

**EYFS Key Texts Relating to Topic Themes**

**Reading and Writing**

**Key Texts Elaboration with Possible English Opportunities**

Topics within the EYFS at Skelton School run on a one-year cycle. Texts can be altered or edited to provide different learning opportunities to suit the needs of all learners, to offer variety to children who complete Nursery and Reception and to offer challenge to those who need it.

Writing follows the following sequence:

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| **Think**  What are we writing?  Will it be independent or modelled writing? | **Plan**  How do we need to write it?  What do we need to be able to write? | **Write**  Put pencil to paper  Think about letter formation, finger spaces and punctuation. |

**EYFS Key Texts Relating to Topic Themes – Autumn 1 – All About Me**

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| Key Text | Possible Learning Opportunities | Development Matters Links |
| Oliver's Fruit Salad : French, Vivian, Bartlett, Alison: Amazon.co.uk: Books | * Instruction following – how to make a fruit salad, how to plant seeds, how to prepare fruit etc. * Fruit tasting reviews – what did I like? What didn’t I like? Which was my favourite…? * Family links – family tree, siblings, immediate family. Descriptions about family members. | Three and Four-Year-Olds:   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately.   Children in Reception:   * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |
| Monkey Puzzle 20th Anniversary Edition : Donaldson, Julia, Scheffler, Axel:  Amazon.co.uk: Books | * My family – all about family, family tree, * Rhyming words (links to level 1 phonics). * Animal fact files – simple words/phrases. * Special people to us – why are they special? Sentence writing. * Initial letter sounds – links to animals in texts. * Thought bubbles – what are characters/animals within the book thinking? |
| Brown Bear, Brown Bear, What Do You See? : Carle, Eric: Amazon.co.uk: Books | * Imaginative writing – what do you see through the eyes of an animal? * Repetitive phrases – create own repetitive phrases based on the interests of own animals. * Speech bubbles and speech through characters in texts, what might they say to each other? * Create own version of the story – different animals, different sights - imaginative whole class writing opportunities. * Description writing about different animals/characters within the book. |

**EYFS Key Texts Relating to Topic Themes – Autumn 2 – Travel and Transport**

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| Key Text | Possible Learning Opportunities | Development Matters Links |
| The Journey Home From Grandpa's (Singalong): 1 : Lumley, Jemima, Fatus,  Sophie: Amazon.co.uk: Books | * Story sequencing – ordering the different types of transport that appear within the story. * Descriptive language e.g – the bouncy bumpy road. Create own descriptions using same transport or different transport not included in the book. * Journeys to different places – why would we go there? Why do we want to go there? How would we get there? | Three and Four-Year-Olds:   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately.   Children in Reception:   * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |
| The Train Ride - Scholastic Shop | * What would you see on your train ride? Sentence writing. * Transport trip follow up writing – what was enjoyed? What did you see? Where did you go? * Descriptive words about trains. * Train part labelling. * Postcard from the girl on her holidays after going on the train ride. |
| You Can't Take An Elephant On the Bus (You Can't Let an Elephant...) :  Cleveland-Peck, Patricia, Tazzyman, David: Amazon.co.uk: Books | * Rhyme (links to level 1 phonics) – how many different rhyming words can be found to link to words within the text? * Create own animals on the bus and why you couldn’t take them on there. * Sentence building – where else couldn’t you take an elephant? (links to other stories within the series). |

**EYFS Key Texts Relating to Topic Themes – Spring 1 – Space**

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| Key Text | Possible Learning Opportunities | Development Matters Links |
| Teatime In Space (Storytime) by Caroline Castle | Goodreads | * Menu design and item writing – a menu for a tea party in space. * Alliteration of foods e.g – floating fish fingers or strawberry space smoothie. * Planet fact files. * Instruction writing on how to fix a spaceship/how to build a spaceship. * Diary entry on a visit to have tea in space. | Three and Four-Year-Olds:   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately.   Children in Reception:   * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |
| Goodnight Spaceman: Amazon.co.uk: Robinson, Michelle, East, Nick, Peake,  Tim: 9780141365626: Books | * Space packing lists – what would you take to space with you? * ‘If I went to space….’ – possible opportunities of what would happen if you went to space. What would you do? What would you see? Who would you take with you? How would you get there? * Planet fact files. * Neil Armstrong fact file. * Postcard writing from space. |
| Aliens Love Underpants! By Claire Freedman | The Works | * How would you save the world? Writing opportunities. * Story sequencing. * Rhyming – finding words that rhyme within the text and creating more. * Instruction writing on how to save the world. * Newspaper article creation about how the aliens and underpants saved the world. |

**EYFS Key Texts Relating to Topic Themes – Spring 2 – Growing and Changing**

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| Key Text | Possible Learning Opportunities | Development Matters Links | |
| The Extraordinary Gardener: Amazon.co.uk: Sam Boughton: 9781849765664: Books | * Following instructions on how to plant a seed – read through and follow. * How to plant a seed – instruction writing following on from following instructions – read. * Plant parts labelling. * Wishes and dreams, hopes and aspirations for the future – writing goals. | | Three and Four-Year-Olds:   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately.   Children in Reception:   * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |
| The Very Hungry Caterpillar [Board Book]: Eric Carle : Carle, Eric, Carle,  Eric: Amazon.co.uk: Books | * Story sequencing. * Re-telling the story using props and images – role-play. * List writing – shopping lists to buy all the foods from the story. * Taste test – write a review. * Caterpillar to butterfly – life cycles ordering and caption writing. | |
| Jack and the Beanstalk (My First Fairy Tales): Amazon.co.uk: Alperin, Mara,  Chambers, Mark: 9781848957077: Books | * Writing own repeated phrase – ‘fee fi fo fum’. * A day in the life of a giant. What could the giant do throughout his day? Picture and caption writing. * ‘If I had a beanstalk…’ thinking and sentence continuation writing. * Writing a letter to the giant. * Descriptive adjectives – words to describe the characters or features within the book. * WANTED poster for the Giant. | |

**EYFS Key Texts Relating to Topic Themes – Summer 1 – Fairy Tales**

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| Key Text | Possible Learning Opportunities | Development Matters Links |
| First Favourite Tales: Little Red Hen | WaterstonesMy First Fairy Tales: The Elves and the Shoemaker - Scholastic ShopThe Hare and the Tortoise: Amazon.co.uk: Wildsmith, Brian: 9780192727084:  BooksThe Pied Piper of Hamelin: Amazon.co.uk: NA: 9781730130120: BooksMy Very First Story Time: The Gingerbread Man by Ronne Randall | Hachette UKhttps://m.media-amazon.com/images/I/51dYjpIaU7L._SX218_BO1,204,203,200_QL40_ML2_.jpghttps://m.media-amazon.com/images/I/51qh6HaBEBL._SX218_BO1,204,203,200_QL40_ML2_.jpgRapunzel (Once Upon a World) : Perkins, Chloe, Sreenivasan, Archana:  Amazon.co.uk: BooksGoldilocks and the Three Bears (My First Fairy Tales): Amazon.co.uk:  Alperin, Mara, Daubney, Kate: 9781848956834: BooksThe The Three Little Pigs (Storytime Lap Books) : DK, Di Lernia, Giuseppe:  Amazon.co.uk: BooksJack and the Beanstalk (My First Fairy Tales): Amazon.co.uk: Alperin, Mara,  Chambers, Mark: 9781848957077: BooksBilingual Fairy Tales Little Red Riding Hood eBook by Candice Ransom - EPUB  | Rakuten Kobo United Kingdom | * Story sequencing/ordering. * Create a story board. * Character profiling. * How does each character feel? Hot seat in the eyes of the characters. * Story structures – beginning, middle and end. * Characters – ‘goodies and baddies’. * Create own fairy tale characters to slot into already known fairy tales. * Sorry letters from one character to another. * Invitation writing from one character to another. * WANTED posters for the Big Bad Wolf, Troll, Goldilocks etc. * Recipe writing – cakes for Grandma from Little Red Riding Hood. * Instructions writing – how to get to…, how to was Rapunzel’s hair, how to follow the Pied Piper, how to make bread for the Little Red Hen, how to make shoes like the elves. * Story maps. * Story telling using puppets/small world/stick puppets. * Re-write traditional fairy tales. * Write own repetitive phrases e.g – run run as fast as you can. | Three and Four-Year-Olds:   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately.   Children in Reception:   * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |

**EYFS Key Texts Relating to Topic Themes – Summer 2 – Under the Sea**

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| Key Text | Possible Learning Opportunities | Development Matters Links |
| Commotion In The Ocean : Andreae, Giles, Wojtowycz, David: Amazon.co.uk:  Books | * Animal poetry. * Acrostic poems linked to animals from the text. * Adjectives describing animals from the text. * Add rhymes and poems about animals not in the book – how many more can be added? * Animal fact files – create a class fact book. | Three and Four-Year-Olds:   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately.   Children in Reception:   * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |
| The Rainbow Fish: Amazon.co.uk: Marcus Pfister: 8601404201721: Books | * Character facts from start to finish – different opinions of both sides of The Rainbow Fish. * Feelings – how do each of the characters feel at different points in the text? * Story writing – create a story based on a different rainbow character. * Hot seat different characters from the story. |
| The Fish Who Could Wish (Korky Paul Picture Book): Amazon.co.uk: Bush,  John, Paul, Korky: 9780192727138: Books | * What would you see under the sea? Descriptive writing including animals from the text and images from the book. * 3 wishes – what would you wish for? |