

Dodford First School Reading Curriculum Plan

A reader from Dodford First School will:

- ❖ Read fluently and with understanding, a range of different kinds of material, using methods suited to the material and the purpose for reading.
- ❖ Have confidence in reading.
- ❖ Enjoy reading for different purposes.
- ❖ Value reading as an essential part of living and learning.

At Dodford we will teach the objectives as set out in EYFS and National Curriculum 2014:

Early Reading Expectations

Children will be taught:

To read and understanding simple sentences.

To use phonic knowledge to decode regular words and read them aloud accurately.

To also read some common irregular words.

To demonstrate an understanding when talking with others about what they have read.

Reading in the National Curriculum

The programmes of study for reading at Key Stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. 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.
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Selecting Reading Materials:

Children at the early stages of reading development – We will ensure that the books used by these children are closely matched to their developing phonics knowledge and knowledge of common exception words. The books children are asked to read for themselves must be 100% decodable, up until the end of Phase 5 (Year 1 for most children). In order to master phonic decoding as the route to decode words, children should work with books that are written and structured to provide opportunity for them to apply their developing skills and knowledge. For this reason, teachers will match books more closely to phonics phase than book band up until the end of Phase 5.

In addition to the books the children read for themselves, they will also encounter wider experiences of books and reading each day, experiences which will contribute to their language development, comprehension skills and love of literature (e.g. books explored through Shared Reading, story-time, library books, familiar books and class book corners).

Developing and fluent readers – from Phase 6 onwards, the coloured book bands will provide a structured guide to indicate the increasing level of challenge from different books. Once a child has secured decoding, how easy or difficult they find a text is heavily influenced by their interests and life experiences. The emphasis will then be on broadening and deepening the children's reading experiences.

Reading for pleasure					
Intent	<ul style="list-style-type: none"> - Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. - To build preferences in reading and to choose to read. - To recognise authors and styles of reading that individuals enjoy. - Engaging in book discussion in a range of contexts, alongside both adults and peers. - Sharing and recommending a range of books. 				
Implementation	<p>Create engaging reading environments within the classroom and around school e.g. book corners/ reading dens/ book displays Encourage regular reading habits through a whole school reading rewards scheme.</p> <p>➤ All reading contexts below contribute to developing our reading for pleasure ethos.</p>				
Curriculum Provision:					
	YR	Y1	Y2	Y3	Y4
Reading aloud to children					
Intent	<p>Building a bank of story and rhyme knowledge.</p> <p>Exposing children to texts beyond what they can read themselves.</p> <p>Developing an enjoyment for reading.</p>	<p>Building a bank of story and rhyme knowledge.</p> <p>Exposing children to texts beyond what they can read themselves.</p> <p>Developing an enjoyment for reading.</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry.</p> <p>Sustaining stamina in listening and reading texts.</p> <p>Making connections within a book.</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural.</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes.</p>
Implementation	<ul style="list-style-type: none"> - Daily exposure to quality books for a minimum of ten minutes. - Development of a whole school reading spine. 				
Core texts	<p>YR TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Owl Babies by Martin Waddell • The Gruffalo by Juila Donaldson 	<p>Y1/2 CYCLE A: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Peace at Last by Jill Murphy 	<p>Y1/2 CYCLE B: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Traction Man is Here by Mini Grey 	<p>Y3/4 CYCLE A: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • The Abominables by Dick King Smith 	<p>Y3/4 CYCLE B: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Bill's New Frock by Anne Fine

	<ul style="list-style-type: none"> • Handa's Surprise by Eileen Browne • Mr Grumpy's Outing by John Burningham • Rosie's Walk by Pat Hutchins • Mrs Armitage by Quentin Blake • Whatever Next Jill Murphy • Framer Duck by Martin Waddell • Shh by Sally Grindley <p>CHARACTERISTICS OF LEARNING WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury • Elmer and Super El by David McKee • Fireman Sam Favourite Stories • Percy the Park Keeper by Nick Butterworth • Try Again, Trevor by Rob Lewis • The Smartest Giant in Town by Julia Donaldson and Axel Scheffler • Superworm by Julia Donaldson and Axel Scheffler • Curious George by Margret and H.A.Rey's • Charlie and Lola by Lauren Child 	<ul style="list-style-type: none"> • Can't You Sleep Little Bear by Martin Waddell • Where the Wild Things Are by Maurice Sendak • The Elephant and the Bad Baby by Elfrida Vipont and Raymond Briggs • The Tiger Who Came to Tea by Judith Kerr • Lost and Found by Oliver Jeffers • Beggu by Alexis Deacon • Dogger by Shirley Hughes • Cops and Robbers by Alan and Janet Ahlberg • Elmer by David McKee 	<ul style="list-style-type: none"> • Amazing Grace by Mary Hoffman • Pumpkin Soup by Helen Cooper • Who's afraid of the Big Bad Book by Lauren Child • Dr Xargle Book of Earthlets by Tony Ross • Not Now Bernard by David McKee • Tuesday by David Wiesner • The Flower by John Light • Gorilla by Anthony Browne • Emily Brown and the Thing by Cressida Cowell • Frog and Toad Together by Arnold Lobel • The Owl Who Was Afraid of the Dark by Jill Tomlinson • Fantastic Mr Fox by Roald Dahl • The Giraffe , The Pelly and Me by Roald Dahl • The Hodgeheg by Dick King Smith 	<ul style="list-style-type: none"> • Cat Tales – Ice Cat by Linda Newbury • The Battle of Bubble Of Squeak by Philippa Pearce • Hansel and Gretel by Anthony Browne 	<ul style="list-style-type: none"> • Why the Whales Came by Michael Morpurgo • The Firework-Maker's Daughter by Philip Pullman • The Snow Walker's Son by Catherine Fisher • Perry Angel Suitcase by Glenda Millard • Voices in the Park by Anthony Browne
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Independent reading and home/school reading			
Intent	YR/Y1 <ul style="list-style-type: none"> - Independently reading phonically decodable books matched to their phonic knowledge and skills. 	Y2 <ul style="list-style-type: none"> - Reading age-appropriate books. - Increasing stamina. 	Y3/4 <ul style="list-style-type: none"> - Choosing appropriate texts. - Reading for sustained periods of time. - Increasing the length and complexity of texts being read. - Read short novels independently with understanding (by end of Y4).
Implementation	<ul style="list-style-type: none"> • Decodable books selected based on link to Letters and Sounds phases. • Books selected by adult in class. • Books changed regularly (at least twice a week). • Opportunity to take home a Library book to share for pleasure in addition to decodable text. 	<ul style="list-style-type: none"> • Books selected based on AR range. • Teachers monitor through AR reports. • Opportunity to take home a Library book in addition to AR book. 	
Guided reading/reading instruction			
Intent	<ul style="list-style-type: none"> - To teach the comprehension and decoding skills required to achieve age related expectations, as detailed in National Curriculum. 		
Implementation	Reception and KS1: <ul style="list-style-type: none"> • Daily Letters and Sounds sessions. • Additional guided reading to ensure independent application and to develop comprehension skills. 	KS2: <ul style="list-style-type: none"> • Daily 30 minute guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability. • As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher). • An increasing expectation of written recording of understanding through KS2. 	
Core texts/ Resources	Appropriate colour book banded selection of guided reading books. Reading Detective Dogs used to teach the Reading Domains from KS1 onwards.		

Shared reading as part of teaching sequence					
Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.				
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features. (Reading objectives identified on sequence planning.)				
Core texts	<p>YR Yearly Cycle:</p> <p>Peepo! by Janet and Allan Ahlberg</p> <p>The Jolly Postman by Janet and Allan Ahlberg</p> <p>Three Little Pigs by Aneurin Rhys and Ronne Randall</p> <p>Toy Story published by Centum Books Ltd</p> <p>The Princess and the Frog published by Random House Disney</p> <p>Bug Hunt – Lift the Flap by Neecey Twinhem</p>	<p>Y1/2 Cycle A</p> <p>Bob the Man on the Moon - Simon Bartram</p> <p>The First Man on the Moon – Video and Newspaper Headline</p> <p>The Dragon Machine – Helen Ward</p> <p>Kassim and the Dragon/How to Train a Dragon – Pie Corbett</p> <p>The Snow Queen - Traditional Tale</p> <p>Meerkat Mail by Emily Gravett</p> <p>Rose Meets Mr Wintergarten – Bob Graham</p> <p>The Disgusting Sandwich by Gareth Edwards</p>	<p>Y1/2 Cycle B</p> <p>The Monster Machine – Nicola L Robinson</p> <p>Wallace and Gromit Cracking Contraptions – Video Clips</p> <p>Dotty Inventions – Roger McGough</p> <p>Samuel Pepys Diary</p> <p>The Rabbit who Stole Fire/The Tiger Child – traditional tales retold by Joanna Trougton</p> <p>The Pea and the Princes by Mini Grey</p> <p>Blown Away by Rob Biddulph</p> <p>Dougie the Deep Sea Diver – Simon Bartram</p>	<p>Y3/4 Cycle A</p> <p>Fables and legends</p> <p>The Lion, the Witch and the Wardrobe</p> <p>Perseus and Medusa: Greek myths and legends</p> <p>Charlotte’s Web</p>	<p>Y3/4 Cycle B</p> <p>James and the Giant Peach</p> <p>Roman Myths</p> <p>The Sheep Pig</p> <p>The Iron Man</p>

Core reading texts to support reading to learn across the curriculum

Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.	
Implementation	Within each thematic learning sequence opportunities are planned to share appropriate texts to widen pupils' knowledge and understanding. In KS1 and KS2 the school library and other appropriate reading materials are used to develop research and retrieval skills. (Planning is annotated with reading materials used.)				
Themes/Core texts	<p>YR Yearly Cycle</p> <p>Marvellous Me - Ourselves, human life processes</p> <p>People Who Help Us - People who help in School and community</p> <p>Material World - Materials and their Properties</p> <p>Toy Town - Old and New/ Changes to our way of life</p> <p>Fairies and Frogs - Exploring stories through the arts</p> <p>We're Going on a Bug Hunt - Minibeasts</p>	<p>Y1/2 Thematic Cycle A</p> <p>To the End of the Earth - Great Explorers James Cook/Neil Armstrong</p> <p>Fire vs Ice - Hot and Cold Places Around the World Seasonal Changes</p> <p>Food Glorious Food - Where does our food come from? Contrast UK/India Farming</p>	<p>Y1/2 Thematic Cycle B</p> <p>Something Old, Something New - My School – Victorian School Life, Victorian Inventions – Impact on the UK</p> <p>Out of the Ashes - London Now and Then: The Great Fire of London</p> <p>Wish you Were Here Local Area - Comparison between Dodford School and Surrounding Areas with a Seaside Town (Weather)</p>	<p>Y3/4 Thematic Cycle A</p> <p>Fights and Forts - Local knowledge: Worcester</p> <p>It's all Greek to Me! - Greeks</p> <p>Rumble in the Jungle - South America</p>	<p>Y3/4 Thematic Cycle B</p> <p>Empire Strikes Back - Romans</p> <p>Are We Nearly There Yet? - Europe</p> <p>What a Wonderful World! - Volcanoes and Earthquakes</p>

Assessment

Assessment Evidence in order to assess impact	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Running records to assess fluency and accuracy Phonic assessments		SATs Phonics Screening Check Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Running records to assess fluency and accuracy	AR assessments Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Written responses to reading activities	
Assessment Expectations (what assessment criteria are used? When? Moderation?)	<p>Termly:</p> <ul style="list-style-type: none"> - Tricky words tracker - Phonics tracker - Early Years Moderation: Internal and External <p>End of Year:</p> <ul style="list-style-type: none"> - End of year Fluency tracker - EYFSP 	<p>Termly:</p> <ul style="list-style-type: none"> - CEW words tracker - Phonics tracker - Fluency tracker - HeadStart Reading Comprehension Assessments - Moderation: Internal and External <p>End of Year:</p> <ul style="list-style-type: none"> - NC Key Objectives Tacker 	<p>Termly:</p> <ul style="list-style-type: none"> - CEW words tracker - Phonics tracker - Fluency tracker - HeadStart Reading Comprehension Assessments - Moderation: Internal and External <p>End of Year:</p> <ul style="list-style-type: none"> - NC Key Objectives Tracker - TAFs 	<p>Termly:</p> <ul style="list-style-type: none"> - CEW words tracker - Fluency tracker - HeadStart Reading Comprehension Assessments - Moderation: Internal and External <p>End of Year:</p> <ul style="list-style-type: none"> - NC Key Objectives Tracker 	<p>Termly:</p> <ul style="list-style-type: none"> - CEW words tracker - Fluency tracker - HeadStart Reading Comprehension Assessments - Moderation: Internal and External <p>End of Year:</p> <ul style="list-style-type: none"> - NC Key Objectives Tracker
Expectations: Phonics	<p>On Entry – PHASE 1 Autumn – PHASE 2 Autumn – PHASE 2 Spring – PHASE 3 Summer – PHASE 4</p>	<p>On Entry –PHASE 3 Autumn 1 – PHASE 4 review Autumn 1 – PHASE 5A Autumn 2– PHASE 5B Spring 1 – PHASE 5B Spring 2 – PHASE 5C Summer 1 –PHASE 5C</p>	<p>On Entry –PHASE 5 Autumn 1 – PHASE 5 review Autumn 2 – PHASE 6 Spring – PHASE 6 Summer –PHASE 6</p>		

		Summer – 2 PHASE 5D			
Key Words	Phase 2/3 Tricky Words from Letters and Sounds	Phase 4/5 Tricky Words From Letters and Sounds Year 1 Common Exception Words	Year 2 Common Exception Words	Year 3 and 4 Common Exception Words -75%	Year 3 and 4 Common Exception Words 100%
Fluency Level		Summer End: WPM - 60 ACCURACY – 90%	Summer End: WPM - 90 ACCURACY – 90%	Summer End: WPM – 100 Fluency Scale Score:12 ACCURACY – 90%	Summer End: WPM: 110+ Fluency Scale Score: 12+
Book Band	Summer End: Yellow	Summer End: Orange	Summer End: Gold	Summer End: Brown	Summer End: Grey