

**Text Map for Wrens Year R**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Reading for Pleasure Spine (inclusive & diverse quality texts)	<ul style="list-style-type: none"> <li>The Gruffalo</li> <li>Room on the broom</li> </ul>	<ul style="list-style-type: none"> <li>All are welcome</li> </ul>	<ul style="list-style-type: none"> <li>Emergency</li> <li>Superkid</li> <li>Traction man</li> <li>Going to the hospital</li> </ul>	<ul style="list-style-type: none"> <li>The very greedy bee</li> <li>Eggs and chicks</li> <li>Rabbits don't lay eggs</li> <li>Farm Animals</li> </ul>	<ul style="list-style-type: none"> <li>Cinderella</li> <li>Peter Pan</li> </ul>	<ul style="list-style-type: none"> <li>Wild and free</li> <li>Smiley shark</li> <li>Wish you were here</li> <li>Seashore</li> </ul>
Reading Instruction		Identifying sounds.	Identifying sounds and beginning to blend sounds.	Blend CVC words and recognise tricky words.	Segment and blend words in a short sentence.	Blend words in a short sentence. Read words without segmenting.
Writing	Recognise and write names.	Learning to write lower case letters.	Begin writing CVC words.	Writing phase 2 and 3 tricky words. CVC writing.	Sentence writing. Learning Capital letters.	Sentence writing. Using tricky words and CVC words. Using a capital letter at the start of a sentence and finish with a full stop.
Non-fiction/Topic texts	<ul style="list-style-type: none"> <li>Harry and the dinosaurs start school</li> <li>Topsy and Tim start school.</li> <li>Don't eat the teacher</li> <li>First week at cow school</li> <li>Wiffy Wilson - the wolf who</li> </ul>	<ul style="list-style-type: none"> <li>Let's Celebrate</li> <li>Dipal's Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Super Worm</li> <li>Super Duck</li> <li>Fizz the fire engine</li> <li>Going to the doctor</li> </ul>	<ul style="list-style-type: none"> <li>The hungry caterpillar</li> <li>Olivers Vegetables</li> <li>The growing story</li> <li>Butterfly Kiss</li> <li>The teeny-weeny tadpole</li> <li>From Tadpoles to frogs</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the three bears</li> <li>Little red riding hood</li> <li>Jack and the bean stalk</li> <li>The gingerbread man</li> <li>Three little pigs</li> <li>Three Billy goats gruff</li> </ul>	<ul style="list-style-type: none"> <li>Tiddler</li> <li>Rainbow fish</li> <li>Commotion in the Ocean</li> <li>The snail and the whale</li> <li>Mr seahorse</li> <li>Seahorse</li> </ul>

	<p>wouldn't go to school</p> <ul style="list-style-type: none"> <li>• Dinosaurs in my school</li> <li>• Pete the cat- rocking in my school shoes</li> </ul>					
Poetry				Incy wincy spider- Class poetry performance	A squish and a squash	
De-coding & word reading <b>80-120 words</b>	hear and say the initial sound in words;	segment sounds in simple words and blend them together;	know which letters represent some of the sounds;	link sounds to letters, naming and sounding the letters of the alphabet;	begin to read words and simple sentences	read their name read labels in the environment recognise and read some common exception words
Literal understanding & retrieval	Children recall key facts from a story which has been read to them.	They use visual literacy to: find information from a picture;	point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know.		recognise, point to, or find and read aloud words and phrases they have learned.	recognise and read their name;
Inferential reading skills	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his	use pictures in texts which give clues;	feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip;		guess what could happen next.	

	mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so;					
Response to text	Children show pleasure in stories being read to them;	enjoy sharing poems and rhymes together;	sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;	may pick a favourite character or a favourite story; may be able to say why;	sometimes read a familiar text aloud to themselves, remembering the words they have heard;	know how the pictures relate to the story; point to parts of the text in answer to questions.
Fluency and phrasing *25 wpm	Children learn to: recognise and read their name automatically	join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;	sing the alphabet with support;		begin to read words and simple sentences, showing understanding by the way they say it;	sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.