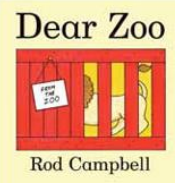
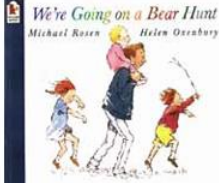
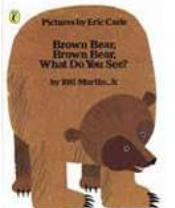
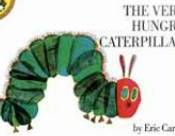
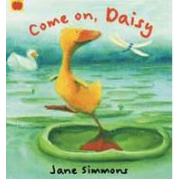
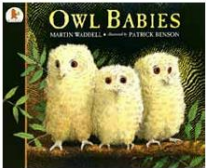
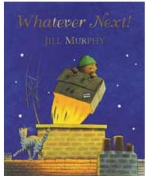
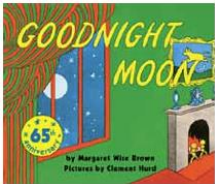
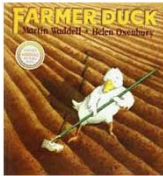
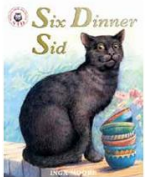


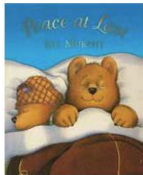
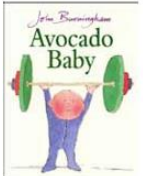
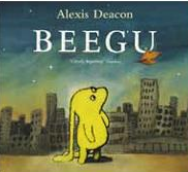
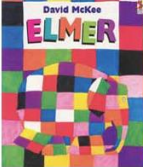
St Nicholas CoE Infants' Core Reading Texts

Nursery	Reading and Responding to the Text
 Dear Zoo Rod Campbell	Dear Zoo by Rod Campbell This book is a gateway into learning about different animals. The repetition of 'so' will add a new conjunction to a child's repertoire. Discuss the reasons for sending the animals back – heavy, fragile, tall, dangerous, fierce, grumpy, 'with care', scary, naughty, jumpy and perfect. Use masks or toys or puppets and involve the children in the story, playing different parts.
 We're Going on a Bear Hunt Michael Rosen Helen Oxenbury	We're Going on a Bear Hunt by Michael Rosen Learn the story orally, map it and act it out outside. Ask: Why does the writer say 'we're not scared' at the very start of the story? Who is scared? Talk about how everyone feels at different points. Ask: Was the bear angry or did he just want a friend? Look at the different places and invent other onomatopoeic phrases (swishy swashy). Draw a new map, perhaps of the local area, and create a new version. Act or sing the new version, with costumes or puppets and film it for parents.
 Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr Pictures by Eric Carle	Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr and Eric Carle Read, enjoy and let children join in until they know the story. Leave copies around so they can 'play at reading'. Discuss what else the animals might hear, touch, taste or see. Ask: How do the different colours make you feel? Which is your favourite? Create a different version of the story for other animals that the children know, such as a cat or dog. Create tissue collages using primary colours or bold paintings of animals.
 JASPER'S BEANSTALK Nick Butterworth and Mick Inkpen	Jasper's Beanstalk by Nick Butterworth and Mick Inkpen This story makes a neat precursor to <i>The Very Hungry Caterpillar</i> as it shows how to make up a simple story by repeating the days of the week and describing what happens on each day. Ask: Who is Jasper and what is a beanstalk? Read this in the Spring when you can grow some beanstalks – and tell the children the slightly scary story of 'Jack and the Beanstalk'. Discuss what happens at the end of this story – and then decide with the children what happens to Jasper at the top of the beanstalk!
 THE VERY HUNGRY CATERPILLAR by Eric Carle	The Very Hungry Caterpillar by Eric Carle Share until the children know the story well. Ask: Who is 'Christa'? Discuss the idea of the author/artist making the book for someone else. Create collages of the moon at night, leaves and trees. Notice the alliteration (light/ little/ lay/ leaf) and the introduction of another conjunction 'but'. Ideal for getting a sense of days of the week, different fruit (bring in a selection) and growing! Of course, some of this work might best be done in the spring/summer when you can hatch out butterflies or at least see some outside! Paint huge, vibrant butterflies.
 Come on, Daisy! Jane Simmons	Come on, Daisy! by Jane Simmons Some children might have noticed by now the question marks in certain book titles and here we are now with an exclamation mark as well! Start with the cover. Ask: Who is speaking, to whom and what might it mean? What do you think will happen in the story? Why must Daisy stay close? Talk about: 'I'll try'. Track Daisy's feelings. Emphasise the 'but' construction when reading with children joining in. Ask: Are the dangers real? What is the book about? What is it telling us to do when we go out with Mum or Dad?

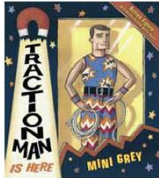
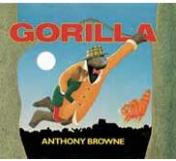
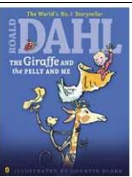
St Nicholas CoE Infants' Core Reading Texts

Reception	Reading and Responding to the Text
	Owl Babies by Martin Waddell Draw the distinction between the person who wrote the book and the artist. There is plenty for the children to discuss, especially the graded reactions of the three baby owls. Martin Waddell talks about getting the idea for the book from hearing a lost child in a supermarket crying, 'I want my Mummy'. This is a great book about basic feelings and comfort. Draw, paint or make huge owls. Make owl masks and act the story out as it is being told.
	Whatever Next by Jill Murphy Show the inside title page. Ask: What sort of character will the bear be? The story is an obvious invitation to wonder 'how could we make a rocket, where would we travel and who would we meet?' Such play could lead to new versions of the story. Ask: Did Baby Bear really travel to the moon? Where did the story take place?
	Goodnight Moon by Margaret Wise Brown What other stories have a moon in them? (Owl Babies, Where the Wild Things Are, Can't You Sleep Little Bear?). Make a list of all the things in your classroom and say: In the classroom there was a clock, chair, a sand tray, a computer and lots of tables. Then say good night to all these things and extend each idea – present this as a list poem. For example: Goodnight clock that ticks. Goodnight chair where we can sit. Goodnight sand tray where we play each day. This is a gentle and comforting story for the end of the day. Let children take it in turns to read or tell the story in a role-play area.
	Farmer Duck by Martin Waddell This is basically Animal Farm for five-year-olds. Compare the inside cover spread at the front with the back – and the cover – what do they think is going to happen? Then look at the inner title page for more clues. Act out the animals meeting. Tell the story of what the farmer did next. Ask: What did the animals say? Did they all set to work? Set up a farm area for play. Write messages to the farmer!
	Six Dinner by Sid Inga Moore It would be worth talking about pets and the vet before starting the story. Then read and enjoy the beautiful art work. Make the houses out of cardboard boxes and play at the story. Ask: Why would the cat want six dinners? Why don't the neighbours talk to each other? Discuss the six different characters and then invent new ones, using alliteration, such as: As Clive he was curious... Hold pretend phone calls between the vet and the owners about their cat, and then make up what the owners would say to each other about Sid! Ask: How are the people in Pythagoras Street different and why was this better?
	On the Way Home by Jill Murphy Look carefully at the front cover and ask: What do we think is going to happen in the story? Act the story out with children taking the different roles. Ask: Why doesn't Claire tell the truth? Why does she cry at the end? Notice how each mini story fits the basic story mountain pattern – main character, dilemma, resolution. With the class create your own versions, map, retell and write.

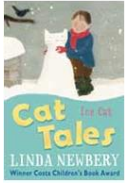
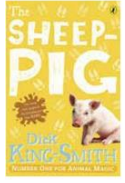
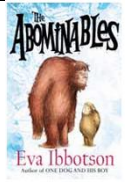
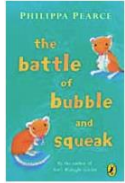
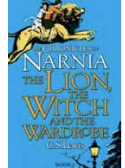
St Nicholas CoE Infants' Core Reading Texts

Year 1	Reading and Responding to the Text
	Peace at Last by Jill Murphy Ask the children: What is peace? Make a list of peaceful times (I am peaceful when...). You might need to explain 'snore' before reading the book! Ask: Why can Mr Bear not sleep? Make a list of all the noises he can hear. Turn this into a list poem and add other ideas. For example: At night, I hear the cats fighting outside. I can hear the buses driving by. I hear the kitchen tap dripping.
	Where the Wild Things Are by Maurice Sendak Look at the cover. Ask: What might happen? Who is creating mischief? What really happened in Max's room that night? Create a 'Wild Things' dance – 'be still' and then 'let the wild rumpus begin'. Make masks for the dance and music to accompany the movement. Create large monster paintings. Ask: What are the monsters and why does Max send them to bed? What do you think his parents are like?
	Avocado Baby by John Burningham Of course, start with a discussion about babies – and bring in an avocado for looking at (marvel at the huge seed and plant it). Enjoy the ridiculous humour (the Popeye theme) and talk about being strong and weak. Ask: What do you think the baby will do next? Watch the bullies get their come-uppance! Create new stories based on the same idea featuring babies that will only eat one food and gain a superpower, such as a 'Banana Baby' that can fly!
	Lost and Found by Oliver Jeffers Tell the children some things about penguins... and about a 'lost and found office'. Then, read and enjoy this strange tale. Ask: What interests you in the tale? Why does the penguin follow the boy? Role play the scene in which they go to the office. Ask: What is 'disappointment'? Tell stories to the penguin – make a boat in the class and provide a cuddly penguin to tell stories to and 'talk about wonderful things'. Ask: Why is the penguin sad when they reach the South Pole? What was the 'big mistake'?
	Beegu by Alexis Deacon Read slowly and give time for children's spontaneous comments. Re-read and track the ups and downs of what happens and what Beegu feels and might be thinking. Role play conversations between the characters that Beegu meets and a new character, explaining what happened. Role play conversations between Beegu's parents. Write letters from Beegu to the children and from the children to Beegu. Ask: What would Beegu want to know or be interested in? Create small worlds or larger areas into which a Beegu/ET character arrives and tries to make friends.
	Elmer by David McKee After reading the book ask the children: What is the best thing about Elmer? Why is Elmer feeling worried? Were the animals really laughing because he was different? In what way was Elmer different? How do we feel different? This book offers plenty to discuss. Draw the outline of large elephants and design a multi-coloured patchwork Elmer with tissue paper, felt, paint, crayons or different materials, using squares or triangles or rectangles or other patterns.

St Nicholas CoE Infants' Core Reading Texts

Year 2	Reading and Responding to the Text
	Traction Man is Here by Mini Grey With the class read the pictures carefully, looking for details. Discuss together any difficult words. Re-read a number of times and talk about how the characters feel. Bring into school other kitchen equipment and encourage children to invent further adventures for Traction Man and Scrubbing Brush. Ask: Are the adventures real? Who made them up? Design Traction Man adverts or invent a new superhero or heroine.
	Pumpkin Soup by Helen Cooper (Corgi) Read and enjoy the images and story. Ask the children: What causes the argument and who was right? Discuss how Cat and Squirrel's feelings change. Ask: When are they happiest and why? In role as Duck, tell the story of what happened when you left the Pumpkin. Also, with the class set the story to music, perform and dance with costumes and chant or sing with a dramatic chorus.
	Tuesday by David Wiesner After reading ask the children: What do the frogs remind you of on the leaves? (Flying saucers.) Hot-seat the man at 11.21pm. Ask: Why do the frogs fall off the leaves? Why is the last frog looking grumpy? Then turn the opening pages into a story. As the detective, encourage the children to interview the man in pyjamas and write up a police report. Together role play the news report and make a film of the interview and news item. Ask: What happens the next Tuesday at 7.58pm?
	Gorilla by Anthony Browne Read through the story and discuss. Re-read and look more carefully at the pictures. With the class make a list of strange things. Discuss the Dad and the Girl. Ask: What do they want? Talk about their relationship. Ask: Who is the gorilla? If you had to say what the book was about in one word, what word would you choose? Which is the most important picture and why?
	Flat Stanley by Jeff Brown Ask: What are the family like and how do we know? Together explore their feelings and list the advantages of being flat. Encourage the children to write the police report for Chapter 2 and the invite from Thomas. As journalists, invite them to interview Stanley and write a news report for Chapter 4. Discuss the teasing in Chapter 5 and how the boys feel. Finally, can they write another adventure for Stanley?
	The Giraffe, the Pelly and Me by Roald Dahl This is a meaty read. Begin by finding out a bit about giraffes, pelicans and monkeys. Invite the class to write adverts for 'The Ladderless Window Cleaning Company' and invent names for new sweets. Discuss the final song and its meaning. Draw 'The Grubber'. Ask: What dreams would you have? Learn, sing (or chant) and perform the various songs with the class. (See the Read & Respond title for further ideas.)

St Nicholas CoE Infants' Core Reading Texts

Year 3	Reading and Responding to the Text
	<i>Hansel and Gretel</i> by Anthony Browne Read a version of the original and compare it together with the class. Read the story without showing the pictures to the children, then read with the pictures. Spend time looking at each picture, so the children can notice the visual play and discuss the changes in mood the artist portrays. Encourage them to imagine being in the wood and ask: What would you see, hear, feel, think? Then create list poems from these ideas. Discuss the step-mother/witch and the visual imagery. Ask: Are they just tricks? What should the father have done? Discuss the role of poverty in the story.
	<i>Cat Tales: Ice Cat</i> by Linda Newberry With the class look at the use of imagery on the first few pages and make a list of other similes for snow. Ask: What else is white? Why does Tom feel funny about Gary's dad in Chapter 1? How can a creature be in the snow? Why does Tom feel bad-tempered with his dad in Chapter 2? Talk about the lump of ice inside of him. Ask: In Chapter 3 what is the Ice Cat searching for? In Chapter 4 how can the cat's touch be inside of Tom and why does he destroy the snowman and blame the Ice Cat? In Chapter 5 explain the Ice Green Cat's role in the story and why the icy hardness melts away. Ask: What is it all about?
	<i>The Sheep-pig</i> by Dick King-Smith Not surprisingly, he used to be a farmer. Ask: Are pigs stupid? (See Chapter 2.) Why does Fly look after Babe? At the start of Chapter 3 what are the puppies not telling Babe? Discuss the relationship between Fly and Babe. Ask: What is it about Babe's character that is so endearing? Invite the children to write the police report about the sheep rustling incident and the news report about the sheep-dog trials.
	<i>The Abominables</i> by Dick King-Smith This is a longer read. To set the scene, begin with some introduction to the Abominable Snowman, the Yeti and the mountains of Tibet. Together predict what might happen from the first sentence. After reading Chapter 2 Ask: How is 'the world outside changing' and why is this an issue? After reading Chapter 3. After reading Chapter 5 discuss whether the plan is a good one. After reading Chapter 13 encourage the class to write a leaflet to persuade people to help the yetis. As a final task, together rename the story!
	<i>The Battle of Bubble and Squeak</i> by Philippa Pearce Ask: How does the writer show the characters Sid, Bill and Alice Sparrow? Use hot-seating to keep alive the different viewpoints of what is happening in the family. Pause at the end of Chapter 10 asking them to predict how it might end. Discuss the end of the story. Interestingly, the story is based on two gerbils that Philippa Pearce's daughter Sally kept, as she said: "almost all the incidents... happened to us: [the gerbils] gnawed holes in the curtains, the cat caught one and we had to take it to the vet. Our gerbil never fully recovered, but happily the fictional one does."
	<i>The Lion, the Witch and the Wardrobe</i> by CS Lewis Discuss together the reaction of the Professor. Draw the lantern in the snow with the trees and ask them to write a description. Discuss together which is the key scene and what it means. Draw a Narnia map and invite children to draw in episodes. Then use role play to explore conversations between the children about Edmund's behaviour. After reading, ask the class to write list poems 'through the magic door/ I saw... '.