

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

This shows our Phonics progression across EYFS, Year 1 and Year 2. We follow Unlocking Letters and Sounds from EYFS Term 1 through to the end of Year 2, Term 2. We then follow the spelling programme Essential Spelling.

This shows Phonics and Spelling coverage for EYFS, Year 1 and Year 2.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS GPCs Unlocking Letters and Sounds</b>	<b>Phase 2</b> Learn Phase 2 GPCs: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u ,r, h, b, f, ff, l, ll, ss	<b>Phase 3</b> Learn Phase 3 GPCs: j,v,w,x,y,z,zz,qu,ch,sh,th,ng , ai, ee, igh, oa, oo, ar, or, ur Read words with -s ending. Read words containing -ing endings with no change to the root word. Assess and review Phase 3 work Weeks 1 – 5.	<b>Phase 3/consolidation</b> Learn Phase 3 GPCs: ow,oi,ear,air,ure,er Reading and spelling words containing digraphs and trigraphs. Assess and review Phase 3 work.  Revisit: j,v,w,x,y,z,zz,qu,ch,sh,th,ng	<b>Phase 3 consolidation</b>  Revisit: ai,ee,igh,oa,oo,ar,or,ur,ow, oi,ear,air,ure,er Assess and review Phase 3 work.	<b>Phase 4</b>  CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2. Read words containing -ed endings with no change to the root word. Read words containing - ing endings with no change to the root word.	<b>Phase 4 consolidation</b>  CVCC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3. Teach blending of polysyllabic CVCC and CCVC words. Teach blending of CCVCC and polysyllabic CCVCC words. Teach blending of CCCVCC words.
<b>EYFS CEWs</b>	<b>Reading</b> the, to, into, no, I, go	<b>Reading</b> me, we, be, he, she, was, you, they, all  <b>Writing</b> the, into, go, to, I no	<b>Reading</b> are, my, her  <b>Revisit</b> me, we, be, he she	<b>Revisit</b> was, you, they, all, are, my, her	<b>Reading</b> said, have, like, so, do, some, come, were, there, little, one, when, out, what  <b>Writing</b> he, she, we, me, be, was, you, they, all, are, my, her	<b>Revisit</b> said, have, like, so, do, some, come, were, there, little, one, when, out, what
<b>Year 1 GPCs Unlocking Letters and Sounds</b>	<b>Phase 4</b> Revise Phase 4. Teach adding -s and -es as a	<b>Phase 5a</b> Learn Phase 5 GPCs: ay, ou, ie, ea, oy, ir, ue (as in glue), ue (as in cue), aw,	<b>Phase 5a Consolidation</b> ay, ou, ie, ea, oy, ir, ue (as in glue), ue (as in cue), aw,	<b>Phase 5b</b>	<b>Phase 5c</b> Teach alternative spellings of phonemes:	<b>Phase 5c</b> Teach alternative spellings of phonemes:

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

	<p>plural marker for nouns. Teach adding -s and -es as a third person singular marker for verbs. Revisit blending of words where -s and -es are added. Teach adding the suffix -ing to verbs. Teach adding the suffix -ed to verbs. Teach adding the suffix -er to verbs to change them to a noun. Revisit adding the suffixes -ed and -er to verbs. Teach adding the suffix -er to adjectives. Teach adding the suffix -est. Teach adding the prefix un- to verbs. Teach adding the prefix un- to adjectives. Teach reading words with contractions.</p>	<p>wh, ph, ew (as in blew), ew (as in few), oe, au, ey, a-e, e-e, i-e, o-e, u-e (as in flute), u-e (as in cube)</p> <p>New phoneme: /zh/</p> <p>Teach the days of the week.</p>	<p>wh, ph, ew (as in blew), ew (as in few), oe, au, ey, a-e, e-e, i-e, o-e, u-e (as in flute), u-e (as in cube)</p> <p>(From NC)</p> <p>Teach correct use of -nk</p> <p>Teach correct use of ph</p> <p>Teach correct use of -wh</p> <p>Teach correct use of -tch</p> <p>Teach correct use of -ve</p> <p>Revise the days of the week.</p> <p>Revise all Phase 5a).</p> <p>Assess and review correct use of NC letters/suffixes.</p>	<p>Teach alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind), o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief), ea (as in head), er (as in her), ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p> <p>Assess and review alternative pronunciations of known graphemes for reading.</p> <p>Assess and review reading new common exception words and correct use of NC endings.</p>	<p>/ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /er/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)</p>	<p>/oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low), /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune), /yoo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p>
<p><b>Year 1 CEWs</b></p>		<p><b>Reading</b> oh, their, people, Mr, Mrs, looked, called, asked</p> <p><b>Write</b> said, so, have, like, some, come, were, there</p> <p><b>Revisit</b> called</p>	<p><b>Revisit</b> oh, their, people, Mr, Mrs, looked, called, asked</p> <p><b>Write</b> said, so, have, like, some, come, were, there</p>	<p><b>Reading</b> water, where, who, again, thought, through, mouse, work, many, laughed, because, different, any, eyes, friends, once, please</p> <p><b>Write</b> little, one, do, when, what, out</p>	<p><b>Write</b> oh, their, people, Mr, Mrs, looked</p>	<p><b>Write</b> called, asked</p>
<p><b>Year 2 Unlocking Letters and Sounds</b></p>	<p><b>Phase 5a and b Consolidation</b></p>	<p><b>Phase 5c Consolidation</b> Revisit alternative spellings of phonemes:</p>	<p><b>Essential Spellings Sequence 1-58</b> Review Y1 CEW</p>	<p><b>Essential Spellings Sequence 59-72</b></p>	<p><b>Essential Spellings Sequence 73-87</b></p>	<p><b>Essential Spellings Sequence 88-92</b></p>

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

<p>(Terms 1 and 2)</p> <p><b>Essential Spelling</b> (Term 3 onwards)</p>	<p>Spellings: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</p> <p>Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind), o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief), ea (as in head), ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef), y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p>	<p>/ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune), /(y)oo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p> <p>Assessment and review of all alternative spellings of phonemes.</p>	<p>Spell words with the trigraph tch</p> <p>Adding -ed with no change to the root word</p> <p>Spell plurals of words by adding -s or -es</p> <p>Spell words containing ai or ay plus the suffix -ed or -ing</p> <p>Spell adjectives with the suffix -y</p> <p>Explore adding -ing</p> <p>Explore homophones meanings</p> <p>spell adjectives with the suffix -er</p> <p>spell adjectives with the suffix -er</p> <p>Explore the /l/ or /əl/ sound spelt -le at the end of words</p> <p>Explore the /l/ or /əl/ sound spelt -el at the end of words</p> <p>Explore the /l/ or /əl/ sound spelt -al at the end of words</p> <p>Explore the /l/ or /əl/ sound spelt -il</p> <p>Explore Y2 CEWs</p> <p>Spell words ending with -ve</p> <p>Explore more homophones</p> <p>Explore words that change when being made into a plural</p>	<p>Adding -ed to words ending in e</p> <p>Adding -ing to words ending in e</p> <p>Adding -er and -est to words ending in e</p> <p>Adding -y to words ending in e</p> <p>Adding -ed to words ending in y</p> <p>Adding -er or -est to words ending in y</p> <p>Adding the suffix -ly with no change to the root word</p> <p>Adding the suffix -ly to words ending in y</p> <p>Adding the prefix un- to words with suffixes</p> <p>Review the /k/ sound spelt k</p> <p>Review the /w/ sound spelt wh at the beginning of words</p> <p>Review the /f/ sound spelt ph at the beginning of words</p> <p>Teach the /n/ sound spelt kn or gn at the beginning of words</p> <p>Teach the /r/ sound spelt wr at the beginning of words</p> <p>Review previous concepts following formative assessment</p>	<p>Review Y1 and Y2 common exception words</p> <p>Past tense of irregular verbs</p> <p>Apostrophes for contraction</p> <p>Adding -ing to words and doubling the final consonant</p> <p>Adding -ed to words and doubling the final consonant</p> <p>Adding -er and -est to words and doubling the final consonant</p> <p>Adding the suffix -ful</p> <p>Adding the suffixes -ment and -ness</p> <p>Teach the /ɒ/ sound spelt a after w and q</p> <p>Teach the /ɜ:/ sound spelt or after w</p> <p>Teach the /ɔ:/ sound spelt ar after w</p> <p>Teach words ending in en and -tion</p> <p>Teach words ending in /ʒ/ spelt s</p> <p>Review creating plurals of words</p>	<p>Review apostrophes for contraction</p> <p>Teach the apostrophe for possession</p> <p>Review compound words</p> <p>Review commonly misspelt words</p> <p>Review suffixes</p> <p>Review previous concepts following formative assessment including work on CEW</p>
--	---	--	--	--	---	---

**Paulton Infants Reading Curriculum Map (Cycle A) 2022-23**

			<p>Teach plurals of words ending in -y</p> <p>Review compound words</p> <p>Review adding the prefix – un.</p>			
<p><b>Year 2 CEWs</b></p>	<p>Revise reading all common exception words.</p> <p>Revisit reading the common exception words: water, where, who, again, thought, through, mouse, work, different, any, eyes, friends, once, please</p>	<p>Revisit reading all common exception words.</p> <p>Assessment and review of all common exception words.</p>	<p>Covered within essential spelling sessions as above</p> <p>Review Year 1 CEWs</p> <p>a of pull full put push is his has school friend once love your house where here today says by ask our</p> <p>Year 2 CEWs</p> <p>after again any bath beautiful because behind both break busy child children Christmas class climb clothes cold door even every everybody eye fast father find floor gold grass great half hold hour improve kind last many mind money most move old only parents pass past path people plant poor pretty prove should steak sugar sure told water whole who wild would</p>			

## **Paulton Infants Reading Curriculum Map (Cycle A) 2022-23**

This shows key reading texts coverage for EYFS.

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

EYFS	Topic/Theme 1	Topic/Theme 2	Topic/Theme 3	Topic/Theme 4	Topic/Theme 5	Topic/Theme 6
<b>Topic Titles</b>	Starting School Familiar stories Autumn	Magic/Colour Celebrations (including Diwali) Christmas (including Advent)	Winter Cold Climates Chinese New Year Space Rhyme	Pancake Day Pets Spring/Ponds Eggs/Easter Keeping Healthy	Growing Family/Growing Up Life Cycles Aspirations Farms	Science Experiments Adventures/Journeys Celebrating Diversity Transitions and Change
<b>Key Texts</b>	Social stories  Harry and the Dinosaurs Go to School - Ian Whybrow  Today is Monday – Eric Carle  We’re Going on a Bear Hunt - Michael Rosen  The Squirrels Who Squabbled - Rachel Bright  The Very Helpful Hedgehog - Rosie Wellesley  Pumpkin Soup - Helen Cooper	Winnie the Witch - Korky Paul and Valerie Thomas  Peppa’s Diwali  The Colour Monster - Anna Llenas  The Nativity – Various Versions  An Angel Just Like Me - Mary Hoffman  The Snowman - Raymond Briggs	The Winter Bear - Ruth Craft  Once Upon a Snowstorm - Richard Johnson  Dragons in the City – Twinkl  Look Up! - Nathan Bryon  Here Come the Aliens - Colin McNaughton  Oi Frog! - Kes Gray	The Great Pet Sale – Mick Inkpen  When Spring Comes - Kevin Henkes  The Bog Baby - Jeanne Willis  Tap! Tap! The Egg Cracked - Keith Faulkner  We’re Going on an Egg Hunt - Laura Hughes and Martha Mumford	Errol’s Garden - Gillian Hibbs  Once There Were Giants - Martin Waddell  When I Grow Up - Melanie Joyce  What The Ladybird Heard – Julia Donaldson	Science Experiments For Kids – Garret Thompson  Jack and the Flum-Flum Tree – Julia Donaldson  Meerkat Mail - Emily Gravett  All Are Welcome - Alexandra Penfold  Mommy’s Khimar - Jamilah Thompkins-Bigelow  Splash! Anna Hibiscus - Atinuke  Dear Teacher - Amy Husband
<b>Supporting Texts</b>	-Owl Babies - Martin Waddell -Leaf Man - Lois Ehlert -Pattan’s Pumpkin - Chitra Soundar	-Meg and Mog - Helen Nicoll -The Best Diwali Ever - Sonali Shah -Stick Man – Julia Donaldson	-Beegu - Alexis Deacon -Aliens Love Underpants - Claire Freedman -Oi Cat! - Kes Gray -Oi Duck Billed Platypus! - Kes Gray -Oi Dog! - Kes Gray - Stop Telling Fibs! - Twinkl Originals	-Pancake Pandemonium - Anita Pouroulis -The Little Red Hen - Jerry Pinkney -An Egg is Quiet - Dianna Hutts Aston	-Oliver’s Vegetables - Alison Bartlett and Vivian French -The Tiny Seed – Eric Carle -Eddie’s Garden (and How to Make Things Grow) - Sarah Garland -Ten Seeds – Ruth Brown -Katie and the Sunflowers - James Mayhew -What the Ladybird Heard Next – Julia Donaldson	-My Hair - Hannah Lee -We Are All Different – Twinkl -The Five of Us – Quentin Blake -This is Our House Book - Michael Rosen -Welcome to Our World: A Celebration of Children Everywhere! - Moira Butterfield

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

					-The Great Big Book of Families - Hoffman Mary -Peepo! - Allan Ahlberg and Janet Ahlberg	
<b>Optional linked texts</b>	-Harry and the Dinosaurs – Series of Books - Ian Whybrow -Where’s My Teddy? - Jez Alborough -Goldilocks and the Three Bears – Fairy Tale -We’re Going on a Leaf Hunt - Steve Metzger -It Was a Cold, Dark Night - Tim Hopgood -Pete the Cat: Five Little Pumpkins - James Dean	-Lighting a Lamp: A Divali Story - Jonny Zucker -Kipper’s Birthday - Mick Inkpen -The Day The Crayon’s Quit - Drew Daywalt -The Crayon’s Christmas - Drew Daywalt -We Are All Different - Twinkl -Dogger’s Christmas - Shirley Hughes -Mog’s Christmas – Judith Kerr -Elmer’s Christmas - David McKee	-Goodbye Autumn, Hello Winter - Kenard Pak -Living in the Arctic - Allan Fowler -The Emperor’s Egg - Martin Jenkins -Arctic Life - Sean Callery - We Love Chinese New Year - Saviour Pirotta -Dragon Dance - Joan Holub -Ruby’s Chinese New Year - Vickie Lee -Astro Girl - Ken Wilson-Max	-Pete the Cat: I Love My White Shoes - Eric Litwin, James Dean, and Kimberly Dean -Hairy Maclary - Lynley Dodd -Goodbye Summer, Hello Autumn - Kenard Pak -In the Pond - Anna Milbourne -Who Laid The Egg? - Audrey Sauble -Guess What is Growing Inside This Egg - Mia Posada - Changes, Changes - Pat Hutchins	-Oliver’s Fruit Salad - Vivian French -The Very Hungry Caterpillar – Eric Carle -Sam Plants a Sunflower - Kate Petty -Jasper’s Beanstalk - Nick Butterworth -How a Seed Grows - Helene J. Jordan -A Seed is Sleepy - Dianna Hutts Aston -What The Ladybird Heard on Holiday - Julia Donaldson -What the Ladybird Heard at the Seaside - Julia Donaldson -On the Farm – Axel Scheffler -A Squash and a Squeeze – Julia Donaldson -What Jobs Could You Do? - Catherine Barr	-Here We Are – Oliver Jeffers -Clothes Around the World - Clare Lewis -Shine - Sarah Asuquo -The World Around Me - Charlotte Guillain -The Growing Story - Ruth Krauss -This is Our House - Michael Rosen -Titch – Pat Hutchins -Under My Hijab - Hena Khan -Journey - Aaron Becker

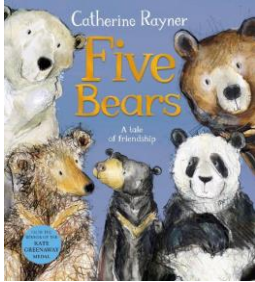
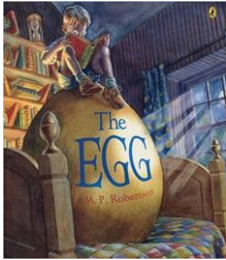
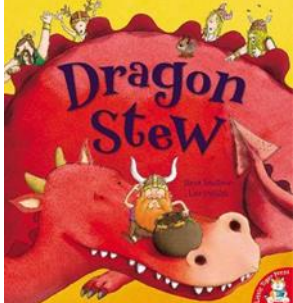
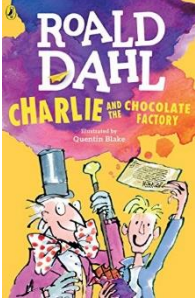
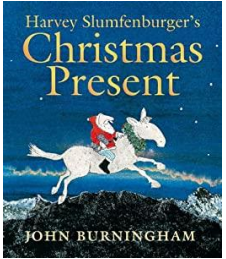

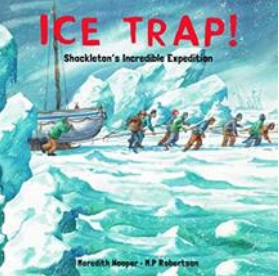
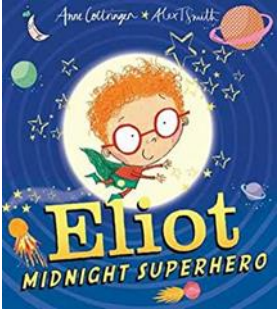
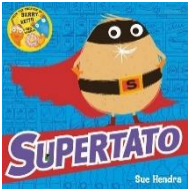
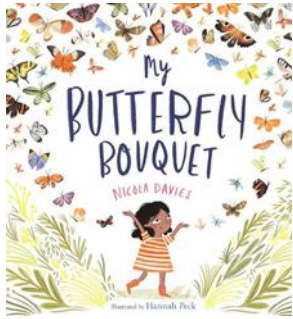
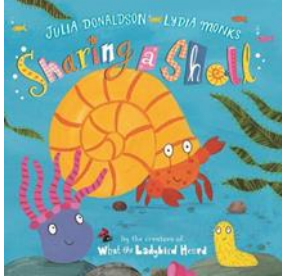
## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

This shows key reading texts coverage for Year 1 and 2.

KS1 CYCLE A	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Term 6
Topic Title	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and Villains	A Bug's Life	Oh We Do Like To Be Beside The Seaside
<p>Key Texts Year 1</p>	<p>Five Bears – Catherine Rayner</p>  <p>Rayner</p> <p>The Egg - MP Robertson.</p>  <p>Zog – Julia Donaldson</p> 	<p>Jack and the Jelly Beanstalk – Rachel Mortimer</p>  <p>Christmas theme: Harvey Slumfenburger's Christmas Present – John Burningham</p> 	<p>The Emperor's Egg – Martin Jenkins</p>  <p>Lost and Found – Oliver Jeffers</p> 	<p>Supertato – Sue Hendra &amp; Paul Linnet (and other Supertato series)</p>  	<p>Tad: A big story about a brave minibeast – Benji Davies</p> 	<p>Lighthouse Keeper's lunch – David Armitage</p> 



## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

<p><b>Key Texts</b> Year 2</p>	<p><b>Week 1 focus: Five Bears – Catherine Rayner</b></p>  <p><b>The Egg - MP Robertson.</b></p>  <p><b>Dragon Stew – Steve Smallman</b></p> 	<p><b>Charlie and the choc factory – Roald Dahl</b></p>  <p><i>Christmas theme: Harvey Slumfenburger's Christmas Present – John Burningham</i></p> 	<p><b>Lost and Found – Oliver Jeffers</b></p>  <p><b>Ice Trap! - Meredith Hooper</b></p> 	<p><b>Elliott the midnight superhero – Anne Cottringer</b></p>  <p>For poetry focus only: <b>Supertato – Sue Hendra &amp; Paul Linnet</b></p> 	<p><b>My Butterfly Bouquet - Nicola Davies</b></p> 	<p><b>Sharing a shell – Julia Donaldson</b></p> 
<p><b>Supporting Texts</b></p>	<p>How to catch a Dragon – Caryl Hart</p> <p>Look Inside a Castle Conrad Mason &amp; Barry Ablett</p> <p>The Knight Who Wouldn't Fight Helen Docherty</p>	<p>Woolly Jumper: The Story of Wool - Meredith Hooper</p> <p>From bean to bar – Anita Ganeri</p>	<p>Poles Apart! - Jeanne Willis</p> <p>Big Bear Little Brother – Carl Norac</p> <p>Meerkat Mail - Emily Gravett (contrasting setting)</p>	<p>Supertato – Sue Hendra &amp; Paul Linnet (and other Supertato series)</p> <p>How to save a superhero – Caryl Hart</p> <p>Superworm – Julia Donaldson</p>	<p>What Bug Am I? by Skye Wade</p> <p>The Giant Jam Sandwich - Janet Burroway and John Vernon Lord</p> <p>Arghh Spider – Lydia Monks</p>	<p>The Lighthouse Keeper's Tea/Rescue/Picnic – David Armitage</p> <p>Snail and the whale – Julia Donaldson</p>

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

				<p>SuperKid – Claire Freedman</p> <p>Little People, Big Dreams – Maria Isabel Sanchez</p> <p>Great women who changed the world/made history/worked wonders – Kate Pankhurst</p>	<p>Twist and Hop, Minibeast Bop! - Tony Mitton</p>	<p>My Name Is Grace Darling - Geraldine Terry</p> <p>The singing mermaid – Julia Donaldson</p> <p>How to be a pirate – Sue Fliess</p>
--	--	--	--	---	--	---

This shows the poems that children in EYFS, Year 1 and Year 2 will be exploring.

	<b>Topic/Theme 1</b>	<b>Topic/Theme 2</b>	<b>Topic/Theme 3</b>	<b>Topic/Theme 4</b>	<b>Topic/Theme 5</b>	<b>Topic/Theme 6</b>
<b>EYFS</b>	<b>Starting School</b> <b>Familiar stories</b> <b>Autumn</b>	<b>Magic/Colour Celebrations</b> <b>(including Diwali)</b> <b>Christmas</b> <b>(including Advent)</b>	<b>Winter</b> <b>Cold Climates</b> <b>Chinese New Year</b> <b>Space</b> <b>Rhyme</b>	<b>Pancake Day</b> <b>Pets</b> <b>Spring/Ponds</b> <b>Eggs/Easter</b> <b>Keeping Healthy</b>	<b>Growing</b> <b>Family/Growing Up</b> <b>Life Cycles</b> <b>Aspirations</b> <b>Farms</b>	<b>Science Experiments</b> <b>Adventures/Journeys</b> <b>Celebrating Diversity</b> <b>Transitions and Change</b>
<b>Key Poems/Poetry Texts – From Poetry Basket 1/2</b> (all children will encounter these)	Poem 1: Chop Chop Poem 2: Leaves Are Falling Poem 3: Breezy Weather Poem 4: Five Little Pumpkins	Poem 1: Pointy Hat Poem 2: Cup of Tea Poem 3: Falling Apples Poem 4: Things I Can Do (PB2)	Poem 1: Popcorn Poem 2: Let’s Put on Our Mittens Poem 3: Carrot Nose Poem 4: Five Little Astronauts (PB2)	Poem 1: Pancakes Poem 2: Spring Wind Poem 3: A Little Seed Poem 4: Furry Furry Squirrel	Poem 1: I Have a Little Frog Poem 2: Caterpillar (PB2) Poem 3: Tadpole (PB2) Poem 4: Pitter Patter	Poem 1: A Little Shell Poem 2: Five Little Peas Poem 3: If I Were So Very Small Poem 4: Under a Stone

## Paulton Infants Reading Curriculum Map (Cycle A) 2022-23

KS1	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	<b>Across the Drawbridge</b>	<b>Sweets Galore</b>	<b>Pole to Pole</b>	<b>Heroes and Villains</b>	<b>A Bug's Life</b>	<b>Oh We Do Like To Be Beside The Seaside</b>
<b>Key Poems/Poetry Texts</b> (all children will encounter these)	Dragon Poems – John Foster and Korky Paul	Chocolate Cake - Michael Rosen	Penguin Poems (Twinkl pack)	If I was a superhero – Sally Gray	A selection from Poetry Basket 2: Bugs Creepy crawlies Caterpillar Buster the Fly The Spider Bees	Seaside Poems - Jill Bennett
<b>Supporting Texts</b> (all children will encounter some of these)	Revisit 2 from these:  Poetry Basket 1 Chop Chop Leaves Are Falling Breezy Weather Five Little Pumpkins	Revisit 2 from these:  Poetry Basket 1 Five Little Pumpkins Falling Apples Popcorn	Revisit: Poetry Basket 1 Let's Put on Our Mittens  Plus any others from Term 1 and 2.	Revisit: Poetry Basket 1 Breezy Weather  Plus any others from Term 1 and 2.	Revisit: Poetry Basket 1 I Have a Little Frog  Plus any others from across the year so far.	Revisit Poetry Basket 1: A Little Shell  Sing sea shanties for performing, for example The Wellerman (children's version from Twinkl)