Laycock Primary School

Whole School Curriculum Overview 2023-2024

Reading

Intent
The English curriculum at Laycock Primary will transform children's lives through the power of the spoken and the written word. We will ensure that pupils leave our school with the language, the skills and the passion to communicate with confidence and to achieve their goals. Whatever their individual starting points, learners will be guided to make excellent progress in English and to maximise their potential. Children who are deaf will follow Laycock's creative curriculum for English and will be taught using strategies and learning materials that match their particular needs. Teachers at Laycock plan exciting reading and writing units that challenge and enthuse our learners. The technical aspects of the subject are delivered with creativity and energy so that children always know what they are learning in English and why it is important. We work with partners in the local community and beyond to provide access to a wide variety of texts and experiences; these are used to stimulate the imagination and inspire writing outcomes. Reading material in our school is carefully chosen to reflect realities in terms of gender, ethnic representation and diversity. Children at Laycock will develop a love for reading that will broaden their horizons and equip them with the tools to access all other curriculum areas. Pupils will learn to write for real audiences and purposes through engaging, cross-curricular writing opportunities. Our children will visit the theatre; they will meet authors and storytellers; they will take part in national events and competitions. During their time at the school, pupils will have many opportunities to perform and publish in their own right. As they mature, Laycock learners will discuss, debate and write on topics and themes that are relevant to their lives. This will give them the knowledge and the voice to build bright futures. English at Laycock provides the foundation for all learning experiences. It feeds children's passions and their imagination so that they are excited about the world and their place within it.

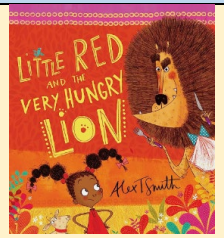
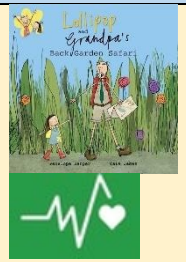
<table>
<tr><th colspan="7">Implementation</th></tr>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>EYFS
Reading Curriculum Objectives</td><td colspan="6">
<u>Literacy – Reading Comprehension - ELG</u>

1. Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary:
● Retell stories and narratives,
● Use new vocabulary in context,

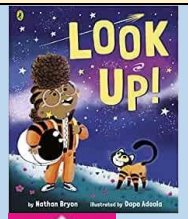
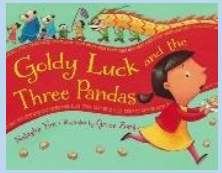
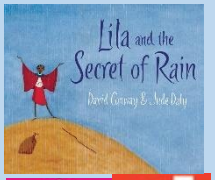
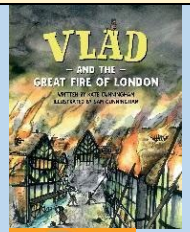
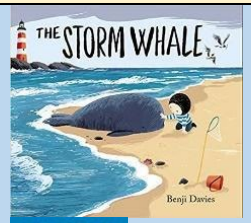
2. Anticipate Key events in stories.

3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play:
● Use new vocabulary during discussion around stories, non-fiction, rhymes and poems,
● Use new vocabulary in play- role play and small world play.

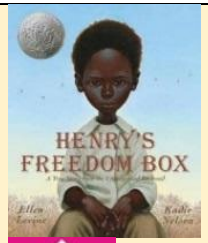
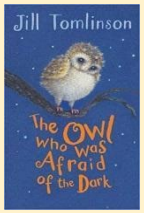
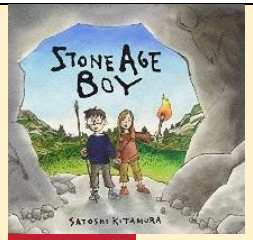
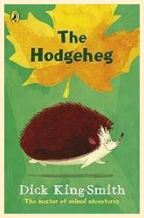
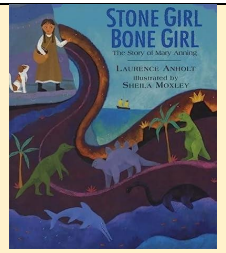
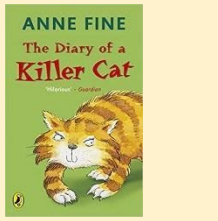
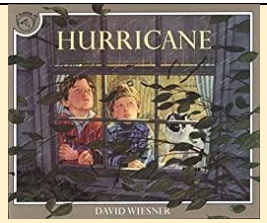
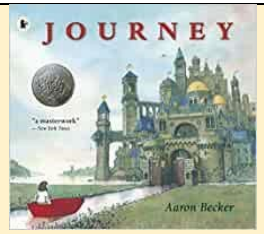
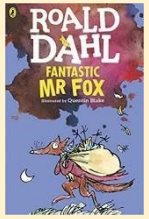
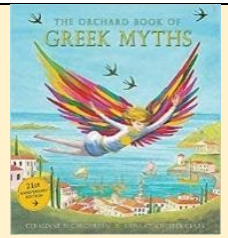
<u>Literacy – Word Reading - ELG</u>

1. Say a sound for each letter and at least 10 digraphs.
2. Read words consistent with their phonic knowledge by sound blending: read CVC words by blending.
3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words:
● Blend and segment words,
● Reading simple sentences,
● Read common exception words.
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<tr><td>YR Reading Texts</td><td>Wake up time on Tumble farm
Zoo Vet
Formidable Sid
Molly Williams –The first Black fire person</td><td>We Are Going on a Bear Hunt
Don’t Hog the Hedge
My World, My Seasons</td><td>Argh, Spider
Stanley’s Stick
Yucky Worms</td><td>My Gumpy’s Motorcar
The Train Ride
Mr Gumpy’s Outing
Oi Get off Our Train</td><td>The Jolly Postman
Charlie The Fire Fighter
Ambulance Crew
We Work At A Hospital
Emergency!</td><td>What the ladybird heard
Room on the Broom
A Squash and a squeeze
The Smartest Giant In Town
Zog</td></tr>
<tr><td>Y1 Reading Texts</td><td>
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	Poetry Week/Day					
Y1 **Reading Curriculum Objectives**	**Phonic knowledge, Decoding skills and Fluency (Read Write Inc.)**		**Reading Comprehension (VIPERS)**		**Reading for Pleasure (Whole School Strategy)**	
	• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Read words containing taught GPCs and s, es, ing, ed, er and est endings. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Apply phonic knowledge and skills as the route to decode words. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).		• V: Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known. • V: Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. • I: Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done. • P: Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far. • E: Explain clearly their understanding of what is read to them. • E: Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events. • E Participate in discussion about what is read to them, taking turns and listening to what others say. • S: Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes **sense** to them as they read and correcting inaccurate reading.	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Re-read these books to build up their fluency and confidence in word reading. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	

Y2 Reading Texts	 **Poetry Week/Day** Children who have finished the phonics. scheme: Read Write Inc. Comprehension	 Children who have finished the phonics scheme: Read Write Inc. Comprehension	 Children who have finished the phonics scheme: Read Write Inc. Comprehension	 Children who have finished the phonics scheme: Read Write Inc. Comprehension	 Children who have finished the phonics scheme: Read Write Inc. Comprehension	 Children who have finished the RW Inc. scheme: Read Write Inc. Comprehension
Y2 Reading Curriculum Objectives	**Phonic knowledge, Decoding skills and Fluency (Read Write Inc.)** • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.		**Reading Comprehension (VIPERS)** • V: Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry. • V: Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing their favourite words and phrases. • V: Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.		**Reading for Pleasure (Whole School Strategy)** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: being	

	• Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. • Re-read these books to build up their fluency and confidence in word reading. • Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading.	• I: Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done. • P: Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far. • E: Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing 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. • E: Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • E: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • R: Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions. • S: Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related.	introduced to non-fiction books that are structured in different ways.

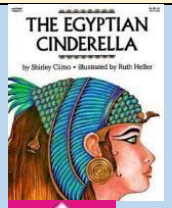
Y3 Reading Texts	 **Poetry Week/Day** **Whole class reading text:** 	 **Whole class reading text:** 	 **Whole class reading text:** 	 **Whole class reading text:**  Three weeks on each.	 **Whole class reading text:** 	 **Whole class reading text:** As above.
Y3 Reading Curriculum Objectives	**Reading Comprehension (VIPERS)** • V: Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination. • V: Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • V: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • V: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.			**Reading for Pleasure (Whole School Strategy)** • Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry]. • Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		

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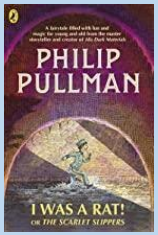
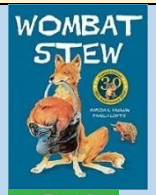
- I: Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- P: Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied.
- E: Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books.
- E: Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.
- E: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- R: Retrieve and record information from non-fiction.
- S: Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these.
- Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text.

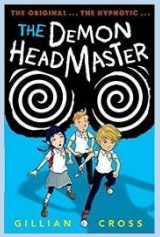
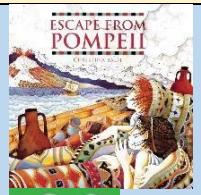
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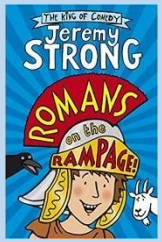
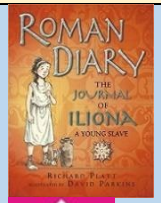
- Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.

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<tr><td>Y4 Reading Texts</td><td>

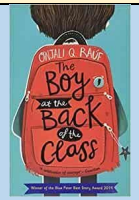

Poetry Week/Day

Whole class reading text:

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Whole class reading text:

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Whole class reading text:

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Whole class reading text:

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Whole class reading text:

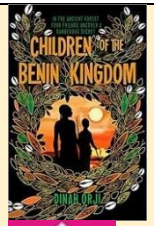
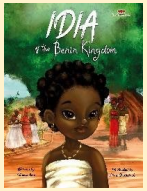
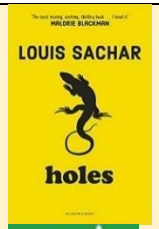
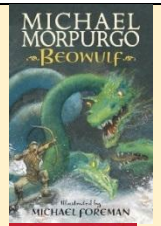
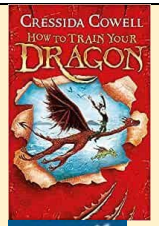
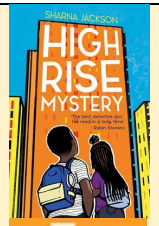
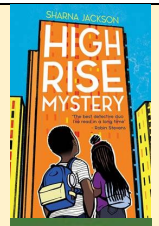
As above.</td><td>Finish Boy at the back of the Class.

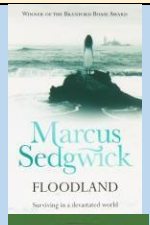
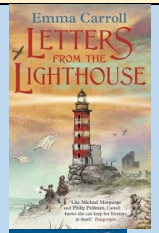
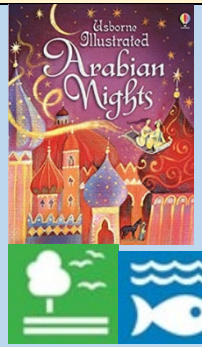
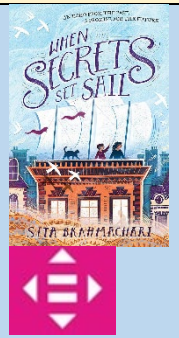


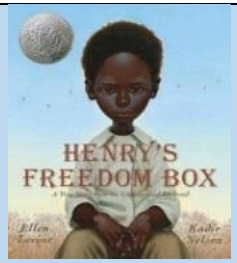
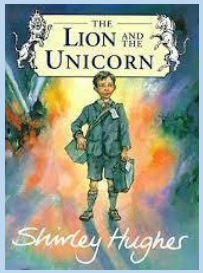
Whole class reading text:

As above.</td></tr>
<tr><td>Y4</td><td colspan="3">Reading Comprehension</td><td colspan="3">Reading for Pleasure</td></tr>
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Reading Curriculum Objectives	(VIPERS)	(Whole School Strategy)
	• V: Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination. • V: Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • V: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • V: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read. • I: Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • P: Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied. • E: Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books. • E: Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning. • E: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • R: Retrieve and record information from non-fiction. • S: Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these. • Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text.	• Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry]. • Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.

Y5 Reading Texts	 **Poetry Week/Day** **Whole class reading text:** As above.  **Deaf Provision alternative choice of text.**	 **Whole class reading text:** As above.	 **Whole class reading text:** As above.	 **Whole class reading text:** As above.	 **Whole class reading text:** As above.	 **Whole class reading text:** As above.
Y5 Reading Curriculum Objectives	**Reading Comprehension (VIPERS)** • V: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • V: Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • V: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I: Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • P: Understand what they read by: predicting what might happen from details stated and implied.			**Reading for Pleasure (Whole School Strategy)** • Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. • Maintain positive attitudes to reading and understanding of what they read by: 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. • Maintain positive attitudes to reading and understanding of what they read by: increasing 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 • Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		

	• E: Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • E: Provide reasoned justifications for their views. • E: Understand what they read by: identifying how language, structure and presentation contribute to meaning. • E: Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing. • E: Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices. • E: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • E: Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books. • R: Retrieve, record and present information from non-fiction. • R: Distinguish between statements of fact and opinion. • S: Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Understand what they read by: asking questions to improve their understanding.			• Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.		
Y6 Reading Texts	 **Poetry Week/Day** **Whole class reading text:** As above.	 **Whole class reading text:** As above.	 **Whole class reading text:**	 **Whole class reading text:** SATs preparation	 **Whole class reading text:** As above.	Playscript **Whole class reading text:** As above.

	 **Deaf Provision alternative choice of text.**		As above.  **Deaf Provision alternative choice of text.**			
Y6 **Reading Curriculum Objectives**	**Reading Comprehension (VIPERS)**			**Reading for Pleasure (Whole School Strategy)**		
	• V: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • V: Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • V: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I: Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • P: Understand what they read by: predicting what might happen from details stated and implied. • E: Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • E: Provide reasoned justifications for their views. • E: Understand what they read by: identifying how language, structure and presentation contribute to meaning. • E: Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing. • E: Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices.			• Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. • Maintain positive attitudes to reading and understanding of what they read by: 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. • Maintain positive attitudes to reading and understanding of what they read by: increasing 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 • Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.		

	● E: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. ● E: Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books. ● R: Retrieve, record and present information from non-fiction. ● R: Distinguish between statements of fact and opinion. ● **S:** Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ● Understand what they read by: asking questions to improve their understanding.	

Y7/8 KS3 **National Curriculum Objectives**	**Develop a Love of Reading**	**Understand Increasingly Challenging Texts**	**Read Critically**
	● Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and • Shakespeare (two plays) • seminal world literature ● Choosing and reading books independently for challenge, interest and enjoyment. ● Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	● Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, ● Making inferences and referring to evidence in the text, ● Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension, ● Checking their understanding to make sure that what they have read makes sense.	● Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning, ● Recognising a range of poetic conventions and understanding how these have been used, ● Studying setting, plot, and characterisation, and the effects of these, ● Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play, ● Making critical comparisons across texts, ● Studying a range of authors, including at least two authors in depth each year.