

## Nursery Key Texts and Blurb

<p><a href="#">Come on Daisy</a></p>	<p>This story supports the learning of PSE and staying safe and emotions. Opportunity to develop empathy and discuss feelings is capitalised. It highlights the importance of listening and the consequences of not doing so. Environmental features of the setting can be investigated and compared to Highfields thus building on children’s cultural capital. It has a repetitive refrain so that children can join in and supports language development. Promotes a love of stories/ reading for pleasure.</p> <p>Key vocabulary: shouted, butterflies, dragonflies, lilly pads, shivered, stirred, scrambled, riverbank, screeched, reeds, rustling</p>
<p><a href="#">Bear Hunt</a></p>	<p>A memorable story that children love as it reflects their interests. With lots of repetition it encourages prediction. Exposure to onomatopoeic phrases. Links to PSE and feelings of being scared are shared. Feelings and motives of different characters can be discussed- was the bear angry or did he just want a friend? Different settings/ environments to Highfields can be discussed and compared. It develops their vocabulary and story language as children can join in with the repetitive refrains.</p> <p>Sight words: a</p> <p>Key Vocabulary: bear, hunt, scared, beautiful, over, under, through, onomatopoeic phrases e.g swishy, swashy, squelch, squerch, splash, stumble trip) narrow, gloomy, cave, long, cold, deep, thick oozy, shiny, furry, googly</p>
<p><a href="#">Owl babies</a></p>	<p>A symbolic text with a theme that explores feelings of when left alone and supports the learning of PSE- emotions and feelings. Opportunity to develop empathy and discuss feelings is capitalised. The text explores the actions and feelings of the characters. Children’s cultural capital is built upon through a visit from owls and the profession of an owl keeper. Again a text with a repetitive refrain that children are encouraged to join in with. Its use of language is also used to further broaden children’s vocabulary and knowledge of settings. Inspires a love of reading/ stories</p> <p>Sight words: I</p> <p>Key vocabulary: trunk, twigs, hunting, branch, wood, brave, silent, swooped, flapped</p>
<p><a href="#">Goldilocks and the 3 Bears</a></p>	<p>Children internalise this traditional tale. The theme of self- regulation is explored further through consequences of actions and a sense of right and wrong is developed. Emotions of different characters is discussed and character viewpoints can be explored. Traditional story book language is exposed and through the repetitive refrains children are encouraged to actively participate. A text that</p>

	lends itself to the wider curriculum including Shape, Space and Measures and Healthy Eating.
Shark in the Park	Reflects children's interest and experiences of a park. It develops their imagination – can there really be a shark in the park? Its use of prepositional vocabulary supports the learning of SSM. It too has a repetitive refrain that children can join in with to develop spoken language. It has a rhythmic pattern and uses rhyme- links to Phase 1 phonics.
Dear Zoo	Reflects children's interests. Introduces the setting of a zoo and theme of pets thus building upon cultural capital as many of our children may not have pets nor have visited a zoo. It uses descriptive language which then helps children to develop reasoning and justification. This text can be internalised through actions for the different animals, supports sequencing and recall. This text also has a repetitive refrain which children can join in with. The interactive structure of the text promotes enjoyment and a love of reading/ stories.  Sight words: I, a
The Enormous Turnip	A traditional tale with a repetitive structure to develop recall and sequencing. An interactive text that enables children to participate. A text that is internalised to support creativity through improvisation and the talk for writing process. This text is linked to growing and planting food and ways of life/ professions – farming/ farmer, thus builds upon the children's cultural capital. It supports the learning of PSE and how we can work together to accomplish a task. There is a clear structure to the story so children can identify what happens at the beginning, middle and end of the story. It helps develop a love and enjoyment for reading.  Vocabulary: enormous, pulled, next, hoed, raked, super, dinner, tea, a long time, once upon a time,
The 3 Billy Goats Gruff  The 3 Billy Goats Gruff (Paul Galdone) (Spine text)	This is an archaic text which is also a traditional tale. It too has a repetitive structure to develop recall and sequencing. An interactive text that enables children to participate. A text that is internalised to support imitation, creativity through innovation and the talk for writing process. It can be used to support children's understanding of size and comparison. Character viewpoints and links to PSE can be explored further- motives, feelings, empathy, consequences of behaviour. Links to SSM, language of size, sorting and comparison.
How to grow a plant	Builds upon children's cultural capital of growing and planting. This text can be linked to caring for plants and our environment. It is also linked to the theme of spring and growing. It supports the teaching of sight words and exposes them to an instructional text – different purposes of reading.  It helps develop the children's ordinal number skills – first, second, third.

	<p>Sight words: and, the, I</p> <p>Key vocabulary: plant, soil, pot, first, second, third.</p>
Seasons	<p>A non fiction book which exposes children to a different purpose for reading- information. This text helps develop the children's knowledge and understanding of the world around them and why and how their environment changes. It supports the learning of PSE in staying safe and how to look after ourselves in different weathers.</p> <p>Key Vocabulary: naming seasons, naming different types of weather, descriptive words to describe seasons and weather</p>
Old Mc Donald	<p>This text supports the facilitation of phase 1 phonics- voice sounds and rhythm. It follows the theme of a farm and exposes and develops the children's knowledge of the names of farm animals. It is a text that can be sequenced and retold as it has repetitive refrain. Opportunities for children to create own verses or invent a new song/ story.</p> <p>Sight words: a, I</p> <p>Key Vocabulary: farm animal names, farmer, farm, words to describe the noise the animal makes 'baa baa'- 'bleating'.</p>
The Library	<p>This book is set in a library- we have a library in the local area which is seldom used by our families. It explores what happens and how we behave in a library. It can be enhanced by a visit to develop cultural capital. It is used to support the teaching of sight words and reading them within text.</p> <p>Sight words: like</p>
Shapes	<p>A non fiction text around shape. It helps support the children's vocabulary of talking about every day objects as well as developing shape language.</p> <p>It also supports the teaching of the sight word 'the'.</p> <p>Sight words: the</p> <p>Key Vocabulary: square, rectangle, circle, triangle, sides, corners, round, long, short. Sight words: the</p>
Farm Concert	<p>This story is set on a farm. Profession of a farmer and the farm environment is further explored. It supports the facilitation of phase 1 phonics- voice sounds. The author's use of the size of text can be explored and how it impacts upon the readers response to it.</p> <p>Sight words: the</p> <p>Key vocabulary: concert, yelled</p>
The Train Ride	<p>A rhythmic text. Builds upon cultural capital with a theme of journeys and visiting loved ones. It builds upon the learning of emotions and feelings and supports learning of The World (geography) through identification of key geographical features and vocabulary e.g town,</p>

	<p>meadow, farm, seaside, market square. Opportunity to consider reasons for visiting Gran are explored further.</p> <p>Key vocabulary: Journey, town, meadow, mare, foal, tractor, ticket collector, gaggle of geese, strutting, treetops, engine, sailing, light house, station.</p> <p>Sight words: see, my, the, and, I, a</p>
Dan the Flying Man	<p>A multi-layered narrative can be explored through this book. The text is what the main character is speaking but the pictures tell a narrative from a different perspective. Imagination can be developed- how can Dan fly? Children can extend the story by sharing their ideas about what else Dan could fly over and who else could catch him. Rhyming words can be identified. A opportunity to name man- made and natural features of our world.</p> <p>Key vocabulary: crane, mountains, tunnel, seas</p> <p>Sight words: Can, I, a, the, and</p>
Spot Bakes a Cake	<p>Reflects children's interests of birthdays, celebrations and parties. Recognises children's cultural capital of birthdays and cooking. A familiar setting of the home and family. It builds on previous learning of cooking in The Pancake story. A text that lends itself to recall and sequencing of events.</p> <p>Sight words: dad, I, a, the</p>
If I Could	<p>This book helps to expose children to wider opportunities and professions available to them. Visits from other professions from within the school community and beyond are encouraged including the school nurse and dentist. The book supports the naming of professions and what they entail.</p> <p>Sight words: and the like a I</p>
I love Animals	<p>This text recaps and builds upon vocabulary related to farm animals. It further develops language of nouns and verbs. It is text that facilitates active participation and promotes a love of stories.</p> <p>Key vocabulary: waddling, hopping, braying, swishing, goat, piglets, bleating, lamb, kittens, turkey, strutting, yard.</p> <p>Sight words: and, my, the, I</p>
At School	<p>This text reflects children's experiences of starting school. It provides opportunities to talk about feelings, likes and dislikes. Professions and people who help us in school can be investigated/ revisited. It is used to support the teaching of sight words.</p> <p>Key vocabulary: classroom, school equipment</p>
The Haircut	<p>Reflects children's interests and their experiences thus celebrating / broadening their cultural capital. It also draws their attention to hairdressing as a valued profession. A humorous text that inspires children's love of stories. An opportunity to share ideas about what</p>

	<p>the characters may be feeling, saying or thinking. It is used to support the teaching of sight words and reading them within a text.</p> <p>Key vocabulary: hairdressers</p> <p>Sight words: dad, I, like, my, the, and</p>
Look at Me	<p>This text reflects children’s interests/ experiences of owning and riding their bikes. Children can discuss what they are good at to develop positive self -esteem. Importance of trying and practising are encouraged. It exposes children to humour within a text and thus inspires a love of stories/ reading. This text is used to support the teaching of sight words and reading them within a text.</p> <p>Sight words: mum, my</p>
What do you See	<p>A text that is used to broaden children’s vocabulary. The ‘peek a boo’ presentation facilitates prediction and excitement and an enjoyment for reading/ stories. Opportunities for extending sentences can be capitalised through justification. Children can deepen their knowledge of the natural world and the environments that animals live in can be explored further.</p> <p>Key vocabulary: peak, beetle, beaver, creek, parakeet, screeching, glee, peacock, creatures</p> <p>Sight words: see, I, a, the</p>
Hairy Bear	<p>This text captures the children’s interests through an element of anticipation of what will happen next? Who could it be? So allows for prediction. It supports the learning of PSE and exploring different emotions – tired, scared and angry and the consequences of behaviours. There is an element of repetition which helps the children to join in with the story. An opportunity to discuss who is speaking can be explored further as the text tells the story form 2 viewpoints. Exposure to alliterative phrases links to Phase 1 phonics.</p> <p>Key Vocabulary: robber,</p> <p>Sight words: can, I, a, and, the</p>
The Monster’s Party	<p>This text reflects children’s cultural capital and gives the opportunities to share and talk about their own experiences of parties/ celebrations. It also helps children to respect others cultures and beliefs. This text can be used to develop self -esteem by recognising and discussing what we can do and what we are good at.</p> <p>Sight words: Can, I, a, like</p>
Handa’s Surprise	<p>An opportunity to explore another culture and lifestyle and encourages an awareness of and appreciation of diversity. A tale of friendship. It is a multi layered narrative and children explore how the illustrations tell an alternative narrative to the text. There is an</p>

	<p>opportunity to talk about friends, favourite fruits and the importance of healthy eating. Vocabulary is developed – naming fruits and animals.</p> <p>Key vocabulary: avacado pear, passion fruit, tangerine, guava, village, ripe, tangy, ostrich, antelope</p> <p>Sight words: the, like</p>
<p><b>The Teddy Bear</b> <b>(David McPhail)</b></p>	<p>Exposure to a narratively complex text where the different narratives of the boy and the teddy bear are explored alongside each other. PSE skills are developed through considering the feelings of others.</p>
<p><b>Tadpole's Promise</b></p>	<p>Exposure to a resistant text which resists easy meaning making by readers. How can a tadpole love a caterpillar? How can promises be kept when the natural course of events is indeed change. Encourages creative thinking and imagination. It is used to promote discussion. It supports the learning of life cycles and Spring.</p>