Text Map to Show Progression in Reading Skills – Year R – 2021/2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text and Author	Titch Pumpkin Soup (Harvest) That's When I am Happy Ruby's Worry	The story of Guy Fawkes Elmer Owl Babies The Stick Man The Christmas Story	Non-fiction books / texts about sea creatures / pollution. Tiddler The Rainbow Fish The Fish Who Could Wish George Saves the World by Lunchtime	The Tiny Seed World Book Day – a range of stories, poetry The Easter Story	Non-fiction texts / books about dinosaurs. Harry and the dinosaurs books Dear dinosaur Dinosaur Poems	What the ladybird heard. Jasper's Beanstalk A Seed in Need The Very Hungry Caterpillar Non-fiction texts about growing, minibeasts and garden wildlife.
Genre	Fiction Non-Fiction (Planting the trees of Kenya)	Fiction Historical recount Christmas recount	Fiction Non-Fiction Poetry	Fiction Non-Fiction Easter recount	Fiction Non-fiction Poetry	Fiction Non-fiction
Reason for choosing text and Reading Skills covered, inc vocabulary, grammar and	**Titch:** Opens up a discussion about Family / names / place in family / different names for different family members e.g. nan, grandma, nanny, nanna, granny. It opens up discussions about children's own	**Elmer:** We focussed on listening to stories and talking about what happens in them. We encouraged the children to talk about the story. **Key vocab:** Special / unique	**Tiddler:** Good for repetitive language, rhyme. Making up own tales. **The Rainbow Fish:** Useful for revisiting earlier work on friendship	**The Tiny Seed:** This book has quite a lot of text, so will require the children to concentrate and listen carefully. It is a slightly more mature text that the children have	**Dear Dinosaur:** Focus on letter writing. This is an interactive book with letters and cards to open. It inspires children to attempt to write their own letters.	**What the Ladybird Heard:** This is a good story for focussing on listening. Good for funny characters, rhyming sentences and an interesting story

content	families and that there can be different types of families. **Pumpkin Soup:** Harvest themed vocab. Following instructions – children followed instructions to make soup. **That's When I am Happy / Ruby's Worry:** Helps the children to recognise feelings and emotions. Opens up discussions about identifying feelings in themselves and others. Key Vocab: Emotion / feelings / happy / sad / scared / excited / worried / surprised	**Owl Babies:** Used for vocabulary linked to the topic: nocturnal / diurnal, day / night, light / dark **The Stick Man** Used for listening to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Repetitive language and rhyme. **Vocab:** story / rhyme / hot seating **The Christmas Story:** Useful for looking at the Christmas Story, learning about why Christians celebrate Christmas, the characters in the Christmas story. New Vocabulary, such as manger.	and sharing. We use this story for character work, and drama. **The Fish Who Could Wish:** This book was good for continuing work on characters, as the fish is quite a different character to the rainbow fish, so it was good for comparison. **Non-Fiction texts about sea creatures and Pollution:** These texts will have more complex vocabulary. They will introduce children to unusual sea creatures, their habitats, the layers of the ocean. **George Saves the World by Lunchtime:** Introducing the vocabulary reuse,	been used to, but it is by the same author as The Very Hungry Caterpillar, which will be familiar to many of the children. The vocabulary is linked well to the topic, and covers information on the seasons. **World Book Day:** This will be a variety of texts to encourage an enjoyment of stories and a love of reading. **The Easter Story:** This will build upon the earlier learning of why Christians celebrate events.	**Harry and the dinosaurs:** The dinosaurs go on lots of adventures, which promotes the children thinking imaginatively and coming up with their own ideas for adventures! There is also lots of lovely dinosaur themed vocabulary. **Nonfiction texts about dinosaurs:** The dinosaur information we learn about can be quite complex. It allows the children to learn new vocabulary linked to our topic. The writing is descriptive, and helps the children to learn to describe dinosaurs, which we then use for writing 'Who am I?' dinosaur clues.	line. **A seed in need:** This is an interesting book for the children as the book is in two parts. There are simple sentences across the page and more detailed dialogue boxes on the pages for more advanced readers. The sentences could be accessed independently by some of the children. It expands upon earlier work on the Spring work in The Tiny Seed, but progresses further to teach about the plant cycle. **Jasper's Beanstalk:** This story helps the children with sequencing a story. Whilst it is a simple story, it allows for a good focus on

			recycle, reduce.			comprehension, because the children have a solid understanding of the text. **<u>The Very Hungry Caterpillar:</u>** This story is useful as it has familiarity, which is good for sequencing.

Text Map to Show Progression in Reading Skills – Year 1 – 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text and Author	1. We're going on a bear hunt, Michael Rosen . 2. Superhero dad Timothy Knapman and Superhero mum Timothy Knapman 3. Supertato Sue Hendra 4. Eleanor's eyebrows Timothy Knapman 5. Non-fictionbooks	1. Winnie the witch Korky Paul. 2. Bonfire night poems Various authors , 3. Christmas stories, The red sled Lita Judge 4. Santa's special letter Gail Yerrill	Princess knight Cornelia Funke The knight who wouldn't fight Helen Docherty Beauty and the beast The three billy goats gruff We did not use the books highlighted in Yellow as they were not suitable for home learning. Instead we did an extended focus on castles using online resources.	The hundred decker bus Mike Smith. All aboard for the bobo road Stephen Davies Emma Jane's aeroplane Katie Haworth Non-fiction transport texts Various authors.	Gardens of Stanley Street Mandy Ross The Mango Tree Jamila Gavin Camille and the sunflowers Laurence Anholt Percy the Parkeeper Nick Butterworth	Winnie at the seaside Korky Paul Mrs Armitage stories quentin Blake Barnaby at the seaside BBC The lighthouse keeper's lunch Ronda and David Armitage Flotsam
Genre	Recount Retelling (inc Role play) Descriptions Postcards Colourful Semantics	Recount Retelling (inc Role play) Descriptions Letter writing Poems and rhymes Non-fiction writing	Recount Descriptions Retelling including role play A Fairy tales and traditional tales	Recount Diary writing Adventure stories Poetry Non-fiction	Recount Poetry Non-fiction writing Diary writing	Instructional writing Recount Adventure stories

	Speaking and listening		adventure story writing	writing		
Reason for choosing text and Reading Skills covered, inc vocabulary, grammar and content	1. Recognise and **automatically** join in with predictable phrases in poems and stories. 2. Familiarity with an author (timothy Knapman) Appreciate some rhymes and poems; recite some by heart. 1a: draw on knowledge of vocabulary to understand texts, 3. Discuss the meanings of new words, linking them to words already known. Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. 4. Linked to colourful semantics for who is doing to what to what. Listen to discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. 5. Linked to science	1) Link to topic, children find a funny book. 1a: draw on knowledge of vocabulary to understand texts, Discuss the meanings of new words, linking them to words already known. ***Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.*** 2) Linked to firework night so relevant to children's experiences. Appreciate some rhymes and poems; recite some by heart. Recognise and automatically join in with predictable phrases in poems and stories. Developing their vocabulary in	Female role model, alternative view of traditional tales, familiar traditional tales and fairy stories 1b: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. 1c: identify and explain the sequence of events in texts. · Become familiar with / securely know key stories, fairy stories and traditional tales; retell them; know their characteristics. Retell in writing and orally with confidence. · Recognise and automatically join in with	Stories from other cultures, rich illustrations to promote discussion (Talk for writing) 1b: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Link what they read to their own experiences ***Understand and explain how the title relates to the events or information within the text.*** ***Make useful contributions in discussion about what is read to them, responding to what others say.*** 1c: identify and explain the sequence of events in texts Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently, **join in discussions; raise questions; explain opinions** Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already	Links to famous people and other cultures, link to science topic. 1d: make inferences from the text ***Make inferences with confidence, on the basis of what is said and done.*** 1e: predict what might happen on the basis of what has been read so far ***Make credible predictions on the basis of what has been read so far.***	Rich vocabulary, especially descriptive language. Links to subject specific language. 1d: make inferences from the text ***Make inferences with confidence, on the basis of what is said and done.*** 1e: predict what might happen on the basis of what has been read so far ***Make credible predictions on the basis of what has been read so far.*** Story without words, to encourage children to use and develop vocabulary. Read some phonically-decodable books, closely matched to phonic knowledge.

	topic. Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher	conjunction with their phonic knowledge. 3) Story without words, to encourage children to use and develop vocabulary. Read some phonically-decodable books, closely matched to phonic knowledge. 4) Lovely illustrations, little letters hidden within the book, introduction to letter writing and stimulus for letters to Santa. Language is more formal. Discuss the meanings of new words, linking them to words already known. **Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.**	predictable phrases in poems and stories.	know, and on background information and vocabulary provided by the teacher.	

Text Map to Show Progression in Reading Skills – Year 2 – 2021/22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text and Author	***Clown*** by Quentin Blake ***The Snail and the Whale*** by Julia Donaldson ***Amazing Grace*** by Mary Hoffman	Non-fiction books and online resources about ***Guy Fawkes Remembrance Day World War One trenches, including Walter Tull*** ***The Owl Who Was Afraid of the Dark*** by Jill Tomlinson ***Nativity*** stories	**Pirates** **Variety of story books about pirates** **Pirate poems** **Pirate information books**	**Neil Armstrong Helen Sharman Tim Peake** **Writing Week – poetry focus**	***Jack and the Baked Beanstalk*** by Colin Stimson **Rainforests books** Non fiction books about **Plants**	***Katie Morag and the Two Grandmothers*** ***Katie Morag and the New Pier*** by Mairi Hedderwick
Genre	Fiction	Non-fiction Fiction Historical Christmas poetry Christmas recount	Fiction Non fiction Poetry	Non-fiction focus Fiction Poetry	Fiction Non-fiction	Fiction
Reason for choosing text and Reading Skills covered , inc vocabulary, grammar and content	***Clown*** focus for Recovery curriculum and emotional well being ***The Snail and the Whale*** - focus on emotional well being and friendship. It also allows an early focus on rhymes and simple retrieval of information ***Amazing Grace*** –	Non fiction to introduce layout of non fiction, including contents, glossary, index etc. Books will have fairly simple layout and will be written especially for KS1/lower KS2. They will introduce some tier 2 and 3 vocabulary (subject specific).	Pirate stories are selected to show a range of non standard English and to introduce less formal vocabulary. They are used for more complex retrieval and comprehension Poetry will be selected to show	The focus this term is on more complex non fiction texts – with more Tier 2 and Tier 3 vocabulary. Some film clips will be used and discussed with a more grown up content – the Moon Landings.	**Jack and the Baked Beanstalk** is used as an alternative retelling of a traditional tale. It includes an alternative setting and allows lots of talk about comparison with the original tale. It leads to letter writing and recounts from a	The **Katie Morag** stories have more complex vocabulary and some more complex speech. They encourage talk about family relationships and allow lots of inference, prediction, retelling and characterisation.

	focus on emotions and feeling secure. Includes fiction from another culture	**The Owl Who was Afraid of the Dark** is used for repetitive language, use of adjectives and introduction of adverbs. We also look at verbs and choice of vocabulary. It is good for straightforward retrieval. Nativity stories are choses for a wealth of vocabulary and to tell the story from different viewpoints eg the Donkey's Story, the Shepherd Boys Story and Mary's Story. They are useful for characterisation.	different layouts and some use of rhyme in a more formal poetic style than in The Snail and the Whale. Information books will be more detailed with more complex vocabulary than for Guy Fawkes etc. They will introduce more Tier 2 and more Tier 3 vocabulary (subject specific to pirates)	Writing week will have a poetry focus, building on The Snail and the Whale poetry and pirate poetry. We will look at different types of poetry. We will also share many stories during the week.	different perspective. It is used for simple character comparisons. Rainforest and plant information books will continue to work on knowledge of text layout and more sophisticated vocabulary	