








































Structured Story Time – Key Themes

Revisiting Authors	Heritage texts / Traditional Tales / Classics such	Diversity of representation – author or protagonist
Strong Female Role Model	Specific social, ethical, moral issues / PSED	Curriculum links

<p>I Want To Be ... Becky Davies</p> <p> </p>	<p>Favourite Nursery Rhymes Ladybird</p> <p> </p>	<p>Ravi's Roar Tom Percival</p> <p></p>	<p>Dear Zoo Rod Campbell</p> <p></p>	<p>Billy And The Beast Nadia Shireen</p> <p> </p>
<p>Oi Frog! Kes Gray</p> <p></p>	<p>Nursey? Not today! Rebecca Patterson</p> <p></p>	<p>Oliver's Vegetables Vivian French</p> <p> </p>	<p>Hey, Water! Antoinette Portis</p> <p> </p>	<p>Rain Before Rainbows Smriti Halls</p> <p> </p>
<p>The Big Book Of Kindness Pat-a-Cake</p> <p></p>	<p>My First Heroes series Campbell Books</p> <p></p>	<p>Goldilocks and the Three Bears Mara Alperin</p> <p></p>	<p>Lost and Found Oliver Jeffers</p> <p> </p>	<p>Meg and Mog Helen Nicoll</p> <p></p>
<p>Funnybones Janet & Allan Ahlberg</p> <p></p>	<p>You Choose Pippa Goodhart</p> <p></p>	<p>People Need People Benjamin Zephaniah</p> <p> </p>	<p>In Every House, on Every Street Jess Hitchman</p> <p> </p>	<p>Who Are You? Smriti Halls</p> <p>  </p>
<p>Elephant in my Kitchen! Smriti Halls</p> <p> </p>	<p>Come Over To My House Eliza Hull and Sally Rippin</p> <p></p>	<p>I Want My Hat Back Jon Klassen</p> <p> </p>	<p>Wow! Said The Owl Tim Hopgood</p> <p></p>	<p>Mabel and the Mountain Kim Hillyard</p> <p> </p>

Favourite Nursery Rhymes (Ladybird)

Head, Shoulders, Knees and Toes; Incy Wincy Spider; Humpty Dumpty; Twinkle, Twinkle; Row, Row, Row Your Boat; Wheels on the Bus

What will pupils know and be able to do?	Literacy: Word reading, decoding and fluency						
Phonics	Environmental sounds	Instrumental Sounds	Body Percussion	Rhyme & Rhythm	Alliteration	Voice Sounds	Oral Blending
Tuning into sounds (early phonological and phonemic awareness) – linked to CLL	Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. <ul style="list-style-type: none"> • Can recognise sounds in the environment. • Can identify the difference between the sounds of two instruments, e.g. shaker and drum. • Can experiment with and distinguish between different voice sounds, e.g. wheeeee, whoosh, swish, ouch, aaaaaah! 						
Fluency	Joins in with CUSP Early Foundations Structured Story Times fluency opportunities, e.g. echo reading / copy my voice opportunities, learning the pace, intonation and expression of different stories and rhymes.						

What will pupils know and be able to do?	Literacy: Comprehension
Paying attention to print	Notice some print, such as the first letter of their name, a bus or door number. <ul style="list-style-type: none"> • Begin to recognise familiar logos from children’s popular culture, commercial print or icons for apps. • Begin to understand that print has meaning.
Enjoyment and engagement with books and reading	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. <ul style="list-style-type: none"> • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books (stories and non-fiction) and seek them out, to share with an adult, with another child, or to look at alone. • Has some favourite rhymes, songs, poems or jingles. • Repeat words and phrases from familiar stories. • Develop play around favourite stories using props.
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Repeats and uses actions, words or phrases from familiar stories. <ul style="list-style-type: none"> • Ask questions about the book. • Make comments and shares their own ideas about stories, rhymes and poems. • Is beginning to report when talking about stories.

What will pupils know and be able to do?	Literacy: Comprehension
Anticipate – where appropriate – key events in stories	Fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Uses words they have learnt from stories in their play e.g. poorly, thermometer when pretending to be doctors (I want to be... A doctor by Becky Davies). <ul style="list-style-type: none"> • Uses repeating vocabulary when talking about simple stories e.g. I sent him back... (Dear Zoo by Rod Campbell).
Vocabulary Development	Towards their third birthday use around 300 words. <ul style="list-style-type: none"> • Understand at least 500 words. • Learn new words very rapidly and use them in communicating.

What will pupils know and be able to do?	Reading Across The Curriculum
Listening to stories and rhymes - Linked to CLL	Listen with interest to the noises adults make when they read stories. <ul style="list-style-type: none"> • Show interest in playing with sounds, songs and rhymes.

Learning For Life