

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

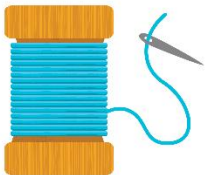
**Getting all children to
read well, quickly.
For parents in Reception and Year 1**



OXFORD

What are we going to cover?

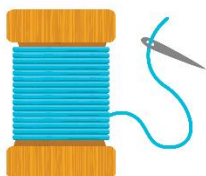
- What is Essential Letters and Sounds?
- What is Phonics?
- How we teach phonics
- Pronouncing pure sounds
- Supporting your child with reading at home
- Using the letter formations and spelling sequence to support writing at home



What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme.

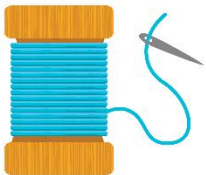
The programme moves through the progression of sounds quickly to get children reading as quickly as possible.



What is Phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main phonemes (sounds) in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



The language of phonics

Phoneme

Grapheme

Digraph

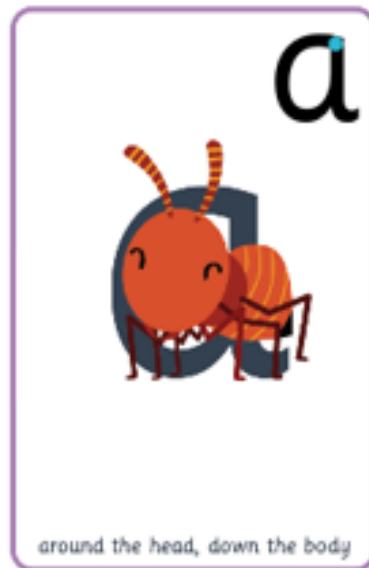
Trigraph

Split digraph

Key terminology

Phoneme: the smallest single identifiable sound in a word.
For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.



Pronouncing pure sounds

We must use pure sounds when we are pronouncing the phonemes and supporting children in reading words.

c a t

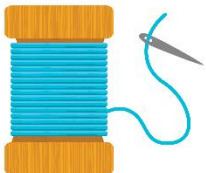
not

cuh a tuh

C-A-T

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website and on Tapestry where you can hear the correct pronunciation of the sounds.



Key terminology



Digraph: two letters making one sound. For example, /sh/ in the word '**sh**op'.



Trigraph: three letters making one sound. For example, /igh/ in the word '**nigh**t'.

a-e



cake by the lake

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word '**ca****e**'.

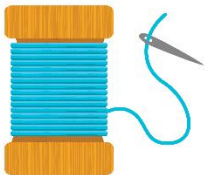
Phonemes

shower

phone

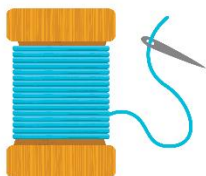
rain




dog



How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the start of Reception
- Generally 4 sounds (or new spellings) per week plus a review lesson.

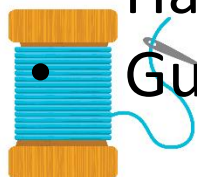


Grapheme	Picture	Rhyme
s		snake – swerve around the snake
a		ant – around the head, down the body
t		teacher – down her body and cross her shoulders



How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.
- Literacy lessons
- Handwriting
- Guided reading



s



swerve around the snake

a



around the head, down the body

t



down her body and
cross her shoulders

p



down his body, around his face

i



down her body, spot her idea

n



down the bird and over her nest

m



meerkat, mound, mound

d



over his back and around the tail,
up his neck and down to his feet

g



start at his ear, around
the face and down the beard

o



around the ostrich's body

c



curl around the camel's back

k



down the body,
up the arm, down the leg

ck



the camel stood by the kid

e



around the head and
down the trunk

u



under and up the umbrella,
down to the tip

r



down her body, up over the arm

ss



sunbathing snakes

h



from his head to his feet,
up and over his back

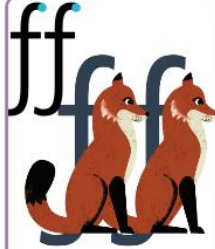
b



down the person
and around the wheel



over his ear, down to the tail
and across the jaw



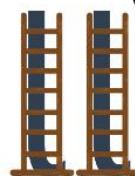
two foxes chatting

l

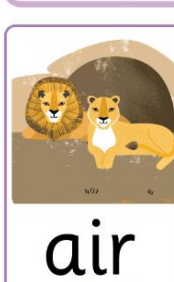
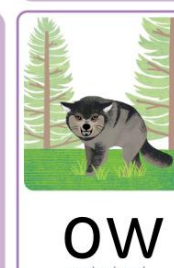
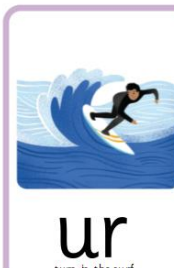
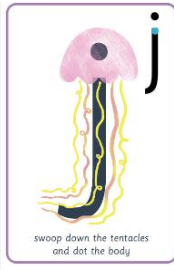


down the long ladder

ll



ladders in a line





ay

play all day



ou

a proud cloud



ie

pie on your tie



ea

each have a treat



oy

the boy cries ahoy!



ir

a quirky shirt



ue

true, the sky's blue



aw

fawn on the lawn



wh

whip with a whisk



ph

photo on a phone



ew

the crew flew



oe

tiptoe past the doe



au

pause the launch



ey

use money to buy honey



a-e

cake by the lake



e-e

the athletes compete



i_e

time to shine



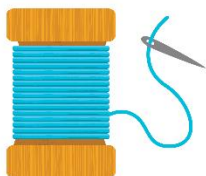
o_e

note in an envelope

Non-decodable words


- Non-decodable words are words that children cannot independently decode using just phonics.
- We call these Harder to Read and Spell words (HRS)
- They are taught in order of most used.

they
all
are
was



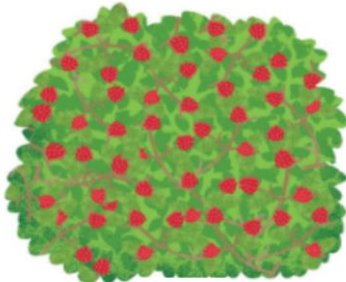
Non-decodable words

- As they move through their phonics learning, some of words will no longer be harder to read and spell.



oo

the book nook



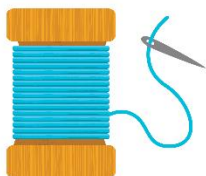
u

a bush full of berries

This means that words like
put and push aren't HRS anymore!

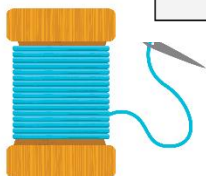
put

push



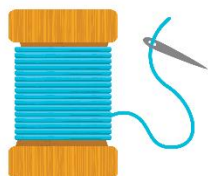
ELS Progression - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Phase 1 - oral blending and segmenting</p> <p>Phase 2 - Initial sounds</p> <p>/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/</p> <p>/c/ /k/ /ck/ /e/ /u/ /r/</p> <p><i>Review Week</i></p>	<p>Phase 2 - Initial sounds.</p> <p>/ss/ /h/ /b/ /f/ /ff/ /l/ /ll/</p> <p>Phase 3 - /j/ /v/ /w/ /x/ /y/ /z/ /zz/</p> <p>Phase 3 Consonant Digraphs.</p> <p>/qu/ /ch/ /sh/ /th/ /ng/ /nk/</p> <p>Phase 3 - Vowel Digraphs</p> <p>/ai/ /ee/ /igh/ /oa/ /-es spelling</p> <p><i>Review Week</i></p>	<p>Phase 3 - Vowel Digraphs</p> <p>/oo (book)/ /ar/ /ur/ /oo (food)/ /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /ow/</p> <p><i>Review Week</i></p>	<p>Revision of all taught sounds so far</p>	<p>Phase 4 - /-ed/ CCVCC words /-er/ /-est/ <i>Review</i></p>	<p>Phase 5 - alternate spellings</p> <p>/ay/ /ou/ /ie/ /ea/ /-le/ /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a-e/ /e-e/</p> <p>/i-e/ /o-e/ /u-e/ /c (as s)/</p>
Harder to read and spell words	I, the, no put, of, is to, go, into	pull as, his, he, she, buses we, me, be, push, was, her	my, you, they, all, are ball, tall when, what	said, so, have were, out, like some, come, there little, one, do children, love	Revision of taught HRS words so far	oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very

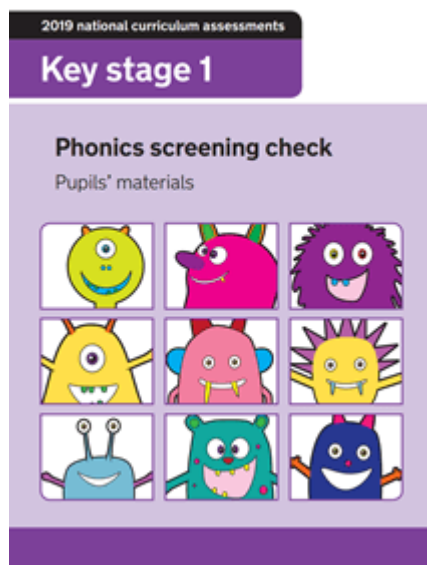


ELS Progression – Year 1





Year 1	<p><i>Review</i></p> <p>Phase 5 - alternative spellings</p> <p>/ay/ /ou/ /ie/ /ea/ /-le/ /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/</p>	<p>/au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/ /c (as s)/ /y/ /al/ <i>Review</i></p>	<p><i>Review</i></p> <p>(ai): a, ey, ea, eigh (ar) a, (ee) e, (igh) i, (igh) y (oa) o, (o) a, (oo) u, (y-oo) u, (c) ch, (sh) ch, (e) ea (ur): or, ear (oo) ou, (oa) ou, (ee) ie, (v) ve, (i) y (air): are, ere, ear (ch) tch</p>	<p><i>Review</i></p> <p>/o/ (brother) (j) g, ge, dge /st/ (listen) (s): ce, se Silent letters: gn, kn, mb (z): se, ze (ear): eer, ere (sh): ti, tion <i>Review</i> (ar) /al/, (or) /augh/, (sh) ssi, (zh) si, tious, (sh) ci, -ous, -ion, -ian</p>	<p>Review all previously taught GPCs for reading and spelling and teach further rarely-used GPCs</p>	<p>Review all previously taught GPCs for reading and spelling and teach further rarely-used GPCs</p>
Year 1 Harder to read and spell words	<p>Revision of taught HRS words so far</p>	<p>please, once, any, many, again, who, whole, where, two</p>	<p>here, sugar, friend, because</p>	<p>Revision of taught HRS words so far</p>	<p>Revision of taught HRS words so far</p>	<p>Revision of taught HRS words so far</p>



Phonics Screening Check – Year 1



Section 2

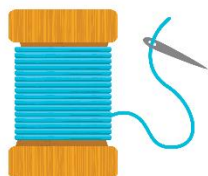
brend	
throst	
stret	
spraw	

Page 15 of 24

Section 2

label
vanish
blossom
thankful

Page 21 of 24

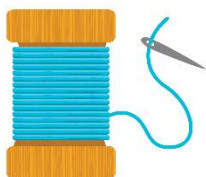


Summer Term assessing your child's ability to decode words.

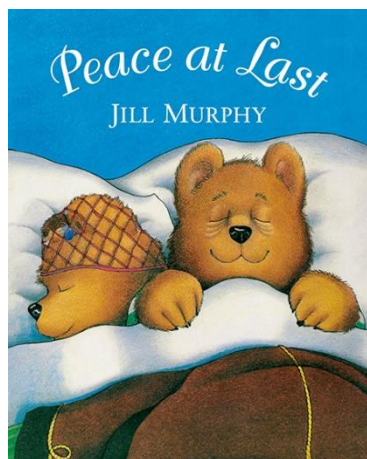


Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



Supporting your child with reading at home



Reading fiction books with your child

Here are some questions to ask your child whilst reading to them at home:

Before reading:

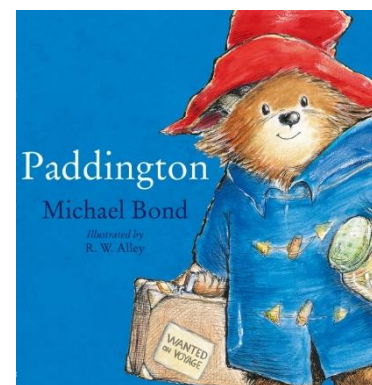
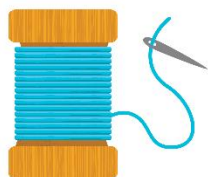
1. Look at the front cover. What could the book be about?
2. Does it remind you of any books you've read before?
3. Can you read the author's name? (If not, read it for them) Do you know any other books by this author?
4. Can you read the illustrator's name? (If not, read it for them) What does an illustrator do? Have you seen similar illustrations before?

As you're reading:

5. What do you think will happen next?
6. How do you think the character is feeling?
7. Can you predict how the book might end?

After you've read:

8. Who was your favourite/least favourite character – why?
9. What did you like/dislike about the book?
10. Do you like how the story ended? Can you think of another way the story could've ended?
11. Can you retell the story on your own? (go through the pages with illustrations to support them)



Essential Letters and Sounds	HRS words	Book band colour (children to begin reading the band once they have been taught all of the sounds in the set)
Phase 2		
s, a, t, p, i, n, m, d, g, o, c, k	I, the, no, put, of, is	Pink A
ck, e, u, r, h, b, f, ff, l, ll, ss	to, go, into, pull, as, his	Pink B
j, v, w, x, y, z, zz, qu	he, she, buses, we, me, be	Red A
ch, sh, th, ng, nk	push	Red B
ai, ee, igh, oa, oo, ar, ur oo, or	was, her, my, you, they, all, are	Yellow A
ow, oi, ear, air, ure, er, ow	ball, tall, when, what	Yellow B
CVCC, CCVC, CCVCC, polysyllabic words plus all Phase 2 and 3 sounds	said, so, have, were, out, like, some, come, there, little, one, do, children, love	Yellow C
ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe	<i>Rec: oh, their, people, Mr, Mrs, your, ask, should</i>	Blue A
au, a-e, e-e, i-e, o-e, u-e, y, al (walk)	<i>Rec: would, could, asked, house, mouse, water, want, very</i> Y1: please, once, any, many, again, who, whole, where, two	Blue B
alternative spellings: a (acorn, they , great, weight, father) e (he, brief) i (find, by) o (go, shoulder) o (was) oo (push) oo (music, soup) c (school) ch (chef) ea (head) ur (world, learn) v (have), i (gym) air (care, there, pear) tch (catch)	here, sugar, friend, because	Green
alternative spellings: u (brother) j (gem, fringe, bridge) s (listen, fence, house) n (sign, knee) r (wrap) m (lamb) alternative spellings: z (cheese,		Orange

Supporting your child with reading at home

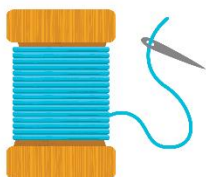
- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently
- We want them to practise reading their book 4 times across the week working on these skills:

decode

fluency

expression

comprehension

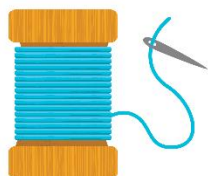


Supporting your child with reading at home

We want children to create a strong **orthographic map**. This means that they learn sounds spelt by the letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

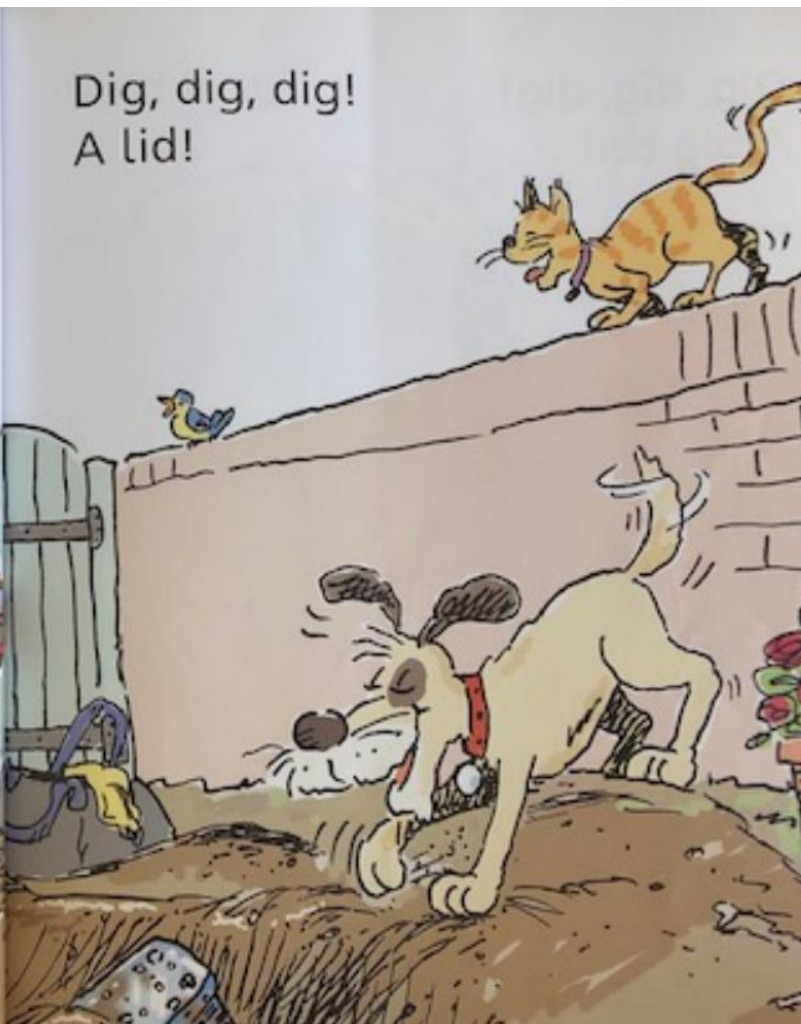
To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.



Dig, dig, dig!
Tim dug up a bus.



Dig, dig, dig!
A lid!

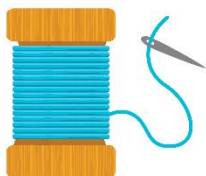


Supporting your child with reading at home

Each week, your child will get decodable books at their level to read. Re-read these books multiple times throughout the week.

We have example videos on how to support 1:1 reading that will be made available on Tapestry and the school website.

They will also get a home learning sheet.



This week, we have learnt these phonemes (sounds). Please ask your child to say the phoneme. The formation rhyme is there for you to read to the children to support. Please see last week's Tapestry video for how to pronounce them. In each box, your child can write the digraph six times and make them friends and say the phoneme.

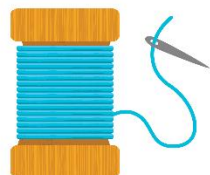
 ar <small>a for star</small>			
 ur <small>turn in the surf</small>			
 oo <small>scoop with a spoon</small>			
 or <small>order some popcorn</small>			

These are some words we have practised reading. When we read, we say the phonemes (sounds) in the word and then blend them together. Your child may need lots of help with this. You may want to go first and then your child can have a go. It is great to read words again so that is why they are repeated.

star	spoon	horn	surf
zoo	turn	farm	storm
shark	corn	burn	moon
We have learnt this harder to read and spell words. (words we can't use our phonics for)	they	all	
	are		

Here is a sentence for your child to read that we have read together in school. We encourage the children to look at each word and think if it's a harder to read and spell word or if it has a digraph in. After each word, we ask the children to go back to the start to re-read. Please see an example video on Tapestry this week of us showing you how to do that.

It **was** dark at midnight.



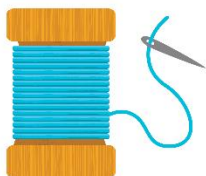
Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!

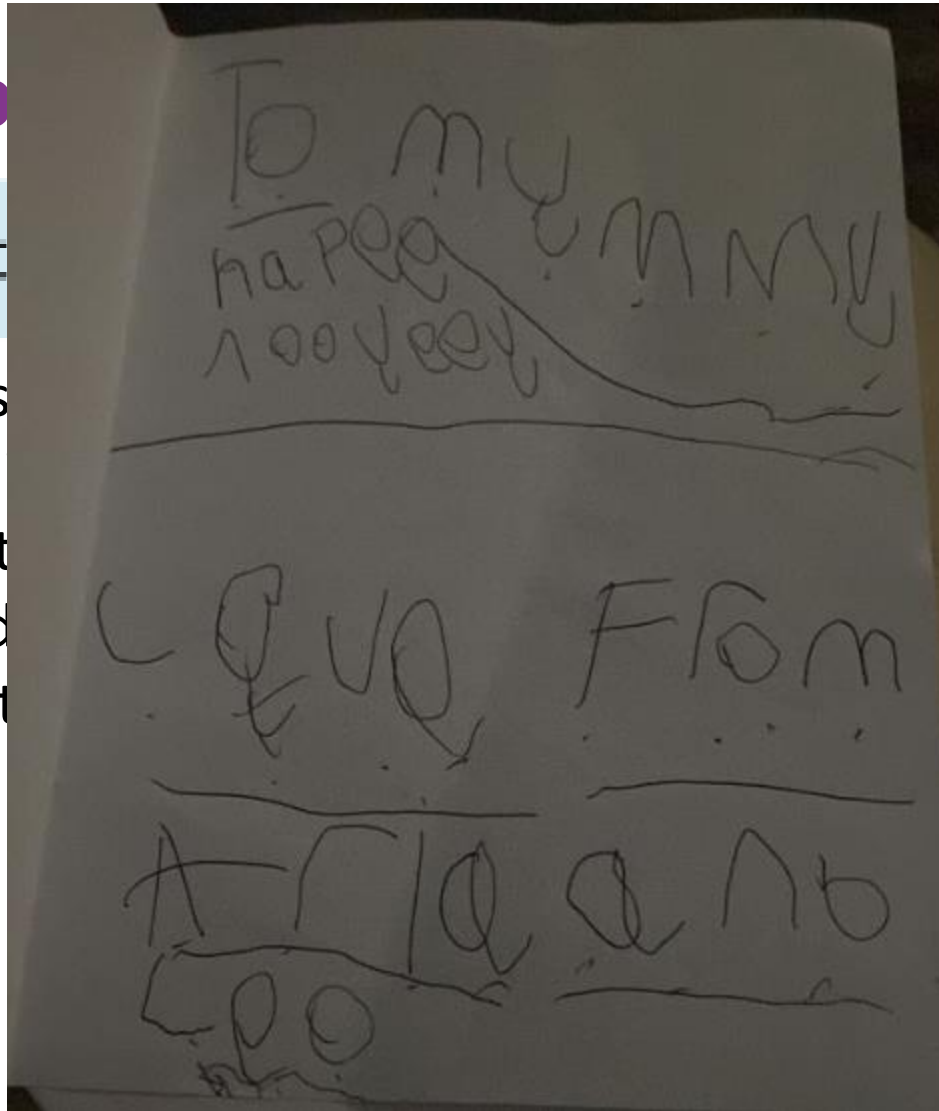
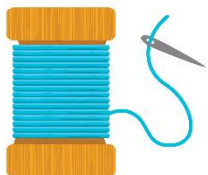


Reading b



If your child is
we would pra
haven't learnt
an /ee/ sound
knowledge int

Always encour



word happy,
because they
e 'y' can make
onics

it back.



Ideas to encourage writing at home



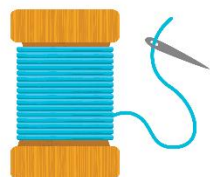
Make it as meaningful and purposeful as possible.

Cards to friends and family

letters

Labels for their drawings

Recipes or instructions



Designing or labelling
something they've made
with lego/construction
materials

Shopping lists



Resources to support

ELS Essential Letters and Sounds

RECEPTION/PRIMARY 1

push	was
her	my
you	they

ay	ou	ie
ea	oy	ir
ue	aw	wh
ph	ew	oe

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ELS Essential Letters and Sounds
developed by Knowledge Schools Trust

Product



Essential Letters and Sounds: Essential Letters and Sounds: Grapheme Cards for Reception/P1

Use these front-of-class lesson materials for each day of the week to ensure fidelity and consistency.

Author **Tara Dodson** and Author **Katie Press**

978-1382032919

Cards | 04/11/2021

Price: £21.20 +VAT

Quantity

1

Add to basket

Product



Essential Letters and Sounds: Essential Letters and Sounds: Grapheme Cards for Year 1/P2

Use these front-of-class lesson materials for each day of the week to ensure fidelity and consistency.

Author **Tara Dodson** and Author **Katie Press**

978-1382032926

Cards | 04/11/2021

Price: £21.20 +VAT

Quantity

1

Add to basket



Curriculum Overviews

English

- Curriculum Intent and Information
- Phonics
- Writing (
- Support

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words. If we mispronounce these sounds, we will make reading harder for our children. Each week, your child's class teacher will upload a video of them pronouncing and forming our new sounds or spellings. In the parent workshop section of our website, you will find videos of pronunciations as well as videos of how to use resources that are sent home. <https://www.fox.rbkc.sch.uk/parent-workshops/>

Reading

For more information, you can visit this website:

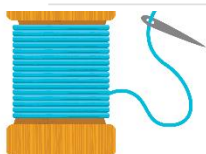
- Reading <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>
- Reading For an information video about ELS in the Federation, you can watch this video with Miss Corbett: <https://vimeo.com/756336625/2040a6e5cf>

Reading – Avonmore Primary

- Information | Reading EYFS | Reading Year 1 | Reading Year 2
- Reading Year 3 | Reading Year 4 | Reading Year 5 | Reading Year 6

Reading – Ashburnham Primary

- Reading EYFS | Reading Year 1 | Reading KS2



Website

— Phonics - Essential Letters and Sounds

[Phase 2](#) | [Phase 3](#) | [Phase 5](#)

Essential Letters and Sounds Parent Introduction

<https://vimeo.com/756336625/2040a6e5cf>

How to support your child with the Grapheme Phoneme Correspondences they have learnt in school (grapheme tiles resource)

<https://vimeo.com/756336849/cc58e3a3ad>

How to support your child with their Phonics Home Learning Sheet –

<https://vimeo.com/756337429/053d53d68d>




How to support your child's learning of Harder to Read and Spell words (HRS word cards)

<https://vimeo.com/756337970/ed1aea247d>

Phase 2 Pronunciation of Sounds

<https://vimeo.com/641445921>


Phase 3 Pronunciation of Sounds <https://vimeo.com/642342878/59d233684c>

Grapheme	Picture	Rhyme
ay		play all day
ou		a proud cloud
ie		pie on your tie
ea		each have a treat






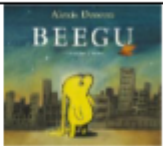


EYFS Reading Overview

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Term/Curriculum Area	Autumn 1 All About Me	Autumn 2 Nursery Rhymes and Festivals	Spring 1 Paddington's London	Spring 2 Families Around the World	Summer 1 Growth and Change	Summer 2 Holidays
Guided Reading Autumn 1	<p>Poetry focus – Zanzibar Jeanne Willis (link to life cycles) (Poetry Time Ruth Miskin Unit)</p>  <p>At the start of the year, we get the children ready for reading by reading a high-quality picture book in a small group. The children practise pre-reading skills (reading top to bottom, left to right and search for some key words). They are encouraged to join in with repeated refrains, identify taught phonemes and explore themes (books are all recommended by the CLPE). Once we have started learning phonics, we practise reading books with the GPCs that we have learnt that week (in line with ELS phonics scheme) to practise identifying sounds and blending in a super-supported way.</p>					
Guided Reading Autumn 2 onwards	<p>Throughout Reception, children will work through the book bands depending of their phonics knowledge. These happen weekly in small groups based on their progression in Phonics. They will only read books with sounds they have been formally taught in line with ELS. As the children are assessed in Phonics and comprehension, the children will move through the book bands, reading a range of non-fiction and fiction texts. They will also read these at home.</p>					
Literacy Units (to update as we update our curriculum overview)	<p>Handa's Surprise</p> <p>Polar Bear Polar Bear, what do you hear?</p> <p>In Every House on Every Street</p> <p>The Colour Monster</p> <p>So Much</p>	<p>The Best Diwali Ever</p> <p>The Grand Old Duke of York</p> <p>Little Bo Peep</p> <p>Humpty Dumpty</p> <p>The Snowman (Visual Literacy)</p> <p>The Christmas Story</p> <p>Lost and Found</p>	<p>Paddington</p> <p>The Queen's Knickers</p> <p>Superhero like you</p> <p>Baby goes to Market</p> <p>Superworm</p> <p>Steve goes to the Carnival</p>	<p>Great Big Book of Families</p> <p>Anna Hibiscus' Song</p> <p>Olu & Oreta</p> <p>Saturday</p> <p>Bee Bim Bop</p> <p>Lulu Gets a Cat</p>	<p>The Frog Prince</p> <p>The Very Hungry Caterpillar</p> <p>Jack and the Beanstalk</p> <p>Oliver's Vegetables</p> <p>Shh we have a plan</p>	<p>Hundred Decker Bus</p> <p>La Luna (Vis Lit Unit)</p> <p>Look Up</p> <p>Stanley's Stick</p>
Class Readers (these books are frequently accessible in the book corners, but read at storytimes during these half terms)	<p>If you're happy and you know it</p> <p>I Like Myself</p> <p>We're going on a Lion Hunt</p> <p>How do you feel?</p> <p>Angry Arthur</p> <p>Don't Hug Doug</p>	<p>Pied Piper of Hamelin</p> <p>I totally don't want to play</p> <p>Iris and Isaac</p> <p>Rabbityness</p> <p>Anansi the clever spider</p>	<p>Paddington goes to the Palace</p> <p>Paddington goes to the hospital</p> <p>Paddington at the Rainbow's End</p> <p>My granny went to market</p> <p>Paddington's Garden</p> <p>Paddington at the Carnival</p>	<p>My World Your World</p> <p>The Goggle Eyed Oats</p> <p>Happy Families Books</p> <p>Ferdinand</p> <p>Catch that Oat</p> <p>Splash! Anna Hibiscus</p> <p>Living with mum and dad</p> <p>Families families families</p> <p>Not now Bernard</p> <p>Happy Families Books</p> <p>Small new person</p> <p>Silly Billy</p> <p>Here Comes Frankie</p>	<p>Lulu Loves Flowers</p> <p>The Emperor's Egg</p> <p>The odd egg</p> <p>Frog and toad together</p> <p>One tiny turtle</p> <p>Giraffes Can't Dance</p> <p>Dogs don't do ballet</p> <p>Wow Said the Owl</p>	<p>Rosie Revere Engineer</p> <p>Tidy</p> <p>Penguin</p> <p>Abigail</p> <p>A bit lost</p> <p>Rosa Loves Dinosaurs</p>
Additional Texts linked to other learning and celebrations	<p>Peepo (sight)</p> <p>Handa's Hen</p> <p>The Colour Monster goes to school</p> <p>All are Welcome</p> <p>The Mega Magic hair swap</p> <p>Full full of love</p>	<p>Celebrations around the World</p> <p>Christmas books</p> <p>Betty Ooes Bananas</p>	<p>All are Welcome</p> <p>Katie goes to London</p> <p>You Can't take an Elephant on the Bus</p> <p>The Queen's Hat</p>	<p>We're going on an egg hunt</p> <p>Oreta and the Giants</p> <p>Elmer</p> <p>Ramadan Moon</p>	<p>Meg's Veg</p> <p>How to Grow a Sunflower</p> <p>Sweet Dates to Eat (Ramadan & Eid)</p> <p>Seasons Come, Seasons Go, Tree</p>	<p>Mr Track's Train</p> <p>World in Danger</p> <p>Someone Swallowed Stanley</p>
Poetry	<p>Dr Seuss texts (Phase phonics)</p> <p>Shuffle and Squelch</p>	<p>Zim Zam Zoom</p> <p>A great big cuddle</p>	<p>Julia Donaldson texts (to compare to Superworm)</p>	<p>Down by the River</p>	<p>Zanzibar (see above)</p>	<p>Bedtime March – Past by by Moira Andrew (Poetry Time Ruth Miskin Unit)</p>

Year 1 Reading Overview

Term/Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guided Reading	<p>Throughout Year 1, children will continue to work through the book bands depending on their growing phonics knowledge and progression in their application of phonics and comprehension. As the children are assessed in these areas, they will move through the book bands, reading a range of non-fiction and fiction texts. Guided reading happens 4 times per week. They will also read these same books at home. During Phonics Assessment and Review weeks, children will spend one week per half term focusing on a high-quality picture book, where they are encouraged to join in with repeated refrains, identify taught phonemes and explore themes through discussions. This is an opportunity for children to access books above the level that they can currently read, focusing on comprehension and a love of reading.</p>					
						
Literacy Units	The Magic Porridge Pot Three Billy Goats Gruff	Non-fiction instructions The Three Little Pigs Handa's Surprise	The Gruffalo (vis lit) Using information texts (looking after pets) Magic Box (poetry)	Jack and the Beanstalk Wild	Non-fiction leaflets Light House Keeper's Lunch	Where the Wild things are The Fire Children
Class Readers These books are read to assist the children's reading diet, explore a range of themes and support our wider reading curriculum. They are frequently accessible in book corners, but read at story and read aloud times throughout these half terms.	Ready steady Mo The Family book Anansi the clever spider We are family Fergal is fuming Saturday You're called what Where the wild things are Tyrannosaurus drip One fine day Quiet Zog	Beekle Slug needs a hug Zoom Trouble with Dragons Croc and Bird The Village of round and square house Home Baby goes to Market	What will Danny do Today? Augustus and his Smile Hug me The pout, pout fish Harrold finds a Voice Dim sum for everyone A Planet full of Plastic	Gorilla The Wizard of Oz What small rabbit heard Mr Big The Emperors Egg Lost and Found The story machine The Velveteen Rabbit	Not a stick The Loudest Roar How to catch a star Frog is frog Stuck BoBo and Cha Chas big day out A squash and a squeeze The trouble with dragons The Rabbit Listened The Great Big Book of Feelings The Colour Monster	Little Red Riding Hood We all sing with the same voice Six Dinner Sid Don't call me special Where's daddy gone? Some jokes aren't Funny Immi Little Lost cowboy
Additional texts linked to other learning and celebrations	Coming to England (BHM) Don't Hug Doug (PSHE) Pushing isn't Funny (PSHE) Seasons Come, Seasons Go, Tree (Science)	The Last Angel Martha Maps it out (Geography) Lulu Gets a Cat (Science) The Hodgeheg (Road Safety)	Ada Twist Scientist My Body! What I say goes! (PSHE) A Walk in London (Geography)	Little People Big Dreams, Queen Elizabeth	Mama Panya's Pancakes (Geography) It starts with a seed (Science)	
Poetry		Goldilocks on CCTV	The Magic Box	Hey Little Bug	Time for Rhyme	