



# St Laurence's Reading, Writing & Oracy Spine

Reviewed 2024-25

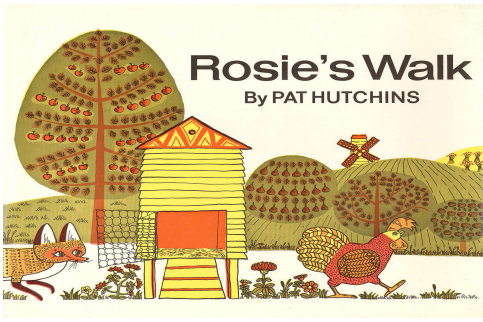
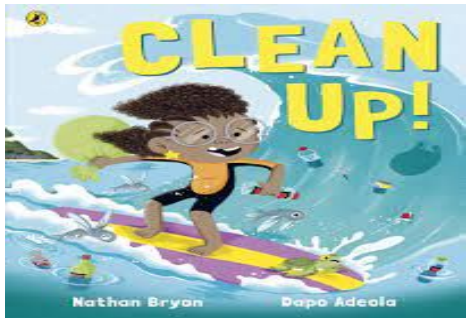



# Rationale

**Reading for pleasure** is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment. At St Laurence's Catholic Primary school, we believe in both the importance of developing children's discrete word-reading skills and comprehension, as well as the need to foster a love of books and reading. 'Reading widely and often increases pupils' **vocabulary** because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds,' (National Curriculum). We recognise that these two elements are intertwined: each relies on the other if children are to become **life-long readers**. With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader. At St Laurence's Catholic School we ensure reading is a **top priority** within all areas of the curriculum. We ensure **purposeful books and vocabulary focuses** are at the heart of everything we teach to ensure extensive reading and exposure to a wide range of texts make a vital contribution to every child's educational achievement, regardless of their personal background.

# Reception Autumn One



# Book Focus (Reception - Autumn 1) :

Literacy Lesson Focus	Cross Curricular Texts	Class Read / Poetry
 <p><b>Rosie's Walk</b> By PAT HUTCHINS</p>	 <p><b>CLEAN UP!</b> Nathan Bryan Dapo Adeola</p>	 <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p> <p><b>RUBY'S WORRY</b> TOM PERCIVAL</p>
<p><b>Rational -We chose this book as part of the Talk for Writing program. It is simple enough for the children to learn the story, sequence all through actions.</b></p> 	<p><b>Rational - As part of our Science topic of recycling this book informs the children about the process of recycling.</b></p>	<p><b>Rational - 'We're Going on a Bear Hunt - we chose this as part of the Talk for Writing. It also links with our Autumn topic. The rhyme and repetition of the story is easy for the children to follow</b></p> 

# Outcomes : Autumn 1

## Communication and Language Outcomes

Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..

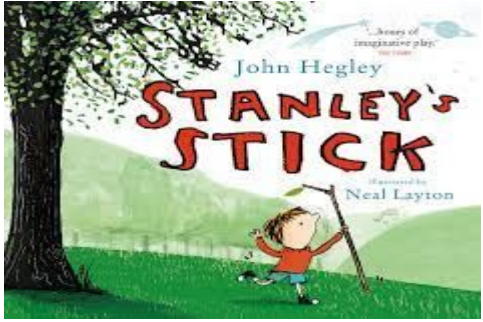
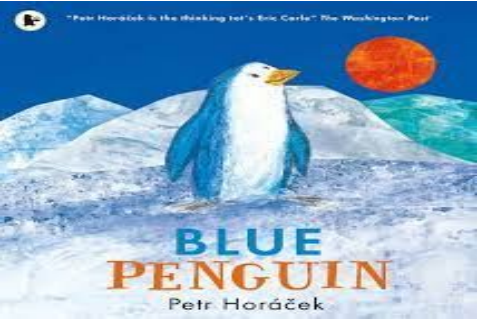
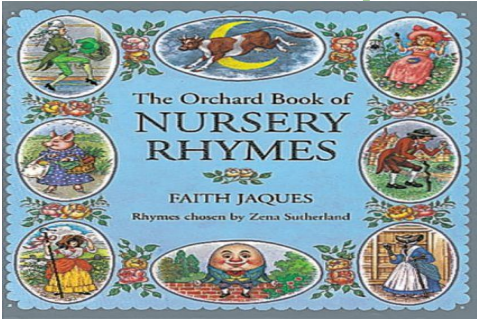
## English Outcomes

• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense

Reception  
Autumn Two




## Book Focus (Reception - Autumn 2) :

Literacy Lesson Focus	Cross Curricular Texts	Class Read / Poetry
 <p>...hours of imaginative play. THE STORY</p> <p>John Hegley <b>STANLEY'S STICK</b> Illustrated by Neal Layton</p>	 <p>"Petr Horáček in the Making let's Eric Carle" The Washington Post</p> <p><b>BLUE PENGUIN</b> Petr Horáček</p>	 <p>The Orchard Book of <b>NURSERY RHYMES</b> FAITH JAUQUES Rhymes chosen by Zena Sutherland</p>
<p>Rational- As part of the POR we chose this book as part of our Seasons topic and links to visit for an Autumnal walk around the local area.</p> <p>✿</p>	<p>Rational- We use this book as it is part of the Winter season. It also covers our Science materials topic as we can sort out clothes for the penguins.</p>	<p>Rational - In Early Years we feel it is important for the children to be familiar with traditional nursery rhymes. This is something we will do at various times throughout the day.</p>

# Outcomes : Autumn 2

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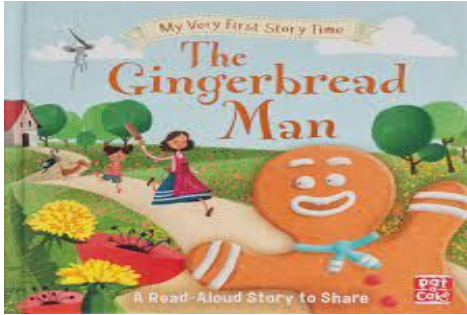
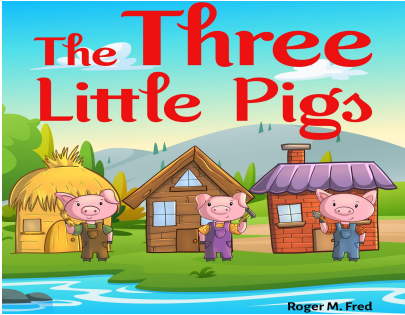
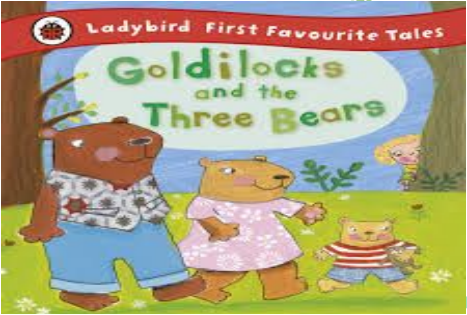



Reception

Spring One



# Book Focus (Reception - Spring 1) :

Literacy Lesson Focus	Cross Curricular Texts	Class Read / Poetry
		
<p>The story uses great repetitive language which allows the children to re-tell the story. There is a range of characters within the story which the children can relate to.</p>	<p>Whilst fitting nicely with our traditional tales theme it also captures the imaginations of materials and building/designing.</p>	<p>An enjoyable traditional tale that the children that also links with our DT topic of making porridge.</p> 

# Outcomes : Spring 1

## Communication and Language Outcomes

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## English Outcomes


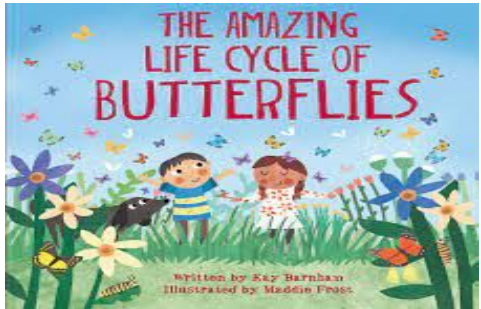


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Reception



Spring Two



# Book Focus (Reception - Spring 2) :

Literacy Lesson Focus	Cross Curricular Texts	Class Read / Poetry
 <p>The image shows two book covers. On the left is 'Little Red Riding Hood' from the 'Osborne Little Board Books' series, featuring a girl in a red hood and a wolf. On the right is 'Jack and the Beanstalk' from the 'Fairytale Classics' series, featuring a boy and a giant.</p>	 <p>The image shows the cover of 'The Amazing Life Cycle of Butterflies' by Kay Barnham, illustrated by Maddie Frost. It depicts children in a garden with many butterflies.</p>	 <p>The image shows the cover of 'No Dinner!' by Jessica Souhami. It features a large blue wolf with its mouth open, ready to eat a red pumpkin.</p>
<p><b>Rational -</b> Throughout Spring we cover a range of Traditional tales. We learn the story through Talk for Writing, we sequence, story map, learn the characters and change the story.</p>	<p><b>Rational -</b> As part of our minibeasts topic we grow our own butterflies in class. This is a book to help us understand the full life cycle.</p>	<p><b>Rational -</b> When we Read Little Red Riding Hood, we chose to add this book as a different angle from the Wolf. </p>

# Outcomes : Spring 2

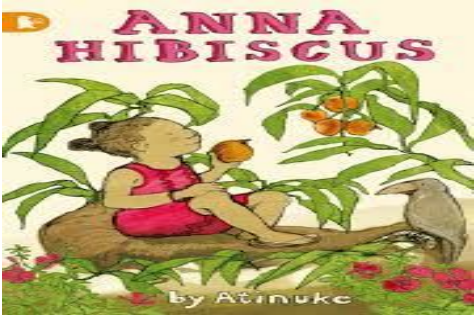
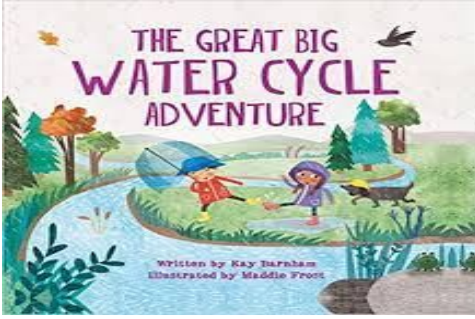
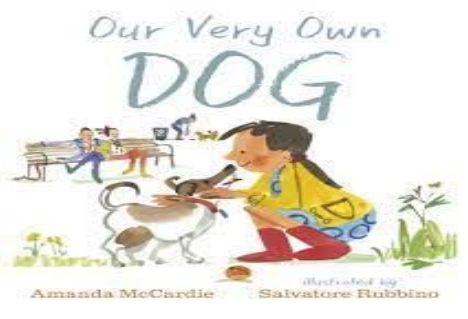

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Reception

Summer One





# Book Focus (Reception - Summer 1) :

Literacy Lesson Focus	Cross Curricular Texts	Class Read / Poetry
 <p><b>ANNA HIBISCUS</b> by Atinuke</p>	 <p><b>THE GREAT BIG WATER CYCLE ADVENTURE</b> Written by Kay Barnham Illustrated by Maddie Frost</p>	 <p><b>Our Very Own DOG</b> Amanda McCardie Illustrated by Salvatore Rubbino</p>
<p><b>Rational - We chose this POR book as it introduces the children to a different country. It allows the children to compare and contrast their own lives to Anna's.</b></p>	<p><b>Rational - In Geography we look at the weather and the cycle of the rain.</b></p>	<p><b>Rational - In this term we focus on people who help us. We use this book to link to vets and some others. We think about how we look after a dog.</b></p> 



# Outcomes : Summer 1



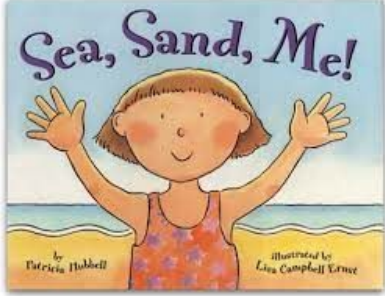

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Reception



Summer Two



# Book Focus (Reception - Summer 2) :

Literacy Lesson Focus	Cross Curricular Texts	Class Read / Poetry
 <p>The image shows two book covers. On the left is 'Astro Girl' by Ken Wisoo-Max, featuring a young girl in a blue space suit holding a white helmet. On the right is 'Look Up!' featuring a girl with a large afro hairstyle in a space suit, with a small cat-like creature on a planet surface.</p>	 <p>A grid of nine children's books about space. The titles visible are: 'Think Like an Astronaut', 'Planets', 'There's Nothing Old, Nothing New, Nothing Far Away Like the Moon', 'Take Off!', 'On the Moon', 'Arthur George Discovers', 'The Big Space', 'Solar System', and 'Mickey Mouse'.</p>	 <p>The image shows the cover of the book 'Sea, Sand, Me!' by Patricia Hubbell, illustrated by Lisa Campbell Lantz. It features a young girl with her arms raised, standing on a beach with waves in the background.</p>
<p><b>Rational</b> - We chose these books to promote Women in jobs that are often stereotyped to men. We write fact files about the women and think about other jobs that we can all do.</p>	<p><b>Rational</b> - As part of space topic, we read a variety of fiction and nonfiction books about the planets and space to enhance the children's knowledge.</p>	<p><b>Rational</b> - As part of our summer past and present we read lots of summer books. It is a great introduction before our trip to the seaside. </p>

# Outcomes : Summer 2

Communication and Language Outcomes	English Outcomes 
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. •</p> 