



# Phonics & Reading Curriculum



# Intent, Implementation and Impact

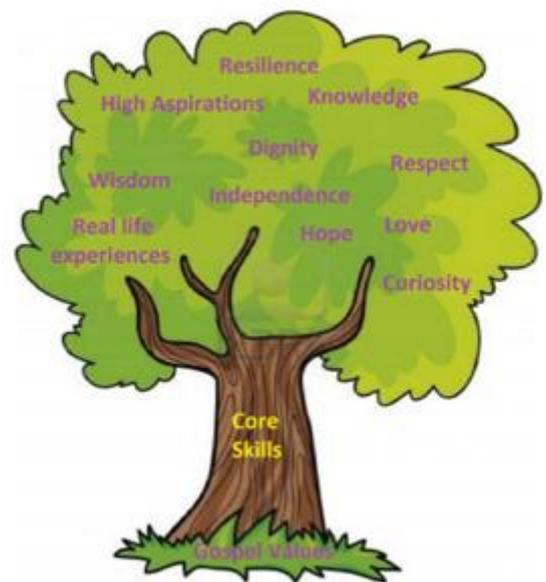
**Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.**

## **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 bronze, silver and gold learning journeys.

Our gospel 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.



## Implementation

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

## EYFS



### 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

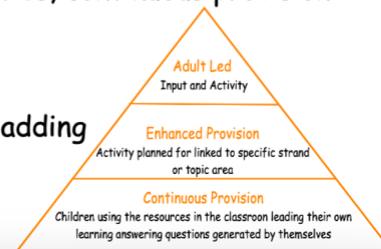
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

#### 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.



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.

## EYFS Early Learning Goals

ELG	Literacy	Reading	<ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
ELG	Literacy	Word Reading	<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>
ELG	Literacy	Comprehension	<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>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
ELG	Literacy	Comprehension	<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> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>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.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>

## 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 5-10 minutes. Reception lessons start at 10 minutes, with daily additional oral blending - increasing to 20 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 decoding skills, re-reading for fluency and developing a strong mental model before engaging in discussion about the text.
- 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, teachers 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 text for that half term. Children access the text through copies and the use of the interactive whiteboard. 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 KS1, two lessons are taught each week. They follow a cycle of a lesson reading and discussing the text, and the next lesson completing a task linked to the reading. Once a book has been completed, children will complete a comprehension based on the discussions about the reading and the skills that have been covered.

In KS2, four lessons are taught each week. The lesson cycle begins with a reading and discussion day which all of the week's lessons are based on, a lesson exploring a skill with active learning, a lesson with an individual task linked to the previous lesson which has explicit modelling by the teacher, and then an editing and review lesson where the teacher can share children's work and children have the opportunity to peer/self-mark their work, make editions and add to their work too. Similarly to KS1, every two weeks, the children will complete a comprehension based on the learning so far.

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 (Read and Relax)

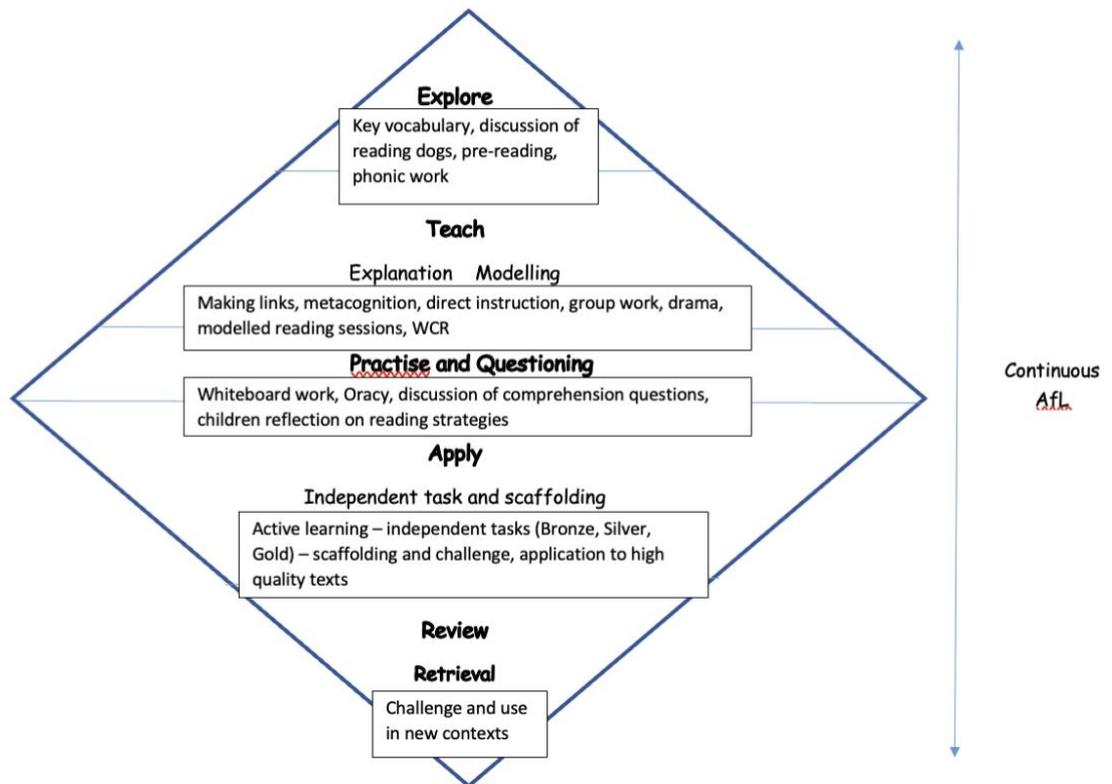
As pupils reach the 'reading to learn' stage and are confidently decoding and answering simple comprehension questions, then they will also be encouraged to read independently. In KS2, this reading takes place in the form of Accelerated Reader.

Independent reading 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.



## Lesson and learning journey



### Impact

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

# Gospel Value Links

## Reception

### **Loving and Compassionate**

How does Beegu show love and kindness?

### **Grateful and Generous**

Why should we be thankful for the things that make us who we are?

### **Curious and Active**

Why is it fun to explore new things, like Handa does on her walk?

### **Attentive and discerning**

How can we be good listeners and pay attention to what's around us, just like Mr. Bear does when he's trying to sleep?

### **Learned and Wise**

How do the skeletons learn new things as they go on their adventures at night?

### **Faith-filled and Hopeful**

Why is it important to believe in yourself and know that you are special?

### **Intentional and Prophetic**

How do the girls try to take care of the Bog Baby after they find him in the pond?

## KS1

### **Loving and Compassionate**

How does Princess Pearl show love and compassion by helping Zog and the other animals?

### **Grateful and Generous**

How does Bella show generosity when she helps Dave get Dogger back?

### **Curious and Active**

How does Vlad's curiosity help him learn about the Great Fire of London?

### **Attentive and Discerning**

How does Mr. Grinling pay close attention to make sure the lighthouse works and that the ships stay safe?

### **Learned and Wise**

What does Sunny the meerkat learn when he travels to different places?

### **Faith-filled and Hopeful**

How can having faith and hope help us turn something small into something beautiful, just like the tin forest?

### **Intentional and Prophetic**

How can we be brave and stand up for others, like Traction Man, even when it's hard?

## LKS2

### **Loving and Compassionate**

How does Elliot's love for his mother impact the choices he makes?

### **Grateful and Generous**

Why should we be grateful for the simple things in life and be generous in taking care of nature, like Brigg does?

### **Curious and Active**

How does Charlie's quest to find the cure demonstrate being curious and active?

### **Attentive and Discerning**

How do the children and their community stay attentive to the needs of the rainforest and their way of life?

### **Learned and Wise**

How can we be wise in handling difficult situations, like Rhodopis, and learn from our experiences?

### **Faith-filled and Hopeful**

Can self-improvement bring hope by fighting for a better future for not only yourself but for the world?

### **Intentional and prophetic**

How do Tranio and Livia act intentionally and show courage in trying to escape the danger of Pompeii?

## UKS2

### **Loving and Compassionate**

How does the writer make the reader feel empathy and compassion?

### **Grateful and Generous**

How does Hugo show gratitude and generosity through his relationships?

### **Curious and Active**

How does Perilus's curiosity help him discover new things and take action?

### **Attentive and Discerning**

Why is it important to pay attention to the people around us and be observant like Olive?

### **Learned and Wise**

Why is Beowulf a wise and effective ruler in old age?

### **Faith-filled and Hopeful**

How does Daniel keep his hope alive, even when he's faced with the mysteries of the Nowhere Emporium?

### **Intentional and Prophetic**

How can we be intentional and brave in standing up for what is right, just like Beowulf does?

## 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	igh 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 CCVC 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 ue 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 k	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 ey ear	only
Week 4	CTU or tch	with
Week 5	CTU doe 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

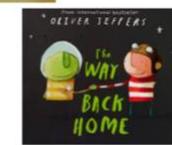
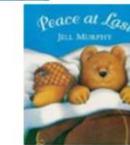
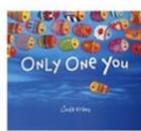
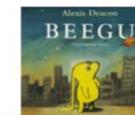
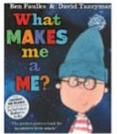
Week 1	Switch it	break who
Week 2	Year 1 Screening Check	
Week 3	Switch it	any many
Week 4	Switch it	move eye
Week 5	Recap and Mastery	
Week 6	Recap and Mastery	

## SSPF Roadmap: Year 2

Autumn 1 – Year 1 Spelling Rules  
Autumn 2 – Summer 2 – Year 2 Spelling Rules

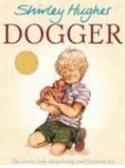
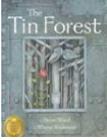
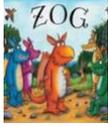
# Whole School Yearly Overviews

## Reception

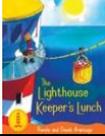


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	<ul style="list-style-type: none"> <li>-Funny bones</li> <li>-Handa's Surprise</li> <li>-Super Duper you</li> <li>-Only one you</li> </ul>	<ul style="list-style-type: none"> <li>-Peace at last</li> <li>-The Bog Baby</li> <li>-Beegu</li> <li>-The way back home</li> <li>-Father Christmas needs a wee</li> </ul>	<ul style="list-style-type: none"> <li>-Goldilocks</li> <li>-Little Red Riding Hood</li> <li>-The Gingerbread Man</li> <li>-The three little pigs</li> <li>-We're going on a bear hunt</li> <li>-Snowflake Mistake</li> </ul>	<ul style="list-style-type: none"> <li>-Egg drop by Mini Grey</li> <li>-Hattie Peck Emma Levey</li> <li>-Super Worm - Julia Donaldson</li> <li>-The Growing story Ruth Krauss</li> <li>-The Enormous Turnip</li> <li>-Jack and the beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>-Pirates love underpants</li> <li>-How to be a pirate</li> <li>-You're not a proper pirate Sidney Green</li> <li>-Pirates in the Supermarket</li> <li>-A new home for a pirate</li> </ul>	<ul style="list-style-type: none"> <li>-The Rainbow fish</li> <li>-The snail and the whale</li> <li>-Tiddler the story telling fish</li> <li>-Commotion in the Ocean</li> <li>-Somebody swallowed Stanley</li> </ul>
Poetry	Heads, shoulders, knees and toes	5 little men in a flying saucer When Santa got stuck up the chimney	When Goldilocks went to the bears house	There's a worm at the bottom of the garden Old McDonald	Aboard a Pirate ship	5 fish that swim in the ocean 1,2,3,4,5, once I caught a fish alive
Non-fiction Texts	What makes me a me? Argh there's a skeleton inside you	Nocturnal Animals information Hibernating animals		Farm animals information Plant and animals fact book Insects information text	Pirate Information text	Sea: The big book of the blue

## KS1 Year A

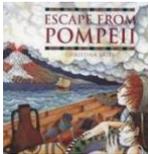
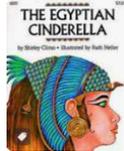
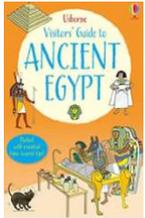
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	<p style="text-align: center;">Dogger</p> 	<p style="text-align: center;">Toys in Space</p>  <p style="text-align: center;">Traction Man</p> 	<p style="text-align: center;">Tree</p> 	<p style="text-align: center;">The Tin Forest</p> 	<p style="text-align: center;">Zog</p>  <p style="text-align: center;">A Thing Called Snow</p> 	<p style="text-align: center;">Fletcher and the Falling Leaves</p> 
Poetry	Onomatopoeia		Acrostic		Pyramid	
Non-fiction Texts	Non-fiction linked to toys					

## KS1 Year B

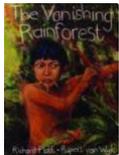
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	<p style="text-align: center;">Lila and the secret of rain</p> 	<p style="text-align: center;">Meerkat Mail</p> 	<p style="text-align: center;">Bob the man on the moon</p> 	<p style="text-align: center;">The Lighthouse Keeper's lunch</p> 	<p style="text-align: center;">Vlad and the Great fire of London</p> 	<p style="text-align: center;">The Queen's Hat</p> 

Poetry	Alliterative		Concrete		Adjective	
Non-fiction Texts	Non-fiction texts about the Queen and London		Non-fiction linked to explorers		The Great fire of London Emma Adams	

## LKS2 Year A

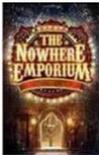
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	The Wild way home 		Escape from Pompeii 	Iron Man 	The Egyptian Cinderella 	Ancient Egypt 
Poetry	Diamante		Simile/word play		Haiku	
Non-fiction Texts				Non-fiction texts based on water cycle		

## LKS2 Year B

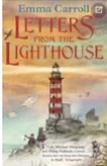
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	Oh Maya Gods! 		Vanishing Rainforest 	The Flower John Light 	Who let the Gods Out? 	

Poetry	Kennings		Rhyming couplet		Tetractys/diamond	
Non-Fiction Texts			Non-fiction text on Rainforests	Once upon a raindrop: The story of water		Visitors Guide to Ancient Greece

## UKS2 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	Roman Boy 		Nowhere Emporium 		Beowulf 	
Poetry	Narrative		Cinquain		Free verse	
Non-fiction Texts		Wouldn't Want to be a Roman Soldier	Shackleton's Journey			

## UKS2 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction Texts	Letters from the Lighthouse 		Skellig by David Almond 		Hugo Cabret by Brian Selznick 	
Poetry	War		Personification		Narrative	

Non-fiction  
Texts

Non-fiction  
WW2

Charles Darwin -  
The Voyage of the  
Beagle  
Or Amazing  
Evolution

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<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 &amp; 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**



Can identify a word that means the same as...

Can find and copy a word that means the same as...

Can match the underlined word in a sentence to the correct definition

Can find and copy a group of words that means the same as... (synonyms and antonyms)

Can use a dictionary to look up the meaning of a word

Give the meaning of words in certain sentences (words with more than one meaning)

**Retrieval**



Can locate specific information- where, when, who, what

Can identify whether a statement is true or false

Can give more than one answer to the same question

Can tick correct response in a table of different options

Can locate information by skimming (for a general impression) and scanning (to locate specific information)

Can quote from the text to answer a retrieval question

Can answer and write true or false statements about the text using evidence

Can quote from the text to answer a retrieval question with more than one answer (Give 3 things)

Can identify and explain the difference between fact and opinion.

Can use text marking to retrieve information or ideas from texts (e.g. highlighting, notes in the margin).

**Inference**



Can discuss an answer to a question where the information is not directly in the text (why)

Can tick the correct statement about a story when the information is implied and not stated

Can find a quote in the text to back up their answer

Can find and copy words that show... (inferring meaning from context)

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...)

Can understand and explain different characters' points of view. (What evidence is there to suggest.)

Can refer to the text to support inferences about characters/setting/action (how can you tell that)

Can securely make deductions firmly rooted in the evidence in the text- 'according to the text questions' using (PE model point-evidence)

			<p>Can infer meaning, using evidence from the text and wider experiences (uses quotes to back up answer)</p>	
<p><b>Summarising /Sequencing</b></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>Can suggest alternative sub-headings for paragraphs</p>
<p><b>Predicting</b></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>

**Commentating**



Can talk about the purpose of features of the text (such as glossary, contents etc)  
Can label different parts of texts studied- sub headings, title, headline, diagram etc.

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)

Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

Can identify the intended audience for a text

Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).

Can discuss why headings/chapter names/character names have been chosen for that text

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)

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)

**Author's use of language**



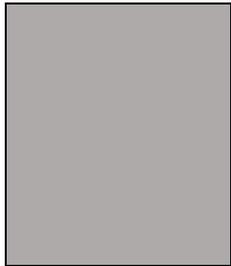
Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs) and in non-fiction texts

Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (structure- the

Can discuss how an author builds a character through dialogue, action and description.

Can discuss the difference between literal and figurative language and the effects of imagery- what impressions do you get of

Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text



'root' word plus prefix /suffix), or the context.

Can say what impressions they get from the words used to describe settings/character

Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery)

Firm Foundations in Phonics						Which books to be sent home when?	
<b>Lilac books</b>						Lilac books to be sent home while Firm Foundations are being covered and Basics 2 group one introduced	
<b>The Basics 2</b>							
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	To be sent home once that group of sounds have been taught	
<b>The Basics 3</b>							
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	To be sent home once that group of sounds have been taught
<b>The Basics 4</b>							
Group 1	Group 2	Group 3	Group 4	Group 5			To be sent home once that group has been taught
<b>The Higher Levels – Choose to use</b>							
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6		To be sent home once that group of sounds have been taught
<b>The Higher Levels – Switch it spellings</b>							
Group 1	Group 2	Group 3	Group 4				To be sent home once that group of sounds have been taught
<b>Green books</b>						Children to consolidate their knowledge of all the sounds so they become confident and fluent readers	
<b>Orange books</b>							
<b>Turquoise books</b>							
<b>Purple books</b>							
<b>Gold books</b>							
<b>White books</b>							
<b>Accelerated Reader</b>							Children to access Accelerated Reader once they reach the ZPD 3.0

