

## St James' C of E Academy Reading Coverage - EYFS

**'Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' Ofsted 2019**

**This cohort reading coverage forms part of the St James' Reading Progression Plan.**

**It shows the books chosen to develop a love of reading, encouraging children to read age-appropriate books with confidence and fluency whilst demonstrating understanding of texts through inference, prediction, clarifying, questioning and summarising.**

This shows details of books to cover six aspects of reading: Reading for pleasure, Reading aloud to children, Independent reading and home/school reading, Whole Class Reading, Shared reading as part of teaching sequence, Core reading texts to support learning across the curriculum.

It suggests a range of genres to ensure pupils are introduced to a broad selection of high quality fiction, poetry and non-fiction (beyond the confines of topics being taught).

Coverage includes a number of books developing empathy, exploring a range of issues which may introduce pupils to different experiences in a safe way.

### Reading for pleasure

Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. To build preferences in reading and to choose to read. To recognise authors and styles of reading that individuals enjoy. Engage in book discussion in a range of contexts, alongside both adults and peers. Share and recommending a range of books.
Implementation	All reading contexts contribute to developing reading for pleasure. Daily STAR (Sit together and read) reading sessions.

### Reading aloud to children

Intent	Building a bank of story and rhyme knowledge. Exposing children to texts beyond what they can read themselves. Developing an enjoyment for reading.
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Implementation	Exposure to quality books for a minimum of ten minutes at least twice a day.
<p>Core Text Examples</p> <p>Genres:</p> <p>Counting &amp; Concepts</p> <p>Animal Magic</p> <p>Rhythm and Rhyme</p> <p>Me and My World</p> <p>Classic stories</p> <p>Imaginary Worlds</p> <p>Poetry</p> <p>Empathy</p> <p>Non-fiction</p>	<p>Autumn 1 :</p> <p>Elmer Books</p>  <p>rhyming books, So much Trish Cooke</p>  <p>Autumn 2 :</p>
	<p>Autumn 2:</p> <p>Christmas books</p>
	<p>Spring 1:</p> <p>Books for topics – 50 books for EYFS children</p>

	Spring 2: Poetry books
	Summer 1: Percy Park keeper books – change as these are used in Year 1
	Summer 2:
<b>Independent reading and home/school reading</b>	
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills.
Implementation	Decodable books selected based on link to Letters and Sounds phases Books selected by adult in class Books changed at least once a week (one decodable and one Book Band Book to share) Opportunity to take home a library book to share for pleasure in addition to decodable text
<b>Whole Class Reading</b>	
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in the EYFS Curriculum 2021). Also, to extend vocabulary.
Implementation	Reception - Year 1 – x3 Whole Class Reading Sessions and daily STAR (sit together and read) session per week. Additional guided reading to ensure independent application and to develop comprehension skills ( from Term 3 )

Example of Core Texts:

Autumn 1:

Julia Donaldson rhyming books

Elmer Books

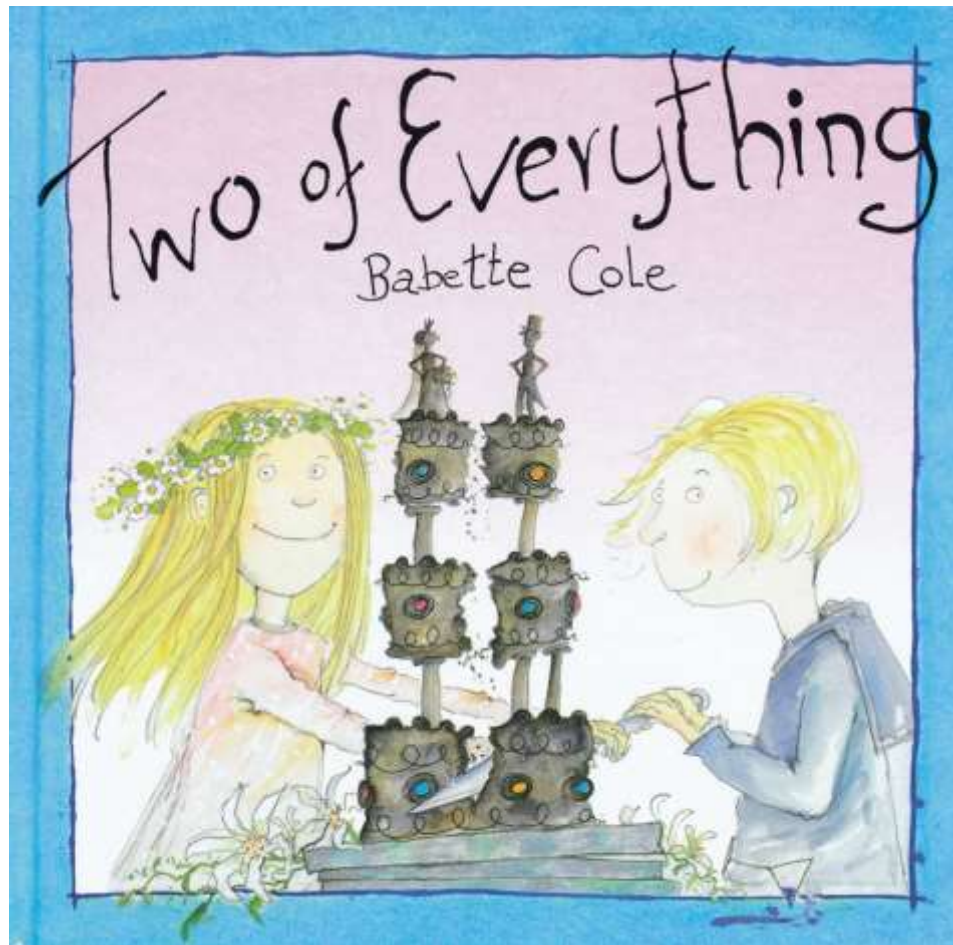
Emotions books – Ruby's Worry Tom Percival



The Feelings Book



Family books – Two of Everything, Babette Cole



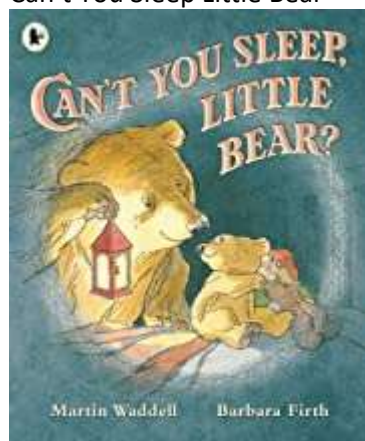
Autumn 2:

People Who Help us books (Busy People)

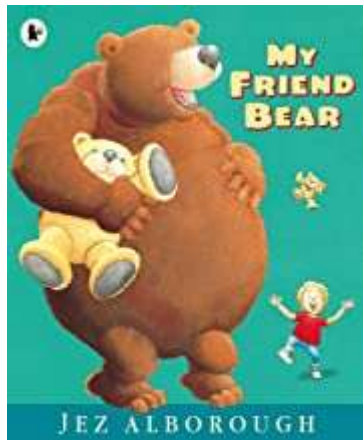


Spring 1:  
Books from 50 books for EYFS children (books for topics)

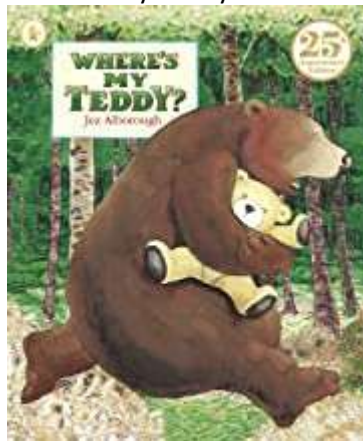
Spring 2:  
Bear Books  
Can't You Sleep Little Bear



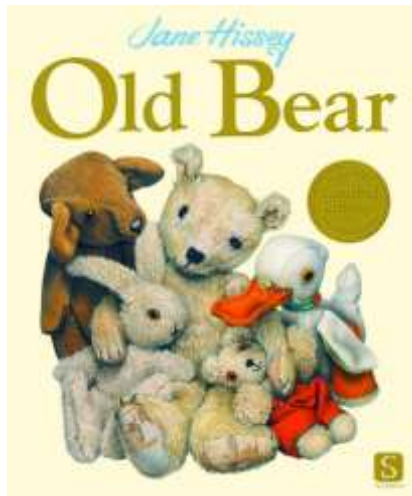
My Friend Bear



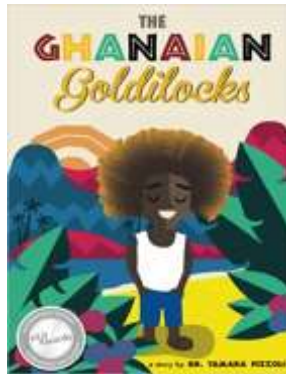
Where's my Teddy?– Jez Albrough



Old Bear



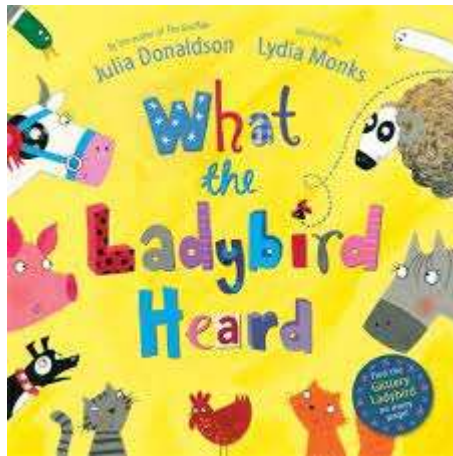
Non fiction Bear Books



Summer 1:  
Julia Donaldson Books

Summer 2:  
What the Ladybird Heard





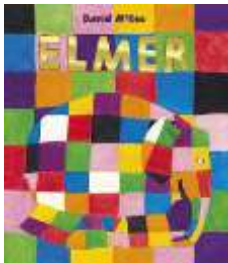


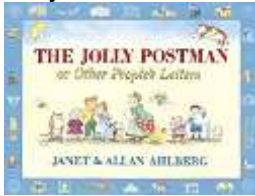

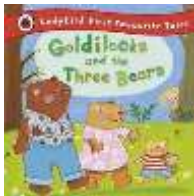
Mixed up chameleon



Animal books

### Shared reading as part of teaching sequence

Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features.

	<p>Autumn 1 – Me</p> <p>Elmer              Colour Monster  </p>	<p>Autumn 2 Help us books</p> <p>Zog              Jolly Postman  </p>	<p>Spring 1 Around the world</p> <p>Handa's Surprise  </p>	<p>Spring 2 Beware</p> <p>Goldilocks              Bear Hunt  </p>	<p>Summer 1 Gruffalo</p> <p>Gruffalo            Gruffalo's Child</p>	<p>Summer 2 Growing, minibeasts and farms</p> <p>Growing books –            Oliver Vegetables            Hungry Caterpillar</p>
Core reading texts to support reading to learn across the curriculum						
Assessment						
Assessment Evidence	<del>other subjects</del> Phonic Screening Check					
in order to assess implementation impact	Daily observations of reading behaviour and talking to pupils Texts used as shared readers to link with topics across the curriculum, as introduction to a topic or to extend knowledge and understanding Home reading records					
	Phonic assessments half termly using Phonics Tracker Target Tracker Notes from Reading/ Phonics Interventions					