



St. Thomas'

CofE PRIMARY ACADEMY

Learning for life with Jesus



Phonics & Reading

Learning Journey

2025/2026

Intent, Implementation and Impact

Learning for life with Jesus

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

Intent

As a Church of England school, our English curriculum is underpinned by our gospel values. These values are used and applied throughout the English curriculum. Our children are learned and wise in the way that they practise and apply English skills in a variety of different contexts and use these skills to read for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, including their working wall and continuously acting on their 'pink pen' feedback through active marking within each lesson. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

At the heart of our English curriculum is our core skills, evident in our termly learning journeys. These skills are progressive and are built on year after year from EYFS all the way through to Year 6. These learning journeys enable our pupils to be ready to access the next stages in their education, culminating in them being well-equipped in their English education for secondary school. Our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers that they can be. We have worked together to create our main outcomes that we want for our children. In English, we want to instil curiosity and a love of learning through immersion in high quality texts. Real-life experiences provide children with purposeful contexts for their reading. Our class/lesson set-up and marking policy promotes independence, resilience and high aspirations through our learning journeys.



Our Christian values, core skills and key outcomes will raise aspirations and ensure that our children are more than ready for the next stages in their English journey.

Our English Lead is Mrs A Tomkins

Our Early Reading and Phonics lead is Miss E Knobbs

Implementation

St Thomas' Reading Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon.

EYFS

Reading and Phonics is taught as part of the Literacy area of the EYFS learning and development. Some aspects of Reading and Phonics also link to the Communication and Language area. Children in Reception are taught the mechanics of reading and have whole class reading sessions in addition to reading in groups at their phonic level. The children in Reception are exposed to a class text each week and will discuss the text linked to the reading skills. These questions link to the 'Reading Comprehension' sub-strand of the 'Literacy' strand. Children are taught to recognise graphemes, segmenting and blending through phonics sessions as well as their mechanics of reading session linking to the sub-strand 'Word Reading'. Children in Reception also have stories read to them each day to promote a passion for reading. Reception children are assessed against the appropriate ELGs.



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

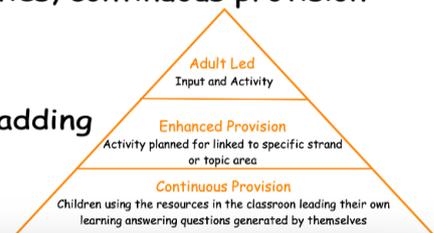
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



EYFS Early Learning Goals

| | | | |
|-----|----------------------------|--|---|
| ELG | Literacy | Reading | <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| ELG | Literacy | Word Reading | <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| ELG | Literacy | Comprehension | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| ELG | Literacy | Comprehension | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. |
| | | Being Imaginative and Expressive | <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |
| | | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |

Phonics

We have chosen to follow Supersonic Phonic Friends as our phonic scheme; it was chosen because it had strong links to rhyme and alliteration, was interactive for our children and would ensure consistency in approach to teaching phonics across school. Staff follow the Supersonic Phonic Friends planning and Powerpoint presentations online. Staff are expected to plan their own revisit and review sessions which will be based on previous assessments of learning. Staff have the autonomy to and are expected to make alterations to planning to suit the needs of the children, for instance how long to spend on the learning of a GPC (Grapheme Phoneme Correspondence).

Each new piece of learning should include the following sections:

- Revisit and review (every lesson)
- Listen with Len
- Segment with Seb and blend with Ben
- See it with Sam
- Segment with Seb and build with Bill
- Read with Rex
- Write with Ron

Nursery lessons last for 15 minutes. Reception lessons start at 20 minutes, with daily additional oral blending - increasing to 30 minutes when ready, like Key Stage 1. Timely interventions take place for the lowest 20% and children who have been identified as needing more support from lesson assessments. These take the form of post-teach and microphonic bursts of no more than 10 minutes. This is also the case for Year 2 and Key Stage 2 children who need extra support with phonics.

Reading

Whilst some reading strategies are used more often to teach emergent reading (such as phonics), the academy recognises that learners may require a blend of different strategies in order for children to progress.

1. Phonics (see previous sections on phonics)

2. Group Reading and Individual Reading

- At the learning to read stage, teachers and support staff will listen to children read as part of a group of similar ability children. Children will read to an adult three times per week. In these sessions, teachers will focus on 1.

Decoding skills, 2. Prosody, 3. Comprehension. The group will re-read the same books at least three times, for fluency and developing automaticity.

- Texts are chosen from the school's phonics book bands and are at the instructional level for each child. Book bands are reviewed regularly to ensure that children are progressing in line with their phonic teaching.
- If the child requires more focused support in applying their phonics, staff may listen to them read individually too.

Group reading and individual reading will be used to:

- Provide a context for the teacher to teach common exception words, decoding skills and use of context to support prediction;
- Provide an opportunity for child to consolidate his/her early decoding skills;
- Monitor the application of reading skills of the child;
- Focus on developing fluency in reading;
- Enable teachers to model the skills and strategies used by effective readers;
- Ensure that the mechanics of reading are being taught explicitly to the children (A combination of phonemic awareness, word analysis, phonics and sight words are key principles that make the reading process both meaningful and manageable for young children.)

3. Whole Class Reading

- Shared reading takes place in various forms across all ages:

Reception - Reading is a whole-class learning experience based on a shared text. These texts provide the theme for continuous provision and the adult-led activities. Through these experiences children develop their understanding of language, characters, settings and simple story structures, which may include repetition.

KS1 and KS2- Reading takes place within the Whole Class Reading session, using their focus texts for that half term. Children access the text through copies and the use of the interactive whiteboard/visualiser. The children's reading has a purpose, such as exploring characters, plot, making simple predictions and developing vocabulary further. Reading will take place in a range of ways, such as teacher modelling, paired reading, echo reading, choral reading and independent reading. Teachers will model using and applying the reading skills in conjunction with children as part of the shared reading process and discussion. The whole class reading structure ensures that children will have opportunities to apply their skills to independent activities and build up their stamina to answering a range of comprehension questions on their book.

In Key Stage 1, reading lessons take place four times a week, for twenty minutes, and are closely linked to the class text for the half term. Each session focuses on developing key reading skills, including retrieval, vocabulary, inference, prediction and sequencing. Lessons are designed to be engaging and varied, combining traditional comprehension activities with active learning opportunities that bring the text to life. Children take part in scavenger hunts, matching tasks, drama and reading games that encourage them to explore the story in fun and meaningful ways. This approach helps pupils build a deep understanding of the text while developing the skills needed to become confident, thoughtful readers.

In Key Stage 2, reading lessons are taught four times a week, for thirty minutes, and are centred around the class text for the half term. Each lesson focuses on developing a range of key reading skills, including retrieval, inference, vocabulary, summarising, predicting, author questions, and comparing and commenting on texts. Lessons are carefully structured to deepen pupils' understanding of language, themes and author intent. A mixture of traditional comprehension tasks and interactive activities, such as discussion-based learning, text comparisons and vocabulary challenges, are used to engage pupils and promote higher-level thinking. This approach supports children in becoming analytical, reflective readers who can confidently discuss and evaluate a wide range of texts while maintaining a passion for reading.

The texts used in shared reading are linked to writing activities.

WCR across all stages will be used to:

- Demonstrate how to read a wide variety of different genres and text types;
- Demonstrate that reading is a pleasurable experience;
- Give access to challenging texts for all pupils;
- Focus on developing the comprehension skills of the children;
- Focus on language development through oracy.

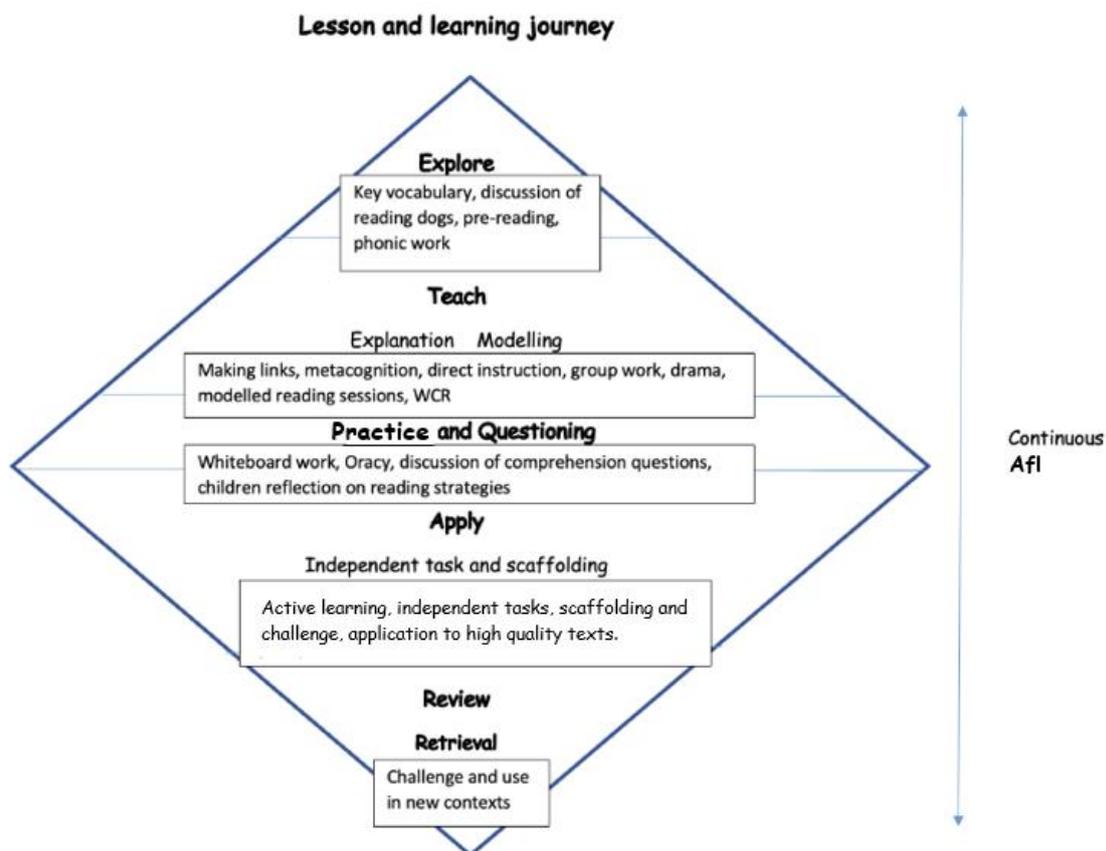
In KS1 and KS2, WCR work is recorded in an exercise book and marked in line with the marking policy

4. Independent Reading SQUIRT

We feel it is important for all children to enjoy time with a book, reading or interacting at their own level. For this we hold weekly SQUIRT (Silent, Quiet, Uninterrupted, Reading Time) in our library. This is a timetables session.

Independent reading / SQUIRT sessions will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.



Impact

In addition to the outcomes shown on our curriculum tree the specific impact of the St Thomas' Reading Learning Journey is that children will (as stated in the national curriculum):

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Adaptive Teaching Strategies

To ensure all pupils can access our reading curriculum and lessons, we make the following adjustments where necessary:

| Cognition and Learning | Communication and Language | SEMH | Physical and Sensory |
|---|---|--|---|
| <ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks - sometimes from the previous year group objectives • Visual supports • Word banks/phonic maps • Split teaching • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Mark target spellings only • Allow extra time | <ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) | <ul style="list-style-type: none"> • Brain and movement breaks • CalmBrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies | <ul style="list-style-type: none"> • Own learning space (workstation) • Brain/Sensory breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc.) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards |

Phonics Road Map

SSPF Roadmap: Reception

Autumn 1

| | | |
|--------|------------------------|--|
| Week 1 | Phonological Awareness | |
| Week 2 | Phonological Awareness | |
| Week 3 | s a | |
| Week 4 | t p | |
| Week 5 | i n | |
| Week 6 | m d | |

Autumn 2

| | | |
|--------|------|---------|
| Week 1 | g o | l is |
| Week 2 | c k | to the |
| Week 3 | ck e | go no |
| Week 4 | u r | has his |
| Week 5 | h b | as of |
| Week 6 | f l | into |

Spring 1

| | | |
|--------|-------|----------|
| Week 1 | Recap | |
| Week 2 | ff ss | her was |
| Week 3 | j v | you |
| Week 4 | w x | he she |
| Week 5 | y z | we me be |
| Week 6 | zz qu | they |

Spring 2

| | | |
|--------|-------|------|
| Week 1 | ch sh | by |
| Week 2 | th ng | my |
| Week 3 | ai ee | are |
| Week 4 | gh oa | all |
| Week 5 | oo oo | some |

Summer 1

| | | |
|--------|---------|--------|
| Week 1 | ar or | come |
| Week 2 | ur ow | so |
| Week 3 | oi er | do |
| Week 4 | ure ear | little |
| Week 5 | air | out |

Summer 2

| | | |
|--------|-------------------|--|
| Week 1 | Recap and Mastery | |
| Week 2 | Recap and Mastery | |
| Week 3 | Recap and Mastery | |
| Week 4 | Recap and Mastery | |
| Week 5 | Recap and Mastery | |
| Week 6 | Recap and Mastery | |

SSPF Roadmap: Year 1

Autumn 1

| | | |
|--------|-----------------------------|---------------------|
| Week 1 | Basics 3 Recap | |
| Week 2 | Basics 3 Recap | |
| Week 3 | Basics 4 CVCC | were what like have |
| Week 4 | Basics 4 CVCC with digraphs | there here said one |
| Week 5 | Basics 4 CCVC | house when |
| Week 6 | Basics 4 CCVC with digraphs | our your |
| Week 7 | Basics 4 CCVCC | love school |

Autumn 2

| | | |
|--------|-----------------|--------------|
| Week 1 | Basics 4 CCCVCC | then them |
| Week 2 | Polysyllabic | that this |
| Week 3 | CTU ay ea | their people |
| Week 4 | CTU ie oe | Mr. Mrs. |
| Week 5 | CTU ug a-e | oh these |
| Week 6 | CTU e-e i-e | friend asked |

Spring 1

| | | |
|--------|----------------|--------------------|
| Week 1 | CTU o-e u-e oy | where today |
| Week 2 | CTU ir ou | once |
| Week 3 | CTU aw wh | could should would |
| Week 4 | CTU are kq | called looked |
| Week 5 | CTU wr ph | son says |
| Week 6 | CTU au qu | want |

Spring 2

| | | |
|--------|------------|-----------|
| Week 1 | CTU ore ey | after |
| Week 2 | CTU ey y | half |
| Week 3 | CTU ew ear | only |
| Week 4 | CTU or tch | with |
| Week 5 | CTU dge er | Does goes |

Summer 1

| | | |
|--------|-----------|-----------------|
| Week 1 | Switch it | tall call small |
| Week 2 | Switch it | laughed why |
| Week 3 | Switch it | over above |
| Week 4 | Switch it | live please |
| Week 5 | Switch it | water because |

Summer 2

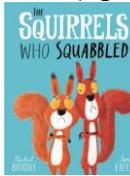
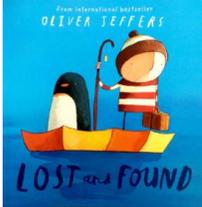
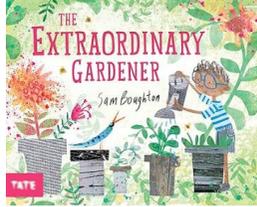
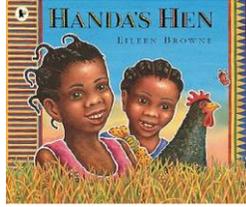
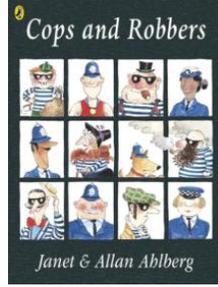
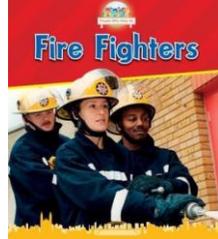
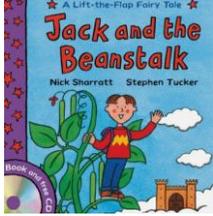
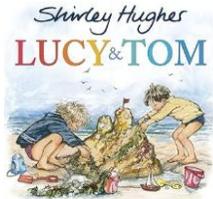
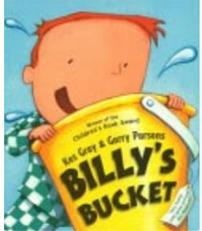
| | | |
|--------|------------------------|-----------|
| Week 1 | Switch it | break who |
| Week 2 | Year 1 Screening Check | |
| Week 3 | Switch it | any many |
| Week 4 | Switch it | move eye |
| Week 5 | Recap and Mastery | |
| Week 6 | Recap and Mastery | |

SSPF Roadmap: Year 2

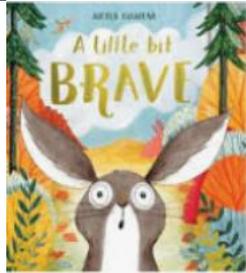
Autumn 1 – Year 1 Spelling Rules

Autumn 2 – Summer 2 – Year 2 Spelling Rules

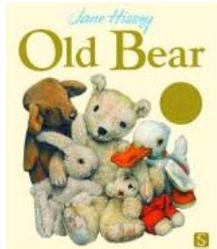
2025/2026 Yearly Reading Overview

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--|---|--|---|---|--|
| Rec |  <p>Tom Percival – Ruby's Worry</p>  <p>Martin Waddell - Once there were giants</p> <p>+Space Week – Tim Peake (significant individual)</p>  <p>Rachel Bright – The Squirrels Who Squabbled</p> <p>Black History Month</p>  <p>Floella Benjamin – Coming to England</p> |  <p>Oliver Jeffers – Here We Are</p> <p>Nursery Rhyme Week (10-14 Nov):</p> <ul style="list-style-type: none"> -Sing a Song of Sixpence -Humpty Dumpty -When I was One -I Hear Thunder -Two Little Dickie Birds  <p>Julia Donaldson – The Scarecrows Wedding</p>  <p>Allan & Janet Ahlberg – The Jolly Christmas Postman</p> |  <p>Julia Donaldson – Stick Man</p>  <p>Julia Donaldson – The Gruffalo's Child</p>  <p>Oliver Jeffers – Lost and Found</p> |  <p>Michael Bond – Paddington at the Palace</p>  <p>Sam Boughton – The Extraordinary Gardener</p>  <p>Eileen Browne – Handa's Hen</p> |  <p>Eileen Browne – Handa's Hen</p>  <p>Allan & Janet Ahlberg – Cops and Robbers</p>  <p>Non-fiction – Fire Fighters / Police Officers</p> |  <p>Nick Sharratt - Jack and the Beanstalk</p>  <p>Shirley Hughes - Lucy and Tom at the seaside</p>  <p>Kes Gray – Billy's Bucket</p> |

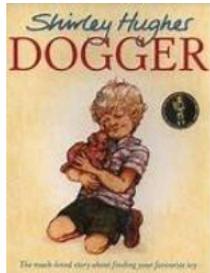
Y1



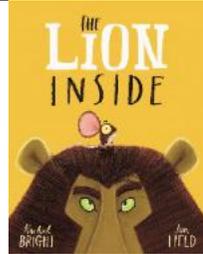
Nicola Kinnear – A little bit brave.



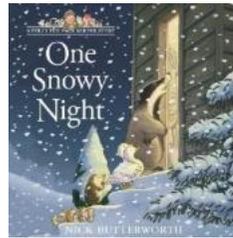
Jane Hissey – Old Bear



Shirley Hughes – Dogger



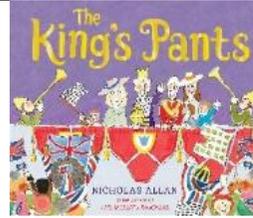
Rachel Bright – The Lion Inside



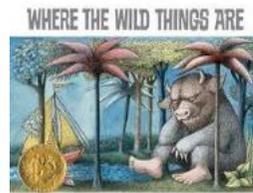
Nick Butterworth – One Snowy Night



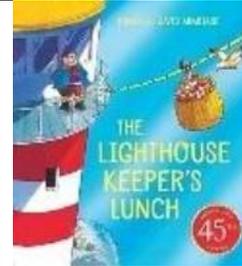
Alan Durant – Dear Father Christmas



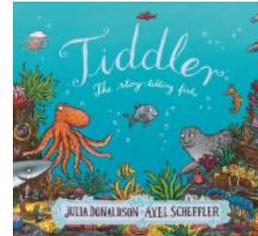
Nicholas Allen – The King's pants



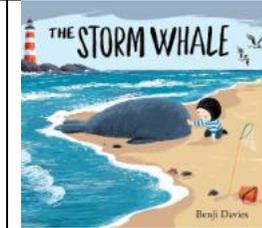
Maurice Bendak– Where the Wild Things are



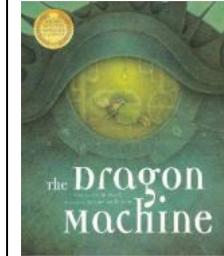
Ronda and David Hermitage – The Lighthouse Keeper's Lunch



Julia Donaldson – Tiddler



Benji Davies – The Storm Whale



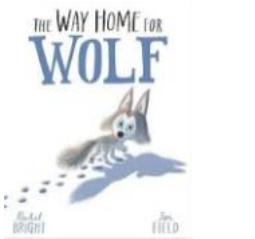
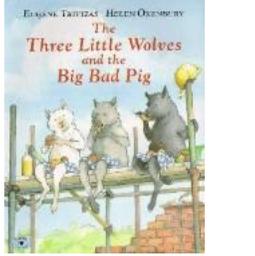
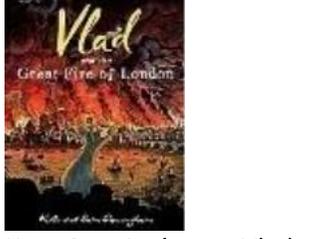
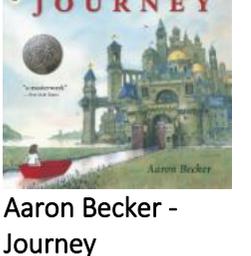
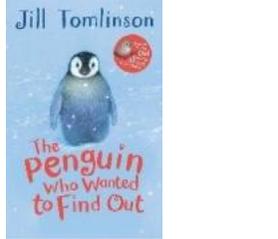
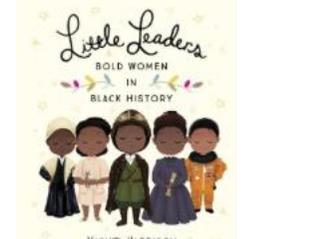
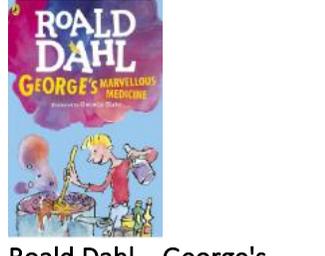
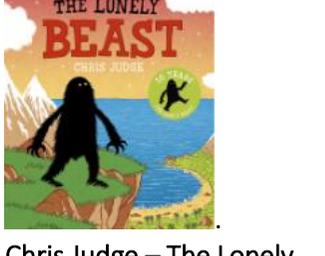
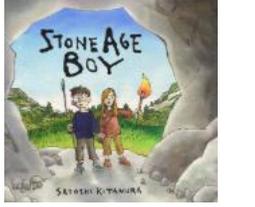
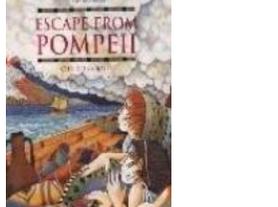
Helen Ward - The Dragon Machine

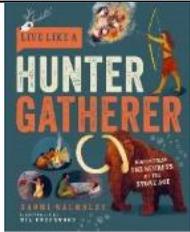
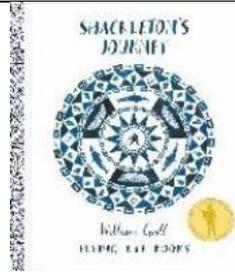
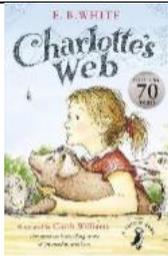
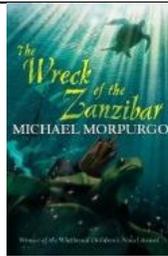
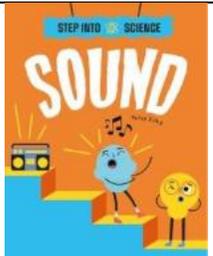
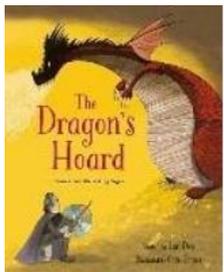
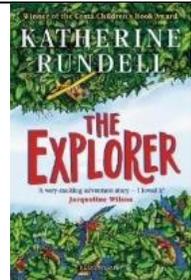
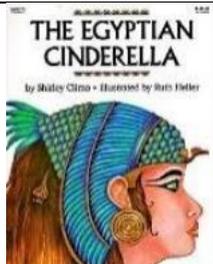


Emily Gravett – Meerkat Mail

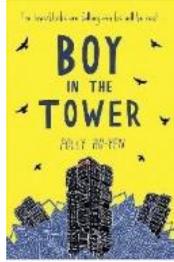


Dan Santat – After The Fall

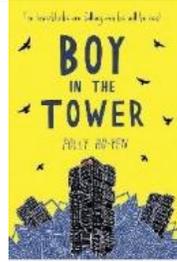
| | | | | | | |
|-----------|--|--|--|--|--|--|
| <p>Y2</p> |  <p>Rachel Bright – The Way Home for Wolf</p>  <p>Helen Oxenbury - The Three Little Wolves and the Big Bad Pig</p> |  <p>Kate Cunningham – Vlad and the Great Fire of London</p>  <p>Anthony Browne – Hansel and Gretel</p> |  <p>Simon Bartram – Man on the Moon</p>  <p>Aaron Becker - Journey</p> |  <p>Jill Tomlinson – The Penguin Who Wanted to Find Out</p> |  <p>Vashti Harrison – Little Leaders</p>  <p>Roald Dahl – George's Marvellous Medicine</p> |  <p>Joe Todd-Stanton – The Secret of Black Rock</p>  <p>Chris Judge – The Lonely Beast</p> |
| <p>Y3</p> |  <p>Satoshi Kitamura - Stone Age Boy</p> |  <p>Andy Shepherd – the boy who grew dragons</p> |  <p>Clive King – Stig of the Dump</p> |  <p>Christina Balit – Escape from Pompeii</p> |  <p>Jeremy Strong – Romans on the Rampage</p> |  <p>William Groll – Shackleton's Journey</p> |

| | | | | | | |
|-----------|---|--|--|---|---|--|
| |  <p>Naomi Walmsley – Live like a Hunter Gatherer</p> | | | |  <p># William Grill – Shackleton’s journey</p> | |
| <p>Y4</p> |  <p>E.B White – Charlotte's Web</p> |  <p>Michael Morpurgo – The Wreck of the Zanzibar</p> <ul style="list-style-type: none"> • Mariner. |  <p>Peter Riley – Step into Science – Sound</p>  <p>Lari Don – The Dragon’s Hoard</p> |  <p>Roald Dahl – Charlie and the Chocolate Factory</p> |  <p>Katherine Rundell – The Explorer</p> |  <p>Shirley Climo - The Egyptian Cinderella</p> |

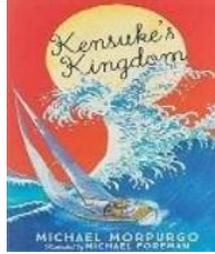
Y5



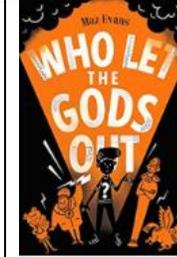
Polly Ho-yeon – Boy in the Tower



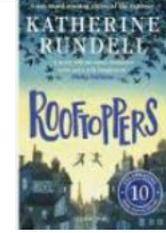
Polly Ho-yeon – Boy in the Tower



Michael Morpurgo – Kensuke's Kingdom



Maz Evans – Who Let the Gods Out?

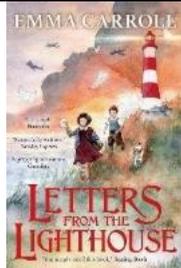


Katherine Rundell – Rooftoppers

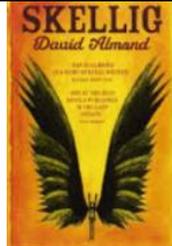


Lara Albanese – Space Maps: Your tour of the Universe

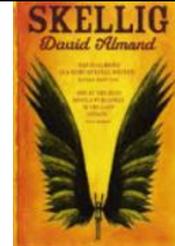
Y6



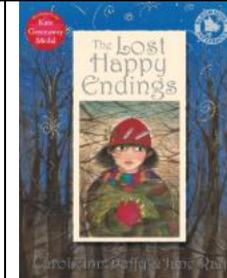
Emma Carroll – Letters from the Lighthouse



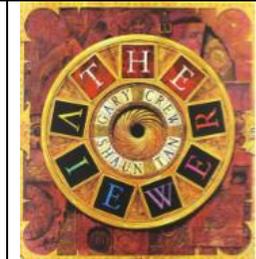
David Almond - Skellig



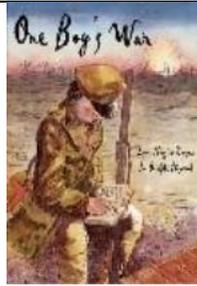
David Almond – Skellig



Carol Ann Duffy - The Lost Happy Endings



Gary Crew – The Viewer

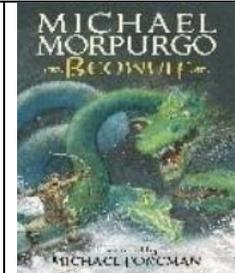


Lynn Huggins-Cooper –
One Boy's War



Anna Claybourne –
Amazing Evolution

•



Michael Morpurgo –
Beowulf

Whole School Progression of Skills (adapted from the National Curriculum statements)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|---|--------|--------|
| Word Reading | <p>Read aloud phonically-decodable texts</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words</p> <p>Read polysyllabic words containing taught GPCs</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> | <p>Apply phonic decoding until automatic and reading is fluent</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Note punctuation to read with appropriate expression</p> <p>Read Year 2 common exception words</p> <p>Read polysyllabic words containing above graphemes</p> <p>Read most words quickly & accurately without overt sounding and blending</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> | | |
| Vocabulary   | <p>Can identify a word that means the same as....</p> | <p>Can find and copy a word that means the same as...</p> | <p>Can match the underlined word in a sentence to the correct definition</p> <p>Can use a dictionary to look up the meaning of a word</p> | <p>Can find and copy a group of words that means the same as... (synonyms and antonyms)</p> <p>Give the meaning of words in certain sentences (words with more than one meaning)</p> | | |

| | | | | |
|--|---|---|--|--|
| <p>Retrieval</p>   | <p>Can locate specific information- where, when, who, what</p> <p>Can identify whether a statement is true or false</p> | <p>Can give more than one answer to the same question</p> <p>Can tick correct response in a table of different options</p> | <p>Can locate information by skimming (for a general impression) and scanning (to locate specific information)</p> <p>Can quote from the text to answer a retrieval question</p> <p>Can answer and write true or false statements about the text using evidence</p> | <p>Can quote from the text to answer a retrieval question with more than one answer (Give 3 things)</p> <p>Can identify and explain the difference between fact and opinion.</p> <p>Can use text marking to retrieve information or ideas from texts (e.g. highlighting, notes in the margin).</p> |
| <p>Inference</p>   | <p>Can discuss an answer to a question where the information is not directly in the text (why)</p> | <p>Can tick the correct statement about a story when the information is implied and not stated</p> <p>Can find a quote in the text to back up their answer</p> <p>Can find and copy words that show... (inferring meaning from context)</p> | <p>Can explain how and why main characters act in certain ways in a story or why events happen (How do you know, what evidence is there to suggest...)</p> <p>Can understand and explain different characters' points of view. (What evidence is there to suggest.)</p> <p>Can infer meaning, using evidence from the text and wider experiences (uses quotes to back up answer)</p> | <p>Can refer to the text to support inferences about characters/setting/action (how can you tell that)</p> <p>Can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using (PE model point-evidence)</p> |
| <p>Summarising</p> | <p>Can sequence pictures about a story</p> | <p>Can sequence events in a story by numbering statements</p> <p>Can match sub-headings to paragraphs</p> | <p>Can identify the main theme of a paragraph</p> <p>Can identify and order key events in a text</p> | <p>Can summarise the text in fewer words whilst keeping the main points</p> |

| | | | | |
|---|---|---|---|--|
| <p>/Sequencing</p>   | | | | <p>Can suggest alternative sub-headings for paragraphs</p> |
| <p>Predicting</p>   | <p>Can predict the ending or a story from what they have read so far.</p> | <p>Can predict what might happen to a character from details stated or implied.</p> | <p>Can make plausible predictions based on knowledge from text</p> <p>Can back up their predictions with a quote from the text</p> | <p>Can refer to the text to support predictions and opinions (What evidence is there to suggest?)</p> <p>Can make plausible predictions based on knowledge from text or what is implied</p> |
| <p>Commentating</p>  | | | <p>Can talk about the purpose of features of the text (such as glossary, contents etc)</p> <p>Can label different parts of texts studied- sub headings, title, headline, diagram etc.</p> | <p>Can identify the intended audience for a text</p> <p>Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).</p> <p>Can discuss why headings/chapter names/character names have been chosen for that text</p> |

| | | | | |
|---|--|--|---|---|
| | | | <p>Can use knowledge of text structure to better understand the information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction)</p> <p>Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> | <p>Can give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs)</p> <p>Can discuss the range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints within a text; how a writer organises information)</p> |
| <p>Author's use of language</p>  | | | <p>Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs) and in non-fiction texts</p> <p>Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context.</p> <p>Can say what impressions they get from the words used to describe settings/character</p> | <p>Can discuss how an author builds a character through dialogue, action and description.</p> <p>Can discuss the difference between literal and figurative language and the effects of imagery- what impressions do you get of</p> <p>Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text</p> <p>Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery)</p> |

St Thomas' CofE Academy - Progression in reading spine

Firm Foundations in Phonics

Lilac books *(In phonics area)*

The Basics 2 *(In phonics area)*

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
|---------|---------|---------|---------|---------|---------|

Pink books *(In phonics area)*

The Basics 3 *(In phonics area)*

| | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
|---------|---------|---------|---------|---------|---------|---------|

Red books *(In phonics area)*

Yellow books *(In phonics area)*

The Basics 4

| | | | | |
|---------|---------|---------|---------|---------|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
|---------|---------|---------|---------|---------|

Blue books *(In phonics area)*

The Higher Levels - Choose to use *(In phonics area)*

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
|---------|---------|---------|---------|---------|---------|

The Higher Levels - Switch it spellings *(In phonics area)*

| | | | |
|---------|---------|---------|---------|
| Group 1 | Group 2 | Group 3 | Group 4 |
|---------|---------|---------|---------|

Green books *(In cupboards outside library area)*

Turquoise books *(In cupboards outside library area)*

Purple books *(In cupboards outside library area)*

Gold books *(In cupboards outside library area)*

White books *(In cupboards outside library area)*

Lime books *(In cupboards outside library area)*

Copper books *(In cupboards outside library area)*

Free Reader *(Choose from within the library)*

