

Reading at Gosford Park

Our Intent - 'Every child a reader'

At Gosford Park, reading is at the heart of all we do. We aim to instil a lifelong love of reading in every child in order to open their minds, enrich their lives and improve well-being. Through the use of carefully selected fiction and non-fiction texts, we encourage children to think critically and analytically, whilst putting an important focus on understanding challenging vocabulary in order to unlock and support learning across the curriculum.

Our Implementation

We believe that the key to teaching children to read and fostering a love for reading is through the use of high quality, challenging texts that inspire, ignite the imagination and bring joy and wonder. Therefore, our reading curriculum here at Gosford Park is based on both current and classical texts that relate to our curriculum as a whole, providing meaningful links and learning opportunities for all children. These texts celebrate the diversity of our school and wider community, enabling our children to immerse themselves in different cultures and beliefs and to learn about other people and places. At Gosford park we are: 'One Community, Many Cultures; Growing and Learning Together.'

Reading Comprehension

The teaching of reading across school is progressive and carefully sequenced to develop the acquisition of knowledge and skills set out in the National Curriculum. We follow a three-week cycle of lessons, which is linked closely to our writing curriculum, designed to explore all content domains using a particular text from our Gosford Park Reading Spine. These lessons are delivered to the whole class and enable all children to access age-appropriate texts. Within these lessons, children have the opportunity to be read to by an adult, to share extracts of texts with peers and practice their fluency and understanding independently.

Our classrooms are language-rich environments, where tricky vocabulary is explored in detail and displayed upon our working walls. This helps to grow our children's lexicon and promotes a culture of communication, reading and writing: here at Gosford Park we love to read, discuss and get lost in a book!

Early Reading

In EYFS, early reading is taught through the systematic use of 'Read, Write, Inc.' Please see the phonics section of our website to find out more.

"Reading is the gateway skill that makes all other learning possible" – Barack Obama

Reading Book Schemes

In EYFS and for those children following 'Read, Write, Inc' in KS1, a home reader from the scheme, which matches the children's phase of phonics, is sent home to be shared.

Once children have completed 'Read, Write, Inc,' or are in KS2, a variety of banded books from different reading schemes are used as home readers. These bands are progressive, with the books carefully matched to the children's abilities, providing them with challenge. All children are listened to by an adult on a weekly basis and their reading diary is checked. This allows staff to ensure that each child is reading an appropriately banded book for their ability and provides the opportunity for an open reading conversation between school and home.

Reading for Pleasure

At Gosford Park, teachers share their love of books with the children and regularly read to their classes. We are currently developing 'Gosford's Great Reads'; a list of recommended fiction and non-fiction books for each year group to enjoy based on what our children are enthused by.

Our school library provides a wonderful setting for enjoying a good book and is being continually developed and added to in order to be current for our avid readers. Each class has a weekly slot, where the children can choose a 'Reading for Pleasure' book to take home and enjoy with their adults.

Reading Enrichment

The importance of reading is enhanced through various events through the school year such as: World Book Day, National Story Telling Week, live author and poet webinars and book fairs. We also have links with 'Own Books', a charity which aims to get books into the homes of all children to encourage a love for and development of this key skill. We receive half-termly donations of books which the children can select from to grow their own libraries at home. We also run our whole school reading initiative, 'Rainbow Reading Challenge,' to help raise the profile of reading across our school, sharing it's importance with parents, carers and the wider community.

Supporting Our Children

Children who are not meeting the expected standard or who are at risk of not making individualised progress, are offered additional support. This may be 1:1 reading, intervention sessions focused on a specific domain such as retrieval, additional Read, Write Inc small group sessions or in Upper KS2, 'Read, Write, Inc Fresh Start' lessons.

Our Impact

We aim for every child to be a reader and to love reading by the time they leave Gosford Park. We strive for all children to make at least good progress in reading from their last statutory assessment point or from their starting point from Nursery. Our children will use their reading skills across the curriculum to help them understand, consolidate and acquire new knowledge.

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Gosford Park Primary School
Reading into Writing Curriculum Planning 2021-2022

Year 2 – Reading into Writing Long-Term Plan

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Autumn Topic: Great Fire of London/The World	Text: Little Red Riding Hood – The Atlas of Fairytales, Claudia Bordin Narrative: Character description	Text: Vlad and the Great Fire of London, Kate and Sam Cunningham Narrative: Setting, description		Text: Lost and Found, Oliver Jeffers Recount (non-fiction)	Text: Leaf, Sandra Dieckman Letter (fiction)	
Spring Topic: Christopher Columbus/Neil Armstrong	Text: The Sea Monster, Chris Wormell Recount (fiction)	Text: A Picture Book of Christopher Columbus, David A Adler Non-chronological report		Text: Grendel A Cautionary Tale About Chocolate, David Lucas Narrative: Story Retell	Text: How to Catch a Star, Oliver Jeffers Instructions	
Summer Topic: Local Study/Kenya	Text: Stone Soup by Tony Ross Character and setting	Model text – recount of going up the beanstalk Recount (non-fiction) Recount trip to Monks Kirby	Text: Jack and the Beanstalk – The Atlas of Fairytales, Claudia Bordin Simple story Model text story from Mum's point of view. Chn retell story from the giant's point of view.	Text: Meerkat Mail, Emily Gravett Letter (recount – letter) chn write letter to African child describing life at GP.	Text: Lions (Amazing Animals) Vaire Borden Non-chronological report NC on lions	Text: The Storm Whale, Benji Davis Instructions



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Year 3 – Reading into Writing Long Term Plan

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Autumn Topic: UK Study/ Stone Age to Iron Age	Text: <u>Hansel and Gretel by Michael Morpurgo</u> <i>Read up to p19</i> Narrative: Character setting, description / Fairy tale	Text: <u>Hansel and Gretel by Michael Morpurgo</u> <i>read 78 to end</i> Instructions: (How to capture children) Kennings Poetry: (Expanding simple nouns) 1 week	Text: <u>Stone Age Boy by Satoshi Kitamura</u> Recount: <u>Diary</u> : Link to Stone Age Boy – falling down hole into Stone Age	Text: <u>The Street beneath my feet - Charlotte Guillain & Yuval Zommer</u> Non-Chronological Report (Linked to Rocks and Soils)
Spring Topic: European Study/ Roman (Invaders)	Text: <u>Matilda by Roald Dahl</u> Character/ setting Descriptions: (describe Trunchbull on the steps of the school)	Text: <u>Matilda by Roald Dahl</u> Recount: Newspaper report – Headteacher under investigation	Text: <u>Escape from Pompeii by Christina Balit</u> Narrative: Retell Adventure Story (Escaping a volcanic eruption)	Text: <u>Meet the Ancient Romans - James Davies</u> Non- Chronological report
Summer Topic: Romans (settlers)/Volcanoes and Earthquakes	Text: <u>Real Lives Boudica Gaby Halberstam</u> Letters: (From Boudica for support to attack the Romans)	Text: <u>Real Lives Boudica Gaby Halberstam</u> Narrative: Plot character and setting, middle to end (Retell)	Explanation Text: <u>Everything Volcanoes and Earthquakes National Geographic</u> Explanation	Text: <u>The Lost Happy Endings - Carol Anne Duffy</u> Narrative beginning, middle end - plot witches or main character point of view.



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Year 4 – Reading into Writing Long-Term Plan

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Autumn Topic: Ancient Egypt	Text: Egyptian Cinderella Narrative: Story focusing on character description	Text: Egyptian Cinderella Narrative: Story focusing on an Historical Setting	Text: The Legend of Tutankhamun Letter – letter informing the British museum about Howard Carter's findings.	Text: The Legend of Tutankhamun Newspaper Report – Treasure of the pyramids Calligram/Shape Poetry (Christmas) 1 week
Spring Topic: Rivers and the Water Cycle/London	Text: Iron Man Illustrated by Laura Carlin Narrative: Story focused on setting (Junkyard)	Text: Iron Man Diary	Text: A Journey to the River Sea – Eva Ibbotson Letter (Ruby writing to her old friends about her new environment)	Text: A Journey to the River Sea – Eva Ibbotson Explanation Text – Journey of a raindrop
Summer Topic: Anglo Saxons and Scots/Vikings and Anglo Saxons	Text: Beowulf (Michael Morpurgo) Narrative: Story focusing on setting/character/plot (City)	Text: Beowulf (Michael Morpurgo) Non-Chronological Report (Mountains)	Text: Odd and the Frost Giants – Neil Gaiman Recount	Text: Odd and the Frost Giants – Neil Gaiman Instructions



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Year 5 – Reading into Writing Long Term Plan

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<p style="text-align: center;">Autumn</p> <p>Topic: Ancient Greece</p>	<p>Text: The Giant's Necklace (Michael Morpurgo)</p> <p>Narrative: Dilemma/Twist</p> <p>Text: Text: Usborne Illustrated Greek Myths (LA)</p> <p>Text: Wooden Horse (Geraldine McCaughrean & Tony Ross)</p> <p>Instructions: (How to break into a city)</p>	<p>Text: Who Let <u>The</u> Gods Out (Maz Evans)</p> <p>Narrative: Characters/Setting/Beginning</p>	<p>Text: Counting on Katherine - Helaine Becker</p> <p>Narrative: Diary – Katherine's experiences HA: comparison of days LA: Diary of a successful day</p>	<p>Text: Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</p> <p>Narrative: Newspaper Report (First black woman in NASA)</p>
<p style="text-align: center;">Spring</p> <p>Topic: Mountains/Barcelona</p>	<p>Text: Survivors by David – The pilot who crashed inside a volcano – Craig Hosking</p> <p>Recount</p>	<p>Text: Survivors – The Mountaineer who overcame and avalanche – Colby Coombs</p> <p>Persuasion: Should we climb continue to climb Mount Everest? <i>Model text:</i> Persuade them to climb a mountain. Chn to write alternate.</p>	<p>Text: Macbeth by William Shakespeare (Tony Ross)</p> <p>Betrayal/tragedy Narrative: Setting, Character, Plot (McDuff's POV)</p>	<p>Text: Macbeth by William Shakespeare (Tony Ross)</p> <p>Formal Letter: from Macbeth to Lady Macbeth describing the witches with a message</p>
<p style="text-align: center;">Summer</p> <p>Topic: Industrial Revolution to Modern Day Coventry</p>	<p>Text: Dodger – Terry Pratchett</p> <p>Historical Story: Setting, Character, Plot – Victorian</p>	<p>Text: Dodger – Terry Pratchett</p> <p>Discussion: Is it ever okay to steal? Should society ever support the poor? Should chn be used for labour?</p>	<p>Text: The Highway Man – Alfred Noyles Charles Keeping</p> <p>Narrative: Innovation - Setting, Character, Plot – (Changing the Highway Man into a narrative)</p>	<p>Text: The Highway Man - Alfred Noyles Charles Keeping</p> <p>Persuasive letter: Tim the Ostler trying to convince Bess that he is best</p>



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Year 6 – Reading into Writing Long-Term Plan

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Autumn Topic: Crime and Punishment	Text: Holes (Louis Sachar) Narrative: Persuasive Letter (from Stanley to his mum, convincing her that Camp Green Lake is a great place to be)	Text: Holes (Louis Sachar) Non-Chronological Report: Adaptation of the Yellow-Spotted Lizard (from Holes)	Text: Holes (Louis Sachar) Narrative: Curse Story (Adding a new chapter to share Zero's family curse)	Text: Holes (Louis Sachar) Newspaper Report: Kissin' Kate Barlow – local outlaw on the loose
Spring Topic: North and South America/Amazon	Text: The Nowhere Emporium Video: Alma Narrative: Suspense Written from the shop's POV	Text: The Nowhere Emporium Information Text: Galapagos Islands <i>Model text: Panama (rainforest link)</i>	Text: The Nowhere Emporium Narrative: A new entry for The Wonder Book – The Rainforest <i>Model text: Desert room (vocab from Holes)</i>	Text: The Nowhere Emporium Explanation Text: What is Deforestation? <i>Model text: What are microorganisms? (Science link)</i>
Summer Topic: Maya Civilisation	Text: The Viewer: Narrative: from the viewpoint of the viewer <i>Model text: First person the story of the boy and his perspective</i>	Text: Varmints (Helen Ward) Discussion text: Should Brazilian people have the right to farm? – deforestation/agriculture	Text: Kensuke's Kingdom (Michael Morpurgo) Narrative: Diary entry (2-part Michael and Kensuke on same incident e.g. lighting fires) <i>Model text: Opposing viewpoints from mum and dad about moving away</i>	Text: Kensuke's Kingdom (Michael Morpurgo) Persuasion: Was it right for the Maya to sacrifice the life of others to the underworld? <i>Model text: Use incident from Kensuke's Kingdom e.g. was it right for Michael to light fires?</i>