



Western House

Reception Shared Reading and Writing Overview

Autumn 1 <i>Traditional Tales</i>	Week	Title	HFW's	Shared Reading and Writing
	1	Selection of Books	N/A	Settle children into school and introduce shared reading with books at story time
	2	The Three Little Pigs(big book)	I , a, the	Introduce the children to 'big' books and read together as a class
	3	Goldilocks and The Three Bears(big book)	A, and, was	Introduce the reading strategies, in line with our phonics scheme, and explain 'Harder to read and spell words' Children to follow the text
	4	Red Riding Hood (big book)	A, and , the	Introduce questioning and inference and full sentence structure
	5	Jack and the Beanstalk (big book)	I , my , me	Children to answer questions about the text using the full sentence structure
	6	The Three Billy Goats Gruff(big book)	To, you, he	Continue to reinforce reading strategies , questioning and full sentence answers
	7	The Gingerbread Man(big book)	An , for ,as	First, then next, story map for the children to sequence and recreate their own story. Use recipe to make Gingerbread and use sequencing words to support.
Autumn 2 <i>Bears and The Natural World</i>	Week	Title	HFW's	Shared Reading and Writing
	1	We're Going on a Bear Hunt (big book)	We, to ,go	To recognise a HFW To introduce and recognise adjectives when reading the text: big, dark, wavy, swirly, whirly, narrow, gloomy To recognise individual phonemes/graphemes and write where appropriate



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	2	Where's My Teddy (big book)	My, said, be	Children to bring in their teddy bears. Use post-it's to write descriptive words which are added to a word wall to describe teddies. Children to visit the park and write a sentence using describing words.
	3	This is the Bear (big book)	Went, the, dog, said	Story map to support in class - Adults model language – first/then/finally Children to identify the correct CVC rhyming words in the sentences.
	4	The Gruffalo (big book)	Saw , Come , Has	The children complete a Gruffalo Booklet to include and describe their own favourite animals. To use their individual phonemes/graphemes independently and write where appropriate
	5	The Gruffalo's Child (big book)	Do ,was ,where	Fantasy ideas incorporating family. Describe the Gruffalo's child using strong adjectives Children to describe the setting 'I can see soft snow in the woods'
	6	Christmas Story	N/A	Sharing a religious story with the children Read a selection of stories that are from different cultures to celebrate diversity within the setting. Children to write a wish list of the things they would like to receive when celebrating with their family
Spring 1 Animals	Week	Title	HFW's	Shared Reading and Writing
	1	If the Dinosaurs Came Back (big book)	If, came, could	If the dinosaurs came back shared writing To say why a dinosaur would or wouldn't be a good pet A dinosaur would be too tall/scary/big children to use describing word in a sentence A Dinosaur called Tiny extra reading
	2	Where the Forest Meets the Sea	Took, they, went	Children to listen to the shared story so they can explain about pollution and climate change Children to write sentences using the word mat. Children to use capital letters, finger spaces and full stops. Link to spiders and mini beasts



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	3	Stellaluna	Like, her, his	Children to see the information power point about bats and then to complete a life cycle of the bat Outcome: Children to understand how life goes round Children link birds and bats to talk about the environment and what they see around them
	4	The Owl Babies		Link to baby birds- The children complete a fact file to include and describe all about their knowledge of owls Children to learn information about owls and how to care for them
	5	Polar Bear, Polar Bear What do you Hear? (big book)	I, In, my, a, you	Children to see and understand the shared reading book and relate their writing to sounds they might hear I can hear a bird singing Outcome: To identify the correct animal sounds and transfer knowledge to independent writing using sounds, HFW and CVC words Shared Writing- Labelling of a polar bear post it notes of what they can see
	6	Gorilla (big book)	I'm, have ,said	Give examples of all the different animals we have discussed, owls, bats, birds and gorilla Children list their favourite animal independently, writing for a purpose. Display work in the classroom which animal is most popular Reading Strategies –Link to animals that have been on earth for hundreds of years. Shared Writing-describe the gorilla.
Spring 2 Habitats	Week	Title	HFW's	Shared Reading and Writing
	1	Time for Bed Fred (big book)	Oh, your, are	Where dogs like to live –Create a simple story map using HRS words and pictures. Read and recap each day to encourage repetition of the story Create a text box story map sequencing of pictures to encourage putting the story in the right order and use this to inform ideas for writing form the text. Include need to know skills, capital letter, finger space and full stop.



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	2	The Snail and the Whale (big book)	Of, with, who, an	Children to understand the friendship between the characters. Also where different animals make their habitats. SW: My friend is ... See above for the story map and text box modelling, introduce the concept of changing an animal of their own different from the story to include in the sentence we are writing. Scaffold and stretch for all children.
	3	Our Cat Cuddles (big book)	Dad, mum, like	Reading Strategies -Link to animal homes and where they might live and the importance of looking after animals over time. Story map and text boxes to model and repeat the story. Reinvent their own pet animal to include in our sentence writing. Include need to know skills, capital letter, finger space, question mark and full stop
	4	Farmer Duck		Link to animals that live on the farm Story map and text boxes to model and repeat the story. Reinvent their own animal from a farm, to include in our sentence writing. Include need to know skills, capital letter, finger space, question mark and full stop
	5	Mrs Honey's Hat (big book)	Mrs, but, her	Reading Strategies - Link to where animals like to nest and live, story map and text boxes to model and repeat the story. Reinvent their own style of hat to include in our sentence writing. Include need to know skills, capital letter, finger space, question mark and full stop
	6	The Easter Story	N/A	Sharing a religious story with the children and follow up work. Story map and text box to support Include need to know skills, capital letter, finger space, question mark and full stop
Summer 1	Week	Title	HFW's	Shared Reading and Writing
Journeys	1	The Train Ride (big book)	Off, what, there	The Train Ride shared reading - Where can you go on a train? Children to say where and when you would like to go on the train Writing I would go to the beach on the train Children independently use phonic skills to support their work



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	2	The Smartest Giant in Town (big book)	Some, I'm, made	Children to write how they would help someone using an item of clothing e.g. My belt helped... My tie helped... Children to use phonic skills already learnt to support their independent work
	3	The Monkey Puzzle (big book)	Come, no, she	Children to learn about the different journeys that animals make and the different ways they travel there. Outcome: Children to write about an animal that travels The monkey swings through the trees
	4	Walking through the Jungle (big book)	What, there, could, for	Children can explore the outside area and look for animals using binoculars and magnifying glasses. Review in class about the outcome of the search and then create a sentence: 'Walking through the jungle I found an ant. ' Children can write a simple sentence and describe their chosen animal, how it looks and how it moves on its journey.
	5	Handa's Surprise (big book)	Put, will, likes she	Shared Writing: children to describe their favourite fruit and discuss where Handa is going on her walk and the different country and culture Children to see and understand the shared reading book and relate their ideas to what they would put in their own writing book Create a Handa book with independent writing using sounds, HFW and CVC words
	6	Handa's Hen	Her, there, no	Children to count through the pages and recognise different cultures, follow the journey of searching for the hen discuss and make a number book using HFW, CVC words and writing of numbers



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Summer 2 Growing	Week	Title	HFW's	Shared Reading and Writing
	1	Rainbow Fish (big book)	But, where ,there, with	Shared Reading introduction to the new topic Growing and friendship and how these friendships grow. Children recognise how feelings can change and how you adapt to these situations.
	2	Flower Garden (big book)	On , over, get	Reading strategies –How plants and flowers can grow in different environments. Children to create a fact file about caring for plants in the environment
	2	The Emperors Egg (big book)	But, their, by, has	Talk about a Non-Fiction book and consolidate the features already learnt previously in the year , how baby animals are born and grow. How do they change over time? What can they do now that they didn't before-link to Year 1 Transition.
	3	Growing Frogs (big book)	Said, are, into	Reinforcement of reading a Non-Fiction book and discuss the features How does the book tell us information? Labels, captions and pictures, Frogs growing from spawn-children to create their own life cycle of a frog.
	4	Look inside Habitats	Was, were, be	To order a Nonfiction book In Look Inside Habitats, children discover Earth's wondrous variety of ecosystems and their wildlife, from parched deserts to steamy rainforest and from icy polar regions to the deep ocean. How does our environment grow and change over time?
	5	Peace At Last (big book)	Was, all, so	To order and sequence a story-complete the shared reading of the year children to discuss and order and sequence the story using their knowledge of text and how a story is structured.



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