

**EYFS Literacy Education Programme (Statutory)**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

**The National Curriculum purpose of study for English:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**English: School Statement of Intent**

At Fulwood and Cadley, our aim is to provide an English curriculum that engages and inspires our children's love of literature whilst also developing their fundamental skills of spoken and written language in order to become thoughtful readers and creative writers. Our curriculum is based around the principles of the Talk for Writing process which reflects the importance of spoken language that underpins the development of reading and writing, not only in English but across the whole curriculum. Our children are provided with opportunities to widen their vocabulary and develop their understanding of grammar for reading, writing and spoken language. They are taught to use discussion as a vehicle for learning moving on to developing crucial skills to allow them to write clearly, accurately and coherently for a range of context, purposes and audiences. Most importantly, our writing curriculum aims to inspire our children to feel confident in their ability to write and become passionate in their ability to be creative. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We strive for our pupils to develop a passion for reading and a love of books not only to support their academic ability but to develop their life-long opportunities in everyday life, further education and future employment. We believe reading is one of the most important ingredients of a successful learner and as a result, we aim to permeate our whole school curriculum with opportunities to read.

## Statutory National Curriculum Summary: Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

## EYFS Literacy Skills

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> <li>• Make previously read books available for children to share at school and at home.</li> <li>• Avoid asking children to read books at home they cannot yet read.</li> <li>• Discuss books read in class.</li> <li>• Make predictions on books by asking what happens next.</li> <li>• Talk about characters in stories they have been read.</li> <li>• Talk about story settings in stories they have been read.</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to read the sounds speedily. This will make sound blending easier.</li> <li>• Ask children to work out the word you say in sounds: for example, h-a-t &gt; hat; sh-o-p &gt; shop.</li> <li>• Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</li> <li>• Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</li> <li>• Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> <li>• Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>• Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</li> <li>• Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</li> <li>• Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</li> <li>• Children should not be required to use other strategies to work out words.</li> <li>• Make the books available for children to share at school and at home.</li> <li>• Avoid asking children to read books at home they cannot yet read.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip.</li> <li>• When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</li> <li>• Show children how to touch each finger as they say each sound.</li> <li>• For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</li> <li>• Support children to form the complete sentence orally before writing.</li> <li>• Help children memorise the sentence before writing by repeatedly saying it aloud.</li> <li>• Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</li> <li>• Dictate sentences to ensure they contain only the taught sound-letter correspondences.</li> <li>• Model how you read and re-read your own writing to check it makes sense</li> </ul>

### Development Matters

#### **Comprehension:**

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

#### **Word Reading:**

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

#### **Writing:**

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

### ELG: Comprehension (Statutory)

#### Children at the expected level of development will:

- ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- ✓ Anticipate – where appropriate – key events in stories;
- ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

### ELG: Word Reading (Statutory)

#### Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### ELG: Writing (Statutory)

#### Children at the expected level of development will:

- ✓ Write recognisable letters, most of which are correctly formed;
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- ✓ Write simple phrases and sentences that can be read by others

### EYFS Physical Development Education Programme (Statutory)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

### EYFS Fine Motor Skills (Development Matters)

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- ✓ that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- ✓ that they can move and rotate their lower arms and wrists independently
- Help children to develop the core strength and stability they need to support their small motor skills.
- Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.
- Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?
- Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
- Provide areas for sitting at a table that are quiet, purposeful and free of distraction.
- Give children regular, sensitive reminders about correct posture: Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.
- Encourage children to draw freely.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

## Development Matters

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient

### ELG: Fine Motor Skills (Statutory)

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## Year 1 Programme of Study for English

Teaching Focus	Teaching Expectations and Progression	Programme or SOW:
<b>Spoken Language</b>  <b>Daily</b>	<ul style="list-style-type: none"><li>• Spoken language must underpin the development of reading and writing</li><li>• Teachers/ adults must model correct spoken language frequently</li><li>• The development of vocabulary and grammar when speaking is vital to understand reading and writing</li><li>• Continual development of pupil's confidence and competence in spoken language must be prioritised</li><li>• Children should explain their understanding of books and other reading</li><li>• Children should orally rehearse sentences before they write</li><li>• Adult must assist children in making their thinking clear to themselves and others identifying misconceptions in their spoken words.</li><li>• Children should be given opportunities to discuss and debate</li><li>• Children should participate in drama or oral re-telling of books/ events</li></ul>	<p>Modelling conversations in class frequently</p> <p>Discussion of books</p> <p>Oral rehearsal of texts and sentences as part of the Talk for Writing process.</p> <p>Learning nursery rhymes, poems and model texts off by heart</p>
<b>Phonics</b>  <b>Daily</b>	<ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li></ul>	<p>Twinkl Phonics SOW</p>
<b>Reading – Word Reading</b>  <b>Daily</b>	<p><b>Pupils should revise and consolidate the GPCs taught in Reception</b></p> <ul style="list-style-type: none"><li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li></ul>	<p>Twinkl Phonics SOW</p> <p>See Appendix 1 of NC which is statutory</p> <p>Read frequently (1:1) to an adult books that match their phonic ability from the school reading scheme.</p> <p><b>New: All pupils must have an opportunity to take home a book at a higher level designed to be read</b></p>

	<ul style="list-style-type: none"> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>with a parent. These are called ‘Talk about Books’ and can be supplemented with the Top 50 books scheme.</b></p>
<p><b>Reading – Comprehension</b></p> <p><b>Frequent</b></p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>	<p>Pie Corbett’s reading spine for Year 1 Pie Corbett’s Page turners for year 1 Pie Corbett’s poetry spine for year 1</p> <p>Top 50 scheme for year 1</p> <p>Fairy stories/ traditional tales/ nursery rhymes</p> <p>Books with recurring language</p> <p>Learning poems off by heart with good intonation</p> <p>Non-fiction: can also link cross-curricular.</p> <p>Suggested high quality texts on map</p>
<p><b>Spelling</b></p> <p><b>Frequent</b></p>	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>•</li> </ul>	<p>Appendix 1 of NC See Appendix 1 of NC which is statutory</p> <p>Teach spelling alongside reading Segment spoken words into individual phonemes and represent the phoneme to the appropriate grapheme</p>

<p><b>Handwriting</b> Frequent and discrete direct teaching</p>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Twinkl Handwriting Scheme</p>
<p><b>Writing</b> Daily</p>	<p><b>Write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Writing can be chosen to support class topics or themes however must consist of poetry, fiction and non-fiction texts across the year.</p> <p>Non-negotiables of Talk for Writing must continue to be taught: Oral-story telling, development of vocabulary and story maps on washing lines, whole school actions used for signal signposts and punctuation</p>
<p><b>GPS</b> Daily</p>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using ‘and’</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>Best taught as part of the writing process. See Appendix 2 of NC which is statutory</p>

## Coverage: Twinkl Phonics (EYFS and Year 1)

Year	Timescale	Twinkl Phonics level	Rhino Readers Level	Sounds	Common Exception Words	Decodable Rhino Readers Books
Reception EYFS	Weeks 1 - 3	Level 2	2a	s, a, t, p, i, n, m, d, g, o, c, k	None	Sip, sip, tip Dig and Tap Pat and Pig
	Weeks 4 - 5	Level 2	2b	e, u, r, h, b, f, l, ck, ss, ll, ff	to, the, no, go, l	Get a Hat Hit and Miss The Sock
	Week 6	Level 2	2c	Consolidation of Level 2 Sounds Compound words	All previous words	In the Cockpit The Map Gus the Gull
	Weeks 1 – 4	Level 3	3a	j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng	he, she, we, me, be, was	We can Will we win A fox at the shops
	Weeks 5 - 9	Level 3	3b	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	my, you, they, here, all, are	All for dad At the fair A cure for Ben
	Weeks 10 - 12	Level 3	3c	Consolidation of Level 3 Sounds Compound Words	All previous words	Farm to Yarn Chicks on the Run All sorts of diggers
	Weeks 1 - 2	Level 4	4a	CVCC and CCVC words Digraphs and trigraphs without adjacent consonants	said, so, have, like, come, some	A Trip in a rocket In the Bug Hut Haircuts
	Weeks 3 - 4	Level 4	4b	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs CVCC and CCVC words containing Level 3 vowel digraphs and trigraphs	were, there, little, one, do, when, out, what	All sorts of hair Jet the Vet The Midnight Ball
	Week 5	Level 4	4C	Three-letter adjacent consonants Two-syllable words	All previous words	Soon Little One, Soon Up at Night My Shell is too tight
Year 1	Weeks 1 - 10	Level 5	5a	ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'i_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through	Come into the woods On your Marks! Kit and Sam Mr Gale's Garden
	Weeks 11 - 20	Level 5	5b	'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c'	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday,	Your body from Top to Toe All sorts of Homes Jay's Day at the Park

				saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/	Wednesday, brother, more, before	
	<b>Level 5</b>	5c		'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/	January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know	Do elephants wear sun cream Please leave me alone A magical trip to Scotland

### Talk for Writing **Non- Negotiables** for EYFS and Year 1

- Oral story telling with actions – please record for evidence
- Learning journey evidenced on washing line – Story map and key vocabulary/ spellings/ Common Exception Words
- Whole school actions for signal signposts and punctuation embedded from EYFS

## Forming Letter Families

Twinkl Handwriting | Year 1 | Steps to Progression Overview

The aim of this overview is to show the most logical sequence for teaching each area of handwriting when using Twinkl Handwriting. However, Twinkl Handwriting is designed to be a pick 'n' mix style scheme. If you feel that your students need to concentrate on a specific letter family or a particular skill, you could tailor the programme to fit the requirements of your learners.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	The Ladder Family (l, i, u, t, y and j)						Assess and Review	The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice	
<b>Spring</b>	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
<b>Summer</b>	The Curly Caterpillar Family (f, q and o)			Assess and Review			The Zigzag Monster Family (z, v, w and x)			Assess and Review		Themed Handwriting Practice

### Year 1 Assessment Statements

By the end of these lessons, most children should be able to:

- sit correctly at a table, holding a pencil comfortably and correctly;
- begin to form lower case letters in the correct direction, starting and finishing in the right place;
- understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.

### Forming Letter Families

Twinkl Handwriting's Forming Letter Families packs have been created to teach year 1 children the sets of letter 'families' in a progressive teaching sequence. Within each PowerPoint presentation, all lower case letters are shown using a printed style (without lead-ins or lead-outs) with the aim of securing the correct basic letter formation of the entire alphabet before adjusting handwriting to a preferred style.

## Recommended Reads for Reception/Year 1

When planning texts for reading and writing across the year/cycle, include:

- Stories representing different cultures and faiths(multicultural characters/settings across the world)
- PSHE links, e.g. difference, friendship (link to PSHE units)
- World issues such as war, immigration, refugees
- A variety of picture, written books and films
- Different timescales (classic perhaps involving archaic language, modern)
- Different authors/poets (including those of BAME)

**Below are some suggested texts that are recommended for EYFS and year 1. If you read or explore any of the texts, please update the curriculum map below.**

Picture/ Written Books EYFS Suggestions	Picture/ Written Books Year 1 Suggestions	Authors EYFS/ Yr 1
Baby Goz by Steve Weatherill Shark in the Park by Nick Sharratt (rhyming) Oi! Get Off Our Train by John Burningham (endangered animals awareness) Peep Inside Nighttime by Anna Milbourne Small Knight and George and the Royal Chocolate Cake by Ronda Armitage (rhyming) How to Catch a Star by Oliver Jeffers Blue Monster Wants it All by Jeanne Willis (PSHE – greediness) I am a Tiger by Karl Newson A First Book of Nature by Nicola Davies (poems, stories) Elmer by David McKee (PSHE) This Book Just Ate My Dog by Richard Byrne Mr Big by Ed Vere (being different)	That Rabbit Belongs to Emily Brown by Cressida Cowell and Neal Layton (property and justice) Numenia and the Hurricane by Fiona Halliday (rhyming) Cinnamon by Neil Gaiman (fable) I Can Only Draw Worms by Will Mabbitt The Very Hungry Caterpillar by Eric Carle Goodnight Everyone by Chris Haughton We're Going on a Bear Hunt by Michael Rosen (repetition) Peace at Last by Jill Murphy The Bad-Tempered Ladybird by Eric Carle (telling the time) Funnybones by Allan Ahlberg The Gruffalo by Julia Donaldson A Bear Called Paddington	Shirley Hughes Judith Kerr Hans Christian Anderson (classic – trad tales) Michael Rosen (poet-pattern and rhyme) Lynley Dodd (pattern and rhyme) David McKee Jill Murphy Spike Miligan (nonsense poems) Julia Donaldson Emily Gravett Nick Sharatt Beatrix Potter (classic) Eric Carle Chitra Soundar (BAME author) Rachel Isadora (multicultural books)

Little Green Donkey by Anuska Allepuz  
The Perfect Sofa by Fifi Kuo (compromise, agreement and not giving up)  
Corduroy by Don Freeman (modern classic)  
Supertato by Sue Hendra  
Bears Don't Eat Egg Sandwiches by Julie Felton  
Stanley and Rhoda by Rosemary Wells (getting on and falling out)  
Aliens Love Underpants by Claire Freedman (rhyming)

A Lion In the Meadow by Margaret Mahy  
Cops and Robbers by Allan Ahlberg  
Hairy Maclary by Lynley Dodd (rhyme)  
Owl Babies (reassurance)  
There Are Cats in This Book by Viviane Schwarz  
Mister Magnolia by Quentin Blake  
Avocado Baby by John Burningham  
The Tiger Who Came to Tea by Judith Kerr  
Meg and Mog  
Not Now, Bernard  
Dogger  
The Dark by Lemony Snicket (fear)

### Literacy Shed Films

Owl Babies  
Zahra  
Whistleless  
Way Back Home  
The Ugly Sharkling  
The Girl with the Yellow Bag  
The ClockTower  
Dangle  
Bubbles  
Book of Butterflies

## Multi-cultural books/ diversity/ world issues

## Refugees and Immigration

Abdi's Day by Verna Wilkins  
And Me! By Karen King  
Baba's Gift by Beverley Naidoo  
Baby Ruby Bawled by Malaika Rose Stanley  
Bein' With You This Way by W.Nikola-Lisa  
Caribbean Dream by Rachel Isadora  
Eat Up, Gemma by Sarah Hayes  
The Gigantic Turnip by Alexei Tolstoy  
The Goggle-Eyed Goats by Stephen Davies  
Grandfather and I by Helen E Buckley  
African Animal Tales range by Mwenye Hadithi  
Handa's Surprise  
In a Minute by Tony Bradman  
Please, Baby, Please by Spike Lee  
Skip Across the Ocean by Floella Benjamin  
The Skipping-Rope Snake by Carol Ann Duffy  
Smart Aunties by Nick Sharratt  
So Much! By Trish Cooke  
The Tiger Child by Joanna Troughton  
Wait and See by Tony Bradman  
We're Going on a Lion Hunt by David Axtell  
The Name Jar  
The Great Race (Chinese New Year)  
The Runaway Wok  
Lanterns and Firecrackers: A Chinese New Year Story  
The Magic Paintbrush (Chinese tale by Julia Donaldson)

What Will I Be? By Dawne Allette  
What happened to you? By James Catchpole  
Baby Dance by Ann Taylor  
Baby Finds by Verna Allette Wilkins  
Let's Feed the Ducks by Pamela Venus  
Let's Have Fun by Pamela Venus  
Peekaboo Morning by Rachel Isadora  
One Hundred Steps: The Story of Captain Sir Tom Moore  
The Perfect Shelter by Clare Helen Welsh (long-term illness)  
Max the Champion by Sean Stockdale (disability)  
The Itchy-Saurus (eczema)  
The Cookie: A story of friendship and food allergy  
Specs for Rex (wearing glasses)  
Freddie and the Fairy (hearing loss)  
My Daddies! By Gareth Peter  
We're all Wonders by R J Palacio (diversity/disability)  
It's a No-Money Day:1 by Kate Milner (poverty)  
Two Homes by Claire Masurel  
Susan Laughs by Joanne Willis  
Rescue and Jessica by Jessica Kensky (guide dog)  
Fruits: A Caribbean Counting Poem  
Over the Hills and Far Away (rhymes)  
Ramadan Moon  
Let's Celebrate! Festival Poems from around the world

Leaf (refugee/immigration)  
There's Room for Everyone (refugee/immigration)

# Reading for Pleasure Curriculum Map: EYFS

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	
<ul style="list-style-type: none"> <li>✓ Owl Babies – Martin Waddell</li> <li>✓ The Gruffalo – Julia Donaldson</li> <li>✓ Handa's Surprise – Eileen Browne</li> <li>✓ Mr Gumpy's Outing – John Burningham</li> <li>✓ Rosie's Walk – Pat Hutchins</li> <li>✓ Six Dinner Sid – Inga Moore</li> <li>✓ Mrs Armitage – Quentin Blake</li> <li>✓ Whatever Next – Jill Murphy</li> <li>✓ On the Way Home – Jill Murphy</li> <li>✓ Farmer Duck – Martin Waddell</li> <li>✓ Good Night Moon – Margaret Wise –Browne</li> <li>✓ Shhh! - Sally Grindley</li> </ul>	<p style="text-align: center;"><b>Top 50 Books: Box 1</b></p> 	<p style="text-align: center;"><b>Top 50 Books: Box 2</b></p> 
<p style="text-align: center;"><b>Pie Corbett's Page Turners for EYFS</b></p> <ul style="list-style-type: none"> <li>✓ The Pea and The Princess – Mini Grey</li> <li>✓ The Lighthouse Keeper's Lunch- Ronda and David Armitage</li> <li>✓ I want my Potty – Tony Ross</li> <li>✓ There's a bear on my Chair – Ross Collins</li> <li>✓ The Lion Inside – Rachel Bright/Jim Field</li> <li>✓ One Snowy Night – Nick Butterworth</li> </ul>		
<p style="text-align: center;"><b>Pie Corbett's Poetry Spine For EYFS</b></p> <ul style="list-style-type: none"> <li>✓ Sharing a Shell – Julia Donaldson/ Lydia Monks</li> <li>✓ The Little Puffin: A treasury of Nursery rhymes, songs and games - Elizabeth Matterson</li> <li>✓ A treasury of Songs - Julia Donaldson</li> <li>✓ The Many coloured days - Dr Seuss</li> </ul>		

# Reading for Pleasure Curriculum Map: Year 1

<b>Pie Corbett's Reading Spine For Year 1</b>	<b>Top 50 Reads</b> <b>Suggested books that all children in Year 1 should read or have read to them</b>	
<ul style="list-style-type: none"> <li>✓ Peace at last – Jill Murphy</li> <li>✓ Can't you sleep little bear? –Martin Waddell</li> <li>✓ Where the Wild Things Are – Maurice Sendack</li> <li>✓ The Elephant and the Bad Baby - Elfrida Vipont and Raymond Briggs</li> <li>✓ Avocado Baby – John Burningham</li> <li>✓ The Tiger who Came to Tea – Judith Kerr</li> <li>✓ Lost and Found – Oliver Jeffers</li> <li>✓ Knuffle Bunny – Mo Willems</li> <li>✓ Beegu – Alexis Deacon</li> <li>✓ Dogger – Shirley Hughes</li> <li>✓ Cops and Robbers – Janet and Alan Ahlberg</li> <li>✓ Elmer- David Mckee</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="698 217 1444 798"> <p style="text-align: center;"><b>Top 50: Box 1</b></p> </div> <div data-bbox="1444 217 2190 798"> <p style="text-align: center;"><b>Top 50: Box 2</b></p> </div> </div>	
<p style="text-align: center;"><b>Pie Corbett's Page Turners for Year 1</b></p> <ul style="list-style-type: none"> <li>✓ Silly Billy – Anthony Browne</li> <li>✓ Man on the Moon – Simon Bartram</li> <li>✓ Burglar Bill – Alan Ahlberg</li> <li>✓ Something Else – Kathryn Cave</li> <li>✓ The Enchanted Wood – Enid Blyton</li> <li>✓ Greatest Animal Stories – Michael Morpurgo</li> <li>✓ Wolves – Emily Gravett</li> </ul>		
<p style="text-align: center;"><b>Pie Corbett's Poetry Spine For Year 1</b></p> <ul style="list-style-type: none"> <li>✓ When We Were Very Young – A. A. Milne</li> <li>✓ Hey Little Bug – Poems for little creatures – James Carter</li> <li>✓ The Puffin Book of Fantastic First Poems – June Crebbin</li> </ul>		

## Class 2 Curriculum Map: EYFS/ Year 1

Green Sections MUST be taught	Class 1- EYFS	Class 2 – EYFS/ Year 1	Class 3 – Year 1
<b>School progression of Nursery Rhymes</b>	5 Current Buns 5 Little ducks 10 Green Bottles Miss Polly Had a dolly Incy Wincy Spider Baa baa black sheep I’m a little teapot Twinkle twinkle little star	5 green and speckled frogs 5 Little monkeys One, two, three, four, five There were 10 in the bed Hickory Dickory Dock Ring a ring o roses Hey diddle diddle Humpty Dumpty	Little Bo Peep One, Two, Buckle my shoe A sailor went to sea, sea, sea Row, row, row your boat 10 fat sausages sizzling in a pan Jack and Jill The Grand Old Duke of York Sing a song of sixpence Mary, Mary Quite Contrary
<b>School progression of Rhymes/Poems to recite off by heart</b>	The Pancake (Christina Rossetti) The tadpole (Elizabeth Gould) Mud (John Smith)  Poems linked to topics	If you should meet a crocodile (Christine Fletcher) Star light star bright (traditional) Ask Mummy, Ask Daddy (John Aghard)  Poems linked to topics	On the Ning Nang Nong (Spike Milligan) Now we are Six (A A Milne)  Poems linked to topics
<b>School progression of Fairy Tales/ Traditional Tales</b>	The Enormous Turnip Goldilocks and The Three Bears The Gingerbread Man	The Little Red Hen The Magic porridge pot Cinderella	The Three Billy Goats Gruff The Three Little Pigs Red Riding Hood
<b>Fiction (Including repetitive language books)</b>	The Tiger Who Came to Tea The Scarecrow’s Wedding The Enormous Turnip Room on the Broom What’s in the Witch’s Kitchen? Funny Bones After the Storm Owl Babies One Snowy Night Lost and Found Man on the Moon (a day in the life of Bob) QPootle5	The Lighthouse Keeper’s lunch Jasper’s Beanstalk Owl babies The explorer Lost and Found Peace at Last The owl who was afraid of the Dark Dogger The extraordinary Gardener	Peace at Last Funnybones Winnie the Witch The Troll Lost and Found The Three Little Pigs Zog

<b>Non-Fiction</b>	The Nativity Story Lanterns and Firecrackers: A Chinese New Year Story The Great Race (Chinese New Year)	Books about the seaside Books about The world Antarctica The Artic Books about Plants	Information books about castles Books about plants Information books about Kenya Books about animals
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