

FS1 Reading Spine

Term	Reading Spine (chosen book)	Key worker group time (small groups)
<p>Spring 1</p> <p>7th Jan – 15th Feb</p>	<ul style="list-style-type: none"> <li data-bbox="510 277 927 341">• Brown Bear, Brown Bear what to you see? <li data-bbox="510 564 786 596">• Jasper’s Beanstalk 	<p>Read story - Listen to the story with attention and recall. Talk about the story and key events – discuss different types of text and illustrations (British Values). Design your own story – what else could brown bear see? (or use different character) – story hunt. Begin to sequence story using visual prompts.</p> <p>Read story - Listen to the story with attention and recall. Talk about the story and key events. Talk about days of the week – order of the days. Include the story ‘Jack and the Beanstalk’ – discuss what happens to Jack at the end of the story and decide what might happen to Jasper when he reaches the top of the beanstalk! Links to maths – how tall can you build a bean stalk? Model correct mathematical language e.g. tall, short, taller, shorter etc. Links to Understanding of the world - Growth/plants – each child to plant their own seed and discuss the process of growth – links to British values.</p>
<p>Spring 2</p> <p>25th Feb – 29th March</p>	<ul style="list-style-type: none"> <li data-bbox="510 927 898 959">• The very Hungry Caterpillar <li data-bbox="510 1286 936 1350">• Hair Maclary from Donaldson’s Dairy 	<p>Read story - Listen to the story with attention and recall. Talk about the story and key events. Make links to days of the week (recap on jasper’s beanstalk to remind children). Talk about the author/artist – discuss why he made the story for someone else (Christa) – links to British values. Maths - counting the fruit each day, look at the amounts changing, more or less? Phonics – discuss the alliteration – can you hear similar sounds throughout the story. Understanding of the world – life cycle of a caterpillar. Read the story many times until everyone is joining in. Focus on the rhyme and discuss why the author may have done this (British Values). Discuss which your favourite dog is/which is the least – share opinions. Talk about what we might call our pets – links to home. Phonics – collect some of the rhyming words – play a game of which words rhyme and</p>

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		which do not – discuss why.
<p>Summer 1</p> <p>15th April – 24th May</p> <p>19th- 22nd April – bank hol</p> <p>6th May – bank hol</p>	<ul style="list-style-type: none"> • Each Peach Pear Plum (provision) • Hug 	<p>Read the story together and look carefully at each picture – take your time to understand the meaning behind each character.</p> <p>Chant the book together and try clapping syllables (phonics). Also make links to the rhyming we saw in Hairy Maclary.</p> <p>Provide props/puppets from the story to encourage play.</p> <p>Read story and talk about the different characters/animals.</p> <p>Key focus - Talk about feeling (PSED) – how might the monkey be feeling and all the other animals? What might they be thinking? Make links to provision. – add speech to what the animals may be saying. Let the children decide!</p> <p>Provide masks/puppets for children to re-enact the story.</p> <p>Introduce Easter story – discuss background, cultures, religion, beliefs (British values).</p>
<p>Summer 2</p> <p>3rd June – 19th July</p>	<ul style="list-style-type: none"> • Train Ride • Come on, Daisy. 	<p>Begin by showing the children clips of a real train/train ride.</p> <p>Ask if anyone has been on a train/tram/car/bus journey? Discuss where they went and what they saw. Then read story.</p> <p>Make our own train/lay out a train track – using props – what might we see around school? Or our local area? (British Values – discussion of different areas/countries)</p> <p>Links to children’s interest on transport (provision/group time)</p> <p>What sounds can they hear? What can they see? (Phonics).</p> <p>Begin by discussing the front cover – how is speaking? What does the exclamation mark mean? What might happen in the story? (British Values – sharing opinion)</p> <p>Discuss feelings – how might Daisy be feeling – track this throughout the story.</p> <p>Make links to safety – why must Daisy stay close? What is the book telling us to do when w4e go out with our parents/grandparents etc.</p>