



DODFORD FIRST SCHOOL

Achieve, Believe, Create and Fly High

Intent

Our Vision

At Dodford First School, we value reading as a key life skill and are dedicated to enable our pupils to become lifelong readers. We believe every child has the potential to become a fluent reader. Our intention is to create children who can speak, read and write fluently in order to share their ideas and emotions with others. We believe pupils should experience reading a wide range of texts for pleasure, in order to develop culturally, emotionally, intellectually and socially. This will enable them to communicate confidently and effectively, to allow them to achieve and become a successful global citizen.

Curriculum Drivers

Achieve - *Have high aspirations, striving for success and never giving up. You can learn anything you want to!*

Believe - *Believe in yourself and value your own self-worth. To keep trying even when it is hard; learn from others and your mistakes.*

Create - *Action your thoughts and bring something into existence. Allow your creativity to flow; investigate, experiment, and invent.*

Fly High - *Have the courage to embrace new experiences and take risks. Share your knowledge with others. Enable yourself to flourish.*

Characteristics of a Reader

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Implementation

Early Years

At Dodford we will teach the objectives as set out in EYFS Framework 2021 and National Curriculum 2014:

Early Comprehension and Reading Expectations

Children will be taught:

- To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- To anticipate – where appropriate – key events in stories.
- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- To say a sound for each letter in the alphabet and at least 10 digraphs.
- To read words consistent with their phonic knowledge by sound-blending.
- To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Stage One and Two

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.

Our pupils should be able to organise their knowledge, skills and understanding around the following key concepts:

- To understand texts
- To read words accurately

These key concepts or as we like to explain them to children – learning hooks, underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language

The vertical accumulation of knowledge and skills from Years 1 to 4 is mapped as follows:

| Threshold Concept Key Skills | Learning Hooks | Milestone 1 Years 1 and 2 | Milestone 2 Years 3 and 4 |
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| To read words accurately. | <ul style="list-style-type: none"> - Phonic Knowledge - Common Exception Words | <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. | <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. |

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| | | <ul style="list-style-type: none"> • 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 (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). | |
| | <p>- Decoding and fluency</p> | <ul style="list-style-type: none"> • 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 graphemes as above. • Read words containing common suffixes. • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | |

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| | | <ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading represents the omitted letter(s). | |
| To understand texts | - Prediction | <ul style="list-style-type: none"> • Discuss events • Predict events. | <ul style="list-style-type: none"> • Predict from details stated and implied. • Predict what might happen from details stated and implied. |
| | - Retrieval | <ul style="list-style-type: none"> • Explain and discuss understanding of texts. | <ul style="list-style-type: none"> • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify how language, structure and presentation contribute to meaning. |
| | - Inference | <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Infer what characters are like from actions. | <ul style="list-style-type: none"> • Draw inferences from reading. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| | - Summarising | <ul style="list-style-type: none"> • Discuss the significance of the title and events. | <ul style="list-style-type: none"> • Recall and summarise main ideas. • Identify main ideas drawn from more than one paragraph and summarise these. • Explain and discuss understanding of reading, maintaining focus on the topic. |
| | - Clarifying | <ul style="list-style-type: none"> • Check that reading makes sense and self-correct. | <ul style="list-style-type: none"> • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). |
| | - Questioning | <ul style="list-style-type: none"> • Ask and answer questions about texts. | <ul style="list-style-type: none"> • Ask questions to improve understanding of a text. |

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| | - Reading for pleasure | <ul style="list-style-type: none"> • Link reading to own experiences and other books. • Join in with stories or poems. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. | <ul style="list-style-type: none"> • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Recognise some different forms of poetry. |
| | - Vocabulary | <ul style="list-style-type: none"> • Discuss favourite words and phrases. | <ul style="list-style-type: none"> • Discuss words and phrases that capture the imagination. |

Breadth of Study:

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 Provision Across the Curriculum

| Reading for pleasure | | | | | |
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| Intent | <ul style="list-style-type: none"> - To 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>Our pupils have access to engaging reading environments within the classroom and around school e.g. book corners/ reading dens/ book displays We 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> |

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| Implementation | <ul style="list-style-type: none"> - All pupils get daily exposure to quality books for a minimum of ten minutes during class story times. - We have developed a whole school reading spine of high-quality texts which will be shared. | | | | |
| 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 • Handa’s Surprise by Elleen 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> | <p>Y1/2 CYCLE A: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Peace at Last by Jill Murphy • 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 | <p>Y1/2 CYCLE B: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Traction Man is Here by Mini Grey • 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 | <p>Y3/4 CYCLE A: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • The Abominables by Dick King Smith • Cat Tales – Ice Cat by Linda Newbury • The Battle of Bubble Of Squeak by Philippa Pearce • Hansel and Gretel by Anthony Browne | <p>Y3/4 CYCLE B: TREASURE CHEST WHOLE CLASS READS:</p> <ul style="list-style-type: none"> • Bill’s New Frock by Anne Fine • 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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| | <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"> • 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"> • 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 | | |
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Independent reading and home/school reading

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| 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 | Pupils have access to 3 books for home reading: sharing book, reading practice book and a decodable book: <ul style="list-style-type: none"> • Decodable books are 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 texts. | Pupils have access to a reading book and Library book which are changed regularly. <ul style="list-style-type: none"> • Books will be selected based on AR range. • Opportunity to take home a Library book in addition to AR book. | |
| Whole Class and Group 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 Year 1: <ul style="list-style-type: none"> • Daily Little Wandle Phonics session. • Additional small groups reading at least twice a week to ensure | Year 2 <ul style="list-style-type: none"> • Small group reading to increase fluency and prosody, where needed. • Whole class reading skills lessons using reading | KS2: <ul style="list-style-type: none"> • 4 whole class reading sessions per week • Regular small group reading where needed for pupils still working on decoding • An increasing expectation of written recording of understanding through KS2. |

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| | independent application of skills, development of prosody, fluency and to develop comprehension skills. | detective dog characters to teach the skills of retrieval, inference, prediction, sequencing and vocabulary. | |
| Core texts/ Resources | Appropriate colour book banded selection of group and class reading books. Reading Detective Dogs used to teach the Reading Domains from KS1 onwards. (Please see our progression of reading stems and reading questions.) | | |

Shared reading as part of teaching sequence – changes and addition will be made to these texts as the new curriculum evolves

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| 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 will be identified on sequence planning.) | | | | |
| Core texts | YR Yearly Cycle: Peepo! by Janet and Allan Ahlberg Funny Bones by Janet and Allan Ahlberg The Jolly Postman by Janet and Allan Ahlberg | Y1/2 Cycle A Where's My Teddy? - Jez Ahlborough Rose Meets Mr Wintergarten – Bob Graham The Monster Machine – | Y1/2 Cycle B Bob the Man on the Moon - Simon Bartram The First Man on the Moon – Video and Newspaper Headline Samuel Pepys Diary | Y3/4 Cycle A James and the Giant Peach – Roald Dah Stig of the Dumps by Clive King The Iron Man by Dick | Y3/4 Cycle B Charlotte's Web by E.B.White The Lion, the Witch and The Wardrobe by CS Lewis |

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| | <p>The Jolly Christmas by Janet and Allan Ahlberg</p> <p>Three Little Pigs by Aneurin Rhys and Ronne Randall</p> <p>No-Bot the Robot by Sue Hendra and Paul Linnet</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>Nicola L Robinson</p> <p>Wallace and Gromit Cracking Contraptions – Video Clips</p> <p>Dotty Inventions – Roger McGough</p> <p>Meerkat Mail by Emily Gravett</p> <p>Dougie the Deep Sea Diver – Simon Bartram</p> | <p>The Pea and the Princes by Mini Grey</p> <p>Blown Away by Rob Biddulph</p> | <p>King Smith</p> <p>Pebble In My Pocketby Meridith Hooper</p> <p>The Sheep Pig by Dick King Smith</p> <p>Roman Myths</p> | |
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Core reading texts to support reading to learn across the curriculum

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| 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. |
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| Implementation | <p>Within each history and geography learning sequence opportunities are planned to share appropriate texts to widen pupils' knowledge and understanding.</p> <p>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.)</p> | | | | |
| <p>Themes/Core texts</p> <p>(Texts will be added to match our new curriculum as the curriculum is developed over the coming academic year)</p> | <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 Word - 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 Cycle A</p> <p>History – Monarchs Queen Victoria and Queen Elizabeth II</p> <p>History - Victorian Inventions</p> <p>Geography - Hot and Cold Places Around the World</p> <p>History - My Victorian School Victorian</p> | <p>Y1/2 Cycle B</p> <p>History – Significant Explorer, Neil Armstrong</p> <p>History- London Now and Then: The Great Fire of London</p> | <p>Y3/4 Cycle A</p> <p>History – The Stone Age</p> <p>History – The Celts</p> | <p>Y3/4 Cycle B</p> <p>History – Vikings</p> |

Impact

Assessment

Through the explicit teaching of the Reading skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

| Assessment | | | | | |
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| 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 Group reading records Running records to assess fluency and accuracy | | AR assessments Observations of reading behaviour & talking to pupils Independent and home reading records Group reading records Verbal and written book reviews & recommendations Written responses to reading activities |
| Assessment Expectations (what assessment criteria are used? When? Moderation?) | <u>Reception</u> Termly: <ul style="list-style-type: none"> - Tricky words tracker - Phonics tracker - Early Years Moderation: Internal and External | <u>Year 1</u> Termly: <ul style="list-style-type: none"> - CEW words tracker - Phonics tracker - Fluency tracker - HeadStart Reading Comprehension | <u>Year 2</u> Termly: <ul style="list-style-type: none"> - CEW words tracker - Phonics tracker - Fluency tracker - HeadStart Reading Comprehension Assessments | <u>Year 3</u> Termly: <ul style="list-style-type: none"> - CEW words tracker - Fluency tracker - HeadStart Reading Comprehension Assessments - Moderation: Internal and External | <u>Year 4</u> Termly: <ul style="list-style-type: none"> - CEW words tracker - Fluency tracker - HeadStart Reading Comprehension Assessments - Moderation: Internal and External |

| | End of Year: - EYFSP | Assessments - Moderation: Internal and External End of Year: - NC Key Objectives Tracker | - Moderation: Internal and External End of Year: - NC Key Objectives Tracker - TAFs | End of Year: - NC Key Objectives Tracker | End of Year: - NC Key Objectives Tracker |
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| Expectations: Phonics | On Entry – PHASE 1 Autumn One – PHASE 2 (Set 1) Autumn Two– PHASE 2 (Set 2) Spring One– PHASE 3 Spring Two – PHASE 3 review Summer – PHASE 4 | On Entry –PHASE 3 Autumn 1 – PHASE 4 review Autumn 1 – PHASE 5 (Set 1) Autumn 2– PHASE 5 (Set 2) Spring 1 – PHASE 5 (Set 3) Spring 2 – PHASE 5(Set 4) Summer 1 –Phonics Screening Summer – 2 PHASE 5 (Set 5) | On Entry –PHASE 5 Autumn 1 – PHASE 5 review Autumn 2 – PHASE 6 Spring – PHASE 6 Summer –PHASE 6 | | |
| Key Words | Phase 2/3 Tricky Words | Phase 4/5 Tricky Words | Year 2 Common Exception Words | Year 3 and 4 Common Exception Words -75% | Year 3 and 4 Common Exception Words 100% |

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| | | Year 1 Common Exception Words | | | |
| 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 |

Pupil Voice:

“You get to read interesting books.” Robins

“I like getting new library books. I got a really good one. It’s about dinosaurs so I can learn about them.” Robins

“Reading is important because... when you grow older it will help you.” Robins

“In the Library I like... the comfy sofas and the octopus.” Robins

“I loved World Book Day. We got to do lots of reading.” Owls

“Reading helps with my wellbeing. It helps me to calm down and relax.” Owls

“I love reading. You learn new stuff from books.” Owls

“I like reading with my friends and teachers.” Owls

What reading looks like at Dodford First School:



Library Sessions and reading corners



Family Reading



Celebrating World Book Day



Our School Library

Disclaimer: This has been developed with reflection upon the National Curriculum (2014) and [Chris Quigley's Essential Curriculum](#).

