

Reading Family Learning

Miss Self, Mrs Davies and Mrs Canham...



The more that you
READ,
the more things
you will **KNOW**

The more
LEARN,
more
that you
THE places
you'll go 😊

READING Rights

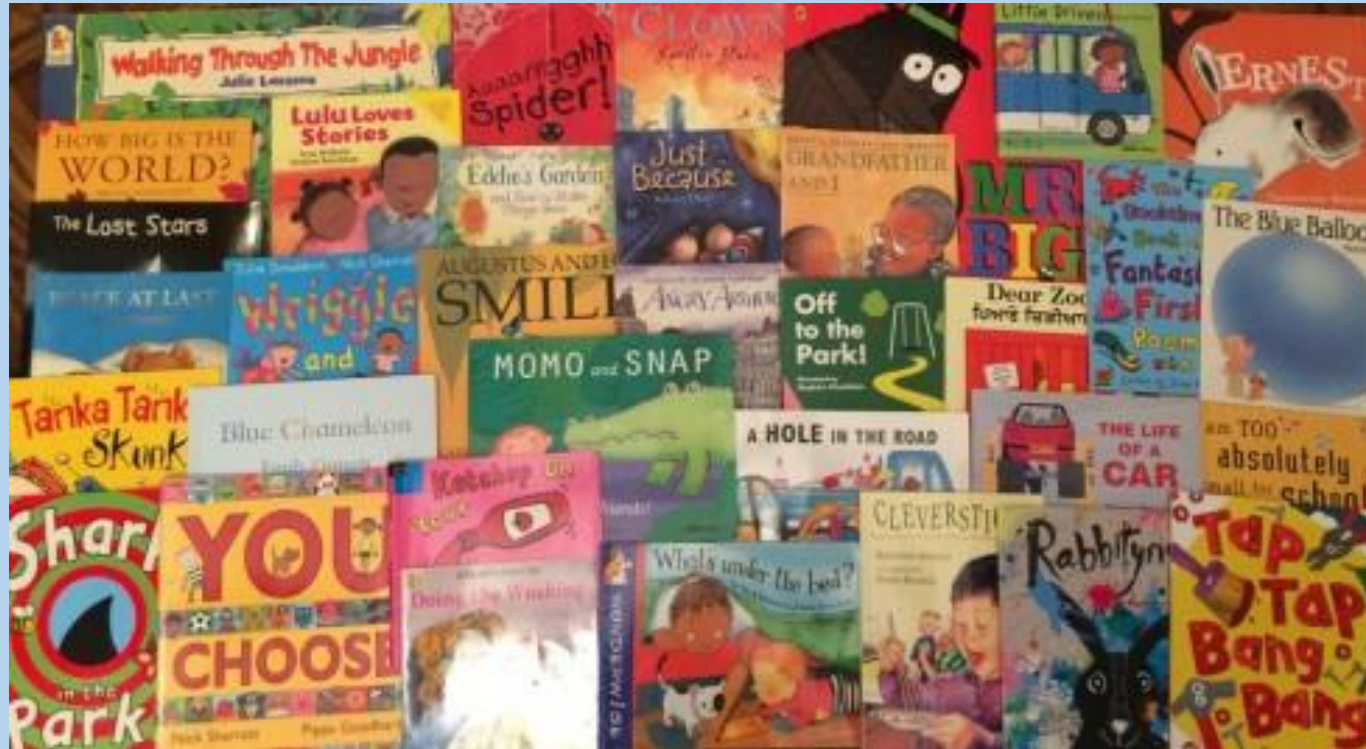
based on 'The Rights of the Reader' by Oprah Winfrey

1. The right to not to read.
2. The right to skip pages.
3. The right not to finish a book.
4. The right to read it again.
5. The right to read anything.
6. The right to escape into a book.
7. The right to read anywhere.
8. The right to browse.
9. The right to read out loud.
10. The right to be quiet.



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What does reading look like in Reception?



Variety of texts

Love of reading

Hearing initial sounds

Saying initial sounds

Blending and Segmenting

By the end of Reception...

Expected ELG:

- Children can read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking to others about what they have read.

Exceeding ELG:

- Reads phonically regular words of more than one syllable as well as many irregular but high frequency words.
- Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- Describes the main events in the simple stories they have read.

How Children Begin to Learn to Read

1. Hearing stories and seeing others read



2. Talking about the pictures in books



3. Joining in repeated phrases in a favourite book



"The wolf huffed and he puffed and he blew the house down"

4. Distinguishing between pictures and words



dog

5. Realising that words are read from left to right



6. Hearing rhymes and joining in with them as a book is read

"Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall"

7. Making up strings of rhyming words

Cat, sat, mat, hat

8. Hearing the initial sounds of words



'C' for cat

9. Recognising letters from their name and matching to their sounds, then other letters

'T' 'o' and 'm' are in my name

10. Hearing the last sound in simple words
e.g. the 't' in cat

11. Hearing the middle sound in simple words
e.g. the 'a' in cat

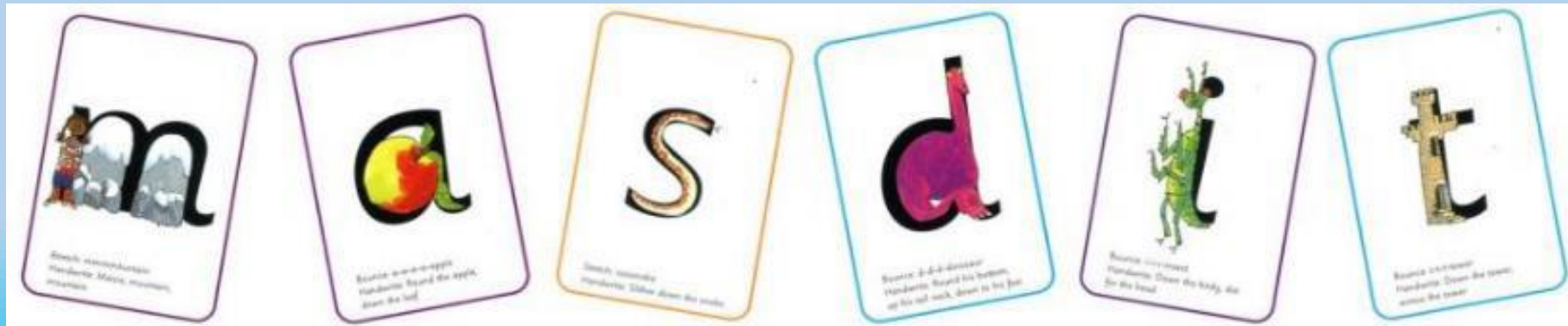
12. Putting 2 then 3 sounds together to make a word

13. Children will also learn some familiar words by recognising the shape of the word, for example their own name, shop signs, brand names

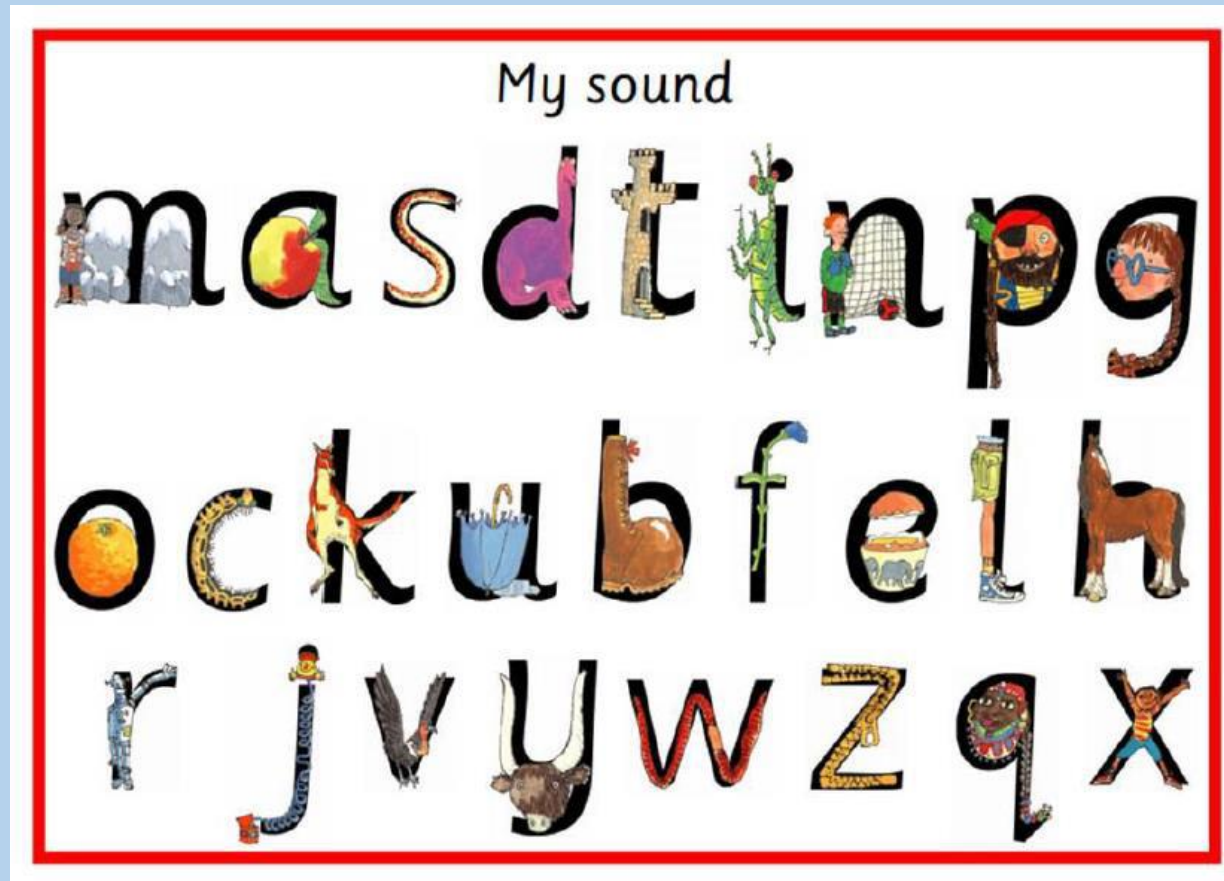
Sarah



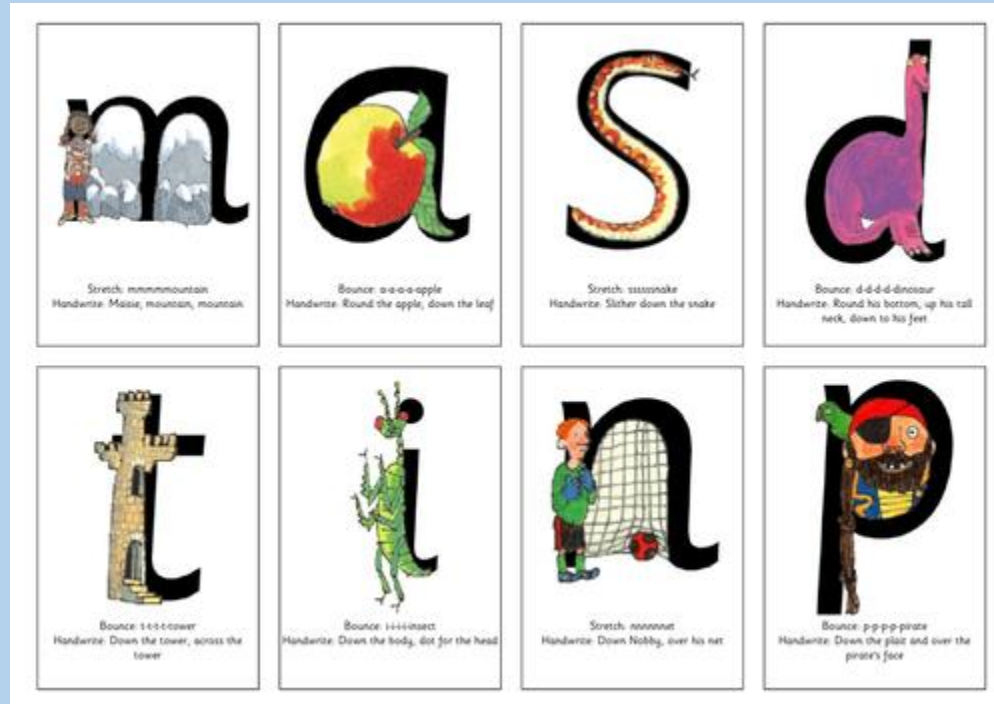
We follow a scheme from Nursery..



Phonics - hear, say, read, write



Initial/Speedy sounds



- Children need to be able to recognise the sounds quickly so they can hear the word – Without it they cannot blend.
- Pronunciation is really important for children to be able to hear the sounds in words.
- “Pure” sounds

Blending and Segmenting

- cat c-a-t
- pink p-i-nk
- long l-o-ng
- frog f-r-og
- dog d-o-g
- queen qu-ee-n
- light l-igh-t
- fight f-igh-t

**A single sound is a phoneme/
grapheme.**

A double sound is a digraph.

A triple sound is a trigraph.

They need to be able to do this orally first before being able to read it and then write it.

Ditty books

Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
					ss					nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
	ck											

Vowels Ask children to say the sounds in and out of order.

a	e	i	o	u
---	---	---	---	---

Each box contains more than one grapheme.

2

Ditty 1 Pick it up

Story Green Words


Ask children to read the words first in Fred Talk and then say the word.

pick	that	sock	vest
mess			


3

Pick it up

Introduction
In this story a boy and his mum tidy up. Who do you think will be messier?



pick up that sock



yes

4

Fred Frog



Fred fingers



Red Words

I

no

my

you

the

he

said

of

be

she

What can you do to help?

- Read to your child **and** with your child every night.
- Read a variety of books for **pleasure** e.g. non-fiction, fiction, poetry so that your child knows where they can retrieve information from.
- Talk to your child about the story, ask questions and introduce new vocabulary (WOW words).
- See if they can point out any red words in the story.
- Help to hear initial sounds in words.
- Recognise rhyming words in books and everyday life.
- Play 'Fred talk' games to hear sounds in words.
- Give them opportunities in day-to-day life e.g. shopping lists

What does reading look like in Year 1?

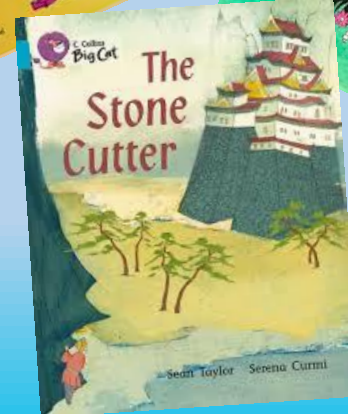


- Read Write Inc lessons - 1 hour every morning
- Guided Reading sessions - half hour per week
- Daily Storytime



Complex Speed Sounds

Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	nk
ff	ll	mm	nn	rr	ss	ve	zz	ti			
ph	le	mb	kn	wr	se	ce	se	ci			
b	c	d	g	h	j	p	qu	t	w	x	ch
bb	ck	dd	gg		g	pp	tt	wh		y	tch
ck	ch			ge	dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
					e	e	i	o			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
u-e		are	oor	are	ur	ow	oi				
ue		ore	ore	are	er						
ew		aw	aw								



What are children expected to do by end of Yr1?

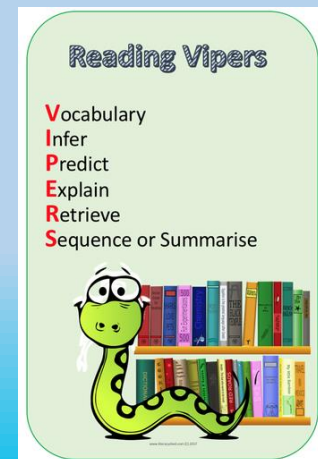


Word Reading

- Reads speedily with the correct sounds for all 40+ phonemes and alternative sounds (fluency)
- Reads accurately by blending sounds in unfamiliar words
- Reads CEW words, words with endings, words with more than one syllable
- Takes into account punctuation when reading aloud

Comprehension

- Listens to and discusses a wide range of texts at a level beyond what they can read independently (Storytime)
- Links what they have heard and read to their own experiences
- Talks about different types of stories
- VIPERS
 - Vocabulary
 - Infer
 - Predict
 - Explain
 - Retrieve
 - Sequence



How do we teach reading in Year 1?



- Read Write Inc scheme
- <https://schools.ruthmiskin.com/resources/watch/362/>



How do we teach reading in Year 1?



- Green words - children can decode using known sounds
 - Fred Talk - sounding out the word before reading (blending)
 - sound-blending - putting sounds together to make a word, e.g. c-a-t cat
 - special friends - sounds written with more than one letter, e.g. sh, ng, qu, ch
 - Multi-syllable words: Fred talk each syllable then put together



How do we teach reading in Year 1?



- Red words - have tricky sounds children cannot decode with phonics 'was'
- Say the word, ask your child to spot the 'tricky sound', child says the word

watch(es)	was	to	all
said	want	you	are
of	school	her	they
some	call	what	are
want	said	your	saw

How do help children make progress?



- 1:1 interventions for children who need support to progress
- 'Pinny time' for children who need to practise specific sounds but are progressing
- Children assessed every half term and taught in groups to support progress

How can you support at home?



- Listen to your child read everyday from home reader
- Read a variety of texts to your child - signs, poems, lists, storybooks, non-fiction
- Websites







- <https://www.lexiacore5.com/login>
- <https://www.phonicsplay.co.uk>
- <https://www.teachyourmonstertoread.com>



Phonics Screening Check



- Shows how well your child can use phonic skills.
- Consists of 40 words and non-words (alien words) that children read one-on-one with class teacher.
- Screening Check takes place in June.
- Children will be fully prepared and familiar.
- Phonics Screening information will be shared in the new year.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Obb or Bob? Activity



PICNIC on PLUTO

Two cartoon alien characters, Obb and Bob, are shown. Obb is orange and Bob is blue. Both have two antennae and a smiling face. Obb has the name 'Obb' on its chest, and Bob has the name 'Bob' on its chest.

Obb and Bob are brothers. They both love to eat but they like to eat different things. Bob loves to eat snacks with real words on them. Obb loves to eat snacks with fake words on them. Can you drag each snack to the right brother?

- With your child, can you sort the words? Are they real (Bob) words or are they alien (Obb) words? This Obb and Bob game is a great sorting activity to encourage segmenting skills.
<https://www.phonicsplay.co.uk/PicnicOnPluto.html>

What does reading look like in Year 2?

- Guided Reading Sessions Weekly in small groups as well as whole class guided reading sessions.
- RWI sound session x1 30 minutes a week through handwriting and writing composition.
- 5 English lessons a week. One of which will be specifically based on a reading objective.

Reading Skills

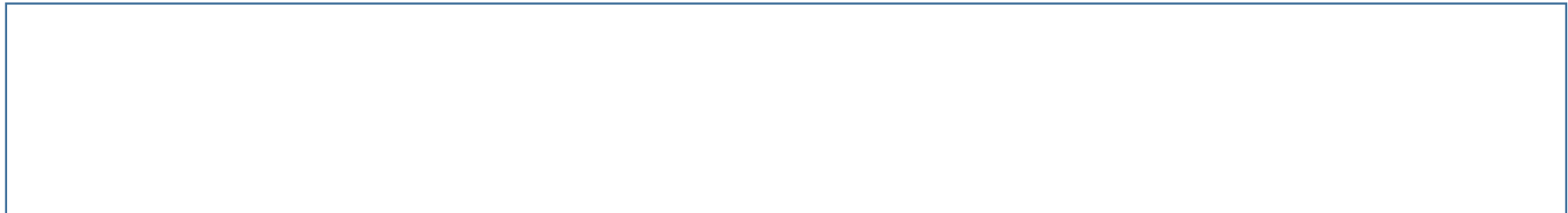
- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story

Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Reading

The Reading Test consists of two separate papers:







- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.



- There are a variety of question types:
- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'







What are Reading Vipers?

These are the key reading skills for children to be able read and comprehend a wide range of literary texts.

	Vocabulary Looking at the choice of words that an author uses in a text.
	Infer What is suggested but not said in the text? The 'hidden' meaning.
	Predict What might happen next based on what has happened in the text?
	Explain Explain an aspect of the text. This may include why the author includes it.
	Retrieve Retrieve information from the text to answer questions.
	Summarise Sum up key points in the text or sequence events as a summary.

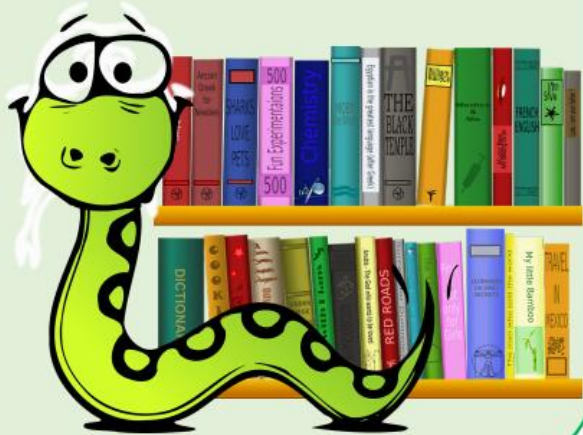
How can I support my child with their reading comprehension at home?

You could try one or more of these activities at home with your child when you hear them read at home.

	Vocabulary Pick out two or three words from the text they have read and use the passage to discuss their meaning. Talk about other words that have the same meaning.
	Infer Discuss what the author is suggesting by including a phrase or word. See if they can spot something that is suggested but not said.
	Predict At the end of the chapter, encourage your child to make a prediction about what might happen next, based on what they know.
	Explain Pick an event from the chapter and encourage your child to explain the event in more detail and why they think it might be included.
	Retrieve See if your child can retrieve key information from the chapter you've read with them e.g. names/ details/ events
	Summarise At the end of the chapter/pages – see if your child can sum up the key points of what they have just read aloud.

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Summarise



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KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



KS2 Reading Vipers

Summarise

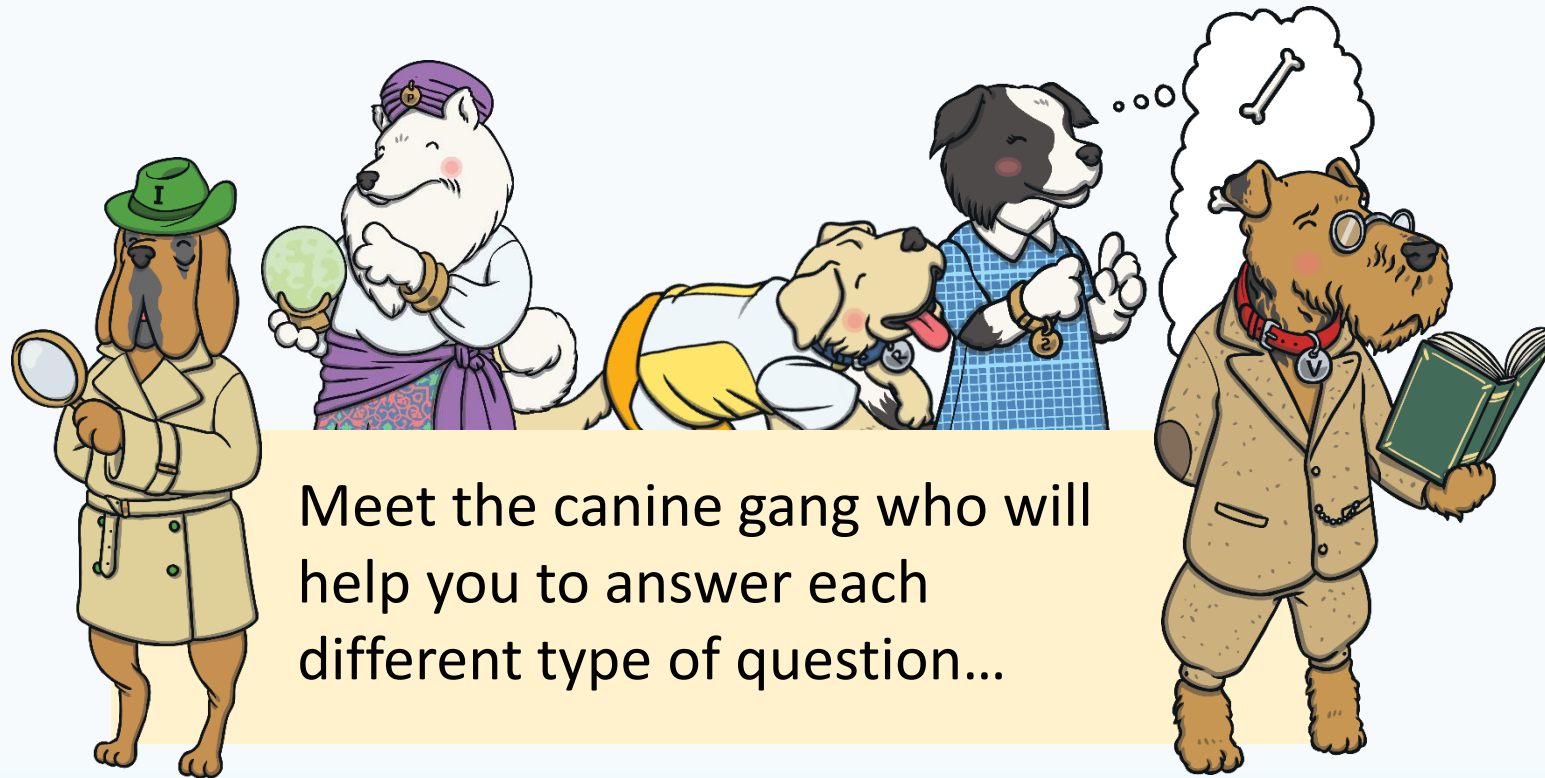
Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



After reading any book or text extract, there are five different types of question, based on what you have read.



Meet the canine gang who will help you to answer each different type of question...

Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and sentences.



Retrieval Questions with Rex Retriever

Rex Retriever will help you to go into a text and retrieve the facts.



Sequence Questions with Sequencing Suki

Sequencing Suki likes everything in order! She will help you to sequence the events in a text.



Inference Questions with Inference Iggy

Inference Iggy will help you to hunt for clues in a text, about how someone might be feeling or why something is happening.



Prediction Questions with Predicting Pip

Predicting Pip tries to see the future and she will help you to work out what might happen next.



Now, let's read a passage of writing...

Piccola lived in Italy, where the oranges grow, and where the sun shines warm and bright, all year. I suppose you think Piccola is a very strange name for a little girl; but in her country it was not strange at all, and her mother thought it was the sweetest name a little girl ever had. She and her mother lived all alone in an old stone house that looked out onto a dark, narrow street. They were very poor, and the mother was away from home almost every day, washing clothes and scrubbing floors, and working hard to earn money for her little girl and herself. So you see, Piccola was alone for a great deal of the time. She had no playthings except for a very old, very ragged doll that her mother had found in the street one day. But there was a small round hole in the wall at the back of her yard and when she stood on a stone, and put her eyes close to the hole, she could see the green grass in the garden next door, smell the sweet flowers, and even hear the water splashing into their fountain. She had never before seen anyone walking in the garden. Until one day, when that changed.



Can you find two **adjectives** that the author has used to describe Piccola's only toy?

She had no playthings except for a very **old**, very **ragged** doll that her mother had found in the street one day.



Can you find two **adjectives** that the author has used to describe Piccola's only toy?

Can you remember what **adjectives** are? Can you spot them?

The author has used the adjectives **old** and **ragged** to describe the toy doll.

Now, let's read a passage of writing...

Piccola lived in Italy, where the oranges grow, and where the sun shines warm and bright, all year. I suppose you think Piccola is a very strange name for a little girl; but in her country it was not strange at all, and her mother thought it was the sweetest name a little girl ever had. She and her mother lived all alone in an old stone house that looked out onto a dark, narrow street. They were very poor, and the mother was away from home almost every day, washing clothes and scrubbing floors, and working hard to earn money for her little girl and herself. So you see, Piccola was alone for a great deal of the time. She had no playthings except for a very old, very ragged doll that her mother had found in the street one day. But there was a small round hole in the wall at the back of her yard and when she stood on a stone, and put her eyes close to the hole, she could see the green grass in the garden next door, smell the sweet flowers, and even hear the water splashing into their fountain. She had never before seen anyone walking in the garden. Until one day, when that changed.



What does Piccola's mother do to earn money?

They were very poor, and the mother was away from home almost every day, **washing clothes** and **scrubbing floors**, and **working hard** to earn money for her little girl and herself.

What does Piccola's mother do to earn money?



For a retrieval question, you just need to go into the text and grab the information.

Piccola's mother worked hard washing clothes and scrubbing floors to earn money.

Now, let's read a passage of writing...

Piccola lived in Italy, where the oranges grow, and where the sun shines warm and bright, all year. I suppose you think Piccola is a very strange name for a little girl; but in her country it was not strange at all, and her mother thought it was the sweetest name a little girl ever had. She and her mother lived all alone in an old stone house that looked out onto a dark, narrow street. They were very poor, and the mother was away from home almost every day, washing clothes and scrubbing floors, and working hard to earn money for her little girl and herself. So you see, Piccola was alone for a great deal of the time. She had no playthings except for a very old, very ragged doll that her mother had found in the street one day. But there was a small round hole in the wall at the back of her yard and when she stood on a stone, and put her eyes close to the hole, she could see the green grass in the garden next door, smell the sweet flowers, and even hear the water splashing into their fountain. She had never before seen anyone walking in the garden. Until one day, when that changed.



What is the first thing that you find out about Piccola?

Piccola **lived in Italy**, where the oranges grow, and where all the year the sun shines warm and bright.

What is the first thing that you find out about Piccola?

Sometimes, to answer sequencing questions, you need to look back at a particular part of a text. What fact do you find out about Piccola right at the beginning of the story?

The first thing that we find out about Piccola is that she lived in Italy.



Now, let's read a passage of writing...

Piccola lived in Italy, where the oranges grow, and where the sun shines warm and bright, all year. I suppose you think Piccola is a very strange name for a little girl; but in her country it was not strange at all, and her mother thought it was the sweetest name a little girl ever had. She and her mother lived all alone in an old stone house that looked out onto a dark, narrow street. They were very poor, and the mother was away from home almost every day, washing clothes and scrubbing floors, and working hard to earn money for her little girl and herself. So you see, Piccola was alone for a great deal of the time. She had no playthings except for a very old, very ragged doll that her mother had found in the street one day. But there was a small round hole in the wall at the back of her yard and when she stood on a stone, and put her eyes close to the hole, she could see the green grass in the garden next door, smell the sweet flowers, and even hear the water splashing into their fountain. She had never before seen anyone walking in the garden. Until one day, when that changed.



How do you think Piccola felt when her mother was out working?

...**mother was away** from home almost every day...

...Piccola was **alone** for a great deal of the time...

...she had **no playthings**...



How do you think Piccola felt when mother was out working?

This is all about looking for clues in the text and trying to think about how you might feel if you were in Piccola's situation.

I think that she felt lonely and bored because she had nothing to do and no one to play with.

Iggy's Top Tip: Try to add the linking word 'because' to your answer.

Now, let's read a passage of writing...

Piccola lived in Italy, where the oranges grow, and where the sun shines warm and bright, all year. I suppose you think Piccola is a very strange name for a little girl; but in her country it was not strange at all, and her mother thought it was the sweetest name a little girl ever had. She and her mother lived all alone in an old stone house that looked out onto a dark, narrow street. They were very poor, and the mother was away from home almost every day, washing clothes and scrubbing floors, and working hard to earn money for her little girl and herself. So you see, Piccola was alone for a great deal of the time. She had no playthings except for a very old, very ragged doll that her mother had found in the street one day. But there was a small round hole in the wall at the back of her yard and when she stood on a stone, and put her eyes close to the hole, she could see the green grass in the garden next door, smell the sweet flowers, and even hear the water splashing into their fountain. She had never before seen anyone walking in the garden. Until one day, when that changed.



What do you think will happen next?

She had never before seen any one walking in the garden. Until one day, when that changed.



What do you think will happen next?

Using your prediction skills is about finding all of the clues to make a sensible guess about what might happen next. Can you think of your own answers that fit into these sentences?

- I think that _____ when...
- _____ might happen because...

Pip's Top Tip: Try to add a linking word like 'so', 'when', 'because' or 'if' to your answer.

Reading with your child...

Listening to your child read can take many forms:

- Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.*
- Look up definitions of words together - you could use a dictionary, the Internet or an app on a phone or tablet.*
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.*
- Don't just listen to them read, discuss the text!*

Storytime Suggestions

Foundation Stage		
Well-loved stories/modern classics	Nursery Rhymes	Fairy and Traditional Tales
<ul style="list-style-type: none"> • The Very Hungry Caterpillar – Eric Carle • Guess How Much I Love You - Sam McBratney • Dear Zoo – Rod Campbell • The Tiger Who Came for Tea – Judith Kerr • The Gruffalo – Julia Donaldson • There’s a Monster in your Book – Tom Fletcher • Spinderella – Julia Donaldson • Oh, the places you’ll go – Dr Seuss • We’re going on a bear hunt – Michael Rosen • Oi, Dog! – Kes Gray • The Snail and the Whale – Julia Donaldson • Funnybones – Allan and Janet Ahlberg • Each Peach Pear Plum - Allan and Janet Ahlberg • Avocado Baby – John Burningham • My Grumpy’s Outing – John Burningham • Little Rabbit Foo Foo – Michael Rosen • The Cat in the Hat – Dr Seuss • Where the Wild Things Are – Maurice Sendak • Goodnight Moon – Margaret Wise Brown • Rosie’s Walk – Pat Hutchins • There was an old lady who swallowed a fly – Pam Adams • Owl Babies – Martin Waddell • Peace At Last - Jill Murphy • Meg and Mog – Helen Nichol 	<ul style="list-style-type: none"> • Big Book of Nursery Rhymes - Lucy Cousins • Playtime Rhymes - Sally Gardner • 100 Best Loved Nursery Rhymes Chosen - Isla MacCuish 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears - Lauren Child and Emily Jenkins • Cinderella - Max Eilenberg, Niamh Sharkey • Hans Christian Andersen’s Fairy Tales

Children listen to and discuss a wide range of texts at a level beyond what they can read independently

Storytime Suggestions



Y1

Well-loved stories/modern classics

- The Detective Dog – Julia Donaldson
- Stick Man – Julia Donaldson
- Room on the Broom – Julia Donaldson
- What the Ladybird Heard on Holiday – Julia Donaldson
- The Tale of Peter Rabbit – Beatrix Potter
- The World's Worst Children – David Walliams
- Funnybones – Allan Ahlberg
- Hairy Maclary from Donaldson's Dairy – Lynley Dodd
- Owl Babies – Martin Waddell
- Not Now, Bernard – David McKee
- Dogger – Shirley Hughes
- The Dark – Lemony Snicket
- Where the Wild Things Are – Maurice Sendak
- Gorilla – Anthony Browne

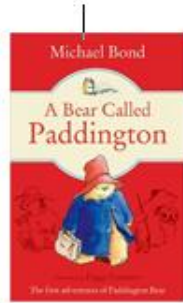
Fairy and Traditional Tales

- 'Magic Beans: A Handful of Fairytale from the Storybag' - Jacqueline Wilson, Philip Pullman, Michael Morpurgo and many more
- Hans Christian Andersen's Fairy Tales (Martin Waddell illustrated by Emma Chichester--Clark)
- Robin Hood and the Silver Arrow (The Greatest Adventures in the World) - Tony Bradman and Tony Ross
- The Frog Prince - Margaret Mayo
- Little Red Riding Hood - Sam McBratney and Emma Chichester--Clark
- Rapunzel (Picture Puffin Books)

Storytime Suggestions

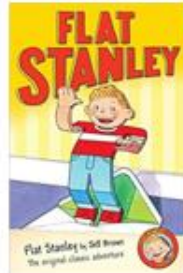
Y2		
Well-loved stories/modern classics	Fairy and Traditional Tales	Greek Myths
<ul style="list-style-type: none"> • The Day The Crayons Quit – Drew Daywalt • The Pirate Crunchers – Jonny Duddle • Traction Man is here – Mini Grey • Meerkat Mail – Emily Gravett • Amazing Grace – Mary Hoffman • The Incredible Book Eating Boy – Oliver Jeffers • Mr Majeika – Humphrey Carpenter • The Giraffe and the Pelly and Me – Roald Dahl • The Man whose Mother was a Pirate – Margaret Mahy • Uncle Gobb and the Dread Shed by Michael Rosen • Gobbolino the Witch’s Cat – Ursula Williams • The Enchanted Wood – Enid Blyton • The Adventures of Captain Underpants – Dav Pilkey • Kid Normal – Greg James • Letters from the Lighthouse – Emma Carroll • Diary of a Wimpy Kid – Jeff Kinney • Percy Jackson and the Lighening Thief – Rick Riordan • Kensuke’s Kingdom – Michael Morpurgo • Flat Stanley – Jeff Brown • Matilda – Roald Dahl • The Twits – Roahl Dahl • The Cat Who Lost his Purr – Michelle Coxon 	<ul style="list-style-type: none"> • Cinderella - Lynn Roberts and David Roberts • A Very Princessy Princess from Hans Christian Andersen’s Fairy Tales • The Twelve Dancing Princesses - Marianna Mayer • The Three Wishes - Charles Perrault or the Brothers Grimm • Snow White - Jane Ray • The Crane Wife - Gennady Spirin and Odds Bodkin 	<ul style="list-style-type: none"> • Atticus the Storyteller’s 100 Greek Myths - Lucy Coats and Anthony Lewis • ‘Magic Beans: A Handful of Fairytale from the Storybag’ - Jacqueline Wilson, Philip Pullman, Michael Morpurgo and many more

100 books to read in Key Stage 1



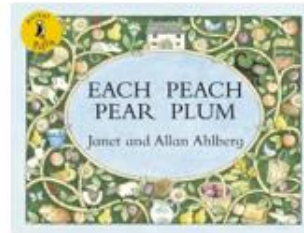
A Bear Called
Paddington

Michael Bond



Flat Stanley

Jeff Brown



Each Peach Pear Plum

Janet and Allan
Ahlberg



The Snowman

Raymond Briggs



Room On The Broom

Julia Donaldson and
Axel Sheffles



Lost and Found

Oliver Jeffers



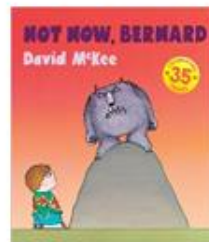
Sox and Pals

B & Taylor



The Tiger Who
Came To Tea

Judith Kerr



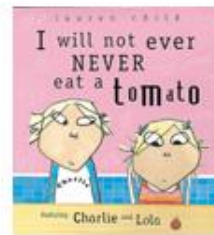
Not Now Bernard

David McKee



I Want My Hat Back

Jon Klassen



I Will Never Not Eat A
Tomato

Lauren Child



Where The Wild Things
Are

Maurice Sendak



Owl Babies

Martin Waddell



I Can Only Draw
Worms

Will Mosher



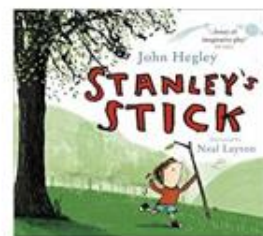
We're Going On A Bear
Hunt

Michael Rosen



Horrid Henry

Francesca Simon



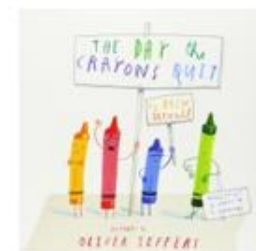
Stanley's Stick

John Hegley



The Very Hungry
Caterpillar

Eric Carle



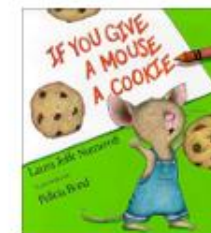
The Day The Crayons
Quit

Drew Daywalt



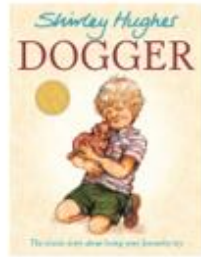
There Was An Old Lady
Who Swallowed A Fly

Pam Adams

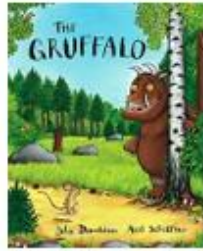


If You Give A Mouse A
Cookie

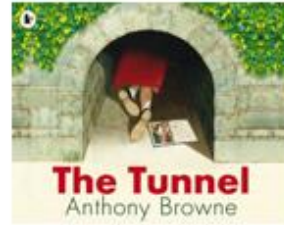
Laura Joffe Aronson



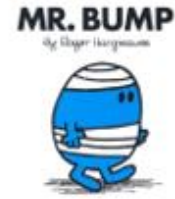
Dogger
Shirley Hughes



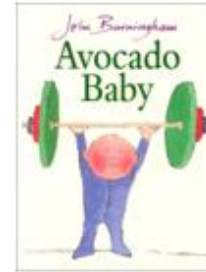
The Gruffalo
Julia Donaldson



The Tunnel
Anthony Browne



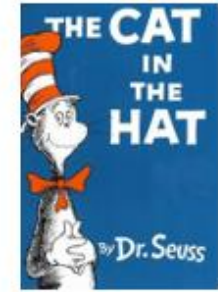
Mr Bump
Roger Hargreaves



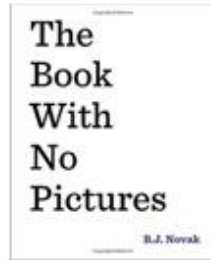
Avocado Baby
John Burningham



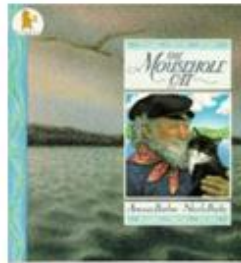
Aliens Love Underpants
Claire Freedman and Ben Clapp



The Cat in the Hat
Dr Seuss



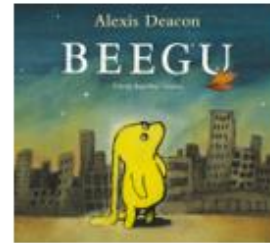
The Book With No Pictures
B.J. Novak



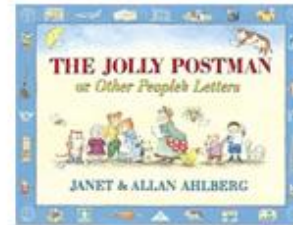
The Mousehole Cat
Antonia Barber



The Fantastic Mr Fox
Roald Dahl



BeeGU
Alexis Deacon



The Jolly Postman
Janet and Allan Ahlberg



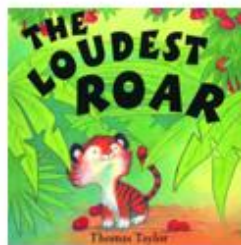
Meerkat Mail
Emily Gravett



Meg and Mog
Helen Nicoll and Jan Pienkowski



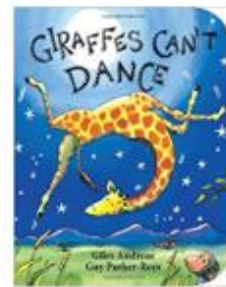
Pumpkin Soup
Helen Cooper



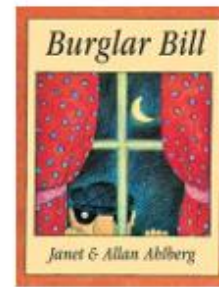
The Loudest Roar
Thomas Taylor



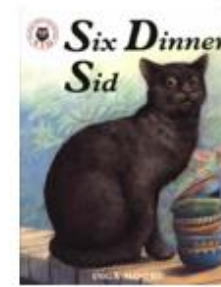
Traction Man
Mini Grey



Giraffes Can't Dance
Giles Andrea and Kay Parkes



Burglar Bill
Janet and Allan Ahlberg



Six Dinner Sid
Inga Moore



The True Story of the 3 Little Pigs
Jan Spinelli



Would You Rather...

John Burningham



The Bog Baby

Anne Willis and Glen Millard



The Bear and The Piano

David Litchfield



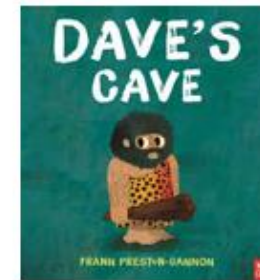
The Bear Who Stared

Duncan Beedie



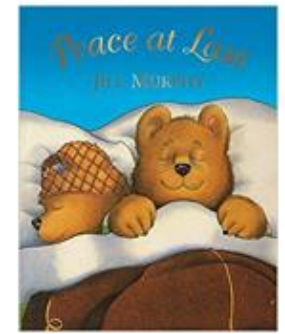
Leon and the Place Between

Angela McAllister and Grahame Baker-Smith



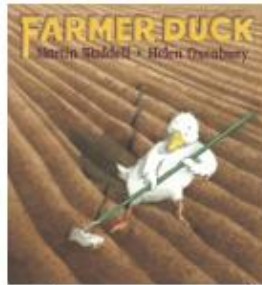
Dave's Cave

Frank Preston-Gannon



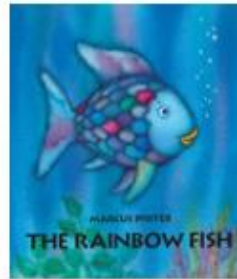
Peace At Last

Jill Murphy



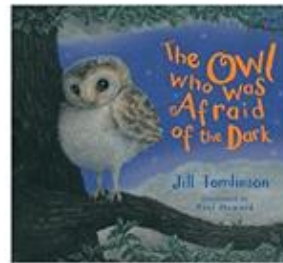
Farmer Duck

Martin Waddell and Helen Oxenbury



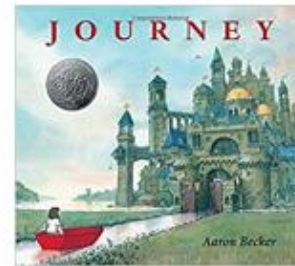
The Rainbow Fish

Marcus Pfister



The Owl Who Was Afraid Of the Dark

Jill Tomlinson



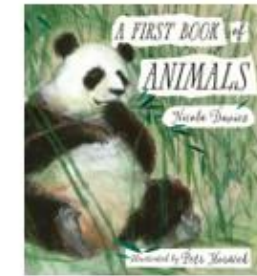
Journey

Aaron Becker



We're All Wonders

RJ Palacio



A First Book Of Animals

Nicola Davies



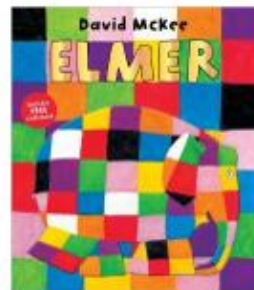
Funnybones

Janet and Allan Ahlberg



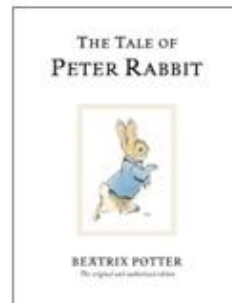
Jack and the Flumflum Tree

Julia Donaldson



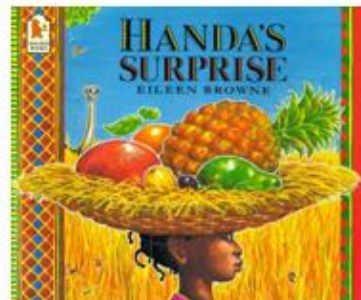
Elmer

David McKee



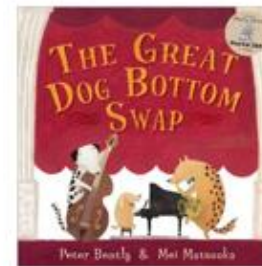
The Tale Of Peter Rabbit

Beatrix Potter



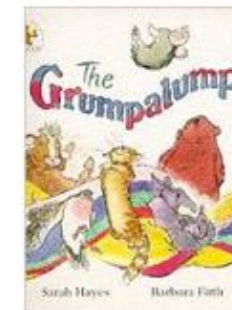
Handa's Surprise

Eileen Browne



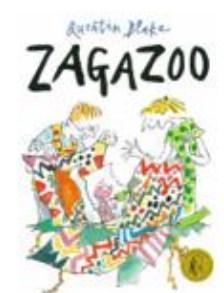
The Great Dog Bottom Swap

Peter Bently and Mel Matsuoka



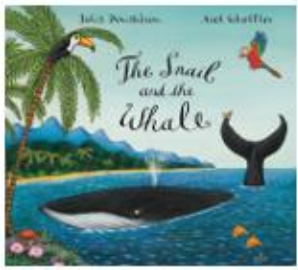
The Grumpalump

Sarah Hayes



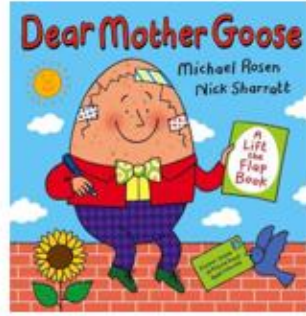
Zagazoo

Quentin Blake



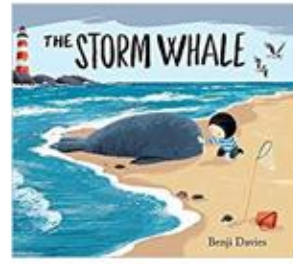
The Snail and the Whale

Julia Donaldson



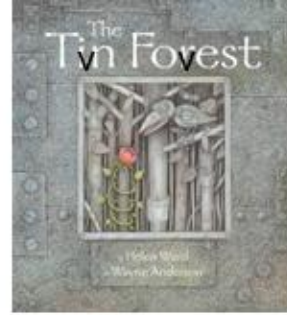
Dear Mother Goose

Michael Rosen and Nick Sharratt



The Storm Whale

Benji Davies



The Tin Forest

Helen Ward and Wayne Anderson



The Giant Jam Sandwich

John Vernon Lord and Janet Semon



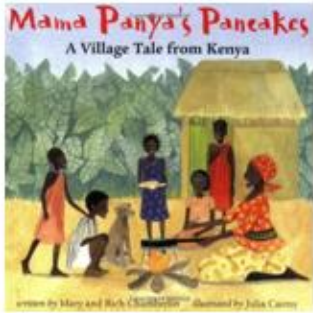
Funny Fairy Tales

Laurence Anholt and Judith Robins



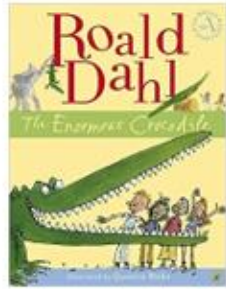
Please Mr Panda

Steve Antony



Mama Panya's Pancakes

Mary and Rich



The Enormous Crocodile

Roald Dahl



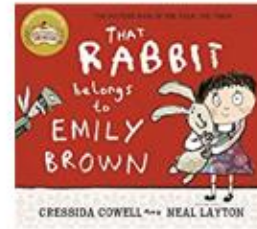
Tattybogle

Sandra Horn and Ken Roman



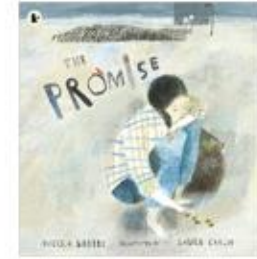
Badger's Parting Gifts

Susan Varley



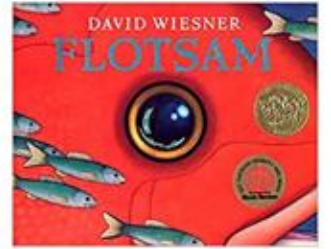
That Rabbit Belongs to Emily

Cressida Cowell and Neal Layton



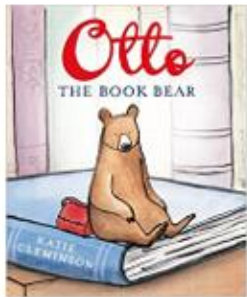
The Promise

Nicola Davies



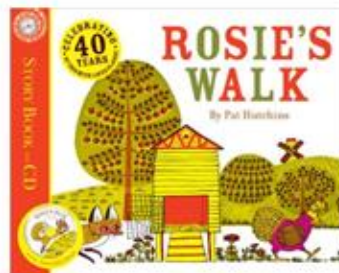
Flotsam

David Wiesner



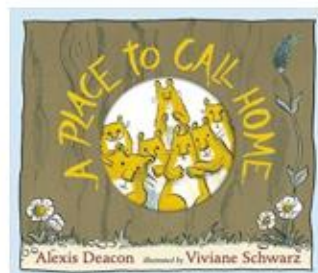
Otto The Book Bear

Katie Cleary



Rosie's Walk

Pat Hutchinson



A Place to Call Home

Alexis Deacon



I'll Take You To Mrs Cole

Nigel Gray



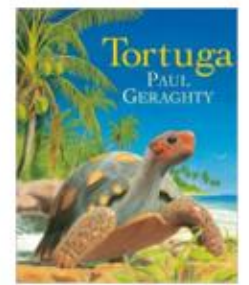
Are We There Yet?

Dan Sattat



Footpath Flowers

Jon Arno Lawson

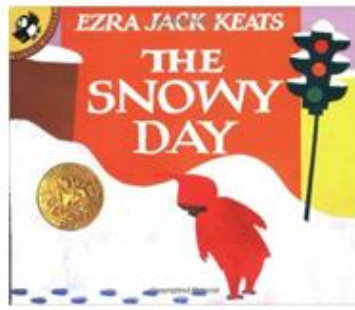


Tortuga

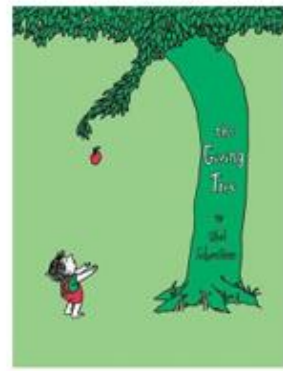
Paul Geraghty



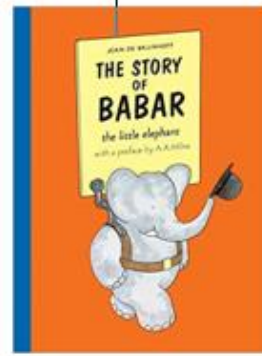
The Great Paper Caper
Oliver Jeffers



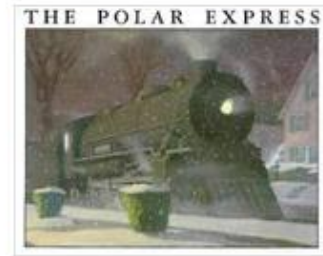
The Snowy Day
Ezra Jack Keats



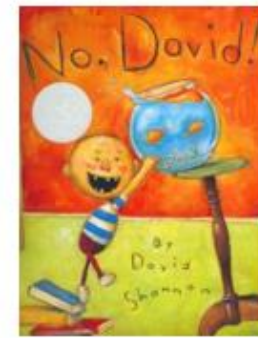
The Giving Tree
Shel Silverstein



The Story of Babar
Jean De Brunhoff



The Polar Express
Chris Van Allsburg



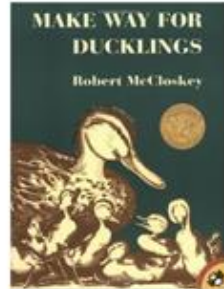
No, David!
David Shannon



Don't Let the Pigeon Drive The Bus
Mr Willems



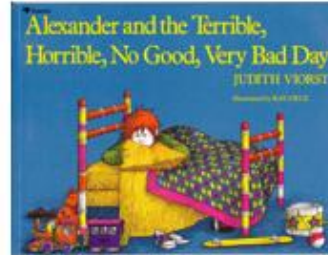
Goodnight Moon
Margaret Wise Brown



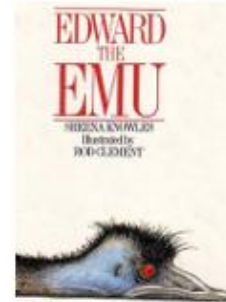
Make Way For Ducklings
Robert McCloskey



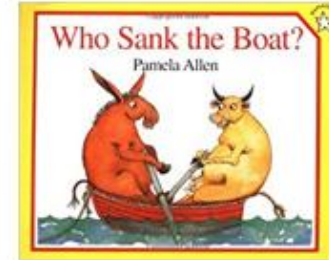
Knuffle Bunny
Mo Willems



Alexander and the Terrible, Horrible, No Good, Very Bad Day
Judith Viorst



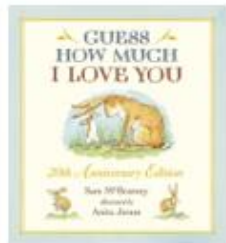
Edward The Emu
Sheena Knowles



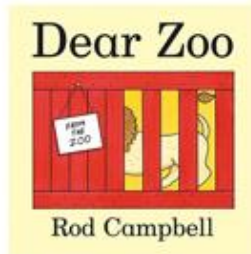
Who Sank the Boat?
Pamela Allen



Where The Forest Meets The Sea
Jeannie Baker



Guess How Much I Love you



The Whisperer

Questions...

When children learn to read at an early age, they have greater general knowledge, expand their vocabulary and become more fluent readers. They also have improved attention spans and better concentration. ... Their proficiency in reading enables them to comprehend more of what they are reading.

It really does help with their wider curriculum of learning...

Time to learn together...

Your child will now come and join you. Use the time to try some of the examples we have mentioned this morning...

