

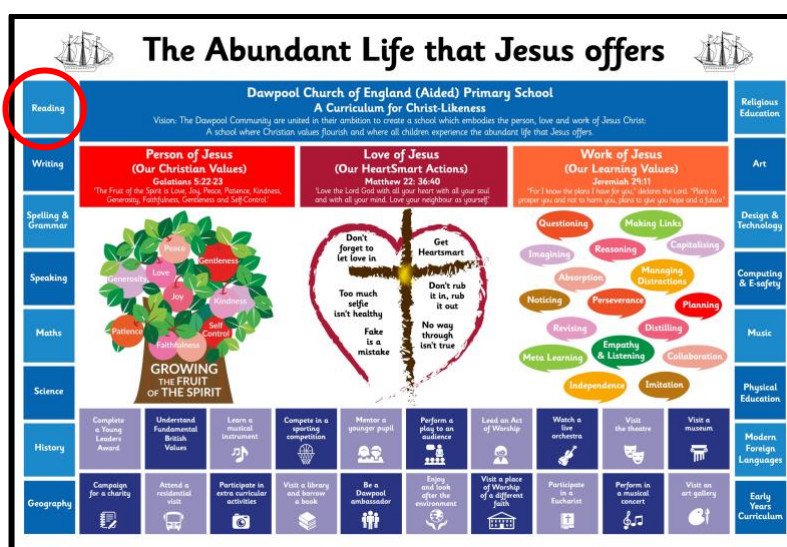


DAWPOOL

# Dawpool C.E. (Aided) Primary School

## A Dawpool Reader

Reading



### Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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## **Why is English Important?**

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

## **Dawpool's Vision for Reading**

On completion of the Reading curriculum at Dawpool, pupils will have developed:

- *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 ability to use prediction, questioning, clarifying, summarising and inference, as well as prior knowledge, to demonstrate excellent comprehension of texts.*
- *Extensive knowledge through having read a rich and varied range of texts.*

## **National Curriculum for English**

The National Curriculum for English at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

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## **Education Recovery in English**

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **English** curriculum, we have focused on our vision statements which outline our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum.

We have therefore identified the following priorities for the **English** curriculum.

*Pupils will:*

- *Read frequently across the curriculum.*
- *Read for pleasure.*
- *Experience 'story time' in classrooms.*
- *Regularly practice decoding and phonic skills.*
- *Consolidate spelling, handwriting and punctuation through dictation exercises.*
- *Start with shorter writing tasks (focusing on sentence structure and spelling) and build up to longer pieces.*
- *Practice handwriting regularly.*



## Foundation Stage Literacy

Foundation Stage Literacy	
Class	Development Matters Statements Literacy – Comprehension, Word Reading and Writing
Foundation 1	<ul style="list-style-type: none"><li>• Understand the five key concepts about print:<ul style="list-style-type: none"><li>• print has meaning</li><li>• print can have different purposes</li><li>• we read English text from left to right and from top to bottom</li><li>• the names of the different parts of a book</li><li>• page sequencing</li></ul></li><li>• Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>• spot and suggest rhymes</li><li>• count or clap syllables in a word</li><li>• recognise words with the same initial sound, such as money and mother</li></ul></li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li><li>• Write some or all of their name.</li><li>• Write some letters accurately.</li></ul>
Foundation 2	<ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read a few common exception words matched to the school's phonic programme.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li><li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>

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	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>
<b>Early Learning Goals</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

Term	Topic	Activities which may be included.  Please note the nature of the EYFS means planning changes daily.
<b>Autumn Term</b>	<b>Getting to Know You</b>	<ul style="list-style-type: none"> <li>Foundation 1 will focus on Phase 1 Phonics through the year.</li> <li>Foundation 2 will assess children in Phase 1 Phonics before moving onto Phase 2. Through regular assessment and practice decisions will be made about when some of all of the children move onto Phase 3.</li> <li>The main focus of the part of the year is to get children reading CVC words quickly and accurately. Once reading books are ready to be sent home, staff will then hear children read weekly, either on a 1:1 basis or through a guided read.</li> </ul>

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		<ul style="list-style-type: none"> <li>The classroom provision is set up to include writing opportunities in all areas, inside and out. These might be whiteboards and pens; clipboards and pencils, chalks, paint and brushes. The main writing area will include paper of different sizes, felt tip pens, colouring pencils, crayons and chalk</li> </ul>
<b>Spring Term</b>	<b>Superheroes</b>	<ul style="list-style-type: none"> <li>At the start of the year staff will talk with children about each resource and its purpose. Staff will observe and scaffold children's learning during continuous provision, to ensure they are being used correctly.</li> <li>Reading opportunities will be available in different areas around the room, with relevant books linked to that specific area. The main reading area will be designed to be inviting to all children, with books linked to current topics. These will be changed regularly.</li> <li>Children will be read to several times a day by staff with the focus being; discussion of the character, setting and theme of the books. Children will be encouraged to discuss and share their thought and views on the books they hear.</li> </ul>
<b>Summer Term</b>	<b>Disney Around the World</b>	<ul style="list-style-type: none"> <li>In Foundation 1 the focus is not on getting the children to write, rather than supporting their gross motor skills which in turn benefits their fine motor skills. A specific 'Funky Fingers' area is set up and changed several times a week. This helps the children develop hand strength and hand eye co-ordination</li> <li>In Foundation 2 during the Autumn Term staff will not focus on writing, again just making sure the fine motor skills are supported and enhanced. Children will initially be supported to undertake their own, self-chosen, mark making during provisions. Writing skills will become a focus in Spring Term.</li> <li>Where possible a book or rhyme will be used as a specific hook into the topic.</li> <li>The classroom display will show samples of children's mark making linked to topics.</li> <li>During the week the children will complete an adult led activity based upon the class topic and mark making will be encouraged. Children will also be encouraged to complete one independent challenge and their achievements will be celebrated in class.</li> </ul>



## **A Year 1 Reader at Dawpool**

### **Year 1 Word Reading**

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (*Where no change is needed to the root word*)
- I can read words of more than one syllable that contain taught GPCs.

### **Year 1 Comprehension**

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct myself when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

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## **Year 1 Greater Depth in Reading**

- I can read accurately and confidently words of 2 or more syllables.
- I can talk about my favourite authors or genre of books.
- I can predict what happens next in familiar stories.
- I am happy to read aloud in front of others.
- I can tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.
- I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.
- I am aware of mistakes made when my reading does not make sense.
- I can re-read a passage if I'm unhappy with my own comprehension.
- I have a growing awareness of how non-fiction texts are organised.

## **A Year 2 Reader at Dawpool**

### **Year 2 Word Reading**

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

### **Year 2 Comprehension**

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.

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- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions about the text.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

### **Year 2 Greater Depth in Reading**

- When reading aloud I can improve my meaning through my expression and intonation.
- I can identify and comment on the main characters in stories and the way they relate to one another.
- I can self-correct, look backwards and forwards in the text and search for meaning.
- I can comment on the way the characters relate to one another
- I can show an understanding of the main points of the text and re-tell the story.
- I can make sensible predictions about what is likely to happen in the story and to different characters.
- I know how suspense and humour are built up in a story, including the development of the plot.
- I can recognise similarities in the plot or characters within different stories.
- I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.
- I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

### **A Year 3 Reader at Dawpool**

#### **Year 3 Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.

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- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Year 3 Comprehension**

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can describe some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on the details I have read.
- I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

### **Year 3 Greater Depth in Reading**

- I can skim materials and note down different views and arguments.
- I pause appropriately in response to punctuation and/or meaning.
- I can justify predictions by referring to the story.
- I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.
- I can read ahead to determine direction and meaning in a story.
- I can investigate what is known about the historical setting and events and their importance to the story.
- I can work out from the evidence in the text what characters are like.
- I can explore figurative language (simile, metaphor etc.) and the way it conveys meaning effectively.
- I can identify the way a writer sets out to persuade.
- I can explore the relationship between a poet and the subject of a poem.

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## **A Year 4 Reader at Dawpool**

### **Year 4 Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Year 4 Comprehension**

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

### **Year 4 Greater Depth in Reading**

- I can locate and use information from a range of sources, both fiction and non-fiction.
- I can compare fictional accounts in historical novels with the factual account.
- I can appreciate the bias in persuasive writing, including articles and advertisements.

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- I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
- I can use inference and deduction to work out the characteristics of different people from a story.
- I can compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).
- I can skim, scan and organise non-fiction information under different headings.
- I can refer to the text to support my predictions and opinions.
- I can recognise complex sentences.
- I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

## **A Year 5 Reader at Dawpool**

### **Year 5 Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

### **Year 5 Comprehension**

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can use meaning-seeking strategies to explore the meaning of words in context.
- I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

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- I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
- I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify inferences with evidence from the text.
- I can make predictions from what has been read.
- I can summarise the main ideas drawn from a text.
- I can identify the effect of the context on a text; for example, historical context or other cultures.
- I can identify how language, structure and presentation contribute to the meaning of a text.
- I can express a personal point of view about a text, giving reasons.
- I can make connections between other similar texts, prior knowledge and experience.
- I can compare different versions of texts and talk about their differences and similarities.
- I can listen to and build on others' ideas and opinions about a text.
- I can present an oral overview or summary of a text.
- I can present the author's viewpoint of a text.
- I can present a personal point of view based on what has been read.
- I can listen to others' personal point of view.
- I can explain a personal point of view and give reasons.
- I know the difference between fact and opinion.
- I can use my knowledge of structure of text type to find key information.
- I can use text marking to identify key information in a text.
- I can make notes from text marking.

### **Year 5 Greater Depth in Reading**

- I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)
- I can adapt my own opinion in the light of further reading or others' ideas.
- I can identify formal and informal language .
- I know the features of different narrative text types, for example, adventure, fantasy, myths.
- I can compare texts by the same writer.
- I can compare texts by different writers on the same topic.
- I can summarise key information from different texts.
- I can empathise with different characters' points of view.

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- I can infer meaning using evidence from the text and wider reading and personal experience.
- I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.
- I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- I know how the way a text is organised supports the purpose of the writing.
- I can use scanning and text marking to find and identify key information.

## **A Year 6 Reader at Dawpool**

### **Year 6 Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

### **Year 6 Comprehension**

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.

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- I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.
- I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.
- I can express a personal point of view about a text, giving reasons linked to evidence from texts.
- I can raise queries about texts.
- I can make connections between other similar texts, prior knowledge and experience and explain the links.
- I can compare different versions of texts and explain the differences and similarities.
- I listen to others' ideas and opinions about a text.
- I can build on others' ideas and opinions about a text in discussion.
- I can explain and comment on explicit and implicit points of view.
- I can summarise key information from different parts of a text.
- I can recognise the writer's point of view and discuss it.
- I can present a personal point of view based on what has been read.
- I can present a counter-argument in response to others' points of view.
- I can provide reasoned justifications for my views.
- I can refer to the text to support opinion.
- I can distinguish between statements of fact and opinion.
- I can find information using skimming to establish the main idea.
- I can use scanning to find specific information.
- I can text mark to make research efficient and fast.
- I can organise information or evidence appropriately.

### **Year 6 Greater Depth in Reading**

- I can explain the structural devices used to organise a text.
- I can comment on the structural devices used to organise the text.
- I can read several texts on the same topic to find and compare information.
- I can explain the main purpose of a text and summarise it succinctly.
- I can draw inferences from subtle clues across a complete text
- I can recognise the social, historical and cultural impact on the themes in a text.
- I can comment on the development of themes in longer novels.
- I can compare and contrast the styles of different writers with evidence and explanation.
- I can evaluate the styles of different writers with evidence and explanation.
- I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
- I can compare and contrast the language used in two different texts.

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- I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- I can identify how writers manipulate grammatical features for effect.
- I can analyse why writers make specific vocabulary choices.
- I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
- I can explain how and why a text has impact on a reader.
- I can identify how characters change during the events of a longer novel.
- I can explain the key features, themes and characters across a text.
- I can compare and contrast characters, themes and structure in texts by the same and different writers.
- I can explain the author's viewpoint in a text and present an alternative point of view.
- I can explain an opinion, referring to the text to justify it; (Point, evidence, explanation).
- I can present a counter-argument in response to others' points of view using evidence from the text and explanation (Point, evidence, explanation)
- I can use a combination of skimming, scanning and text marking to find and collate information.
- I can re-present collated information.

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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)