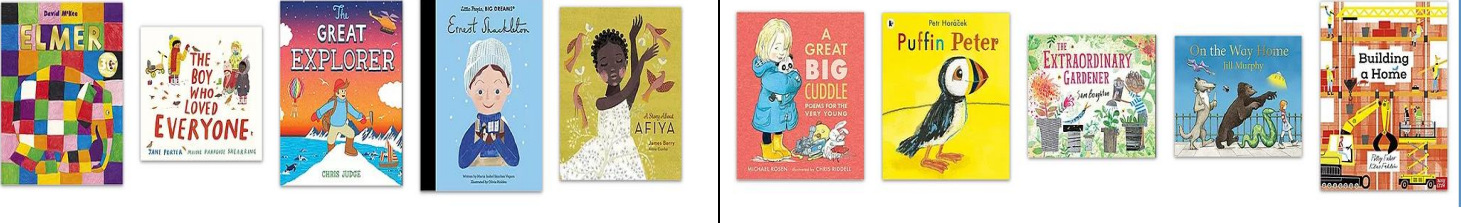| Pie Corbett's Reading Spine EYFS Suggested Core Texts	Top 50 Reads Suggested books that all children in EYFS should read or have read to them

Pie Corbett's Reading Spine EYFS Suggested Core Texts

- ✓ Owl Babies – Martin Waddell
- ✓ The Gruffalo – Julia Donaldson
- ✓ Handa's Surprise – Eileen Browne
- ✓ Mr Gumpy's Outing – John Burningham
- ✓ Rosie's Walk – Pat Hutchins
- ✓ Six Dinner Sid – Inga Moore
- ✓ Mrs Armitage – Quentin Blake
- ✓ Whatever Next – Jill Murphy
- ✓ On the Way Home – Jill Murphy
- ✓ Farmer Duck – Martin Waddell
- ✓ Good Night Moon – Margaret Wise –Browne
- ✓ Shhh! - Sally Grindley

Pie Corbett's Page Turners for EYFS

- ✓ The Pea and The Princess – Mini Grey
- ✓ The Lighthouse Keeper's Lunch- Ronda and David Armitage
- ✓ I want my Potty – Tony Ross
- ✓ There's a bear on my Chair – Ross Collins
- ✓ The Lion Inside – Rachel Bright/Jim Field
- ✓ One Snowy Night – Nick Butterworth

Pie Corbett's Poetry Spine For EYFS

- ✓ Sharing a Shell – Julia Donaldson/ Lydia Monks
- ✓ The Little Puffin: A treasury of Nursery rhymes, songs and games - Elizabeth Matterson
- ✓ A treasury of Songs - Julia Donaldson
- ✓ The Many coloured days - Dr Seuss

Top 50 Reads
Suggested books that all children in EYFS should read or have read to them

Top 50 Books: Box 1

Top 50 Books: Box 2

Class 1 — English Curriculum Map: Writing Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rhymes and Poems Nursery Rhymes Poems from Reading Spine Playtime Rhymes by Sally Gardiner	**Rhymes and Poems** Nursery Rhymes Poems from Reading Spine Monkey and Me by Emily Gravett	**Rhymes and Poems** Nursery Rhymes The Walker Book of First Rhymes	**Rhymes and Poems** Nursery Rhymes Poems from Reading Spine Aliens Love Underpants by C.Freedman and B.Cort	**Rhymes and Poems** Nursery Rhymes Poems from Reading Spine The Booktime Book of Fantastic First Poems Ed By June Crebbin	**Rhymes and Poems** Nursery Rhymes Poems from Reading Spine A First Poetry Book by P.Corbett and G.Morgan
Genre: **A Traditional Tale (Journey)**	**Genre:** **A Traditional Tale**	**Genre:** **An Adventure Story**	**Genre:** **A Journey Tale**	**Genre:** **A Tale of Differences**	**Genre:** **An Adventure/ Journey Story**
Model Text: Goldilocks and the three Bears Three little pigs Three Billy Goats gruff Little Red Riding Hood ***Going on a Bear Hunt***	**Model Text:** **The Enormous Turnip** **The Ginger Bread Man** **Other Texts:** Pumpkin soup Room on a broom (for rhyming)	**Model Text:** **Polar Bear Polar Bear** **Other Texts:** The Great Explorer Percy Park keepers wintery day	**Model Text:** **What Ever Next** **Other Texts:** How to Catch a Star (Instruction) Aliens Love Underpants (Poem)	**Model Text:** **Handa's Surprise** **Other Texts:** Supertato The Jolly Postman	**Model Text:** **Hungry Caterpillar** **The Very Busy spider**
Imitation: Learning the story and repeated language of each story. Creating practical story maps using story baskets and story box.	**Imitation:** Learning the story maps of The Enormous Turnip and the Gingerbread Man.	**Imitation:** Learning the story map of Polar bear, polar bear.	**Imitation:** Learn story map of whatever Next	**Imitation:** Retelling the story of Handa's surprise	**Imitation:** Retelling the story of The Very Hungry Caterpillar and the Very Busy Spider.
Innovation: None	**Innovation:** Create own traditional tale: The Gigantic……….. The Runaway	**Innovation:** Create own repeated language poem about an animal.	**Innovation:** Create own 'whatever next' story about travelling to a new place in a different mode of transport	**Innovation** Create own story of ……. Surprise. Create own superhero and write a description.	**Innovation** Create own story of ……. The very hungry….. The very busy…….
Writing Focus/ CL focus **From Early Learning Goals** Extends Vocabulary Uses talk to organise, sequence ideas and events. Introduces storyline into their play Uses language to imagine and recreate roles and experiences.	**Writing Focus/ CL focus** **From Early Learning Goals** Extends Vocabulary Uses talk to organise, sequence ideas and events. Introduces storyline into their play Uses language to imagine and recreate roles and experiences.	**Writing Focus/ CL focus** **From Early Learning Goals** Extends Vocabulary Uses talk to organise, sequence ideas and events. Introduces storyline into their play Uses language to imagine and recreate roles and experiences.	**Writing Focus/ CL focus** **From Early Learning Goals** Extends Vocabulary Uses talk to organise, sequence ideas and events. Introduces storyline into their play Uses language to imagine and recreate roles and experiences.	**Writing Focus/ CL focus** **From Early Learning Goals** Extends Vocabulary Uses talk to organise, sequence ideas and events. Introduces storyline into their play Uses language to imagine and recreate roles and experiences.	**Writing Focus/ CL focus** **From Early Learning Goals** Extends Vocabulary Uses talk to organise, sequence ideas and events. Introduces storyline into their play Uses language to imagine and recreate roles and experiences.

	Have own ideas and reason for writing. Orally compose a sentence and attempt to write it. Writes a simple narrative.	Have own ideas and reason for writing. Orally compose a sentence and attempt to write it. Writes a simple narrative.	Have own ideas and reason for writing. Orally compose a sentence and attempt to write it. Writes a simple narrative.	Have own ideas and reason for writing. Orally compose a sentence and attempt to write it. Writes a simple narrative.	Have own ideas and reason for writing. Orally compose a sentence and attempt to write it. Writes a simple narrative.
Non-Fiction: **Recount of an activity e.g. cooking**	**Non-Fiction:** **Captions/ Labels/Postcards**	**Non-Fiction** **Poetry** **Information Text**	**Non-Fiction** **Letter Writing** **Instructions**	**Non-Fiction** **Persuasive writing**	**Non-Fiction** **Information Text**
Model Text: **Goldilocks and the Three Bears** **Little Red Riding Hood**	**Model Text:** **Enormous Turnip** **Ginger Bread Man**	**Model Text:** **Polar Bear, Polar Bear (poem)** **Information text about North Pole**	**Model Text:** **Aliens Love Underpants (Poem)** **Letter from the Aliens** **Instruction on how to catch a Star**	**Model Text:** **Supertato**	**Model Text** **A Very Hungry Caterpillar** **A Very Busy Spider**
Imitation: Instructions for making porridge Instructions for making bread	**Imitation:** Captions/labels for enormous turnip / gingerbread man Postcard from the Ginger Bread Man	**Imitation** Learn a poem about a Polar Bear Information text about North Pole	**Imitation** Letter from the Aliens Instructions on how to Catch a Star	**Imitation** Looking at a descriptions of the characters and how they make us like and not like a character.	**Imitation** An information text about a spider or caterpillar
Innovation: None	**Innovation:** Write a reply postcard to the gingerbread man.	**Innovation:** Create own poem about another animal from a polar region	**Innovation:** Write a reply letter to the aliens Create instructions on how to build a rocket. (Orally)	**Innovation:** Create a new superhero or villain and children have to persuade the public to support them. This maybe done orally though and newspaper report.	**Innovation:** Create an information text about mini beasts for a collaborative non-fiction book
Writing Focus: CL focus **From Early Learning Goals** Orally retell instructions: First, Next, Then, Finally Extends Vocabulary Uses talk to organise and sequence ideas and events.	**Writing Focus:** **From Early Learning Goals** Extends Vocabulary Uses talk to organise and sequence ideas and events. Have own ideas and reason for writing. Orally compose a sentence and attempt to write it. Writes different text forms	**Writing Focus:** **From Early Learning Goals** Extends Vocabulary Uses talk to organise and sequence ideas and events. Orally compose a sentence and attempt to write it. Writes different text forms	**Writing Focus:** **From Early Learning Goals** Extends Vocabulary Uses talk to organise and sequence ideas and events. Orally compose a sentence and attempt to write it. Writes different text forms	**Writing Focus:** **From Early Learning Goals** Extends Vocabulary Uses talk to organise and sequence ideas and events. Orally compose a sentence and attempt to write it. Writes different text forms	**Writing Focus:** **From Early Learning Goals** Extends Vocabulary Uses talk to organise and sequence ideas and events. Orally compose a sentence and attempt to write it. Writes different text forms