

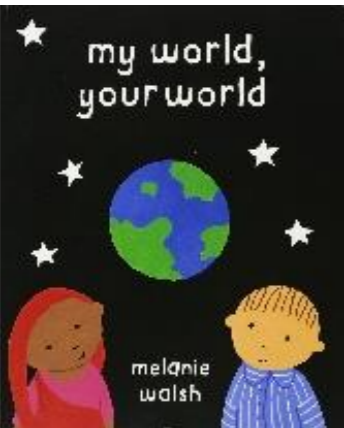
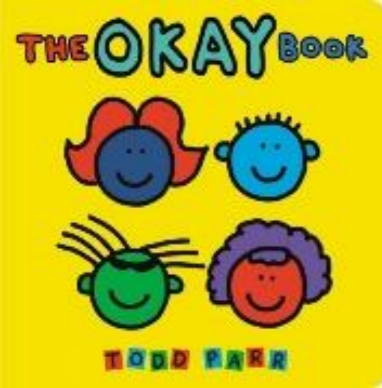
EPA Reception Reading Long Term Plan

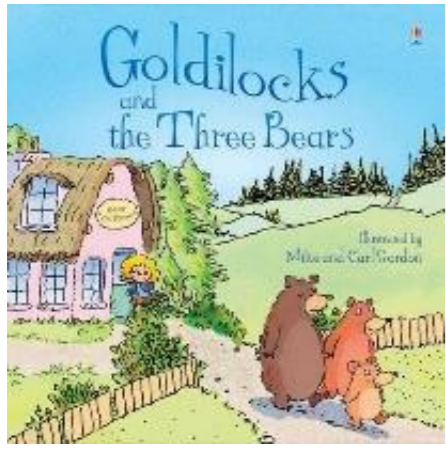
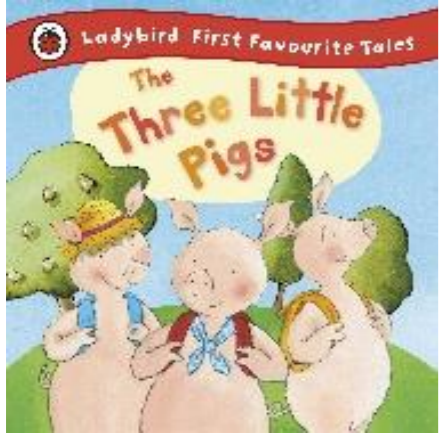
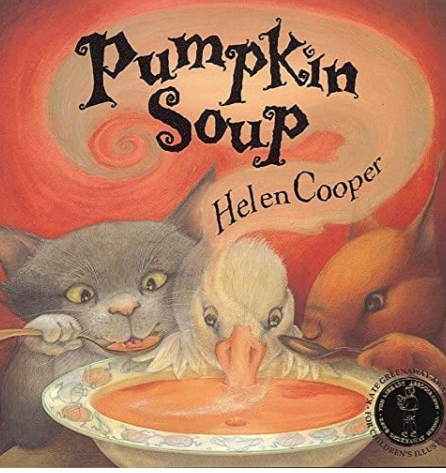
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Expected Reading Level (end of the term)	Phase 1 Phase 2	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3	Phase 4
Phonics Phase (See Phonics Progression within the 'EPA EYFS LTP')	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Mastery	Phase 4	Phase 4 Mastery
Birth to 5: Expected Progress and Outcomes (end of the term)	Range 4 and 5 (24 – 48 months old: 4 years old)	Range 4 and 5 (24 – 48 months old: 4 years old) will secure:	Range 6 (48 months – 71 months: 4 years old – almost 6 years old) <i>Beginning</i>	Range 6 (48 months – 71 months: 4 years old – almost 6 years old) <i>Consolidating</i>	Range 6 (48 months – 71 months: 4 years old – almost 6 years old) <i>Secure</i>	Early Learning Goal
	<p>Range 4:</p> <ul style="list-style-type: none"> ○ Has some favourite stories, rhymes, songs, poems or jingles ○ Repeats and uses actions, words or phrases from familiar stories ○ Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ○ Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps ○ Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <p>Range 5:</p> <ul style="list-style-type: none"> ○ Listens to and joins in with stories and poems, when reading one-to-one and in small groups ○ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ○ Begins to be aware of the way stories are structured, and to tell own stories ○ Talks about events and principal characters in stories and suggests how the story might end ○ Shows interest in illustrations and words in print and digital books and words in the environment ○ Recognises familiar words and signs such as own name, advertising logos and screen icons 	<p>Range 6:</p> <ul style="list-style-type: none"> ○ Enjoys an increasing range of print and digital books, both fiction and non-fiction ○ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ○ Describes main story settings, events and principal characters in increasing detail ○ Re-enacts and reinvents stories they have heard in their play ○ Knows that information can be retrieved from books, computers and mobile digital devices ○ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ○ Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example ○ Begins to develop phonological and phonemic awareness: 	<p>Range 6:</p> <ul style="list-style-type: none"> ○ Enjoys an increasing range of print and digital books, both fiction and non-fiction ○ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ○ Describes main story settings, events and principal characters in increasing detail ○ Re-enacts and reinvents stories they have heard in their play ○ Knows that information can be retrieved from books, computers and mobile digital devices ○ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ○ Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example 	<p>Range 6:</p> <ul style="list-style-type: none"> ○ Enjoys an increasing range of print and digital books, both fiction and non-fiction ○ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ○ Describes main story settings, events and principal characters in increasing detail ○ Re-enacts and reinvents stories they have heard in their play ○ Knows that information can be retrieved from books, computers and mobile digital devices ○ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ○ Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example 	<p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ○ 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. <p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ○ 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. 	

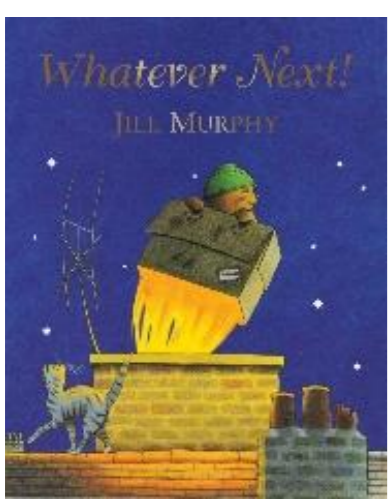
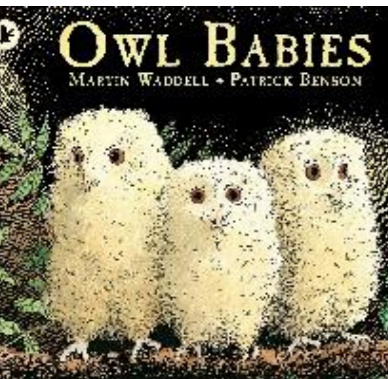

	<ul style="list-style-type: none"> ○ Looks at and enjoys print and digital books independently ○ Knows that print carries meaning and, in English, is read from left to right and top to bottom ○ Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) ○ Handles books and touch screen technology carefully and the correct way up with growing competence ○ Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps ○ Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> ➤ Shows awareness of rhyme and alliteration ➤ Recognises rhythm in spoken words, songs, poems and rhymes ➤ Claps or taps the syllables in words during sound play ➤ Hears and says the initial sound in words 		<ul style="list-style-type: none"> ➤ Continues a rhyming string and identifies alliteration ➤ Hears and says the initial sound in words ➤ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ➤ Starts to link sounds to letters, naming and sounding the letters of the alphabet ➤ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ○ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ○ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text ○ Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> ○ Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> ➤ Continues a rhyming string and identifies alliteration ➤ Hears and says the initial sound in words ➤ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ➤ Starts to link sounds to letters, naming and sounding the letters of the alphabet ➤ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ○ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ○ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text ○ Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> ○ Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> ➤ Continues a rhyming string and identifies alliteration ➤ Hears and says the initial sound in words ➤ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ➤ Starts to link sounds to letters, naming and sounding the letters of the alphabet ➤ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ○ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ○ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p>	
Assessment (UL&S) (See Phonics sounds covered so far)	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks

within the 'EPA EYFS LTP')						
Reception data submitted (CLF data drop)	Baseline CLF RBA	Yes	No	Yes	No	Yes

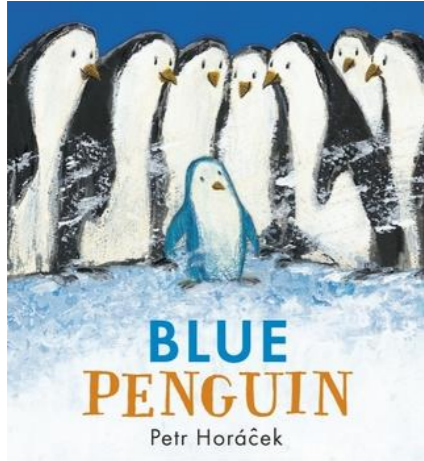
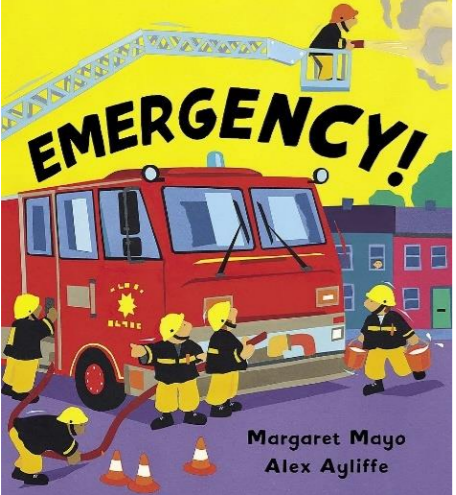
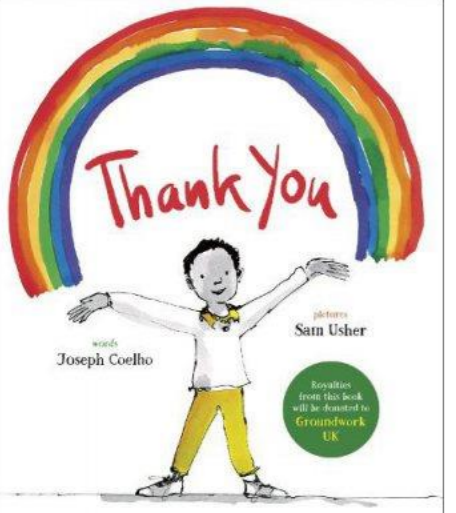
High quality texts used for planning Literacy topic learning:

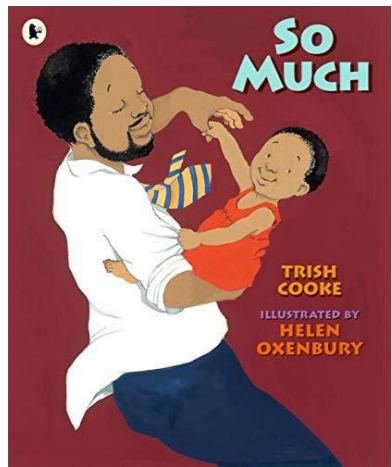
High Quality Text	Phonics	Areas of Learning / Birth to 5 / Writing links	Specific Reading Skills	AFL	Vocabulary
Term 1					
	Phase 1 Listening	<p>PSED: becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p>	<ul style="list-style-type: none"> English is read from left to right Handling books correctly New vocabulary 	<p>Speaking and listening</p> <p>Retelling/joining in with stories</p> <p>Book skills</p>	<p>World</p> <p>Different</p> <p>Same</p> <p>School</p> <p>Home</p>
	Phase 1 Listening	<p>PSED: help them to understand different points of view and to challenge their own and others' thinking</p> <p>PSED: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p>	<ul style="list-style-type: none"> English is read from left to right Handling books correctly New vocabulary 	<p>Speaking and listening</p> <p>Retelling/joining in with stories</p> <p>Book skills</p>	<p>Okay</p> <p>Tall</p> <p>Short</p> <p>Freckles</p> <p>Glasses</p> <p>Laugh</p> <p>Cray</p> <p>Embedding:</p> <p>Different</p> <p>Same</p>

	<p>Phase 2 initial sounds</p> <p>CVC writing</p>	<p>Traditional tale</p> <p>Repetition</p> <p>Number- embedding understanding of 3</p> <p>Size comparison</p>	<ul style="list-style-type: none"> ○ Handling books correctly ○ Hearing and saying initial sounds ○ New vocabulary ○ Retell 	<p>Retelling of story</p> <p>Application during child led learning</p>	<p>Questions- who, why</p> <p>bowl</p> <p>-porridge</p> <p>-spoon</p> <p>-chair</p> <p>-bear</p> <p>-number 3</p> <p>-Goldilocks</p>
	<p>Phase 2 initial sounds</p> <p>CVC writing</p>	<p>Traditional tale</p> <p>Repetition</p> <p>Number- embedding understanding of 3</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ New vocabulary ○ Retell ○ Orally blending ○ Making predictions 	<p>Retelling of story</p> <p>Application during child led learning</p> <p>Story ordering</p>	<p>Questions- who, why</p> <p>brick</p> <p>-straw</p> <p>-stick</p> <p>-pig</p> <p>-house</p> <p>-wolf</p>
<h2 style="background-color: #92d050; padding: 5px; display: inline-block;">Term 2</h2>					
	<p>Begins to identify the initial sounds in words and forms letters correctly.</p>	<p>UTW: Developing an understanding of growth, decay and changes over time</p> <p>UTW: • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Role play using props.</p> <p>Oral description</p> <p>Giving meanings to marks</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ New vocabulary ○ Retell ○ Orally blending ○ Making predictions ○ Description 	<p>Application of phase 2 phonics</p> <p>Retelling of the story</p>	<p>Pumpkin</p> <p>Soup</p> <p>Cat</p> <p>Duck</p> <p>Squirrel</p> <p>Autumn</p>

	<p>Application of phase 2 phonics</p> <p>CVC application</p>	<p>Orally construct simple sentences</p> <p>UTW- Plan a route/sequence</p> <p>EAD: Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ Access to a range of print ○ New vocabulary ○ Retell ○ Orally blending ○ Decoding words ○ Making predictions 	<p>Be able to retell the story independently using props.</p> <p>Application of phonics</p> <p>Can independently orally construct sentences.</p>	<p>Up Down Welly boots Box Rocket Bath Cullender Picnic Owl Moon Areoplane Star</p>
	<p>Application of phase 2</p> <p>CVC words</p>	<p>Exploration of the dark</p> <p>PSED: talk opportunities about feelings and emotions</p> <p>Create own props to use for retelling</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ Access to a range of print ○ New vocabulary ○ Retell ○ Orally blending ○ Decoding words ○ Making predictions 	<p>Be able to retell the story independently using props.</p> <p>Application of phonics</p>	<p>Mother Owl Sarah Percy Bill Woods Branch Hole Ivy Night Frightened Missing</p>
	<p>Application of phase 2</p> <p>CVC words</p>	<p>UTW: festival- how do some people celebrate Christmas?</p> <p>UTW: changing of the seasons</p> <p>EAD: painting skills</p> <p>PSED: friendship / loneliness</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ New vocabulary ○ Retell ○ Orally blending ○ Decoding words ○ Making predictions ○ Syllable knowledge 	<p>Be able to retell the story independently using props.</p> <p>Application of phonics</p>	<p>Season Winter Snow Ice Skate Lines Lonely</p>

Term 3

 <p>BLUE PENGUIN Petr Horáček</p>	<p>Phase 2 sounds Phase 2 digraphs Beginning of phase 3</p>	<p>Explore and describe changes in materials Observe and record the weather outside Explore animals from different countries (Antarctica) PSED: feeling left out C&L: verbs</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ Syllable knowledge ○ Access to a range of print ○ New vocabulary ○ Description ○ Retell ○ Orally blending ○ Making predictions 	<p>Application of phase 2 sounds in writing Retelling the story independently or in a group using props/resources</p>	<p>Penguin Dive Jump Swim Slide Waddle Ice Antarctica Snow Whale</p>
 <p>EMERGENCY! Margaret Mayo Alex Ayliffe</p>	<p>Onomatopoeia Rhythm Rhyme Phase 2 sounds CVC words Link back to Phase 1 listening skills/sound</p>	<p>Poetry opportunities for rhythm and rhyme UTW: people and communities PD: moving in different ways EAD: building and joining materials Building positive relationships with the community Opportunities to hear and use unusual verbs e.g. hooking, shifting etc... Repetition</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ Showing awareness of rhyme and alliteration ○ Recognising rhythm ○ Syllable knowledge ○ Orally blending 	<p>Independently talk about the vehicles in the book. Be able to retell a line from the book with little support. Begin to apply some elements within their child led learning.</p>	<p>Emergency Police car Ambulance Breakdown train Lifeboat Police motorbike Fire-fighting plane Rescue boat Snow plough Fire engine Helicopter Breakdown truck</p>
 <p>Thank You Joseph Coelho pictures Sam Usher Illustration credit: Groundwork UK</p>	<p>Phase 2 sounds Initial sounds if needed CVC words</p>	<p>Responsive to children's own experiences Building positive relationships with the community EAD: exploring colours Language rich Speech bubbles</p>	<ul style="list-style-type: none"> ○ Syllable knowledge ○ Access to a range of print ○ New vocabulary ○ Description ○ Retell ○ Making predictions 	<p>Be able to sequence the story independently. Be able to retell the story independently with use of story props/story maps. Be able to ask and answer questions related to the book</p>	<p>Thank you Worries Rainbow Nurses Doctors Post Officers / Lady Bin collector Shop keepers Librarian Teachers</p>



Phase 2 sounds
Initial sounds if needed
CVC words

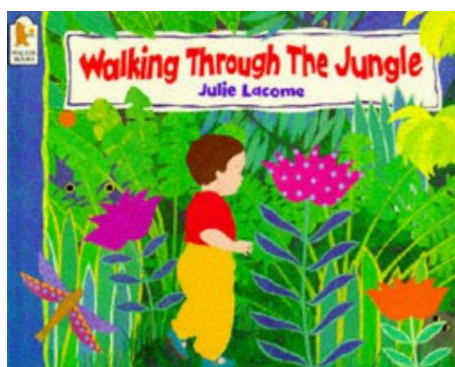
PSED: talk about family and feelings
Story ordering
Birthday cards
'My special people'- EAD create

- Showing awareness of rhyme and alliteration
- Recognising rhythm
- Syllable knowledge
- Retell
- Continuing rhyming strings
- Orally blending

Be able to sequence the story independently.
Be able to retell the story independently with use of story props/story maps.
Be able to ask and answer questions related to the book
Whole class retell

Baby
Mum
Auntie
Uncle
Granma
Cousin
Daddy
Love
Special
Birthday

Term 4



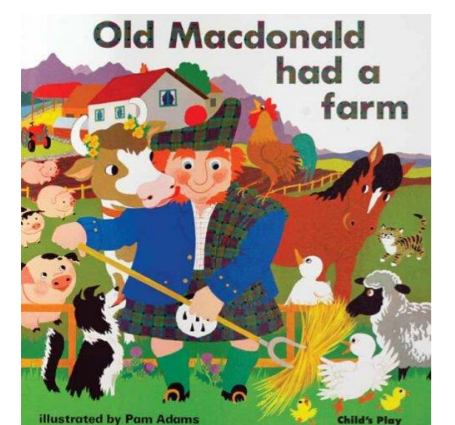
Application of phase 3 phonics
CVCC words
CVC words
CEWs spelt correctly

UTW: Knows about similarities and differences in relation to places, objects, materials and living things
Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from
Rhythm and rhyme
Repetition

- Hearing and saying initial sounds
- Showing awareness of rhyme and alliteration
- Recognising rhythm
- Syllable knowledge
- Retell
- Continuing rhyming strings
- Orally blending

Be able to sequence the story independently.
Be able to retell the story independently with use of story props/story maps and song.
Be able to ask and answer questions related to the book
Whole class retell

Jungle
Snake
Tiger
Elephant
Lion
Monkey
Crocodile



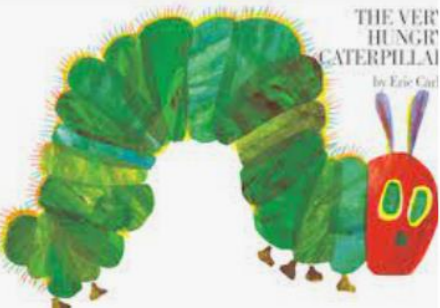

Application of phase 3 phonics
CVCC words
CVC words
CEWs spelt correctly

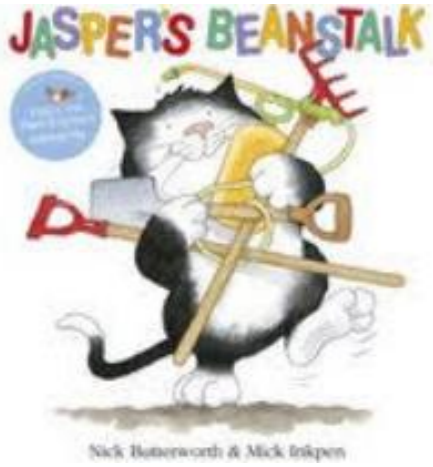
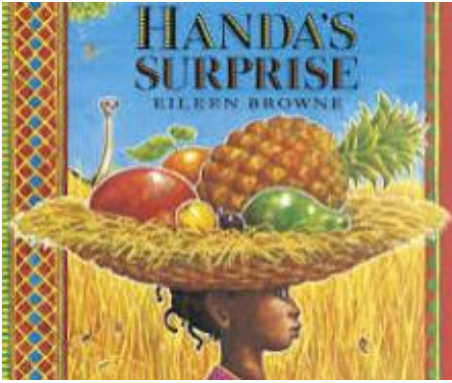
Make observations of similarities and differences and begin to group observable characteristics
Name familiar living things and their young and talk about observable similarities and differences
- Pets
- Farm animals

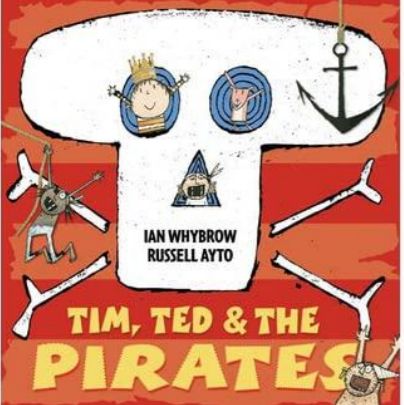
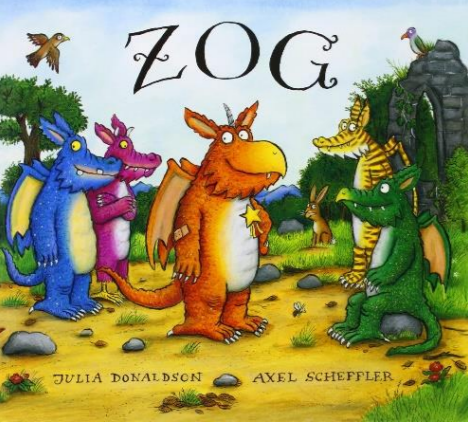
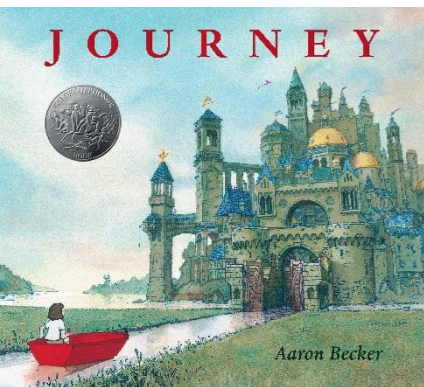
- Showing awareness of rhyme and alliteration
- Recognising rhythm
- Syllable knowledge
- Retell
- Continuing rhyming strings
- Orally blending
- Decoding words

Be able to sequence the story independently.
Be able to retell the story independently with use of story props/story maps and song.
Be able to ask and answer questions related to the book
Whole class retell

Farm
Farmer
Tractor
Hay
Pig
Cow
Sheep
Horse
Chicken

		<p>- Minibeasts</p> <p>Experience visiting a farm.</p> <p>Repetition</p> <p>Song, rhythm and rhyme.</p> <p>Show care and concern for the environment.</p> <p>Map exploration</p>			
	<p>Application of phase 2, 3 and 4 phonics throughout a variety of writing opportunities.</p> <p>Most common exception words and being spelt correctly within longer pieces of writing.</p>	<p>Traditional tale</p> <p>Days of the week – I am a historian</p> <p>Sequencing events – I am a Historian</p> <p>Repetition throughout the book</p> <p>Number play to 5</p>	<ul style="list-style-type: none"> ○ Hearing and saying initial sounds ○ Syllable knowledge ○ New vocabulary ○ Description ○ Retell ○ Making predictions 	<p>Be able to sequence the story independently/sing a range of story resources.</p> <p>Sequence days of the week</p> <p>Retell the story independently</p>	<p>Caterpillar</p> <p>Egg</p> <p>Chrysalis</p> <p>Butterfly</p> <p>Leaf</p> <p>Fruit</p> <p>Oranges</p> <p>Strawberries</p> <p>Pear</p> <p>Apple</p> <p>Variety of food</p>
Term 5					
	<p>Application of phase 2, 3 and 4 phonics throughout a variety of writing opportunities.</p> <p>Most common exception words and being spelt correctly within longer pieces of writing.</p>	<p>UTW- festival: how do some people celebrate Ramadan?</p> <p>Oracy opportunities for children to speak about their own experiences.</p> <p>Retell past events.</p>	<ul style="list-style-type: none"> ○ Access to a range of print ○ New vocabulary ○ Description ○ Making predictions 	<p>Be able to sequence the story independently.</p> <p>Be able to retell the story independently with use of story props/story maps.</p> <p>Be able to ask and answer questions related to the book</p>	<p>Ramadan</p> <p>Suhoor</p> <p>Community Centre</p> <p>Sheer Kumar</p> <p>Iftar</p> <p>Iman</p> <p>Mosque</p> <p>Eid</p>

	<p>Application of phase 3 phonics</p> <p>CVCC words CVC words</p> <p>High frequency words spelt correctly</p>	<p>Repetition</p> <p>Days of the week – I am a Historian</p> <p>Experience planting seeds and observing what happens</p> <p>Observe a plant grow over time and talk about changes</p> <p>Help to take care of plants as they grow</p> <p>in their immediate environment.</p> <p>Sort seeds/leaves into groups by characteristics.</p> <p>Lifecycles</p>	<ul style="list-style-type: none"> ○ Access to a range of print ○ New vocabulary ○ Description ○ Retell ○ Orally blending ○ Decoding words ○ Making predictions 	<p>Know days of the week in order</p> <p>Be able to retell the story using visuals</p> <p>Application of phonics to retell the story</p> <p>Use of story language</p>	<p>Seed Root Stem Plant Flower Growing Compost Gardening tools Days of the week</p>
	<p>Phase 2 sounds</p> <p>Initial sounds if needed</p> <p>CVC words</p>	<p>Repetition</p> <p>Number play- composition</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Healthy eating</p>	<ul style="list-style-type: none"> ○ New vocabulary ○ Description ○ Retell ○ Making predictions 	<p>Be able to sequence the story independently.</p> <p>Be able to retell the story independently with use of story props/story maps.</p> <p>Be able to ask and answer questions related to the book</p> <p>Be able to describe some of the features of fruit e.g. spiky-leaved pineapple.</p>	<p>Africa Fruits Delicious Banana Orange Mango Pineapple Animals Passion fruit</p>
<p>Term 6</p>					

	<p>Application of phase 2, 3 and 4 consistently</p> <p>Full sentences</p> <p>Capital letters, full stops and finger spaces</p>	<p>Application of story language</p> <p>Beginning, middle and end</p>	<ul style="list-style-type: none"> ○ New vocabulary ○ Description ○ Retell ○ Making predictions 	<p>Be able to sequence the story independently.</p> <p>Be able to retell the story independently with use of story props/story maps.</p> <p>Be able to ask and answer questions related to the book</p>	<p>-ship</p> <p>-shark</p> <p>-treasure</p> <p>-plank</p> <p>-teddy</p> <p>Beginning</p> <p>Middle</p> <p>End</p>
	<p>Application of phase 2, 3 and 4 phonics throughout writing.</p> <p>Common exception words and being spelt correctly and consistently used within writing.</p> <p>Capital letters, full stops and finger spaces</p>	<p>Fantasy focus and writing stimulus</p> <p>EAD opportunities</p> <p>Role play</p> <p>Character speech</p>	<ul style="list-style-type: none"> ○ Showing awareness of rhyme and alliteration ○ Recognising rhythm ○ Continuing rhyming strings 	<p>Be able to apply traditional story language to writing</p> <p>Be able to retell the story using visuals</p>	<p>Once upon a time</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Dragon</p> <p>Knight</p> <p>Princess</p> <p>Roar</p> <p>Fire</p> <p>Flying</p>
	<p>Application of phase 2, 3 and 4 phonics throughout writing.</p> <p>Common exception words and being spelt correctly and consistently used within writing.</p> <p>Capital letters, full stops and finger spaces</p>	<p>Application of story language</p> <p>Writing for a range of purposes: letter, story, instructions etc...</p>	<ul style="list-style-type: none"> ○ New vocabulary ○ Description ○ Retell ○ Making predictions 	<p>Be able to retell the story using visuals</p> <p>Apply phonic knowledge taught to writing.</p>	<p>Journey</p> <p>Magic</p> <p>Forest</p> <p>Create</p> <p>Invent</p> <p>Fantasy</p>

By the end of Reception, all books skills / opportunities will be taught / experienced:

- English is read from left to right
- Handling books correctly
- Hearing and saying initial sounds
- Showing awareness of rhyme and alliteration
- Recognising rhythm
- Syllable knowledge
- Access to a range of print
- New vocabulary
- Description

- Retell
- Continuing rhyming strings
- Orally blending
- Decoding words
- Making predictions

Examples of shared books at home times:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Starting School Janet and Allan Ahlberg</p>	 <p>Leaf Man Lois Ehlert</p>	 <p>Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr / Eric Carle</p>	 <p>Rumble in the Jungle Giles Fonghe & David Wisniewski</p>	 <p>The Most Exciting Eid Zehra Fatima & Areeba Khan</p>	 <p>The Pirate Cruncher</p>
 <p>MARVELOUS ME Inside and Out Illustrated by Lisa Bullard</p>	 <p>Aliens Love Underpants Claire Freedman & Ben Cort</p>	 <p>Linea</p>	 <p>Dear Zoo FROM THE ZOO Rod Campbell</p>	 <p>Jack and the Beanstalk Illustrated by C. S. Lewis</p>	 <p>Rapunzel Illustrated by Alison Chaffin</p>
 <p>Little Red Riding Hood Ladybird First Favourite Tales</p>	 <p>The Owl who was Afraid of the Dark Jill Tomlinson Illustrated by Paul Howard</p>	 <p>LOST and FOUND From International bestseller OLIVER JEFFERS</p>	 <p>THE RAINBOW FISH Marcus Pfister</p>	 <p>The Tiny Seed Eric Carle</p>	 <p>CINDERELLA Illustrated by Alison Chaffin</p>
 <p>The Gingerbread Man Ladybird First Favourite Tales</p>	 <p>HOOT OWL Master of Disguise Sean Taylor Illustrated by Joan Jellison</p>	 <p>FIREFIGHTER BUSY PEOPLE Andi Tan Lucy M. George</p>	 <p>FARMER DUCK Martin Waddell & Helen Oxenbury</p>	 <p>WE'RE GOING ON A LION HUNT David Akai</p>	 <p>Room on the Broom Julia Donaldson & Axel Scheffler</p>
 <p>The Little Red Hen Ladybird First Favourite Tales</p>	 <p>FATHER CHRISTMAS NEEDS A WEE! Nicholas Allan</p>	 <p>DOCTOR BUSY PEOPLE</p>	 <p>What the Ladybird Heard With the author of the book Julia Donaldson Lydia Monks Illustrated by Lucy M. George</p>	 <p>The Tiger Who Came to Tea Judith Kerr</p>	 <p>THE GRUFFALO Julia Donaldson & Axel Scheffler</p>
		 <p>GUESS HOW MUCH I LOVE YOU Sam McBratney Illustrated by Anita Jeram</p>	 <p>Caterpillar Butterfly Vivian French Illustrated by Charlotte Yonke</p>	 <p>Oliver's Fruit Salad Vivian French Illustrated by Alison Bardlett</p>	 <p>WHERE THE WILD THINGS ARE STORY AND PICTURES BY MAURICE SENDAK</p>

In the environment:

Reading opportunities are deliberately placed into all areas of the classroom including We are Designers, We are Mathematicians, the role play area and the outside environment.

Outside of the EYFS classroom:


- KS1 library visits
- Storytellers after school club
- Junction 3 library visits
- Book at Bedtime event
- World Book Day

Reading at home

See below copies of messages sent home throughout the year.

EPA Reading expectations

- We encourage children to read their phonetically decodable book at home with an adult 5 x per week.
- Reading diaries will be checked by the class teacher each Friday
- Your child will read to an adult in school twice a week.
- Sound books will be sent home to support your child's reading



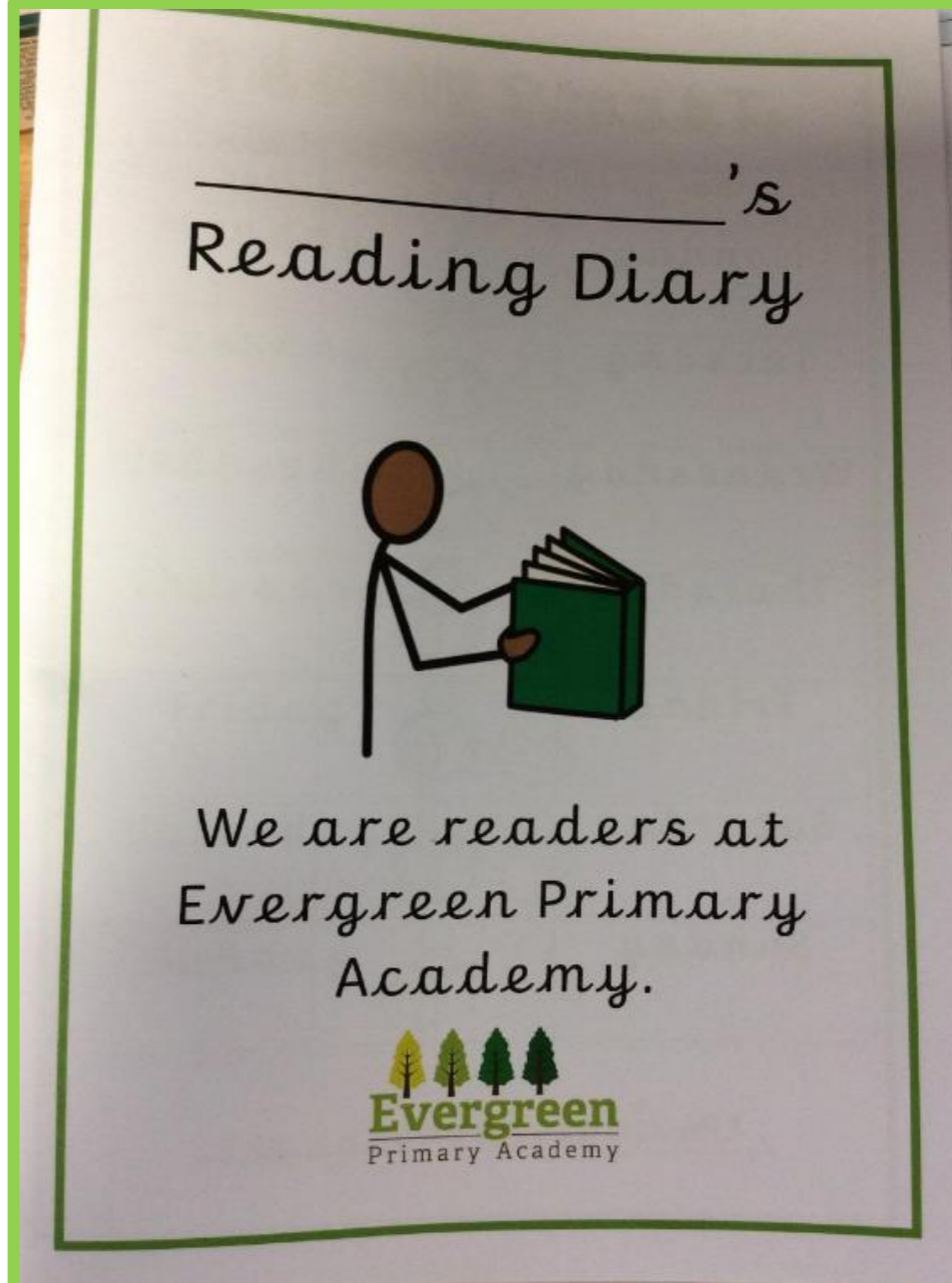
TUESDAY, NOVEMBER 29

Phonics Workshop


8:30 AM - 9:15 AM

You are invited to attend a Phonics Workshop next Tuesday morning. This is a chance for you to gain a deeper understanding of how your children are learning to read and write. Miss Webb will guide you through what Phonics is, the vocabulary we use, show you an example Phonics lesson and give tips about how you can further support your children at home.


It would be great to see as many people as possible there!



_____ 's
Reading Diary



*We are readers at
Evergreen Primary
Academy.*



Evergreen
Primary Academy