia Earhart Naughty Bus	The Colour of Us What if we were all the same? What colour is love? Elmer Noah's Ark	Whatever Next! The Smeds and the Smoos The skies above my eyes Little People, Big Dreams – Neil Armstrong
Phonics Phase	Read single letter sounds – first 16	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Paper ditty Read set 1 special friends	Read red storybooks Read 4 double consonants	Read green story books	Read Purple story books or purpose books Read first 6 set 2 sounds
Book Band	Lilac Books 1-5	Lilac Books 5-10	Paper ditty home	Red Books	Green Books	Purple Books



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

Extra activities and support	New parents meeting about the teaching of reading	Buddy the Book Bear Crate introduced	Parent's meeting about how to share a story	Library Van Visit	Visit to the library	Book Crate sent home
	Book Warmers introduced	Book Warmers	Book Crate sent home	Book Crate sent home	Book Crate sent home	Book Warmers
	Book Fayre	Mystery Reader	Book Warmers	Book Warmers	Book Warmers	Mystery Reader
	Book Sheds	Book Sheds	Mystery Reader	Mystery Reader	Mystery Reader	Book Sheds
	Author visit	Virtual author visit	Book Sheds	Book Sheds	Book Sheds	

Reading 	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Re-read their own writing what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; -</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p>
---	---	--	---	--	--	--



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

<p>Learning Examples</p>	<p>Introduction of Reading Curriculum with a focused book fortnightly - see attached planning sequence</p> <p>Green RWI Set 1 letters sent home</p> <p>RWI introduced to children in the first week.</p> <p>Pinny time will be used throughout the day to reinforce the sounds and enhancements placed in areas of provision.</p> <p>Fast Track 1-1 to start after first assessment for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Children will be read a range of stories which have repetitive refrains in them during whole class reading such as The Little Red Hen, I will not ever eat a tomato</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>Children act out stories through whole class reading and role play sessions, built into creative writing</p> <p>Children given opportunities to talk about their favourites via Tapestry when reading at home.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p> <p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>Encourage children to ask questions about stories during guided reading sessions. Talk about the vocabulary used and explain its meaning.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Children receive green sound book 2 to keep at home which shows all the RWI sounds and matching rhymes.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell. Creative writing sessions allows retells of different stories from RWI</p> <p>Story maps written by staff are introduced and children act out – this will then develop into children improvising own stories.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Children encouraged to write their own story maps for themselves and others to perform in the writing area and during learning through play time.</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p>	<p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Children encouraged to write their own story maps for themselves and others to perform in the writing area and during learning through play time.</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>
---------------------------------	--	---	---	--	--	---



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

	<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p>		<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>	<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>	<p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p> <p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>	<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>
--	--	--	--	--	---	--



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

Fiction, non-fiction and poetry books linked to RWI, Literacy Curriculum, Wider Reading Blanket and what the children are learning in class.						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class focus story books/Rhymes	Billy and the beast – Nadia Shireen	The Sea Saw – Tom Percival	The Bear and the Piano – David Litchfield	Dinosaurs and all that Rubbish – Michael Foreman	Yeti and the Bird – Nadia Shireen	Lizzy and the Cloud – The Fann Brothers
	Wolves – Emily Gravett	The Bear Under the Stairs – Helen Cooper	Jim and the Beanstalk – Raymond Biggs	The Minpins – Roald Dahl	Julian is a Mermaid – Jessica Love	A Walk in London – Salvatore Rubbino
Phonics Phase Year 1	Purple Books	Pink Books	Orange Books	Yellow Books	Yellow Books	Blue Books
	Set 2 Sounds	Read first 9 Set 3 Sounds	Read 17 Set 3 Sounds	Read all Set 3 Sounds and additional graphemes – e-e, ie, ue, au, kn, wh and ph.		
Book Band	Purple	Pink	Orange	Yellow	Yellow fluency Books	Blue
Extra activities and support	New parents meeting about the teaching of reading	Book Crates	Book Crates	Library Van Visit	Visit from author	Book Crate
	Book Warmers	Book Warmers	Book Warmers	Book Crates	Visit to the library	Book Warmers
	Book Fayre	Mystery Reader	Mystery Reader	Book Warmers	Book Crate	Mystery Reader
	Book Sheds	Book Sheds	Book Sheds	Mystery Reader	Book Warmers	Book Sheds
	Author visit	Virtual author visit		Book Sheds	Mystery Reader	
				Book Day	Book Sheds	



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

Reading



<p>Read words of more than one syllable</p> <p>Read words containing taught grapheme phoneme correspondence endings</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Predicting what may happen on the basis of what has been read so far</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Discuss word meanings, linking new meanings</p> <p>Read words containing taught GPCs and –s, –es, -ing and –ed.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>To link what they read and hear to their own experiences Read words containing taught GPCs and –s and –es.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words</p> <p>Read most words quickly and accurately, without sounding and blending when they have been frequently encountered.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Making inferences on the basis of what is being said and done</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Recognising and joining in with predictable phrases</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Begin to make inferences on the basis of what is being said and done.</p>	<p>Read books aloud, accurately, that are consistent with developing phonic knowledge and do not require them to use other strategies to sound out words.</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Draw on what they already know or background information and vocabulary provided by staff</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales, by retelling them</p> <p>Read words containing taught GPCs and –s, –es, -ing, –ed, -er and –est endings.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> <p>Discussing the significance of titles and events</p> <p>Begin to make inferences on the basis of what is being said and done.</p> <p>Read words containing common suffixes</p>	<p>Reread books to build up fluency and confidence in word reading</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales, by retelling them and considering their particular characteristics</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Reread books to build up fluency and confidence in word reading</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>To appreciate rhymes and poems and recite some by heart</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>
--	--	---	--	---	---



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

Learning Examples	Literary Curriculum- Encourage children to read and understand a range of adjectives	Literary Curriculum- Writing in role, notes of advice, missing posters, diary entries, letters of thanks and own narratives	Literary Curriculum- Letters of advice, short news-reports, writing in role, retellings, information poster and own narratives	Literary Curriculum – Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters	Literary Curriculum – Provide children with different forms of writing to read such as postcards, character descriptions and advertisements	Literary Curriculum – Provide children with a range of factual reports to gain information
	Provide children with a range of reading media such as leaflets, wanted posters, emails etc. so that they understand information can be gained from reading	Daily RWI Session	Thought bubbles and letters	Danger posters, setting descriptions, character descriptions, information reports, postcards	Daily RWI Session	Daily RWI Session
	Daily RWI Session		Daily RWI Session	Daily RWI Session		

Year 1 Common Exception Words

the	a	do	today	of	yes	says	are	were	was
said	is	his	has	I	you	your	they	he	be
me	she	we	some	one	once	ask	friend	school	put
no	go	so	by	my	here	there	where	love	come
push	pull	full	house	our					



St James' C of E Infant and Nursery School


Small steps in reading Cycle A

Fiction, non-fiction and poetry books linked to RWI, Literary Curriculum, Wider Reading Blanket and what the children are learning in class.						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class focus story books/Rhymes	Billy and the beast – Nadia Shireen Wolves – Emily Gravett	The Sea Saw – Tom Percival The Bear Under the Stairs – Helen Cooper	The Bear and the Piano – David Litchfield Jim and the Beanstalk – Raymond Biggs	Dinosaurs and all that Rubbish – Michael Foreman The Minpins – Roald Dahl	Yeti and the Bird – Nadia Shireen Julian is a Mermaid – Jessica Love	Lizzy and the Cloud – The Fann Brothers A Walk in London – Salvatore Rubbino
Phonics Phase Year 2	Read Blue books with increasing fluency and comprehension	Grey Books	Read Grey books with increasing fluency and comprehension	Literacy Leaves	Literacy Leaves	Literacy Leaves
Book Band	Blue Fluency Books	Grey	Grey Fluency	Progressive books chosen from library	Progressive books chosen from library	Progressive books chosen from library
Extra activities and support	New parents meeting about the teaching of reading Book Warmers Book Fayre Book Sheds Author visit	Book Crates Book Warmers Mystery Reader Book Sheds Virtual Author visit	Book Crates Book Warmers Mystery Reader Book Sheds Reading with Nursery	Library Van Visit Book Crates Book Warmers Mystery Reader Book Sheds Book Day	Visit from author Visit to the library Book Crate Book Warmers Mystery Reader Book Sheds	Book Crate Book Warmers Mystery Reader Book Sheds Reading with Nursery



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

<p>Reading</p> 	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meaning of words.</p> <p>Predicting what has happened on the basis of what has been read so far</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say with adult prompting</p>	<p>Read accurately by blending sounds in words that contain graphemes taught so far and recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught.</p> <p>Discuss favourite words or phrases in a book</p> <p>Check that text makes sense when reading and correct any inaccuracies</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Read words containing common suffixes</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Become increasingly familiar with and retelling a wider range of stories</p> <p>Recognise simple reoccurring literary language in a story</p> <p>Understand book they are reading by drawing upon what they already know or on background information and vocabulary provided by the teacher</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that in which they read independently</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Explain and discuss their understanding of books that they have heard or read themselves</p> <p>Understand book they are reading by making inferences on what is being said or done and by participating in discussions, taking turns and listening to what other people have said.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that in which they read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read</p>	<p>Reread books to build up fluency and confidence in word reading.</p> <p>Answering and asking questions</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that in which they read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>
---	--	--	---	---	---	--



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

					for themselves, taking turns and listening to what others say	
<p>Learning Examples</p>	<p>Daily RWI sessions for those still on the programme</p> <p>RWI comprehension when off phonics programme</p> <p>Literary Curriculum –</p> <p>Encourage children to read and understand a range of adjectives</p> <p>Provide children with a range of reading media such as leaflets, wanted posters, emails etc. so that they understand information can be gained from reading</p>	<p>Daily RWI sessions for those still on the programme</p> <p>RWI comprehension when off phonics programme</p> <p>Literary Curriculum –</p> <p>Writing in role, notes of advice, missing posters, diary entries, letters of thanks and own narratives</p>	<p>Daily RWI sessions for those still on the programme</p> <p>RWI comprehension when off phonics programme</p> <p>Literary Curriculum –</p> <p>Letters of advice, short news-reports, writing in role, retellings, information poster and own narratives</p> <p>Thought bubbles and letters</p>	<p>Daily RWI sessions for those still on the programme</p> <p>Literacy Leaves</p> <p>Literary Curriculum –</p> <p>Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters</p> <p>Danger posters, setting descriptions, character descriptions, information reports, postcards</p>	<p>Daily RWI sessions for those still on the programme</p> <p>Literacy Leaves</p> <p>Literary Curriculum –</p> <p>Provide children with different forms of writing to read such as postcards, character descriptions and advertisements</p>	<p>Daily RWI sessions for those still on the programme</p> <p>Literacy Leaves</p> <p>Literary Curriculum –</p> <p>Provide children with a range of factual reports to gain information</p>



St James' C of E Infant and Nursery School

Small steps in reading Cycle A

Year 2 Common Exception Words

after	again	any	bath	Christmas	beautiful	because	behind	both	break
busy	child	children	class	climb	clothes	could	cold	door	even
every	everybody	eye	fast	father	find	floor	gold	grass	great
half	hold	hour	improve	kind	last	many	mind	money	most
move	Mr	Mrs	old	only	parents	past	path	pass	people
pant	poor	pretty	prove	should	steak	sugar	sure	told	water
whole	who	wild	would						