



Holy Family Reading Skills Progression

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is.</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (–s, –es, –ing, –ed, –er and –est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

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Range of reading	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>use non-fiction books to develop new knowledge and vocabulary</p>	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Familiarity with texts	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>
Poetry & performance	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
Word meanings	<p>Talk about elements of a topic using newly introduced vocabulary</p>	<p>discuss word meanings and link new meanings to words already known</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>

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Understanding	<p>Understand how to listen carefully.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read (<i>Chris Judge stories, Pig's knickers and a Spot of Bother</i>)</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
Inference	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p>	<p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p>	<p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>
Prediction	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>predict what might happen on the basis of what has been read so far</p>	<p>predict what might happen on the basis of what has been read so far</p>	<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>
Authorial intent				<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Holy Family Reading Skills Progression

Non-fiction	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>be introduced to non-fiction books that are structured in different ways</p>	<p>retrieve and record information from non-fiction texts</p>	<p>retrieve and record information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>
Discussing reading	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>

Key Reading Texts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Holy Family Reading Skills Progression

Authors	Julia Donaldson Judith Kerr Nick Sharrat Sue Hendra Elina Ellis Abrams Appleseed Lisa Bullard Patricia Hegarty Fran Manushkin Carson Ellis Eileen Browne Lapid & Pasek Chieri Uegaki Virginia Kroll	Jan Oke Mini Grey Tom Percival Ian Beck Jane Kemp and Clare Walters Ruth Owen(Fundamental Science series) Patricia Hegarty M.P. Roberston Steve Antony Nick Hunter Maria Isabel Sanchez Vegara (Little People, Big Dreams) Damien Harvey (History Heroes) Alexis Deacon Simon Bartram	Chris Judge Anthony Browne John Burningham Johnathon Emmett Kate Pankhurst Brian Moses (poetry) Dr Seuss	Clive King Tom Fletcher Jez Alborough Roald Dahl Anne Fine RCLF author spotlight	Phillip Pullman Roger McGough Cressida Cowell Marcia Williams Rachel Rooney RCLF author spotlight	Neil Gaiman Chris Riddell Carol Ann Duffy Antony Brown Kate Pankhurst RCLF author spotlight	Tom Palmer Emma Carroll Louis Sachar Benjamin Zephaniah William Shakespeare RCLF author spotlight
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Fiction	<p>The Tiger Who Came to Tea Juidth Kerr Supertato – Hendra & Linnet Supertato – Evil Pea Rules You Choose- Sharratt You Choose – Fairy Tales – Sharratt What will Danny do today? Goodhart Stick Man - Julia Donaldson</p>	<p>Naughty Bus and Major Glad, Major Dizzy – Jan Oke Traction Man- Mini Grey This is the Bear- Sarah Hayes The Everywhere Bear- Julia Donaldson The Sea Saw- Tom Percival The Teddy Robber- Ian Beck The Queen’s Hat and The Queen Collection- Steve Antony The Egg – M.P.Robertson BEEGU – Alexis Deacon Man on the Moon- Simon Bartram Look Up!- Nathan Bryon</p>	<p>Vlad and the Great Fire of London- Kate Cunningham The Baker Boy-Tom and Tony Bradman Toby and the Great Fire- Margaret Nash Willy the Wizard Wizard, Willy the Dreamer, Willy and Hugh- Anthony Browne Mr Gumpy’s Outing, Mr Gumpy’s Motor Car- John Burningham The Pig’s Knickers- Johnathon Emmett There’s a lion in my Cornflakes – Michelle Robinson The Lion Inside- Rachel Bright The Lonely Beast, The Baby Beast, The Brave Beast, The Snow Beast and The Great Explorer- Chris Judge</p>	<p>Flat Stanley- Jeff Brown The Creakers-Tom Fletcher Stig of the Dump- Clive King Geroge’s marvellous medicine- Roald Dahl Stone Age boy- Satoshi Kitamura The great kapok tree- Lynne Cherry Bill’s new frock- Anne Fine Diary of a killer cat- Anne Fine The lumberjack’s beard- Duncan Beedie Egyptian Cinderella- Shirley Climo Cinderella of the Nile- Beverley Naidoo The scarab’s secret-Nick would Sephys story-Julia Green pandoras box- Rose Impey Wings of Icarus-Jenny Oldfield Greek myths-Savior Pirota Seven foolish fishermen- Beverley Randell Androcles and the lion- Jenny Giles Stone girl, bone girl- Laurence Anholt</p>	<p>R Percy Jackson Rick Riordan Who Let the Gods Out Maz Evans Orchard Book of Greek Myths Greek Myths Marcia Williams Float by Daniel Miyares Race to the Frozen North Catherine Johnson Until I Met Dudley Roger McGough How Santa Really Works Alan Snow Greta and the Giants Zoe Tucker Little People Big Dreams Greta Thunberg Dear Greenpeace Simon James Roman Diary The Journal of Iliona Richard Platt History VIP Boudicca Paul Harrison</p>	<p>How to be a Viking- Cressida Cowell Dragon Stew- Steve Smallman The Day the Crayons Quit- Drew Daywal The Boy Who Biked the World: On the Road to Africa- Alastair Humphreys I’m Afraid Your Teddy Is In Trouble Today- Janice Dunn Hansel and Gretel- Anthony Browne Trust me, Hansel and Gretel are sweet-Nancy Loewen Honestly Red Riding Hood was Rotten- Trisha Shaskan The Lost Happy Endings- Carol Ann Duffy Once Upon a Wild Wood- Chris Riddell Hansel and Gretel- Neil Gaiman Peter Pan- James Matthew Barrie Zoo- Anthony Browne Alice in Wonderland- Lewis Carroll Fantastically Great women- Kate Pankhurst The BFG- Roald Dahl The witches- Roald Dahl The Jungle- Rudyard Kipling Harry Potter and the Vanishing glass- JK Rowling The Hobbit- JRR Tolkien Farey Tales- Carol Ann Duffy</p>	<p>Letters from the Lighthouse – Emma Carroll Once – Morris Gleitzman Rose Blanche – Ian McEwan and Roberto Innocenti Billie Swift takes flight – Iszi Lawrence The Lion and The Unicorn – Shirley Hughes After the War – Tom Palmer Friend or Foe – Michael Morpurgo Holes – Louis Sachar The Goalkeeper’s Revenge – Bill Naughton The Nowhere Emporium – Ross MacKenzie The Strap Box Flyer – Paul Jennings Gulliver’s Travels – Jonathan Swift The Wizard of Oz – Frank Baum The Day the Screens went Blank – Danny Wallace Bravo Mr Shakespeare – Marcia Williams Twelfth Night (A Shakespeare Children’s Story adaptation) – William Shakespeare A Stage Full of Shakespeare Stories - Angela McAllister & Alice Lindstrom</p>
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Non- Fiction	<p>Making Faces – Abrams Appleseed</p> <p>We are family – Patricia Hegarty</p> <p>Home – Carson Ellis</p> <p>Happy in our skin – Fran Manushkin</p>	<p>Ruth Owen(Fundamental Science series)</p> <p>Queen Elizabeth and Neil Armstrong</p> <p>Maria Isabel Sanchez Vegara (Little People, Big Dreams)</p> <p>Elizabeth I, Neil Armstrong and Christopher Columbus</p> <p>Damien Harvey (History Heroes)</p>	<p>Great Women around the world- Kate Pankhurst</p> <p>You Wouldn't want to be in the Great Fire of London- Jim Pipe-</p> <p>The Great Fire of London- Emma Adams</p> <p>Who was Samuel Pepys?- Paul Harrison</p> <p>Little People Big Dreams</p> <p>Amelia Earhart- Isabel Sanchez</p>	<p>DK find out Stone Age- Dorling Kingsley</p> <p>DK find out Ancient Egypt-Dorling Kingsley</p> <p>Rainforests- Kelly Miles</p> <p>DK find out Rainforests- Dorling Kingsley</p> <p>The story of Tutankhamen- Particia Cleveland Peck</p> <p>Mary Anning-Scholastic</p> <p>Reading explorers- John murray</p>	<p>Greek Gods and Heroes Sylvie Baussier</p> <p>A Visitors Guide to Ancient Greece</p> <p>Children who changed the world</p> <p>Marcia Williams</p> <p>See Inside Ancient Rome</p> <p>Usborne Official Roman Soldiers Handbook</p> <p>What the Romans did for us Hawes</p>	<p>Vikings in Britain</p> <p>Should Animals live in Zoos- debate</p> <p>Dear Humans- letter</p> <p>The planets – Non-chronological report</p> <p>Mars</p> <p>The Moon- non-chronological report</p> <p>Guy Fawkes</p> <p>A Child's Introduction to Norse Mythology: Odin, Thor, Loki, and Other Viking Gods, Goddesses, Giants, and Monsters- Heather Alexander</p> <p>Mapping Africa</p>	<p>Neville Chamberlain – Declaration of War speech</p> <p>Great Women who changed the World – Kate Pankhurst</p> <p>Anne Frank: (Little People, Big Dreams) - Isabel Sanchez Vegara</p> <p>Mapping North and South America (Close up Continents) – Paul Rockett</p> <p>Charles Darwin On the origin of the Species (Words that changed the World) – Anna Brett</p> <p>Demolition Dad – Phil Earle</p> <p>Shackleton's Journey – William Grill</p>
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Poetry (incl Nursery Rhymes)	Five Little Senses All in a Row by Andrew Fusek Peters	Toys	Brian Moses- Poems about the Seasons, Poems about animals	Duck in a truck- Jez Alborough Hit the ball duck- Jez Alborough Fix it duck- Jez Alborough	Michael Rosen's A to Z Apes to Zebras an A to Z of shape poems Roger Stevens, Liz Brownlee and Sue Hardy-Dawson Poems from a Green and Blue Planet Sabrina Mahfouz	The Eagle- Alfred Tennyson The crocodile -Lewis Carroll	The Night Mail - W.H. Auden The Lost Words - Robert McFarlane Body Talk – Zephaniah The British – Zephaniah Let no-one steal your dreams – Cookson Snow and snow – Hughes The Life of Ice - Thomas Dulce et decorum est - Owen Christmas Truce – Duffy Charge of the Light Brigade - Tennyson Ted Hughes Armitage Car Trip – Rosen
	Pick a sound, any sound by Kate Wakeling	My First Toy Catalogue - Clare Walters and Jane Kemp	When I grow up – Minchin & Antony Perform as a song-linked to Matilda	There's a rang tan-James Sellick Revolting rhymes- Roald Dahl A packet of Poems- Jill Bennett Chocolate Cake/Hot Food - Rosen It's the middle of the night-Fernando Alvarez Ten fat sausages – Robinson The Spider and the Fly – Mary Howit	Falling out of the sky anthology -The Minotaur – Rachel Nichols Names Brian Moses I am the seed that grew the tree Still I Rise - Maya Angelou A Kid in My Class - Rachel Rooney The Sprout's wish List – Smith Baffled Turkey – Bloom Talking Turkey – Zephaniah	Twas the night before Christmas- Clement Clarke Moore The night before the night before Christmas – Kes Gray Another night before Christmas- Duffy F for fox- Carol Ann Duffy The Owl and the Pussy Cat- Edward Lear The Lost words-Robert Macfarlane Animal poems Based on Akimbo and the Elephants by Alexander McCall Smith Traditional poem from the Yoruba tribe The Raven – Poe The Walrus and the carpenter - Carroll	
	What you don't know about Food by Fiona Parry Heide	What's in the box? Trevor Millum The Toy's Playtime- Tony Mitton	Edward Lear-The Owl and the Pussy Cat Dr Seuss- Oh the Places You'll go Emma Jane's Aeroplane – Howarth & Rieley Performing the waves crashing				
	Ten things Found in a Wizard's Pocket by Ian McMillan						
	The Flattered Flying-fish by E.V. Rieu	Seasons					
	Best Friends by Bernard Young	Tree: Seasons come, Seasons go- Patricia Hegarty					
	Rhyming books (including poetry)	Animals Axel Scheffler's Flip Flap Series					
	A great big cuddle – Rosen						
	Rumble in the jungle – Andreae						
	Monkey Puzzle – Julia Donaldson	The Terrible Ten! James Carter On My way Home Roger Stevens My Dog Joshua Seigal Animal Riddles Mariane Animal Farewells					
	Dear Santa – Rod Campbell						
	The Bear Hunt- Michael Rosen						
	Performance poetry (Nursery Rhymes)						
	Twinkle little star	Space					
	Tom Thumb One Finger one thumb	My Rocket Dreamed and Space Counting Rhyme by Paul Cookson Star Travelling by Andrew Collett					
	Head shoulder Knees and Toes						

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	Do your ears hang low?						
	Incy Wincy Spider						
	5 little speckled frogs						
	If you're happy and you know it ap your hands						
	Miss Polly had a Dolly						
	Ten in the Bed						
	5 Currant Buns						
	Hickory Dickory Dock						
	Baa Baa Black Sheep						
	5 Little Ducks						
	Incy Wincy Spider						
	Row Row Row your Boat						
	12345 Once I Caught a Fish Alive						

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Stories from a range of cultures	<p>Handa's Surprise – Eileen Browne</p> <p>Handa's Noisy Night – Eileen Browne</p> <p>My Divali – little Nippers</p> <p>Yara's Tawari Tree – Lapid & Pasek</p> <p>Masai and I – Virginia Kroll</p> <p>Suki's Kimono – Chieri Uegaki</p>		<p>Neil Gaiman- Cinnamon</p> <p>Angela McAllister-A Year full of stories, Stories about animals</p>	<p>The tiger child- Joanna Troughton</p> <p>Rainbow bird- Eric Madder</p> <p>How rabbit stole the fire- Joanna Troughton</p>	<p>Tar Beach Faith Ringgold</p> <p>Empire's End A Roman Story Leila Rasheed</p>	<p>Rainbow Crow: A Lenape Tale- Nancy Van Laan</p> <p>Giants, Trolls, Witches, Beasts tales from the Deep Dark Wood- Craog Phillips- 10 stories from around the world</p> <p>Odd and the frost giants- Neil Gaiman - Norse</p> <p>African and Caribbean Folktales, Myths and Legends by Wendy Shearer</p> <p>The Clever Monkey- folktale from West Africa</p>	<p>The Shark Caller – Zillah Bethell</p> <p>Cloud Tree Monkeys – Mal Peet & Elspeth Graham</p> <p>Circus Maximus (Race to the Death) – Annalise Grey</p>
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