

Dodworth St John the Baptist C of E Primary Academy



Reading Curriculum

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Rationale & Intent

At Dodworth St John's we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us.

Success in reading has a direct effect on progress in all areas of the curriculum; therefore, reading is given a high priority at our school, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres.

Reading is a complex skill with many components. We use the most effective methods according to the available research, such as work by Gough and Tunmer (1986), Seidenberg (2017), Quigley (2020) and Such (2021) to ensure that children are given the best possible start on their reading journey that sets them up securely for their future.

A crucial part of this is the teaching of synthetic phonics. We use Read, Write Inc, a highly structured programme which has transformed the teaching of early reading. Highly trained staff effectively teach our youngest children the necessary skills in order to become fluent readers.

It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Our aims for all children are for them to:

- Become fluent, confident and expressive readers
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures and literacy heritage.

We aim to develop, through our teaching of reading, the following attitudes:

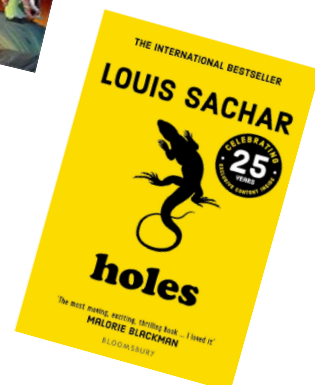
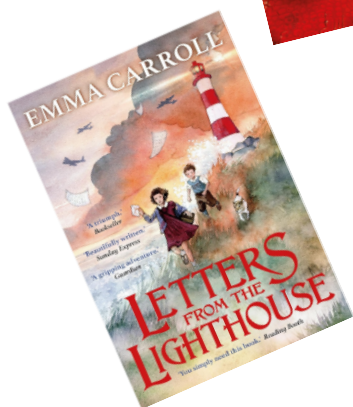
- Curiosity and interest
- Pleasure and thoughtfulness
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

Reading for Pleasure

At our school, we place a strong emphasis on fostering a lifelong love of reading by ensuring that children experience high-quality, engaging texts every day. Text selection is purposeful and carefully curated to reflect a wide range of authors, cultures, genres and themes, ensuring that all pupils can see themselves in books while also being exposed to experiences beyond their own. Texts are chosen not only to support the development of decoding, fluency and comprehension, but also to spark curiosity, imagination and enjoyment. This rich and diverse reading diet helps to build pupils' cultural capital and develop positive attitudes towards reading from the earliest years.

Teachers play a central role in modelling reading for pleasure. Daily story time is a valued part of school life, during which adults read aloud with expression, enthusiasm and clear enjoyment. Through this, pupils are exposed to ambitious vocabulary, complex sentence structures and high-quality language that may be beyond their independent reading level. Teachers use these shared reading experiences to encourage discussion, prediction and reflection, helping children to engage deeply with texts and develop a love of stories, poems and non-fiction. Reading aloud also strengthens relationships around books and reinforces the message that reading is both important and enjoyable.

The school environment further promotes a strong culture of reading for pleasure. Classrooms and shared spaces are well-resourced with inviting book displays, attractive reading areas and a wide range of accessible texts that are regularly refreshed to maintain interest and excitement. In addition, pupils benefit from a large, well-stocked and well-presented whole-school library, which offers a broad and diverse range of fiction, non-fiction and poetry to meet the needs and interests of all readers. The library is a valued and purposeful space where pupils are encouraged to browse, borrow, recommend books to one another and develop independence as readers. By surrounding children with high-quality texts and positive reading role models, we ensure that reading is celebrated, valued and embedded as an integral part of daily school life.



Read, Write Inc. Phonics

Read Write Inc Phonics is a systematic synthetic phonics programme that underpins early reading and writing instruction from Reception through Key Stage 1. The programme is structured, progressive and highly effective in helping children to become confident, fluent readers and writers. In daily RWI lessons, pupils are taught to recognise and articulate phonemes (sounds) and the corresponding graphemes (letter/sound correspondences), then how to blend these sounds to decode words and segment them for writing. Lessons are delivered in carefully planned small groups matched to pupils' current phonics knowledge and are supported by decodable storybooks and practice materials that build fluency, comprehension, spelling and writing in an integrated way. Regular assessment ensures that pupils are grouped appropriately and supported to make rapid progress, with additional one-to-one tutoring for those who need it to keep up. This structured, cumulative approach ensures all children develop a strong foundation in reading, writing and language skills.

Progress through Read Write Inc. is based on regular assessment of pupils' phonics knowledge and reading fluency rather than age-related expectations. As a result, some pupils may move more quickly through the colour bands, while others receive targeted support to ensure they keep up. This flexible but rigorous approach ensures that all pupils develop secure decoding skills and a strong foundation for fluent, confident reading.

Year Group	Term	Phonics Knowledge Focus	RWI Book Colours
Reception	Autumn	Set 1 sounds; oral blending; early word reading	N/A
	Spring	Secure Set 1 sounds; blending and segmenting; early sentence reading	Red Ditties
	Summer	Consolidation of Set 1; introduction to Set 2 sounds	Green/Purple
Year 1	Autumn	Secure Set 1; Set 2 sounds; increasing reading fluency	Purple/Pink
	Spring	Secure Set 2; introduction to Set 3 sounds; multisyllabic words	Orange/Yellow
	Summer	Consolidation of Set 3; preparation for Phonics Screening Check	Yellow/Blue
Year 2	Autumn	Automatic decoding of Set 2 and 3 sounds; fluent reading	Grey

Whole Class Reading

Read, Write Inc lessons are generally taught up to Christmas in Year 2. Children in Key Stage 2 who need additional phonics support will continue to access Read, Write Inc as necessary.

From the Spring Term in Year 2 onwards, the class reading lesson takes the form of 5 daily sessions in the format below.

The texts selected for whole class read lessons cover as broad a range of genre, diversity and style. They have been carefully chosen to develop the understanding of a variety of text and expose children to authors, ideas and cultures beyond their immediate experience.

Year 2		
Monday	Vocab Instruction 1. MTYT 2. MTYT/Definition	Immerse and explore the text – teacher reads, children track (or listen to) the text: - Pause for purposeful discussion “finger freeze, eyes on me” - Context and meaning of introduced vocabulary - Summarising the text
Tuesday	Vocab Instruction 1. MTYT 2. MTYT/Definition 3. Link meaning and context	(Same section as text used on Monday) Modelling Fluency – teacher reads, modelling effective prosody, children track the text. Echo Reading – teachers reads a short section, children echo Partner Reading – Partner A reads to Partner B and swap. Repeat as necessary. Perform – Some children chosen to read to the class
Wednesday	Vocab Instruction 1. MTYT 2. MTYT/Definition	Immerse and explore the text – teacher reads, children track (or listen to) the text - Pause for purposeful discussion “finger freeze, eyes on me” - Context and meaning of introduced vocabulary - Summarising the text
Thursday	Vocab Instruction 1. MTYT 2. MTYT/Definition 3. Link meaning and context	(Same section as text used on Monday) Modelling Fluency – teacher reads, modelling effective prosody, children track the text Echo Reading – teachers reads a short section, children echo Partner Reading – Partner A reads to Partner B and swap. Repeat as necessary. Perform – Some children chosen to read to the class
Friday	Quick recall from words of the week	Modelling Fluency – teacher reads, modelling effective prosody, children track the text Partner Reading – Partner A reads to Partner B and swap. Repeat as necessary. Reading Questions – Specific domain questions.

Year 3 and 4

<p align="center">Monday</p>	<p>Vocab Instruction 1. MTYT 2. MTYT/Definition</p>	<p>Immerse and explore the text – teacher reads, children track (or listen to) the text</p> <ul style="list-style-type: none"> - Pause for purposeful discussion “finger freeze, eyes on me” - Context and meaning of introduced vocabulary - Summarising the text
<p align="center">Tuesday</p>	<p>Vocab Instruction 1. MTYT 2. MTYT/Definition 3. Link meaning and context</p>	<p>(Same section of text used on Monday)</p> <p>Modelling Fluency – teacher reads, modelling effective prosody, children track the text.</p> <p>Deliberate Practice: Echo Reading – teachers reads a short section, children echo Partner Reading – Partner A reads to Partner B and swap. Repeat as necessary. Perform – Some children chosen to read to the class</p>
<p align="center">Wednesday</p>	<p>Vocab Instruction 1. MTYT/Definition</p>	<p>Model Fluency – teacher continues the class text and reads; children track the text.</p> <p>Active thinking:</p> <ul style="list-style-type: none"> - Consider language choices/sentence structures/punctuation - Making links within the text - Think, Pair, Share/Cold Call - Whiteboard Work - Summarising Tasks
<p align="center">Thursday</p>	<p>Vocab – quick recall</p>	<p>(Same section of text used on Monday - Wednesday)</p> <p>Modelling Fluency – teacher reads, modelling effective prosody, children track the text Echo & Choral Reading – teachers reads a short section, children echo Modelling Domain – questions based on QLA from any tests</p>
<p align="center">Friday</p>	<p>Vocab – quick recall</p>	<p>Partner Reading – Partner A reads to Partner B and swap. Repeat as necessary. Reading Questions – Specific domain questions over several domains</p>

Year 5 and 6

Monday	<p>Vocab Instruction</p> <ol style="list-style-type: none"> 1. MTYT 2. MTYT/Definition 	<p>Immerse and explore the text – teacher reads, children track (or listen to) the text.</p> <ul style="list-style-type: none"> - Pause for purposeful discussion - Context and meaning of introduced vocabulary - Summarising the text
Tuesday	<p>Vocab Instruction</p> <ol style="list-style-type: none"> 1. MTYT 2. MTYT/Definition 3. Link meaning and context 	<p>(Same section of text used on Monday)</p> <p>Modelling Fluency – teacher reads, modelling effective prosody, children track the text.</p> <p>Deliberate Practice:</p> <p>Echo Reading – teachers reads a short section, children echo</p> <p>Partner Reading – Partner A reads to Partner B and swap. Repeat as necessary</p> <p>Perform – Some children chosen to read to the class.</p>
Wednesday	<p>Vocab Instruction</p> <ol style="list-style-type: none"> 1. MTYT/Definition 	<p>Model Fluency – teacher continues the class text and reads; children track the text.</p> <p>Active thinking:</p> <ul style="list-style-type: none"> - Consider language choices/sentence structures/punctuation - Making links within the text - Think, Pair, Share/Cold Call - Whiteboard Work - Summarising Tasks
Thursday	<p>Vocab – quick recall</p>	<p>Comprehension: based on the section of text which has been read Monday - Wednesday.</p> <p>Modelling fluency – teacher reads, modelling effective prosody, children track the text.</p> <p>Modelling domain – questions based on QLA from any tests and focus domains.</p>
Friday	<p>Vocab – quick recall</p>	<p>Comprehension: based on either previously read texts or exposure to different text types and genres.</p> <p>Modelling fluency – teacher reads, modelling effective prosody, children track the text.</p> <p>Modelling domain and assessment techniques.</p>