

# Continuous Provision Progression Grid

Intention- To create a love of books and reading. To develop a large bank of stories that children are able to draw upon when writing.

To deepen understating through thoughtful questioning and conversations.

## Book Corner-

'Books are a uniquely portable magic'- Stephen King

### Questioning Children

- Why did you choose this book/poem/rhyme?
- What do you think might happen in this story? What makes you think this?
- Tell me about your favourite page or part.
- Can you tell me the story?
- How do the illustrations help you to understand or tell the story?
- Can you think of a new ending?
- Have you read any books that are similar to this one? How are they the same?
- Which character in the story would you like to be? Why?
- Which words do you think best describe this character?
- I wonder how the character is feeling...
- How did the story make you feel?
- Do you know any of the letters?
- Do you recognise any words?
- How could you work out what the word says? Does that word sound right? Does it make sense?
- What can we use to help us with our reading?
- Is this a rhyming book? How do you know?
- Can you think of a rhyming word?
- What is this text about? What do you think you might learn?

#### Development Matters Birth to Three-

##### Reading-

Enjoy songs and rhymes, tuning in and paying attention.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.

Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

#### Three and Four Year Olds-

##### Reading-

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word

#### Development Matters

##### Children in Reception will

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.

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

# Adults will support our readers by...

## Using Key Vocab:

### Essential Vocab

Book, story, nursery rhyme, rhyme, rhythm, listen, read, bookshelf.

Writer, writing, write, drawing.

Pictures, page, front/back cover, title, page number, turn, top, bottom.

Sounds, letter

sound, letter, word.

Setting, character, simple character descriptions, beginning, middle, end

Who, what, where, when, why. Fairy tale, tale.

### Extended Vocab:

Text, non-fiction, fiction, spine, factual, information.

Author, illustrator, publish.

Blurb, illustrations, print, contents, index, glossary, heading, caption, label, diagram,

information, facts, upper case, lower case.

Sentence, phonemes, alphabet, full stop, capital letter, finger space, digraphs, trigraph,

syllable, tricky word.

Poem, rhythm, repetition.

Sign, poster, logo, symbol, brand.

Sequence, order.

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a bench mark and built upon for individuals and groups.

Reading is an essential part of our EYFS Curriculum. Our classroom environment is set up with comfortable book corners to promote a calm and relaxing space to enjoy books independently and in groups.

Children will have the opportunity to explore both fiction and non-fiction texts everyday. Adults will nurture the children's appetite for reading by modelling reading the reading area as well as sharing high quality texts throughout the day.

## What adults will provide

Cushions

Chairs

Rugs

Good Lighting

Selection of books that are changed weekly and termly.

Story books

Picture books

Non Fiction books

Board books

Big Books

Books reflecting diversity

Forward facing book shelf/ book box/ book basket

Cuddly Toys/puppets

Environmental print

Story sacks

Books to match phonics approach

Newspapers/magazines

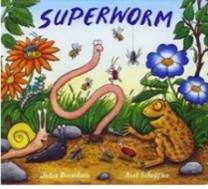
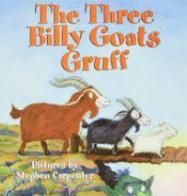
Labels for writing book recommendations

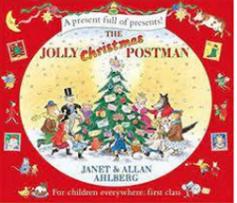
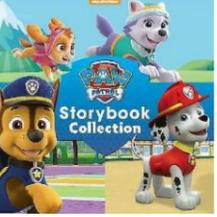
Sound mats

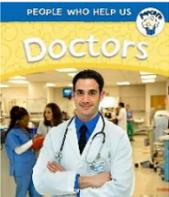
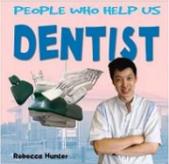
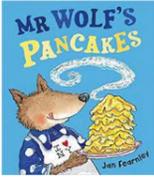
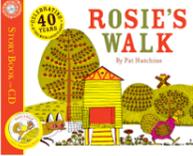
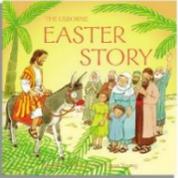
Letters

Tricky words

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision and on Book activity table	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
<p><b>Autumn 1</b> <b>A Story to Remember</b></p> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• Why did you choose this book/poem/rhyme?</li> <li>• What do you think might happen in this story? What makes you think this?</li> <li>• Tell me about your favourite page or part.</li> </ul>	<p><b>Birth to Three- Reading-</b> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p><b>Three and Four Year Olds- Reading-</b> Understand the five key concepts about print:  <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</li> <li>• page sequencing</li> </ul> </p>	<p>Children will enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.</p> <p>Children will join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.</p> <p>Children will develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Children will engage in extended conversations about stories, learning new vocabulary.</p> <p>Children will understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>Children will begin the Phase 2 Pearson phonics bug programme, learning the initial sounds in words and single phonemes.</p>	<p><b>Key words to explore related to topic area- setting, family , explore, adventure, seasons, forest, trekking, beautiful, googly, cave</b></p> <p>Draw a bear. Retell the story of We're going on a Bear Hunt. Can you film a friend retelling the story We're going on a Bear Hunt. Make a teddy's bears picnic. Draw a picture of one of the stories setting. Spotting the days sound. Joining in with songs and rhymes.</p> 	<p><b>Books:</b>  Bear Hunt- Micheal Rosen  Goldilocks and the three bears  Believe me Goldilocks rocks! - Nancy Lowen  Brown Bear Brown Bear - Bill Martin  Old Bear - Jane Hissey  Where's my teddy? - Jez Alborough  Peace at last - Jill Murphy  Can't you sleep little bear? - Martin Waddell  Sneezy Bear - Neil Griffiths</p> <p><b>Props:</b>  Puppets  Masks  Ipads  Paper</p>  <p><b>Crayons</b> <b>Pens</b></p> 	<p>Learning songs and poems...</p> <p>Phase 1 activities</p> <p>Making ears to go on sound walk.</p> <p>Traditional Song - Incy Wincy Spider, Ba Ba Black Sheep, 5 Little Ducks, Row row row your boat, head shoulders knees and toes, The Wheels on the Bus, I'm a dingle dangle scarecrow, The Grand Olde Duke of York, If your Happy and you know it, 5 little monkeys</p> <p>Recognising logos and signs from the local environment.</p>	
			<p><b>Key words to explore related to topic area- Prickle, wart, knobbly, hero, transient art, villain, wormery, author, character, trail</b></p> <p>Make a cape for Superworm. Build a trap to catch the evil crow. Draw superworm.</p>	<p><b>Books:</b>  Superworm  Tiddler the fish  Monkey Puzzle  The Singing Mermaid  The Gruffalo  Charlie Cooks favourite book  The Flying Bath  Snail and the Whale  What the ladybird heard  The Highway Rat</p>	<p>Learning songs and poems...</p> <p>The Gruffalo song, Squash and a Squeeze - You Tube Continue with traditional songs</p>	

			<p>Make your own worm farm and hunt for worms.          Make a magic wand for the evil crow.          Matching CVC words to pictures          Phonics Lotto</p>	<p>Night Monkey Day Monkey          Jack and the Flumflum Tree          - Julia            Donaldson</p> <p>Props:          Puppets          Masks          Paper          Sticks for wands</p>		
<p><b>Autumn 2</b>  <b>Once Upon a Time</b>  <b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• Can you tell me the story?</li> <li>• How do the illustrations help you to understand or tell the story?</li> <li>• Can you think of a new ending?</li> </ul>	<p>Three and Four Year Olds-          Reading-          Understand the five key concepts about print:          · print has meaning          · print can have different purposes          · we read English text from left to right and from top to bottom          · the names of the different parts of a book          · page sequencing</p> <p>Develop their phonological awareness, so that they can:          · spot and suggest rhymes          · count or clap syllables in a word          · recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.          Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>	<p>Children will enjoy listening to longer stories and will remember much of what happens.</p> <p>Children will use a wider range of vocabulary.</p> <p>Children will use longer sentences of four to six words</p> <p>Children will use puppets of The Three Little Pigs to retell story.</p> <p>Children will make masks of The Three Little Pigs to retell the story.</p> <p>Children will use role play construction area to discuss the building of houses.</p> <p>Children will know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p><b>Key words to explore related to topic area- Plan, Design, concrete, straw, hog, traditional, tale, huff and puff, Grimes Brothers, construction</b></p> <p>Build a house for the three little pigs.          Draw a map of the three pigs houses.          Draw the big bad wolf.          Write the cvc words from the story.          Spot Phase 2 tricky words in the story.          Matching 3 letter words to pictures.          Match 3 word captions to pictures.</p>	<p>Books:          The Three Little Pigs          Little Red Riding Hood          Jack and the Beanstalk          Goldilocks and the Three Bears</p>  <p>Props:          Puppets          Masks</p> <p>Role Play:          Construction Area</p>	<p>Learning songs and poems...</p> <p>Jack and Jill went up the hill, The Grabd Old Duke of York, Row Row Row Your Boat, Hey Diddle Diddle</p> <p>Large scale story maps.</p> <p>Learning tradition tales using T4W.</p> <p>Use of story sack to sequence story.</p>	
		<p>Children will use puppets of the Three Billy Goats Gruff to retell story</p> <p>Children will make masks of The Three Billy Goats Gruff to retell the story.</p> <p>Children will share Non-fiction books about goats to share knowledge.</p>	<p>Build a bridge for the goats to safely cross over.          Find the troll.          Plan and build a trap for the troll.          Write a list of clues the troll left behind.          Draw a picture of what you think the troll looks like.          Matching 3 word sentences to pictures.          Spotting sounds/ tricky words in books.</p>	<p>Books:          The Three Billy Goats Gruff          Ugly Duckling          Gingerbread Man          Rumpelstiltskin          Puss in Boots</p>  <p>Props:          Puppets          Masks</p> <p>Role Play:          Construction Area</p>	<p>Learning songs and poems...</p> <p>Baa Baa Black sheet, Two Little Dicky Birds, A Sailor went to Sea</p> <p>The troll will destroy the classroom!</p>	

		<p>Children will use puppets of the story of the Jolly Postman for children to use to retell the story.</p> <p>Children will use catalogues of toys for children to discuss what they would like for Christmas.</p>	<p><b>Key words to explore related to topic area-</b> Nativity, Jesus, manger, stamp, Postman, St Nicolas, thankful, sleigh, stocking, shepherd, Frankincense, Myrrh</p> <p>Build a bike for the Jolly Postman. Write a letter to Santa. Design a stamp for a letter. Design a snowman. Design and make a new toy for Christmas. Matching 3 word sentences to pictures. Spotting sounds/ tricky words in books.</p>	<p>Books: The Jolly Christmas Postman Dear Santa- Rod Campbell We're Going on an Elf Chase- Martha Mumford and Laura Hughes What the Ladybird Heard Christmas- Julia Donaldson</p> <p>Props: Puppets Masks</p> <p>Role Play: Christmas Post Office</p>  	<p>Learning songs and poems...</p> <p>Jingle Bells, Rudolph the Red Nosed Reindeer, Frosty the Snowman, Band Aid Nativity Songs.</p> <p>Use puppets to retell the story of the nativity.</p>	
<p><b>Spring 1</b> <b>The Helpful Patrol</b> <b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>Have you read any books that are similar to this one? How are they the same?</li> <li>Which character in the story would you like to be? Why?</li> <li>Which words do you think best describe this character?</li> </ul>	<p>Children in Reception will 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> <p>Re-read what they have written to check that it makes sense.</p>	<p>Children will learn a bank of key words related to the topic 'The Helpful Patrol'</p> <p>Adults will model using recently introduced vocabulary in the role play areas.</p> <p>Children will be able to decode some key words in their role play to understand and use in their play.</p> <p>The children will have many opportunities to write for a purpose such as doctor's note or a wanted poster.</p> <p>Non-fiction books available for children to explore independently.</p> <p>Key words for all of the texts covered.</p> <p>Exploring non-fiction books - discussing what makes a book non-fiction</p> <p>To begin Phase 3 phonic learning, reading and writing CVC, CCVC, CVCC words and phase related tricky words.</p> <p>Sequencing story pictures of Mr Wolf's Pancake</p>	<p><b>Key words to explore related to topic area-</b> Emergency, helpful, job, teamwork, considerate, officer, laws, burglar, medicine, rescue</p> <p>Write a letter to Ryder. Retell the events of helping Ryder. Write about the clues you find. Draw a Paw Patrol pup. Use the model making materials to build a Paw Patrol look out. Matching Pup names to pups.</p> <p>Write a swag bag list. Write a list of objects a police officer needs. Write a story about a police officer catching a robber. Design your own police car. Draw a police officer.</p> <p>Write a fire safety label. Design and build a fire engine. Role play being a firefighter. Make a fire safety poster. Put out a pretend fire.</p>	<p>Books: Paw Patrol Storybook Collection</p> <p>Props: Puppets Masks</p>  <p>Books: Cops and Robbers- Janet and Allen Ahlberg</p> <p>Props: Dressing up Masks</p>  <p>Books: Non Fiction books about Fire fighters</p> <p>Props: Dressing up Masks</p> 	<p>Learning songs such as Paw Patrol theme tune</p> <p>Learning songs and poems...</p> <p>Police Car Dance Song</p> <p>Learning songs and poems...</p> <p>Fireman Sam Theme Tune</p>	

		<p>Key words related to baking available for the children to read.</p> <p>Role play/puppet areas set up to allow children to re-enact the stories.</p> <p>Talk for Writing-re-telling Rosie the Hen</p> <p>Key words related to the life cycle available for the children to read.</p>	<p>Write a doctor's note. Use the large construction to make an ambulance. Label parts of the body. Role play going to the doctors with a friend. Write a list of patients.</p> <p>Design a dental hygiene poster. Write instructions for how to brush your teeth. Use the model making materials to make a set of teeth. Draw a dentist. Count how many teeth you have.</p>	<p>Books: Funny Bones - Janet and Allen Ahlberg</p>  <p>Books: Non Fiction leaflets about the dentist/dental hygiene</p>  <p>Props: Dressing up Masks</p>	<p>Learning songs and poems...</p> <p>Head Shoulders Knees and Toes</p> <p>Learning songs and poems...</p> <p>Brush Your Teeth</p>	
<p><b>Spring 2</b> <b>Spring has Sprung</b></p> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• I wonder how the character is feeling...</li> <li>• How did the story make you feel?</li> <li>• Do you know any of the letters?</li> <li>• Do you recognise any words?</li> </ul>	<p>Children in Reception will</p> <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> <p>Re-read what they have written to check that it makes sense.</p>	<p>Non-fiction books available for children to explore independently.</p> <p>Key words for all of the texts covered.</p> <p>Exploring non-fiction books - discussing what makes a book non-fiction</p> <p>To begin Phase 3 phonic learning, reading and writing CVC, CCVC, CVCC words and phase related tricky words.</p> <p>Sequencing story pictures of Mr Wolf's Pancake</p> <p>Key words related to baking available for the children to read.</p> <p>Role play/puppet areas set up to allow children to re-enact the stories.</p> <p>Talk for Writing-re-telling Rosie the Hen</p> <p>Key words related to the life cycle available for the children to read.</p>	<p>Design a pancake. Make a pancake with friend. Order the story of The Runaway Pancake. Write a list of the ingredients for pancakes. Create some toppings for a pancake. Spot Phase 3 tricky words in stories.</p>  <p>Draw the life cycle of a chick. Write a story about the chicks. Build a house for the chicks out of small construction. Make a welcome card for the chicks. Read simple sentences from the story.</p> <p>Make a cave for Jesus. Order the story of Jesus's crucifixion. Paint a picture of Spring. Write about what you notice about the environment in Spring. Plant and look after a seed. Read simple sentences from the story.</p>	<p>Books: Mr Wolf's Pancake The Runaway Pancake Mama Panya's Pancake</p>  <p>Kitchen role play</p> <p>Props: Puppets Masks</p> <p>Books: Rosie the Hen- Pat Hutchinson Emma's Lamb-Kim Lewis Non-fiction books on baby animals</p>  <p>Props: Puppets Masks</p> <p>Books: The Easter Story The Odd Egg</p> <p>Non fiction Spring books Christianity books</p>  <p>Props: Puppets Masks</p>	<p>Learning songs and poems...</p> <p>I like pancakes - Dance A Long</p> <p>Learning songs and poems...</p> <p>The Little Red Hen</p> <p>Chicken Licken</p> <p>Learning songs and poems...</p> <p>Old McDonald had a farm</p> <p>Learning songs and poems...</p> <p>Little Peter Rabbit, 5 Little Ducks.</p>	

# Summer 1 Amazing Adventures

## Key Questions-

- How could you work out what the word says? Does that word sound right? Does it make sense?
- What can we use to help us with our reading?
- Is this a rhyming book? How do you know?
- Can you think of a rhyming word?

Children in Reception will 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.

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

Reading of story/ re-telling of key stories.

Children will begin to be encouraged to read their work back and begin to correct mistakes.

Recap of Phase 3 phonics.

Learning to read and write Phase 4 tricky words.

Key vocabulary

Revisit all phase tricky words.

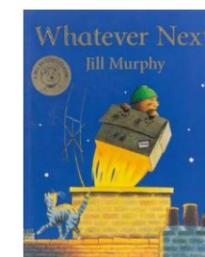
Key words to explore related to topic area- Fossil, Prehistoric, Tyrannous Rex, Pterodactyl, Extinct, Herbivore, Carnivore, Script, Character, Setting

Build a rocket.  
Make space food.  
Pretend to be an astronaut.  
Write a space story.  
What questions would you ask to an astronaut?  
Draw the solar system/rocket.  
Write a list of food you would take to the moon.  
Read and label the planets



Books:  
Whatever Next  
Non fiction  
Space books

Props:  
Puppets  
Masks



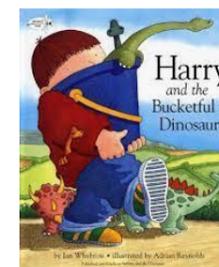
Learning songs and poems...  
5 Little Men in a Flying Saucer/  
Twinkle Twinkle Little Star  
  
Retell the story of Whatever Next with a group of friends and props.

Key words to explore related to topic area- Galaxy, Solar system, Moon, Stars, Astronaut, Space, Launch, Materials, Spacesuit, Earth

Draw a dinosaur.  
Make a dinosaur's house.  
Write some facts about a dinosaurs.  
Design your own dinosaur.  
Can you build a trap for the dinosaur?  
Find the dinosaur fossils with CVCC words attached.

Books:  
Harry and the Dinosaurs

Props:  
Puppets  
Masks



Learning songs and poems...  
10 Little Dinosaurs  
  
Work together to make a original fiction book about dinosaurs to be recorded and presented to parents.

Dinosaurs Love Underpants  
Interactive Dinosaur Encyclopedia

# Summer 2- Magnificent Mini beasts.

## Key Questions-

- What is this text about? What do you think you might learn?

ELG  
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Demonstrate understanding of what has been read to them by retelling stories and narratives

Reading and recounting the class stories.

Reading sentences to check they make sense.

Consolidation of phonics knowledge in reading and writing.

Read and write tricky words.

Key words to explore related to topic area- Mini beast, insect, antennae, habitat. Fiction, non-fiction, metamorphism, minuscule, hunt, magnifying glass

Draw and label a mini beast and add labels.  
Build a house for a mini beast using the small construction.  
Write a list of mini beasts that you know, find their names in non-fiction books.

Books:  
The Very Hungry Caterpillar - Eric Carle  
The Very Busy Spider - Eric Carle  
What the Ladybird Heard - Julia Donaldson  
The Snail and the Whale - Julia Donaldson

Non-fiction texts about Mini Beasts

Learning songs and poems...  
Incy Wincy Spider/  
Caterpillar song/What the ladybird Heard song by Julia Donaldson

The Very Lazy Ladybird  
The Bad-Tempered ladybird

• What kind of things might you find in this book? Look at the cover. What does it tell you about what might be inside?

• What facts can I find out about...?

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.

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.

Use the junk model materials to make a mini beast.  
Hunt for mini beasts and record what you find. Find them in non-fiction books.  
Spot Phase 4 tricky words in reading books.

Props:  
Puppets  
Masks

