



LANDEWEDNACK SCHOOL READING CURRICULUM

Our Vision for Literacy and Landewednack

We want all children and Landewednack to have the skills and motivation to become confident readers who enjoy reading for pleasure and read a wide range of diverse and challenging texts. We want all children to be able to use their phonics knowledge; ideas from reading; and imagination to write clearly, fluently and effectively for a range of different purposes, including writing for pleasure.

In order to achieve this, we have designed a challenging and enriching curriculum where every child is entitled to experience the following:

At least daily for every student	At least weekly for every student.	At least termly for every student.	At least yearly for every student.
<ul style="list-style-type: none"> • 20-30 minute <i>Letters and Sounds</i> phonics lesson (Reception to Year 2) • 5 minutes learning about and/or learning to recite a poem (or part of a poem or rhyme) from memory (whole class) • 5-10 minutes whole-class topic-based reading within topic sessions. • Read aloud session (children are read to). • Literacy lesson focusing on developing reading, writing, speaking and listening skills 	<ul style="list-style-type: none"> • Guided reading session with teachers. • Opportunities to read for pleasure from a book of their choice. • Learn about a poem, rhyme or part of a poem as a class, including learning to recite some or all of it. • Opportunity to take home a reading book matched to their reading level and a reading for pleasure book. 	<ul style="list-style-type: none"> • Have opportunities to write for pleasure in an unstructured way. • Have as many individual reading opportunities with adults as possible. • Read and be read to from a range of high quality texts, including: <ul style="list-style-type: none"> ○ Picture books ○ Articles ○ Reports ○ Fiction books ○ Non fiction books ○ Poems ○ Websites 	<ul style="list-style-type: none"> • Perform a poem as a class • Become increasingly familiar with the works of a classic author by: <ul style="list-style-type: none"> ○ Exploring a text by Julia Donaldson (Reception - Year 6) ○ Exploring a text by Roald Dahl (Year 1 - 6) ○ Exploring a story by William Shakespeare (Year 2 - 6)

All students are entitled to intervention and extra support if needed, which the teacher will plan for and provide within the classroom in collaboration with teachers, teaching assistants, volunteers and the SENDCo



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Year 1 Reading Programme of Study (statutory)	Year 1 Additional Curriculum Information	Year 2 Reading Programme of Study (statutory)	Year 2 Additional Curriculum Information
<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and –s, –es, –ing, – ed, –er and –est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) ▪ 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 ▪ re-read these books to build up their fluency and confidence in word reading <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> I. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently II. being encouraged to link what they read or hear to their own experiences III. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics IV. recognising and joining in with predictable phrases V. learning to appreciate rhymes and poems, and to recite some by heart VI. discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> I. drawing on what they already know or on background information and vocabulary provided by the teacher II. checking that the text makes sense to them as they read and correcting inaccurate reading III. discussing the significance of the title and events IV. making inferences on the basis of what is being said and done V. predicting what might happen on the basis of what has been read so far I. participate in discussion about what is read to them, taking turns and listening to what others say I. explain clearly their understanding of what is read to them 	<p>Phonics (Word Reading)</p> <p>In Year 1, students focus heavily on developing their use of phonics to decode words. This supports them to develop strategies to confidently read unfamiliar words throughout their life. We have a clear progression using Letters and Sounds of what we expect students to learn from Reception to Year 1 (see our phonics policy).</p> <p>In Year 1, students consolidate Phase 4 phonics and learn all of Phase 5.</p> <p>VIPERS (Comprehension)</p> <p>Comprehension is developed alongside phonics instruction through frequent whole class reading, guided reading groups, one-to-one reading, read alouds and opportunities to read for pleasure.</p> <p>We teach students to use the VIPERS reading skills to help develop students' comprehension skills. In Year 1 students become familiar with the VIPERS skills so they can explain what each skill is and how it helps them to read. They will then be ready to start to identify what skill a given comprehension question draws from in Year 2.</p> <p>TRADITIONAL TALES AND NURSERY RHYMES</p> <p>Each week, students explore a nursery rhyme, traditional tale or high quality text and have the opportunity to become familiar with it.</p> <p>POETRY</p> <p>Students begin to develop a repertoire of poems by learning a rhyme or poem each week. This includes several traditional nursery rhymes.</p>	<p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ read accurately words of two or more syllables that contain the same GPCs as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word ▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> I. listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently II. discussing the sequence of events in books and how items of information are related III. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales IV. being introduced to non-fiction books that are structured in different ways V. recognising simple recurring literary language in stories and poetry VI. discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> I. drawing on what they already know or on background information and vocabulary provided by the teacher II. checking that the text makes sense to them as they read and correcting inaccurate reading III. making inferences on the basis of what is being said and done IV. answering and asking questions V. predicting what might happen on the basis of what has been read so far ▪ 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 ▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>PHONICS (Word reading)</p> <p>Children continue to consolidate Phase 2-5 GPCs, non-decodable words and skills, applying their phonics knowledge with confidence.</p> <p>Students study Phase 6 of Letters and Sound, which teaches children spelling patterns, rules and non-decodable words.</p> <p>VIPERS (Comprehension)</p> <p>Alongside phonics instruction, students are taught reading comprehension through frequent whole class reading, guided reading, read alouds and opportunities to read for pleasure.</p> <p>We use the VIPERS skills to help develop students' comprehension skills. In Year 2, students consolidate their ability to explain the VIPERS skills and begin to identify what skills a given question draws from.</p> <p>POETRY</p> <p>Students learn to recite a poem, or part of a poem, a week in order to develop the repertoire of poems and poets that they are familiar with.</p>



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Year 3/4 Reading Programme of Study (statutory)	Year 3/4 Additional Curriculum Information	Year 5/6 Reading Programme of Study (statutory)	Year 5/6 Additional Curriculum Information
<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. using dictionaries to check the meaning of words that they have read iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally v. identifying themes and conventions in a wide range of books vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action vii. discussing words and phrases that capture the reader's interest and imagination viii. recognising some different forms of poetry • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ii. asking questions to improve their understanding of a text iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. identifying main ideas drawn from more than 1 paragraph and summarising these vi. identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • 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. 	<p><u>PHONICS (Word reading)</u></p> <p>Children continue to use their phonic knowledge to decode accurately and fluently, continuing to build their knowledge of non-decodable words.</p> <p>Students who still need phonics support are supported with a range of strategies such as catch up sessions, precision teaching and interventions.</p> <p><u>VIPERS (Comprehension)</u></p> <p>Alongside phonics instruction, students are taught reading comprehension through frequent whole class reading, guided reading, read alouds and opportunities to read for pleasure.</p> <p>We use the VIPERS skills to help develop students' comprehension skills. In Year 3 and 4, students consolidate their ability to explain and apply the VIPERS skills to their reading comprehension by creating their own VIPERS questions about a given text.</p> <p><u>POETRY</u></p> <p>Students continue to learn about a poem a week in order to develop the repertoire of poems and poets that they are familiar with.</p>	<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. 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 iv. recommending books that they have read to their peers, giving reasons for their choices v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. 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 <p>understand what they read by</p> <ul style="list-style-type: none"> i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views. 	<p><u>PHONICS (Word reading)</u></p> <p>Children continue to use their phonic knowledge to decode accurately and fluently, continuing to build their knowledge of non-decodable words.</p> <p>Students who still need phonics support continue to be supported with a range of strategies such as catch up sessions, precision teaching and interventions.</p> <p><u>VIPERS (Comprehension)</u></p> <p>Alongside phonics instruction, students are taught reading comprehension through frequent guided reading, read alouds and opportunities to read for pleasure.</p> <p>We use the VIPERS skills to help develop students' comprehension skills. In Year 5 and 6, students are able to confidently and independently use the VIPERS skills and are able to articulate them to others.</p> <p><u>POETRY</u></p> <p>Students continue to learn about a poem or part of a poem a week in order to develop the repertoire of poems and poets that they are familiar with.</p>