

FS2 Story time

Term & Theme	Curriculum Goals	Books	New vocabulary	Sentence Development	Conversational skills	Understanding	Discussion points/ Questions
Autumn 1 Starting Nursery & Making Friends	<p><b>Engage in story times</b></p> <p>Understand how to listen carefully and why listening is important</p> <p>Learn and use new vocabulary</p>	Boris Starts School A Friend for Henry The Boy who Loved everyone Rosie is my best Friend Starting School Come to School Blue kangaroo	Areas of the classroom and school – sand, water, hall, playground, office Vocabulary for favourite things e.g. hobby, subject, Adjectives to describe friends – appearance/ personality Adjectives to describe a good friend	<p>Speaking in longer sentences</p> <p>At school I like to ... <b>but</b> I don't like to ...</p> <p>I like it <b>when</b> we... <b>because</b> ...</p> <p>My new friend is... <b>and</b> I like him/her because...</p> <p>What is your favourite...?</p> <p>My favourite ___ is... because...</p> <p>My friend has... <b>and</b> ...</p>	Introduce 'Talking Partners' Focus on <b>listening to others</b> . Children ask each other questions about the stories/school/their favourite things and <b>feedback</b> the answers they hear to the class. Encourage the correct volume and speed.	Comprehension questions – retrieval – <b>who, what, where, how and why</b>	<p>What are the rules that keep us safe and happy at school?</p> <p>How can we make our friends happy? How can we be a good friend?</p> <p>What makes us special?</p>
Autumn 2 Being Kind & Understanding Feelings	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives.</p>	Blue My Worry Time Monster Today I Feel Silly How are you Feeling Today? The Story of the Kindness Elves Have you Filled your Bucket yet?	Names of more <b>complex emotions</b> and feelings e.g. 'confused', 'upset' 'delighted' 'nervous' Feel/ describe Joy, peace, gentle, patience, compassion, love, kindness Thoughts, feelings, caring, special, mean, ignore	<p>I feel... because</p> <p>I think ___ feels ... because</p> <p>When I ___ it makes me feel...</p> <p>If I feel ___ I can ___ to make me feel ___</p> <p>Sometimes I feel ___ but...</p> <p>I worry about ___ because...</p> <p>It is ok to feel ___ because...</p> <p>(including complex emotions)</p>	Modelling and encouraging children to ask <b>who, what, where, how and why</b> questions	<p>Beginning to ask longer comprehension questions and introduce simple inference.</p> <p>Talking about <b>when things happen/</b> when we felt a certain way – using language to explain e.g. yesterday, before, after, last week</p>	<p>What do we worry about? How can we help ourselves and each other?</p> <p>Why is it important to talk about how we feel?</p> <p>What could you do to fill someone's bucket?</p>
Spring 1 Stories with Repeated Verses	<p>Describe events in some detail</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	The Gingerbread Man The Grouchy ladybird We're going on a Bear Hunt The Gruffalo Go Sleep in your Own bed Pete the Cat & his 4 Groovy Buttons	<p>Repeated phrases e.g. Run, Run as fast as you can...</p> <p>We're going on a bear hunt...</p> <p>There's no such thing as a Gruffalo</p> <p>Story words/ time connectives – first, next, then, after, finally</p> <p>Plurals/ irregular plurals e.g. owl/owls, mouse/mice</p>	<p>Looking at <b>different sentence types</b> – how to say the same information in different ways e.g. The lady was chasing the gingerbread man. / The gingerbread man was chased by the lady.</p> <p>Apply to all stories</p>	<p>Joining in with the <b>repeated verses</b> and any extra words</p> <p>Retelling the story including all the main points – ensure the <b>ending is clear</b> and isn't rushed</p> <p>Describing a character for a partner to guess – adjectives</p>	<p>Continue with longer comprehension questions and simple inference</p> <p>Discussing alternative endings for each story... what if?</p> <p>Making comparisons between the characters – word endings</p>	<p>What would you do if your baking came to life?</p> <p>What animal would you like to go on a hunt for? What would you do if you found it?</p> <p>Do you think there is a Gruffalo?</p>
Spring 2 Rhyming	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	Oi Frog Zim Zam Zoom Polar Bear Polar Bear What do you See? Where's my Teddy? Giraffes can't Dance Aliens Love underpants	<p>Rhyme (words that have the same sound at the end)</p> <p>Rhyming couplets e.g. frog/log, cat/mat, seen/ been, Eddie/teddy/Freddie, more/roar, trees/knees</p> <p>Poetry, poem, rhythm, pattern, chant, perform, voice, pitch, expression, tone, speed</p>	<p>Rhyming sentences e.g. You're a frog <b>and</b> you must sit on a log – Can we change the second part for another rhyme? E.g. you must go for a jog</p> <p>I like the <b>part of the story</b> when ___ <b>because</b>... (including adjectives e.g. funny)</p>	<p>Discussing the <b>settings</b> e.g. wood, house, garden, space, farm etc. Using adjectives to describe them</p> <p>Modelling and encouraging children to ask each other questions – introduce <b>can, could, would</b> as starters</p>	<p>Discussing the <b>difference</b> between a story and a poem</p> <p>Discussing the effect of using rhyme</p> <p>Ordering the events from the stories e.g. Where's my Teddy?</p>	<p>Which poem do you like best? Why?</p> <p>What do you find hard that you want to get better at? Why is it important to practice?</p> <p>What could it be like where the aliens have come from?</p>
Sumer 1 Real Life Experiences	<p>To join in with books with repeated verses</p> <p>To order a familiar story using pictures</p> <p>To answer retrieval questions about stories they are familiar with</p>	Luna Loves Art Dogger A Story for Afiya You can Swim Jim Alfie's Feet Going to the Dentist	School trip, art gallery, paintings, sculptures, artist Different types of families Favourite, names of toys, lost Swimming, lesson, pool, different strokes, jump, float Types of shoes, left, right Dentist vocabulary	<p>I <b>would</b> like to go on a trip to ___ because...</p> <p>When I lost my ___ I felt ___ <b>but</b> I ...</p> <p>I have ___ lessons and I <b>can</b>...</p> <p>I feel nervous when ___ so I</p> <p>In my family I have ___ and ___ but...</p>	<p>Discussing the famous paintings in Luna Love Art</p> <p>Retelling the story including more detail</p> <p>Discussing the stories from the character's <b>points of view</b></p>	<p>Comprehension questions and simple inference</p> <p>Comparing the situations in each story to <b>real life</b> - how it feels to lose something important to you/ how it is ok to be nervous</p>	<p>Have you been on a school visit? What was it like?</p> <p>Do you have a favourite toy? Outfit? Pair of shoes?</p> <p>Have you been swimming? Do you have other hobbies?</p>
Summer 2 Being Imaginative	<p>To take part in discussions about familiar stories including making predictions and retelling key events using the appropriate vocabulary</p>	Oi, Get off my Train Where the Wild Things Are Stanley's Stick The Magic Crayon How to grow a Dinosaur The Girl, the bear & the Magic Shoes	Dream, imagine, train, journey, destination, endangered Wild, mischief, magic, vines, gnashed, terrible Pretend, grand, extinct, tide, distance Magical, powers, come to life, fairytales, creative Adjectives to describe stories	<p>If I could go anywhere on the train I would go to ...</p> <p>If I could grow a magical world, it would be...</p> <p>Looking at the illustrations in each story and using <b>positional language</b> to say what we see – above/ below/ next to etc.</p>	<p>Discussing what it would be like to be king/ queen</p> <p>Discussing our magical worlds and what they would be like</p> <p>Making up our own stories – using <b>story vocabulary</b></p>	<p>Comprehension questions and simple inference</p> <p>Comparing our magical worlds to home – similarities and differences</p> <p>Discussing the character's feelings</p>	<p>If you had a magic crayon what would you draw?</p> <p>What else could Stanley's stick be? (use sticks if possible)</p> <p>What would you like some magic shoes to help you do?</p>