

**Reading Long Term Plan  
Foundation Stage**

Key Texts	Intent	Implementation	Reading for Pleasure
<p><b>Autumn</b>            Funny Bones            Brown Bear, Brown Bear what do you see?            From Head to Toe            How are you feeling today?            Colour monster            Only one you            My body            Boogie Bear            Whatever Next - Space            We're going on a Bear Hunt            The Big bear, little mouse and the red ripe strawberry            T'was the night before Christmas</p> <p><b>Spring</b>            The Elves and the Shoemaker            The True story of the Three Little Pigs            The Gingerbread Man            The Three Billy Goats Gruff            Noah's Ark            Materials            Floating and Sinking            The Smartest giant in Town            Room on the Broom            Stickman            Norman and the Silly shell            Supertato            Simon Sock</p> <p><b>Summer</b>            The Little Red Hen            The Tiny Seed            The Extraordinary Gardiner            The Hungry Caterpillar            Non-fiction growing and mini-beast books            The little Acorn            The life of a plastic bottle            Something swallowed Stanley            Antarctica            Handa's Surprise            Paddington            The Koala who could            Rainforest adventure            Same, Same but different,            The Proudest Blue            Nelly takes New York</p>	<p>It is our intention to develop a love of books as we believe this is the key to becoming a confident reader in the Foundation Stage at Thames View Primary. We base all our themed work around stories and non-fiction books, please see the key texts.</p> <p>The children are given a daily diet of reading whether this be in the form of story time, information books in different areas of the provision, poetry and fiction books in the reading corner, or reading captions and labels outside in the environment. We ensure the children are immersed in an engaging reading environment and provide the children with as many opportunities as possible to find their love of books and reading.</p> <p>The children develop their reading techniques through phonological awareness, daily phonics lessons, and creative writing opportunities. They are all given a phonetically decoding book as soon as they developed enough knowledge of GPC.</p> <p>Reading at home plays a vital role in developing the children's reading ability.</p>	<p>We support reading and phonic development with activities linked to Phonological Awareness. This develops the ability to hear, identify, and manipulate the sounds of the language. It is important because it is the primary predictor of early reading and spelling skills as children enter Foundation Stage.</p> <p>Every day we have half hour phonics/phonological awareness sessions. We practise our writing and show how the letters are formed. We learn the sounds (phonemes) of the alphabet and a range of digraphs and trigraphs (2 or 3 letters that make a sound e.g. igh makes an 'i' sound in light.) We teach a new sound every day and the children practise and consolidate these sounds through playing games and taking part in reading activities. They blend (read) and segment (spell) words using the sounds they have learnt.</p> <p>The children move from phase 1 to 3 in phonics during their time in the foundation stage depending on their confidence and ability. We expect the children in Foundation Stage to be confident in Phase 3.</p>	<p>Children will engage with stories through daily storytime. These will be carefully selected texts that have been chosen based on children's interests, high quality narrative and vocabulary and opportunities to develop understanding of structure.</p> <p>Children will have opportunities to read and re-read stories so they develop a repertoire of good stories. The stories will be available to choose from within the classes reading areas.</p> <p>Children will have the opportunity to explore familiar stories through role play and initiated learning time.</p>

Age banding	Key skills, knowledge and understanding
Birth to three	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Makes comments and shares their own idea</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>
Three and Four year olds	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book- page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>
Children in Reception	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>