

Dodford First School

Our Reading Journey in Pre-School and Reception: Phonics and Early Reading

At Dodford First School, we aim to help every child in Pre-School and Reception discover the joy of books and stories from the very beginning of their learning journey. We believe that early reading experiences open the door to imagination, language development, and understanding the world around them.

In our Early Years Foundation Stage (EYFS), we focus on building the foundations for reading through high-quality storytelling, language-rich environments, and early phonics experiences. Using our phonics programme, Little Wandle, we begin to develop children's awareness of sounds, rhymes, and letters in a fun and engaging way, helping them take their first steps towards decoding words and early reading.

Reading is at the heart of everything we do. Our carefully chosen books include picture books, stories, rhymes, and non-fiction texts that reflect a wide range of cultures, experiences, and interests. These are selected to spark curiosity, develop vocabulary, and support learning across all areas of the curriculum. Our School House classroom has a welcoming reading area, and children regularly visit and explore books independently and with adults, developing a love of Reading for Pleasure.

We encourage children to talk about stories, share ideas, and ask questions. Story times, small group reading activities, and daily interactions with books help children develop listening skills, comprehension, and confidence in expressing themselves.

For children who need additional support, we provide targeted small group work, one-to-one reading, and early intervention sessions to ensure every child makes strong progress at their own pace. Staff continually observe and assess children's early reading development to tailor learning to individual needs.

We celebrate a love of reading through special events such as storytelling sessions, book fairs, and opportunities for families to join us in sharing stories. At home, we encourage families to read together, enjoy bedtime stories, and explore books that match their child's interests.

Our aim is for every child in Pre-School and Reception to leave Early Years feeling confident, enthusiastic, and inspired by books—ready to continue their reading journey as they move through school and beyond.

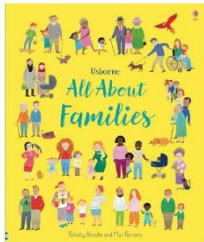
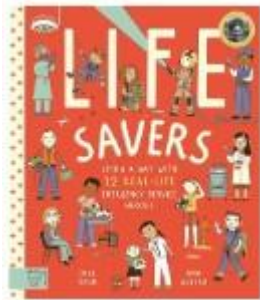
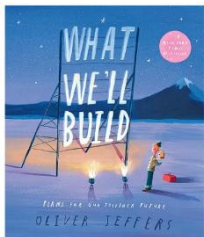
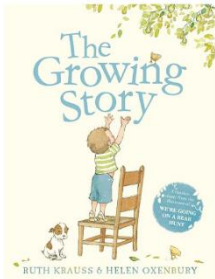
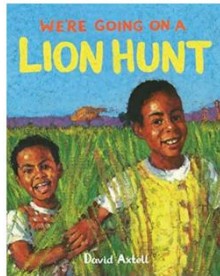
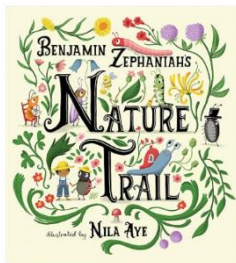
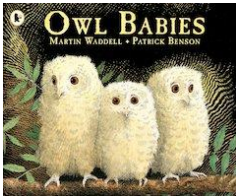
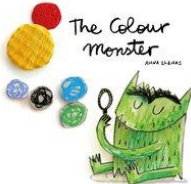
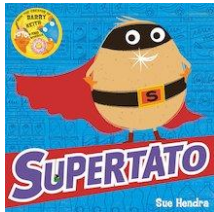
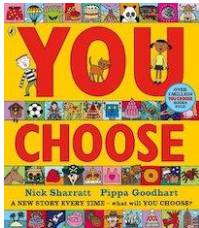
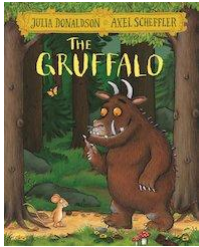
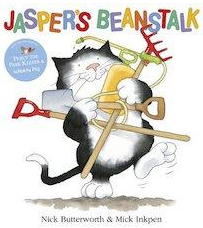
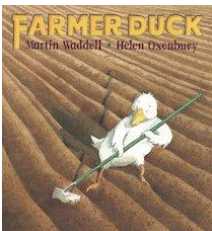
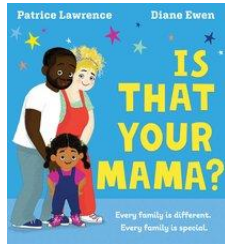
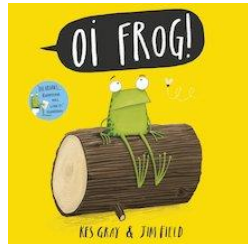
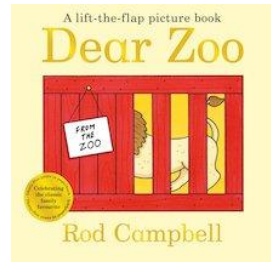
Pre-School Reading Overview

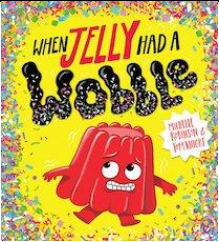
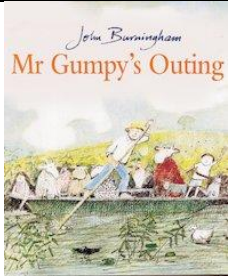
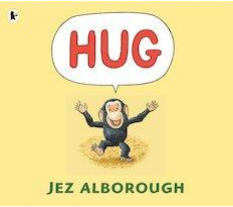
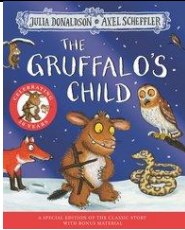
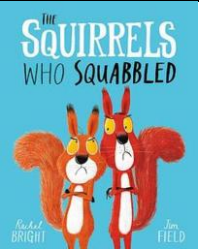
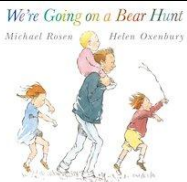
Pre-school children will have access to the following:

Area	Example Activities	Length	Frequency
Foundations for a Love of Reading	Storytimes, shared books, book-based play and activities	5–10 minutes	Daily
Book-Based Adult Activities	Story discussions, retelling, vocabulary activities	5–10 minutes	At least 3 times weekly
Foundations for Phonics	Listening games, oral blending, rhyme and song activities	Up to 5 minutes	At least 3 times weekly
Foundations for Language	Conversations, questioning, modelling vocabulary through play	Ongoing	All day, every day

Reception Early Reading Overview

	Time Spent each Day		
	30 minutes	20 minutes	15 minutes
Monday	Explicit Phonics Instruction – Little Wandle	Little Wandle Reading Practice - Group Read (Decoding)	<i>Shared Reading/Nursery Rhymes</i>
Tuesday	Explicit Phonics Instruction – Little Wandle	Little Wandle Reading Practice - Group Read (Prosody and Fluency)	<i>Shared Reading/Nursery Rhymes</i>
Wednesday	Explicit Phonics Instruction – Little Wandle	Little Wandle Reading Practice - Group Read (Comprehension)	<i>Shared Reading/Nursery Rhymes</i>
Thursday	Explicit Phonics Instruction – Little Wandle		<i>Shared Reading/Nursery Rhymes</i>
Friday	Explicit Phonics Instruction – Little Wandle		<i>Shared Reading/ Nursery Rhymes</i>

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum	Marvellous Me <i>LOI: Who am I?</i>	Helping Hands <i>LOI: How do people help in my community?</i>	Material World <i>LOI: What are things in my world made of?</i>	Spring Around the World <i>LOI: How do things grow and change?</i>	An African Adventure <i>LOI: Where in the World is Africa?</i>	We're Going on a Bug Hunt <i>LOI: What lives within my world?</i>
High Quality Text linked to wider curriculum						
Storytime shared texts to inspire (Additional storytime books will be shared which are matched to cohort needs and interests, school events and school values.)	 		 	 		 

		 				
--	--	---	--	--	--	--

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum	Starting School <i>LOI: Why do I go to school?</i>	My Place in the World <i>LOI: Where is my place in the world?</i>	Winter Wonderland <i>LOI: How does winter compare to other seasons?</i>	Toy Town <i>LOI: How have toys changed overtime?</i>	My Wonderful World <i>LOI: What makes my world wonderful?</i>	Summer Adventures <i>LOI: How do the landscape and our activities change as we move from spring to summer?</i>
High Quality Text to share linked to wider curriculum - tbc						
Key storytime shared texts to inspire (Additional storytime books will be shared						

which are matched to cohort needs and interests, school events and school values.)

