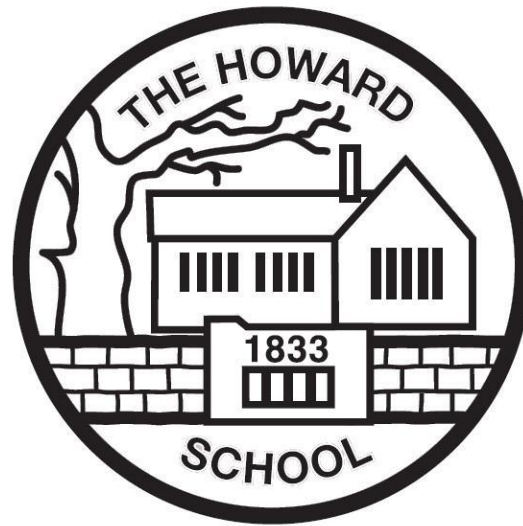


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



English Curriculum (Reading) - Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that English should develop: the mind (speaking, reading, writing, knowledge acquisition); body (communicating emotion); and spirit (communicating socially and spiritually) of each child.



Mind

The English curriculum at our school offers a high quality learning experience for learners. Children are taught to speak and write fluently so that they can confidently, coherently and efficiently communicate ideas to others and through their reading and listening, others can communicate with them. Reading underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects so pupils have the chance to acquire knowledge and build on what they already know.



Body

Based on first hand experiences, our curriculum builds confidence and encourages children to develop their independence, communication skills and collaborative working whilst taking risks in a safe environment. The unique talents of every child are embraced.

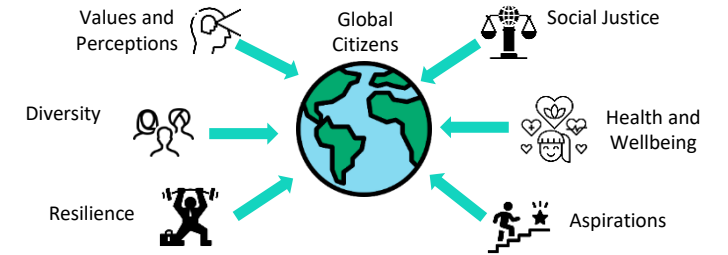


Spirit

Trust and imagination, the ability to think, reflect and grow morally and socially and cognitively are the bedrock of our curriculum where we aim to create a safe place for children to learn and express their inner most thoughts. Through the study of a range of stimulating texts, children develop a critical understanding of their impact on daily life, society and the wider world around them.



**'Providing opportunities for growth
in mind, body and spirit.'**



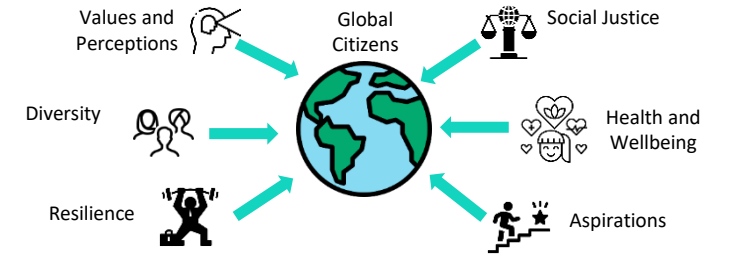
Literacy

Statutory Guidance from the EYFS Framework for Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



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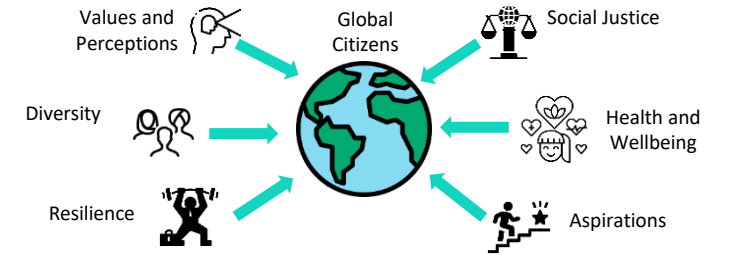


Literacy Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>I am beginning to join in with familiar rhymes and stories. I can sing some parts or certain Nursery Rhymes. I can hear new vocabulary from stories, rhymes, poems and non-fiction books. I have a favourite book and seek it/them out to share with an adult or look at alone.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.</p>	<p>I understand that we should turn one page at a time in a book. I am beginning to understand that print has meaning. I can talk about the pictures in a book with support.</p> <p>Texts, books, story, careful, print, words, says, pictures, happening.</p>	<p>I can develop play around favourite stories. I can ask questions about the book. I can make comments and share my ideas.</p>		<p>I enjoy songs and rhymes, tuning in and paying attention.</p>	
			<p>I enjoy singing a range of rhymes and songs. I enjoy listening to longer stories. I can join in with some simple repeated refrains in well know stories/ rhymes.</p> <p>Rhymes, songs, listen, join in, actions, story, repeat.</p>	<p>I am beginning to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p> <p>Story, words, direction, top, bottom, front, cover, title, author.</p>	<p>I enjoy listening to longer stories and remember much of what happens. I can talk about a story, turning one page at a time. I can answer simple questions about stories. I am beginning to predict what might happen in a story.</p> <p>Story, discuss, talk, questions, predict, guess, happen next.</p>	<p>I can engage in extended conversations about stories. I know and say how the story might end. I can tell a longer story. I listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p>Discuss, questions, why, end, guess, predict, tell, retell, words.</p>
Word Reading	<p>I can hear different environmental sounds around me. I am beginning to recognise some environmental print such as supermarket logos.</p> <p>Hearing, listening, sound, recognise, logo.</p>	<p>I can discriminate between different instrument sounds. I can sing and perform actions to a familiar nursery rhyme. I can say the rhyming word at the end of a familiar rhyme</p> <p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.</p>	<p>I can repeat words and phrases from familiar stories</p>		<p>I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	
			<p>I am beginning to recognise my own name with support. I can recognise rhythm in spoken words by clapping syllables.</p> <p>Name, rhythm, clapping, syllables.</p>	<p>I can identify signs and symbols in the environment and recall what they mean. I can spot or suggest rhymes.</p> <p>Meaning, sign, symbol, logo, rhyme, rhyming words.</p>	<p>I am beginning to recognise some words that start with the same initial sound. I am beginning to recognise some individual letter sounds with support.</p> <p>Sound, letters, meaning.</p>	<p>I can recognise my own name independently. I am beginning to recognise some individual letter sounds with support. I can recognise some words with the same initial sound e.g. m for mummy and milk. I can orally blend a simple word.</p> <p>Name, letters, words, same.</p>

*Early Starters



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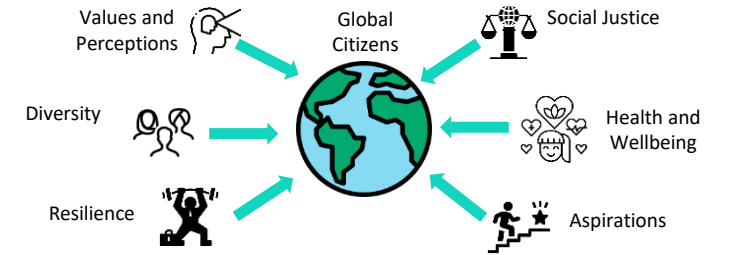


Literacy Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>I am developing an interest in making marks. I am beginning to distinguish between marks and pictures/drawings. Marks, pencils, pens, paper, drawing, writing.</p> <p>I can sit in a balanced position. I can pretend to write. I can make controlled marks using tools or their finger in sand, glitter etc. Balance, comfortable, straight, pencil, marks, sand, glitter. .</p>	<p>I can draw marks that are not always distinguishable. I can follow large pattern templates available. Marks, pencils, pens, paper, drawing, writing, trace, copy.</p> <p>I can make controlled marks e.g. dots, circles, scribbles. I can copy shapes and patterns with developing accuracy. Writing, mark making, pencils, pens, copy, trace.</p>	<p>I can add some marks to my drawings, which I can give meaning to.</p>	<p>I can add some marks to drawings. I can add marks that to them symbolises their name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can make smaller controlled lines. I am beginning to use a two finger and a thumb grip when writing. Writing, mark making, pencils, pens, copy, trace, pencil grip.</p>	<p>I am beginning to give meaning to the marks I make. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can hold a pencil or tool with a preferred hand. Writing, mark making, pencils, pens, copy, trace, pencil grip, hand.</p>	<p>I can notice some print. I can make marks on my picture to stand for my name.</p>
			<p>I can give meanings to the marks made. I can pretend to write in a range of contexts. I am becoming more confident with name writing – I can write some or all of my name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.</p> <p>I can use the basis of a three finger pencil grip. I can use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.</p>			



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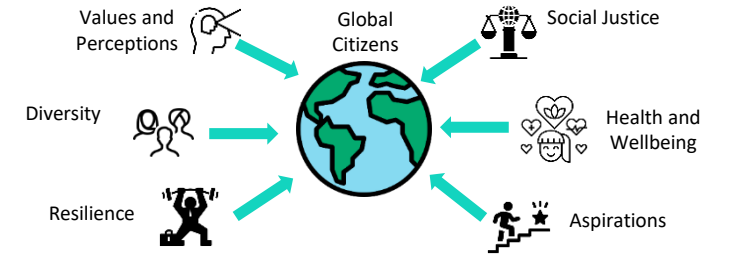


Literacy Nursery

Term	Autumn	Spring	Summer
Phonics	<p style="text-align: center;">Aspect 1 - Environmental Sounds</p> <p>Children begin to notice different sounds around them, e.g. birds tweeting, leaves rustling in the breeze, a person sneezing. Children start to notice that different objects can make different sounds, e.g. the sound of a car engine turning on or the noise of the washing machine. A child might say 'I can hear a noise in the kitchen.'</p> <p style="text-align: center;">Aspect 2 - Instrumental Sounds</p> <p>Children enjoy exploring the different sounds that instruments make. They may bang on drums, shake shakers and tap triangles. The children understand that they have to do something to or with the instrument to make a sound.</p> <p style="text-align: center;">Aspect 3 - Body Percussion</p> <p>Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs.</p> <p style="text-align: center;">Aspect 4 - Rhythm and Rhyme</p> <p>Children join in with familiar songs and rhymes when led by an adult or peer. They begin to recognise some familiar rhythms and rhymes.</p>	<p style="text-align: center;">Aspect 1 - Environmental Sounds</p> <p>Children start to name different sounds they have identified. They can tell an adult or a peer what sounds they can hear, e.g. a child might say 'I can hear a cat.' or 'There is a bird singing outside.'</p> <p style="text-align: center;">Aspect 2 - Instrumental Sounds</p> <p>Children start to identify the sounds of familiar instruments and name them. They develop an awareness of how acting upon an instrument affects the sound it makes, e.g. hitting a cymbal harder makes a louder sound.</p> <p style="text-align: center;">Aspect 3 - Body Percussion</p> <p>Children join in with body percussion patterns. They copy body percussion patterns shown to them by an adult or a peer. They show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds.</p> <p style="text-align: center;">Aspect 4 - Rhythm and Rhyme</p> <p>Children recognise simple words that rhyme, e.g. cat, mat, bat. They are able to copy and keep a simple beat. Children are able to join in and copy when an adult breaks down words into syllables with a beat.</p>	<p style="text-align: center;">Aspect 1 - Environmental Sounds</p> <p>Children start to talk about the sounds they hear in more detail, e.g. 'I can hear the bigger children on the playground. They are playing and singing!' They can describe sounds they hear.</p> <p>Children might say things like 'The fireworks last night sounded fizzy and crackly! They went bang!' Children will also compare sounds, e.g. 'My auntie talks quietly but my sister is loud.'</p> <p style="text-align: center;">Aspect 2 - Instrumental Sounds</p> <p>Children talk about, describe and compare the sounds of different familiar instruments, e.g. they may say 'The rainmaker is quieter than the drum.' or 'The bells make a jingly sound.' Children follow instructions to recreate a sound using an instrument, e.g. 'Tap the drum loudly.' or 'Shake the tambourine quietly.'</p> <p style="text-align: center;">Aspect 3 - Body Percussion</p> <p>Children create their own body percussion patterns and sequences. They are able to join in with longer sequences of body percussion when shown by an adult. Children describe body percussion sounds, e.g. 'I make a quiet clicking noise when I do this with my fingers.' or 'I can make a loud stomping sound with my feet.' Children can follow instructions to make body percussion sounds, e.g. 'Clap your hands softly.'</p> <p style="text-align: center;">Aspect 4 - Rhythm and Rhyme</p> <p>Children enjoy playing with rhyme and start to create their own rhyming words, e.g. children may say 'Shine rhymes with bline and frine.' Children can complete a short sentence with their own rhyme, e.g. the adult may say 'The cat sat on the ...' and the child completes the sentence with mat/hat/gnat. Children can also break words down into syllables and create their own beat.</p>



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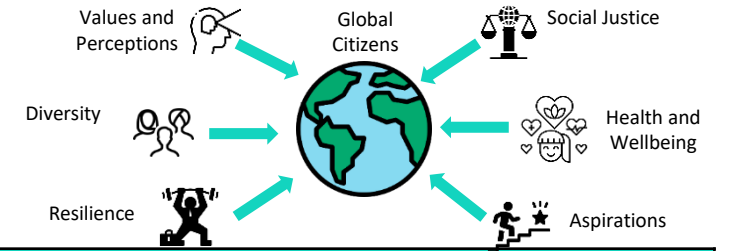


Literacy Nursery

Term	Autumn	Spring	Summer
Phonics	<p>Aspect 5 - Alliteration Children begin to explore the initial sounds of words. They join in with simple alliteration activities and games.</p> <p>Aspect 6 - Voice Sounds Children start to explore different mouth movements and sounds. They copy different voice sounds and mouth movements in their play.</p> <p>Aspect 7 - Oral Blending and Segmenting Children are able to identify the initial sounds of the words they hear and say. They have an awareness that words can be broken down into phonemes. Children can choose the correct object when hearing a word broken down into phonemes, e.g. hearing 'ch-i-ck' and choosing a picture of a chick.</p>	<p>Aspect 5 - Alliteration Children are able to select an object with a given initial sound when given the option of two, e.g. The child is shown a picture of a mouse and a frog and selects the frog when asked 'Which one starts with f?'</p> <p>Children begin to hear and identify the initial sounds in words, e.g. when asked 'What sound can we hear at the beginning of b, b, boy?', the child would say 'b!'</p> <p>Aspect 6 - Voice Sounds Children start to recognise different voice sounds, e.g. recognising a friend's voice when they can't see them. They also use their voice to make a variety of different sounds, including silly voices and animal noises.</p> <p>Aspect 7 - Oral Blending and Segmenting Children are able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. an adult says 'h-o-t' and the child says 'hot.'</p> <p>Children join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet.</p>	<p>Aspect 5 - Alliteration Children begin to match and group sets of objects with the same initial sound. They enjoy playing with alliteration, e.g. thinking of their own short alliterative phrases 'big, bad, bat' or making up their own words to create an alliterative phrase 'dangry dog.'</p> <p>Aspect 6 - Voice Sounds Children speak clearly. They are able to talk about, describe and compare different voice sounds, e.g. 'the mouse has a squeaky voice.' Children enjoy creating their own ideas for voices of different characters in their activities and play. They also imitate the voices of characters.</p> <p>Aspect 7 - Oral Blending and Segmenting Children are able to segment CVC and VC words into phonemes, e.g. by robot-talking a word back to an adult. Children start to blend the phonemes of longer words and they can identify how many phonemes are in a CVC or VC word, e.g. counting the 3 phonemes in 'mop.'</p>
	<p>Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, instrument, pattern, clap, slap, hit, stomp, speech, voice, vocal, rhyme, rhythm, grapheme, phoneme, letter.</p>		



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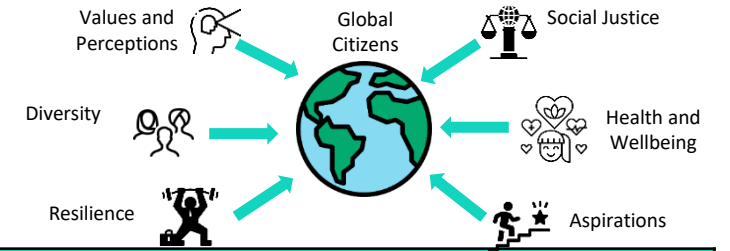


Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>I can listen and enjoy sharing a range of books. I can hold a book correctly, turn pages and handle with care. I know that a book has a beginning and an end. I know that text in English is read top to bottom and left to right. I know the difference between text and illustrations. I can recognise some familiar words in print. I enjoy joining in with rhyme, songs and poems. I can explain simply what's happening in a picture in a familiar story.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p>	<p>I can respond to different types of books, e.g., story books, factual/real-world books. I can respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. I can make simple inferences to answer yes/no questions about texts. I can sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p>	<p>I can use picture clues to help read a simple text. I can make a simple prediction based on the pictures or text of a story that is read to me. I can show understanding of some words and phrases in a story that is read aloud to me. I can express a preference for a book, song or rhyme, from a limited selection. My play is influenced by experience of books (small world, role play).</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p>	<p>I can correctly sequence stories, drawing on language patterns of stories. I can show understanding of many common words and phrases in a story that is read to me. I can suggest how an unfamiliar story read to me might end. I can give an opinion on a book I have read. I can recognise repetition of words or phrases in a text. My play is influenced by my experience of books. I can innovate a well-known story with support.</p> <p>Story, order, sequence, retell, end, repeat.</p>	<p>I can correctly sequence a story or event using pictures and/or captions. I can make simple, plausible suggestions about what will happen next in text. I know the difference between different types of texts. I can make inferences to answer a question beginning 'Why do you think...?' My play is influenced by my experience of books - gestures and actions used to act out a story, event or rhyme.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p>	<p>My play and vocabulary is influenced by my experiences of books. I can innovate a known story. I can recall the main points and vocabulary in a text in the correct sequence. I can say whether I liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, I sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p>



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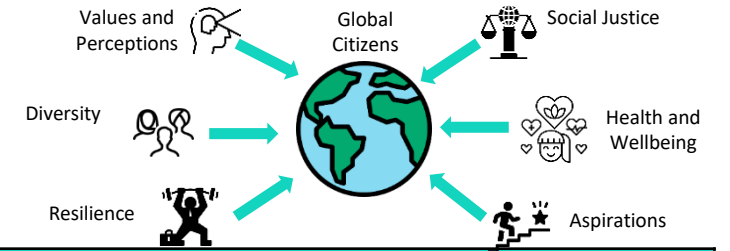


Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).</p>					
	<p>I can discriminate sounds (Phase 1 Phonics) such as instruments and cars. I am beginning to be able to orally blend and segment. (Phase 1 Phonics).</p> <p>Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p>	<p>I can read graphemes (letter sounds) s,a,t, p, i... and I am beginning to blend some simple words. I can read a few common exception words matched to the phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p>	<p>I am continuing to read individual graphemes (letters sounds). I can blend simple sounds into VC or CVC words. I can read a few common exception words matched to the Twinkl phonics programme.</p> <p>Letters, phonemes, read, sounds, tricky words</p>	<p>I am continuing to read graphemes as well as some digraphs. I can read simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p>	<p>I can read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p>	<p>I am beginning to read some tricky words from Level 4 e.g. said, like, have, so. I can re-read what I have written to check that it makes sense</p> <p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p>



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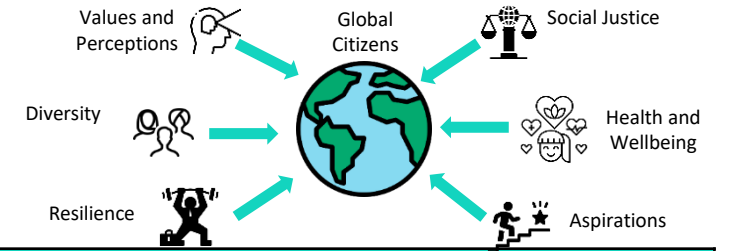


Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	<p>I can give the phoneme when shown any Level 2 grapheme; I can find any Level 2 grapheme, from a display, when given the phoneme; I can orally blend and segment CVC words; I can blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock; I can read the five tricky words - the, to, I, no, go.</p>		<p>I can give the phoneme when shown all or most Level 2 and Level 3 graphemes; I can find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme; I can blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); I can segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); I can read and spell some two-syllable words using Level 2 and Level 3 graphemes; I can read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are; I can spell the tricky words - the, to, I, no, go; I can write each letter correctly when following a model.</p>		<p>I can give the phoneme when shown any Level 2 and Level 3 grapheme; I can find any Level 2 and Level 3 grapheme, from a display, when given the phoneme; I am able to blend and read words containing adjacent consonants; I am able to segment and spell words containing adjacent consonants; I am able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants; I am able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what; I am able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here; I can write each letter, usually correctly.</p>	



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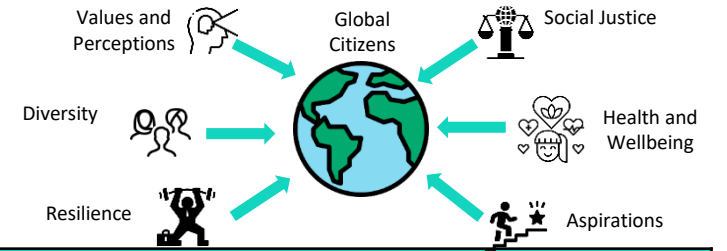


Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing (including compositional skills)	<p>I am forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies.</p> <p>I can write my name - copying it from a name card or trying to write it from memory. I have developed an awareness that writing communicates meaning. I can give meaning to marks I make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>I know that print carries meaning and in English, is read from left to right and top to bottom. I can draw lines and circles.</p> <p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles.</p>	<p>I understand that thoughts and stories can be written down from what has been modelled to me. I can use talk to link ideas during conversation and play as well as clarify my thinking and feelings.</p> <p>Roleplay, feelings, happy, sad, story, message, stories, text.</p> <p>I am continuing to develop a phoneme / grapheme relationship. I now have increasing control when making marks and drawing. I can copy adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. I can use some recognisable letters and own symbols such as my name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>I can form letters from my name correctly. I can recognise that after a word there is a space.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p>	<p>I can orally sound out CVC words. I can break down words to ensure I've remembered all of the sounds.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>I can record letters for initial sounds and end sounds. I can build and record simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>I can write from left to right and top to bottom. I am beginning to form some recognisable letters</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p>	<p>I can orally compose a caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read</p> <p>I can build CVC, CVCC words using known graphemes and record these. I can use writing in my play.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>I can hold a pencil effectively to form recognisable letters. I know how to form clear ascenders and descenders</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right, lazy letters, tall letters, on the line, under the line.</p>	<p>I can create a simple caption e.g. it is a bus. I am continuing to build on knowledge of letter sounds in writing. I try to include finger spaces.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p> <p>I can form most lower- case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. I can include spaces between words.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p>	<p>I can write for a range of purposes e.g. non-fiction and fiction writing. I can write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>I can use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p>



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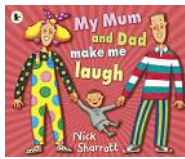
Literacy Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<p>I can orally segment simple words e.g. cat, dog. I can write my name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.</p>	<p>I can orally spell VC and CVC words by identifying the sounds. I can write my own name.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons.</p>	<p>I can sound out to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling.</p>	<p>I can sound out to write VC, CVC and CVCC words independently using Level 2 and Level 3 graphemes. I can spell some tricky words e.g. the, to, no, go* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>I can use the knowledge and understanding of phoneme – grapheme correspondence to spell words. I can make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>I can make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge. Spelling Level 4 words if ready.</p> <p>I can spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent.</p>

Early Years Phonics

Early Years Phonics			
Nursery	Reception		
<p>Level 1 - Taught throughout the year</p> <p>Aspect 1: General Sound Discrimination – Environmental Sounds</p> <p>Aspect 2: General Sound Discrimination – Instrumental Sounds</p> <p>Aspect 3: General Sound Discrimination – Body Percussion</p> <p>Aspect 4: Rhythm and Rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>Aspect 7: Oral Blending and Segmenting</p>	<p>Level 2 Autumn Term</p> <p>New Sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Tricky Words: to, the, no, go, l, into</p> <p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.</p>	<p>Level 3 Spring Term</p> <p>New Sounds: j, v, w, x, y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky Words: he, she, we, me, be, was, you, they, all, are, my, here</p> <p>During Level 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.</p>	<p>Level 4 Summer Term</p> <p>The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.</p> <p>Tricky Words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>When children start Level Four of the phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>

EYFS Reading Spine - Nursery



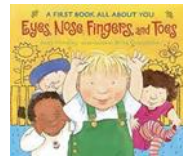
My Mum and Dad make me laugh
By Nick Sharratt



I Like Me by
Nancy Carlson



Sometimes
By Emma Dodd



Eyes, Nose, Fingers and Toes
By Judy Hindley



From Head to Toe
By Eric Carle



I Hear a Pickle
By Rachel Isadora



We're Going on a Leaf Hunt
By Steve Metzger



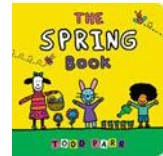
Leaf Man
By Lois Ehler



Let it Rain
By Maryann Cocca-Leffler



Kite Day
By Will Hillenbrand



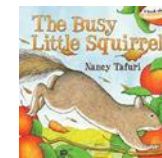
The Spring Book
By Todd Parr



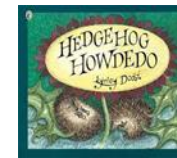
When Spring Comes
By Kevin Henkes



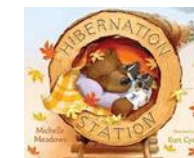
Spring is Here
By Will Hillenbrand



The Busy Little Squirrel
By Nancy Tafuri

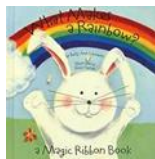


Hedgehog Howdedo
By Lynley Dodd



Hibernation Station
By Michelle Meadows

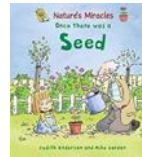
Leaves
By David Ezra Stein



What makes a rainbow?
By Betty Ann Schwartz



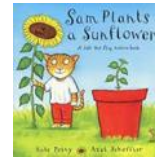
Titch
By Pat Hutchins



Once there was a seed
By Judith Anderson & Mike Gordon



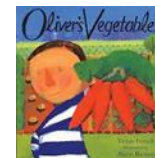
Splat the Cat-Oopsie
By Rob Scotton



Sam plants a sunflower
By Kate Petty



Jaspers Beanstalk
By Nick Butterworth



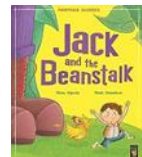
Oliver's Vegetables
By Vivian French



I love Bugs
By Emma Dodd



Mad About Minibeasts!
By Giles Andreae



Jack and the Beanstalk
By Mara Alperin



Little Red Riding Hood
By Mara Alperin



The Gingerbread Man
By Mara Alperin



The Three Billy Goats Gruff
By Mara Alperin



The Three Little Pigs
By Mara Alperin



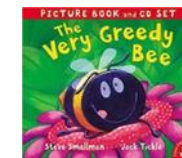
Goldilocks and the 3 Bears
by Mara Alperin



The Crunching Munching Caterpillar
By Sheridan Cain



Lucy Ladybird
By Sharon King-Chai

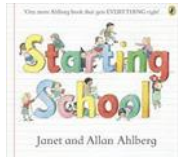


The Very Greedy Bee
By Steve Smallman

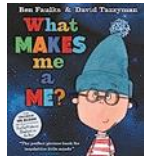
Walter's Wonderful Web
By Tim Hopgood



EYFS Reading Spine - Reception



Starting School
By Janet & Allan Ahlberg



What Makes me a Me?
by Ben Faulks & David Tazzyman



Incredible You
By Rhys Brisenden



Funnybones
By Janet & Allan Ahlberg



You Choose
By Nick Sharratt & Pippa Goodhart



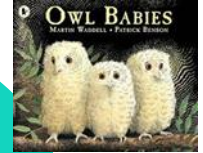
All Are Welcome
By Alexandra Penfold & Suzanne Kaufman



Firefly Home
By Jane Clarke



The Best Diwali Ever
By Sonali Shah



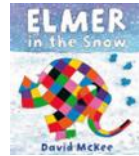
Owl Babies
By Martin Waddell



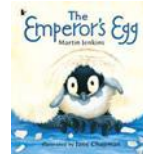
Polar Animals
By Wade Cooper



The Polar Bear & the Snow Cloud
By Jane Cabrera



Elmer in the Snow
By David McKee



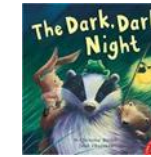
The Emperor's Egg
By Martin Jenkins



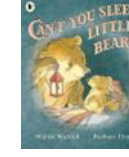
Lost and Found
By Oliver Jeffers



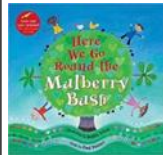
The Christmas Pine
By Julia Donaldson



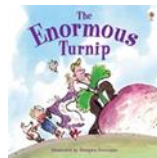
The Dark, Dark Night
By M. Christina Butler



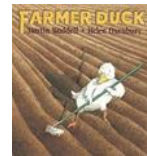
Can't You Sleep Little Bear?
By Martin Waddell



Here we go round the Mulberry Bush



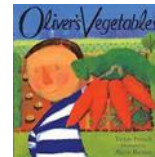
The Enormous Turnip
By Katie Daynes



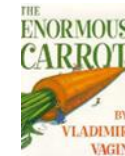
Farmer Duck
By Martin Waddell



The Little Red Hen
By Mary Finch



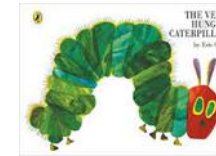
Oliver's Vegetables
By Vivian French



The Enormous Carrot
By Vladimir Vagin



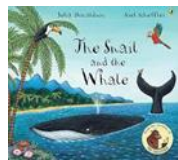
Mad About Minibeasts
By Giles Andrea & David Wojtowycz



The Very Hungry Caterpillar
By Eric Carle



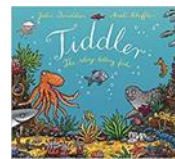
The Bad Tempered Ladybird
By Eric Carle



The Snail and the Whale
By Julia Donaldson



Somebody Swallowed Stanley
By Sarah Roberts



Tiddler the Story Telling Fish
By Julia Donaldson



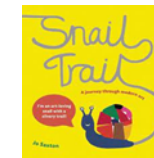
Commotion in the Ocean
By Giles Andreae



Sharing a Shell
by Julia Donaldson



The Rainbow Fish
By Marcus Pfister



Snail Trail
By Jo Saxton



Yucky Worms
By Vivian French



The Very Busy Spider
By Eric Carle

Year 1

Speaking and Listening

National Curriculum

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- gain, maintain and monitor the interest of the listener(s)

Ackworth Howard's Knowledge Essentials

The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.

It is expected that the children will be able:

- To listen to others in a range of situations and usually respond appropriately.
- To understand instructions with more than one point in many situations.
- To begin to ask questions that are linked to the topic being discussed.
- To answer questions on a wider range of topics (sometimes may only be one-word answers).
- To speak clearly in a way that is easy to understand.
- To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.
- To know when it is their turn to speak in a small group presentation or play performance.
- To take part in a simple role play of a known story.
- To use appropriate vocabulary to describe their immediate world and feelings.
- To think of alternatives for simple vocabulary choices.
- To organise their thoughts into sentences before expressing them.
- To be able to describe their immediate world and environment.
- To retell simple stories and recounts aloud.
- To recognise when it is their turn to speak in a discussion.
- To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.

Year 1

Reading and Phonics

National Curriculum

Y1 Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Ackworth Howard's Knowledge Essentials

- read accurately by blending the sounds in most words that contain the graphemes from phase 2 and phase 3
s, a, t, p, i, n, m, d, g, o, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
j, v, w, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi,
ear, air, ure, or
- read accurately by blending the sounds in most words containing the graphemes from phase 2 and 3 that contain adjacent consonants (e.g. strap, spots, tents, stairs, fright, class, brain, throw, brush, float, greet, press, chart)
- read accurately many phase 5 words containing the alternative graphemes for phonemes taught (e.g. *day, play, boy, toy, sea, meat, bird, girl, out, blue, threw, stripes, tied, shapes*)
- read most common exception words (year 1 list)
- read most words correctly with the /v/ sound at the end of words (e.g. have, give, live, love)
- read many words correctly of more than one syllable that contain the GPCs (e.g. deckchair, bedroom, upstairs, downstairs)
- read many words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read many words with contractions and understand that the apostrophe represents the omitted letter (e.g. I'll, we'll, I'm)

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

Year 1 Phonic Progression

Phonics

Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e

Tricky Words:

oh, their, people, Mr, Mrs, looked, called, asked, could

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Autumn 1

Week 1-4

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- Teach new graphemes for reading (about four per week) /ay/ /ou/ /ie/ /ea/ /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a_e/ /e_e/ /i_e/ /o_e/ /u_e/.
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as treasure Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked
- Teach spelling the words said, so, have, like, some, come, were, there
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences – Practise writing sentences

Week 5-7

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative pronunciations of graphemes for reading (about four per week) /i/ /o/ /c/ /g/ /u/ /ow/ /ie/ /ea/ /er/ /a/ /y/ /ch/ /ou/
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please
- Teach spelling the words little, one, do, when, what, out
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

Year 1 Phonic Progression

Phonics

Phase 5

Autumn 2 to Summer 1

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e

Tricky Words:

oh, their, people, Mr, Mrs, looked, called, asked, could

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Week 8-30

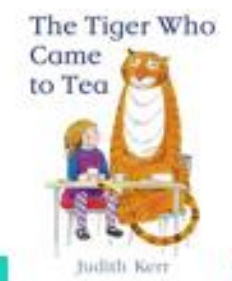
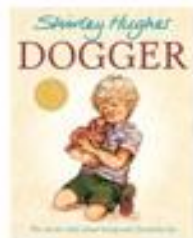
- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative spellings of phonemes for spelling:

Autumn Term: /ai/ /c/ /ee/ /ch/ /igh/ /f/ /oa/ /m/

Spring Term: /oo/(y)/oo/ /n/ /ow/ /ng/ /oi/ /r/ /ar/ /s/ /ear/ /sh/ /air/ /v/ /ow/ /w/ /ur/ /e/

Summer Term: /er/ /i/ /ure/ /o/ /zh/ /u/

- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences



Dogger
By Shirley Hughes

The Way Back Home
By Oliver Jeffers

Supertato

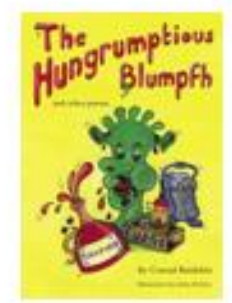
Traction Man
By Mini Grey

The Queen's Knickers
By Nicholas Allan.

The Tiger Who Came to Tea
By Judith Kerr



Year 1 Reading Spine



Conrad Burdekin
Poetry

Katie in London
Poem by James Mayhew

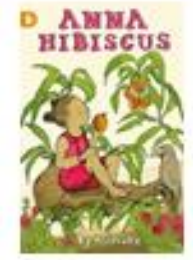
The Smartest Giant in Town
By Julia Donaldson

Anna Hibiscus
By Atinuke

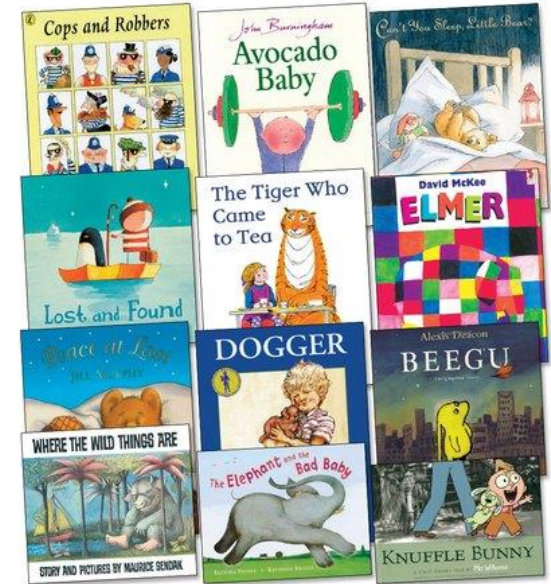
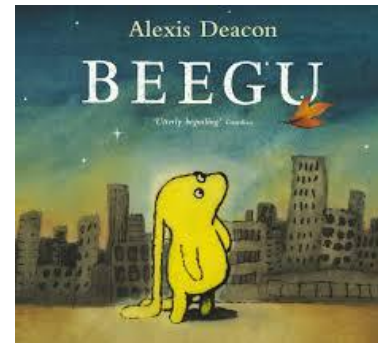
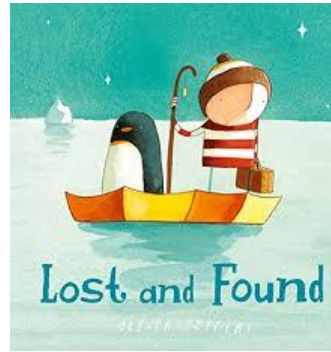
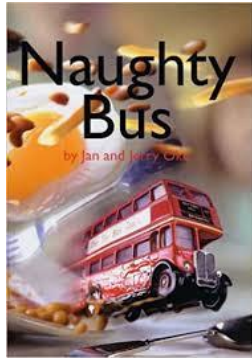
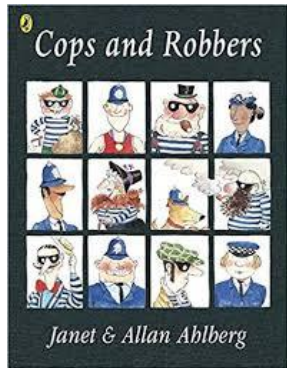
Handa's Surprise
By Eileen Browne

Jack and the Beanstalk
A range of traditional tales

Katie Morag Island Stories
By Mairi Hedderwick



Other texts children will encounter



Cops and Robbers
By Allan Ahlberg

The Naughty Bus
By Jan and Jerry Oak

Lost and Found
By Oliver Jeffers

Paper Dolls
By Julia Donaldson

Avocado Baby
By John Burningham

Knuffle Bunny
By Mo Williams

Elmer
By David McKee

Peace at Last
By Jill Murphy

Where the Wild things Are
By Maurice Sendak

Beegu
By Alexis Deacon

Can't You Sleep Little Bear?
By Martin Waddell

The Elephant and the
Bad Baby
By Raymond Briggs

Year 1

Comprehension

National Curriculum

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Ackworth Howard's Knowledge Essentials

In discussion with the teacher, the pupil can:

- make links to what has been read to them to their own experiences
- retell key stories, fairy stories and traditional tales
- join in with most predictable phrases
- join in with rhymes and poems and recite some by heart
- check the text makes sense to them and correct themselves most of the time
- talk about meanings of new words (vocabulary)
- answer questions to show their understanding of a text that is read to them (retrieval)
- make inferences on the basis of what is being said and done in a text that is read to them (words and illustrations)

Pupils are able to:

- Say what they like don't like about a book
- Link what has been read or heard to own experiences
- Retell key stories orally using narrative language
- Talk about the main characters in a story
- Learn poem and rhymes off by heart
- Use what is already known to understand texts
- Check reading makes sense and correct when it doesn't
- Begin to draw inferences from the text and/or illustrations
- Make predictions about the events
- Explain what they think a text is about

Year 1 English Vocabulary

Essential Vocabulary

Reading:

burb, order, question, skim and scan, glossary, contents, index, schwa, split digraph, tense, explain, significance, predictable, retell, recognise

Writing :

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, consonant, vowel, spaces, alphabet

Common exception words

of* said* was* has* come* one* once* ask* your* is* there* , here* , they*

Year 2

Speaking and Listening

National Curriculum

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers,
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions and performances
- gain, maintain and monitor the interest of the listener(s).

Ackworth Howard's Knowledge Essentials

The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School

It is expected that the children will be able:

- To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.
- To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.
- To attempt to follow instructions before seeking assistance.
- To show that they are following a conversation by asking relevant and timely questions.
- To answer questions using clear sentences.
- To begin to give reasoning behind their answers when prompted to do so.
- To speak confidently within a group of peers so that their message is clear.
- To practise and rehearse reading sentences and stories aloud.
- To take on a different role in a drama or role play and discuss the character's feelings.
- To recognise that sometimes speakers talk differently and discuss reasons why this might happen.
- To start to use subject- specific vocabulary to explain, describe and add detail.
- To suggest words or phrases appropriate to the topic being discussed.
- To start to vary language according to the situation between formal and informal.
- To usually speak in grammatically correct sentences
- To talk about themselves clearly and confidently.
- To verbally recount experiences with some added interesting details.
- To offer ideas based on what has been heard.
- To give enough detail to hold the interest of other participant(s) in a discussion.
- To engage in meaningful discussions that relate to different topic areas.
- To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

Year 2 Phonic Progression

Phonics	
Phase 6	Autumn
<p>The children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p> <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>	<ul style="list-style-type: none"> •The /n/ sound spelt kn and (less often) gn at the beginning of words •The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y •The /s/ sound spelt c before e, i and y •The /r/ sound spelt wr at the beginning of words <p>Common Exception Words: door, floor, again, wild, children, climb, parents, most, only, both</p> <ul style="list-style-type: none"> •The /l/ or /əl/ sound spelt –el at the end of words •The /l/ or /əl/ sound spelt –al at the end of words •Words ending –il •The /aɪ/ sound spelt –y at the end of words •Adding –es to nouns and verbs ending in –y <p>Common Exception Words: find, mind, behind, old, gold, cold, hold, told, every, everybody</p>

Year 2 Phonic Progression

Phonics	
Phase 6	Spring
<p>The children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p> <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>	<ul style="list-style-type: none"> • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll <p>Common Exception Words: fast, last, father, class, grass, pass, plant, bath, path, people</p> <ul style="list-style-type: none"> • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ʒ/ sound spelt s <p>Common Exception Words: even, break, steak, great, move, prove, improve, sure, sugar, eye</p>

Year 2 Phonic Progression

Phonics	
Phase 6	Spring
<p>The children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p> <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>	<ul style="list-style-type: none"> •The suffixes –ment, –ness, –ful , •The suffixes –less and –ly •Words ending in –tion •Contractions •The possessive apostrophe (singular nouns) <p>Common Exception Words: any, many, clothes, water, pretty, Christmas, busy, beautiful, poor, kind</p> <ul style="list-style-type: none"> •Homophones and near-homophones •Conjunctions •Months of the year / time •Question words / SP&G Terms – who, why, what, how, which, where, when, adjective, verb, adverb

Year 2

Word Reading

National Curriculum

Y2 Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same GPCs as above read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Ackworth Howard's Knowledge Essentials

In Year 2 children can:

- Automatically decode words and read with increasing fluency.
- Blend sounds in words that contain the graphemes they have learnt.
- Recognise and read alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same GPCs.
- Read words with common suffixes.
- Read many common exception words.
- Read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately without sounding out and blending.
- Read books suitably matched to their phonic knowledge accurately, showing fluency and confidence.
 - read accurately most words of two or more syllables
 - read most words containing common suffixes
 - read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

Year 2

Comprehension

National Curriculum

Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases and discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions

Ackworth Howard's Knowledge Essentials

Children are expected to be able to talk about and give an opinion on a range of texts.

- Discuss the sequence of events in books and how they relate to each other.
- Use prior knowledge, including context and vocabulary, to understand texts.
- Retell a wider range of stories, including fairy stories and traditional tales.
- Read for meaning and check that the text makes sense; going back and re-reading when it does not make sense.
- Find recurring language in stories and poems.
- Talk about favourite words and phrases in stories and poems.
- Recite some poems by heart, with appropriate intonation to make the meaning clear.
- Answer and ask questions about familiar books and those read to them.
- Make predictions based on what they have read.
- Draw (simple) inferences from illustrations, events, characters' actions and speech in books they have read before or those read by a teacher
- Discuss different ways non-fiction books are structured.
- Listen, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which read independently.

Year 2

Comprehension

National Curriculum

Continued

- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Ackworth Howard's Knowledge Essentials

Pupils are able to:

- Talk about and give an opinion on a range of texts.
- Discuss the sequence of events in books and how they relate to each other.
- Use prior knowledge, including context and vocabulary, to understand texts.
- Retell stories, including fairy stories and traditional tales.
- Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.
- Find recurring language in stories and poems.
- Talk about favourite words and phrases in stories and poems.
- Recite some poems by heart, with appropriate intonation.
- Ask and answer questions.
- Make predictions based on what I has been read.
- Draw (simple) inferences from illustrations, events, characters' actions and speech.

End of Key Stage expectations

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

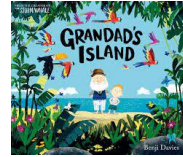


Una and the Sea Cloak
By Malachy Doyle

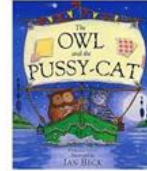


Little Red Reading Hood
By Lucy Rowland

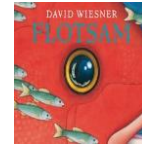
John Patrick Norman
McHennessy, they
boy who was always
late
By John Nurnigham



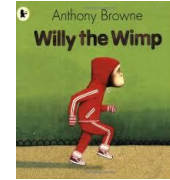
Grandad's Island
By Benji Davies



The Owl and the
Pussy-Cat
Poem by Edward Lear



Flotsam
By David Wiesner

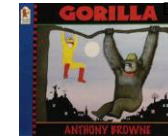


Willy the Wimp by
Anthony Browne



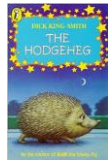
The Mousehole
Cat
By Antonia
Barber

Year 2 Reading Spine

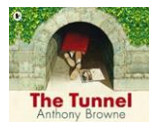


Gorilla
By Anthony
Browne

The Hedgehog
By Dick King Smith



The Tunnel
By Anthony Browne



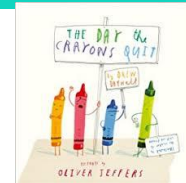
Stardust
By Jeannie Willis



Fantastic Mr Fox
By Roald Dahl



The Day the
Crayons Quit
by Oliver Jeffers



The Tear Thief by
Carol Ann Duffy



The Owl who was
Afraid of the Dark
By Jill Tomlinson



Other texts children will encounter



Meerkat Mail
By Emily Gtravett

The Children's Step by Step
Cookbook
By Angela Wilkes

The Lost Happy Endings
By Carol Ann Duffy

Vlad and the Florence
Nightingale Adventure
By Kate Cunningham

Baba Yaga
By Tony Bradman, Nikki
Gamble, et al.

Vlad and the Great Fire
of London
By Kate Cunningham

The Dragon Machine
By Helen Ward and Wayne
Anderson

Sophie's Tom
By Dick King Smith

Follow the Moon
Home
By Philippe
Cousteau

Man on the Moon
By Simon Bartram

The Egg
By M Robertson

Dr Xargle's Book of Earthlets
By Jeanne Willis

Aliens Love Underpants
By Claire Freedman

Fox
By Margaret Wild

The Whale's Song
By Dyan Sheldon

Dear Teacher
By Amy Husband

Who's Afraid of the Big, Bad
Book?
By Lauren Child

The Bear and the Piano
By David Litchfield

Silly Billy
By Anthony Browne

The Night Shimmy
By Anthony
Browne

Year 2 English Vocabulary

Essential Vocabulary

<p>Reading: sequence, clarify, visualise, infer, predict, summarise / summary, self question, question the author, glossary, index, contents, suffix, prefix, decode, recurring literacy language</p>	<p>Writing: noun, noun phrase, statement, question, exclamation command, compound, adjective, verb, suffix, adverb, tense (past. Present), progressive, apostrophe, comma, horizontal, diagonal, homophone, vowel, consonant Subordination, coordination</p>	<p>Common exception words door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
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Y3 Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and build vocabulary and knowledge• articulate and justify answers, arguments and opinions• give well-structured descriptions and explanations• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication.	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none">• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.• To follow instructions in a range of unfamiliar situations.• To recognise when it is needed and ask for specific additional information to clarify instructions.• To ask questions that relate to what has been heard or what was presented to them.• To begin to offer support for their answers to questions with justifiable reasoning.• To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.• To speak regularly in front of large and small audiences.• To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.• To use vocabulary that is appropriate to the topic and/or the audience.• To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.• To discuss topics that are unfamiliar to their own direct experience.• To organise what they want to say so that it has a clear purpose.• To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.• To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.• To take account of the viewpoints of others when participating in discussions.

Year 3 Reading Spine

Class Novels



Stig of the Dump
By Clive King



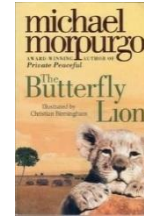
The Accidental Prime Minister
By Tom McLoughlin



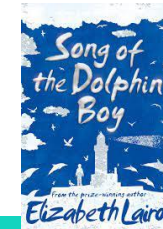
Secrets of a Sun King
By Emma Carroll



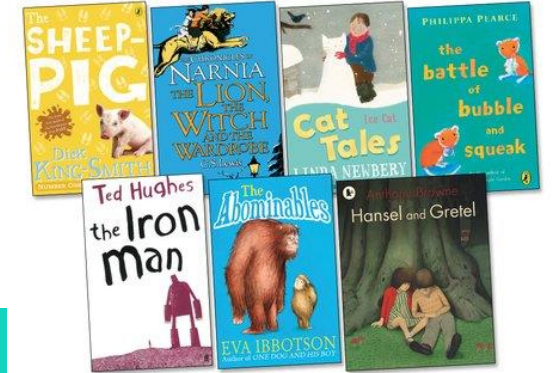
Tales of a Fourth Grade Nothing
By Judy Blume



The Butterfly Lion
By Michael Morpurgo



Song of the Dolphin Boy
By Elizabeth Laird



Other texts children will encounter

Cat Tales: Ice Cat
By Linda Newberry

The Sheep-pig
By Dick King-Smith

The Lion, The Witch and The
Wardrobe
By CS Lewis

The Battle of Bubble and
Squeak
By Phillipa Pearce

The Queen's Nose
By Dick King Smith

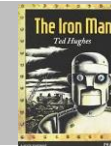
The Legend of Podkin One-
Ear: The Five Realms
By Kieran Larwood

Ice Palace
By Robert Swindells

Beaver Towers
By Nigel Hinton

The Tale of Despereaux
By Kate Di Camillo

Hundred and One Dalmatians:
The Starlight Barking
By Dodie Smith



The Orchid Book of Myths
By Saviour Pirotti

The Reluctant Dragon
By Kenneth Graham

Bill's New Frock
By Anne Fine

Kid Normal
By Greg James

Dog Man
By Dav Pilkey

The Minpins
By Roald Dahl

xxxxxxx

Year 3

Reading

National Curriculum

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Ackworth Howard's Knowledge Essentials

In age appropriate books and books that they are reading independently, the pupil can:

- read most words quickly and accurately (*e.g. at over 90 words per minute*)
- show some understanding of the meaning of new words, using their knowledge of root words, prefixes and suffixes
- decode some new words outside their spoken vocabulary
- pronounce some unfamiliar words correctly
- with support, justify their views about what they have read
- begin to use a dictionary to check the meaning of unfamiliar words that they have read
- retell some books they read orally
- identify some themes in books they read and that are read to them
- read aloud with some intonation, tone, volume and action
- check the text makes sense to them and correct themselves
- work out some meanings of new words in context
- ask some meaningful questions to improve their understanding
- make some inferences about characters' feelings, thought or motives from their actions
- make some predictions on what might happen, using details stated
- answer some questions to show their understanding of key details in a fiction text (retrieval)
- answer some questions to show their understanding of key details in a non-fiction text (retrieval)
- begin to identify main ideas from a paragraph (summarise)

Year 3

Reading continued

National Curriculum

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Pupils are able to:

- Read a range of fiction, poetry, plays, and nonfiction texts.
- Discuss the texts read.
- Read aloud and independently, taking turns and listening to others
- Explain how non-fiction books are structured in different ways and can use them effectively.
- Explain some of the different types of fiction books.
- Ask relevant questions to get a better understanding of a text.
- Predict what might happen based on details known and read.
- Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. .
- Identify the main point of a text.
- Explain how structure and presentation contribute to the meaning of texts.
- Use non-fiction texts to retrieve information.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 3 English Vocabulary

Essential Vocabulary

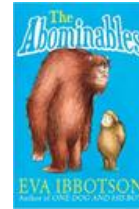
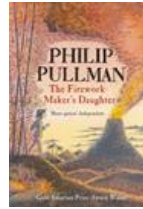
<p>Reading:</p> <p>synonym, evaluate, explore, themes , conventions, intonation, tone</p>	<p>Writing:</p> <p>adverb, preposition, conjunction, word family, suffix, prefix, clause, subordinating clause, direct speech, inverted commas, fronted adverbial, possessive apostrophe, consonant letter vowel, vowel letter, independent/dependent clause</p>	<p>Homophones and Near Homophones:</p> <p>here hear heel heal main mane mail male knot not berry bury brake break meet meat ball bawl fair fare</p>	<p>Year 3 / 4 Word List</p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy//business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
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Y4 Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and build vocabulary and knowledge• articulate and justify answers, arguments and opinions• give well-structured descriptions and explanations• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication.	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none">• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.• To follow complex directions/multi-step instructions without the need for repetition.• To generate relevant questions to ask a specific speaker/audience in response to what has been said.• To regularly offer answers that are supported with justifiable reasoning.• To use intonation when reading aloud to emphasise punctuation.• To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.• To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.• To discuss the language choices of other speakers and how this may vary in different situations.• To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.• To know and use language that is acceptable in formal and informal situations with increasing confidence.• To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.• To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.• To debate issues and make their opinions on topics clear.• To adapt their ideas in response to new information.• To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.• To begin to challenge opinions with respect.• To engage in meaningful discussions in all areas of the curriculum.

Year 4 Reading Spine

Class Novels



The Wizards of Once
By Cressida Cowell

The Firework
Maker's Daughter
By Philip Pullman

How to Train
Your Dragon
By Cressida
Cowell

Beowulf

The
Abominables
By
Eva Ibbotson

Journey to Jo'burg
By Beverley Naidoo

Queen of Darkness
By Tony Bradman

Other texts children will encounter

Perry Angel's Suitcase
By Glenda Millard

Bill's New Frock
By Anne Fine

Voices in the Park
By Anthony Browne

Charlotte's Web
By EB White

Why the Whales Came
By Michael Morpurgo

The Snow Walker's Son –
By Catherine Fisher



The Turbulent Term of Tyke
Tiler
By Gene Kemp

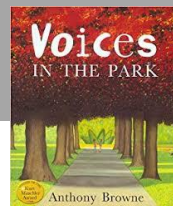
Dead Man's Cove
By Laura Marlin

Sky Hawk
By Gill Lewis

Krindlekrax
By Philip Ridley

The Miraculous Journey of
Edward Tulane
By Kate Di Camillo

All the Things That Could Go
Wrong
By Stewart Foster



Year 4

Reading

National Curriculum

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Ackworth Howard's Knowledge Essentials

In age appropriate books and books that they are reading independently, the pupil can:

- read most words quickly and accurately (*e.g. at over 100 words per minute*)
- show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1)
- decode most new words outside their spoken vocabulary
- pronounce many unfamiliar words correctly
- justify their views about what they have read, beginning to use evidence to support these
- use a dictionary to check the meaning of unfamiliar words that they have read
- retell a range of books they read orally
- identify themes and conventions in a range of books they read and that are read to them
- read aloud with intonation, tone, volume and action, that shows understanding
- check the text makes sense to them and correct themselves
- work out meanings of many new words in context
- ask meaningful questions to improve their understanding
- make inferences about characters' feelings, thought or motives from their actions, with some evidence from the text to justify
- make predictions on what might happen, using details stated and implied
- answer many questions correctly to show their understanding of key details in a fiction text
- answer many questions correctly to show their understanding of key details in a non-fiction text
- begin to identify main ideas from more than one paragraph and summarise these
- identify some use language and the impact on the reader (meaning enhanced)
- identify some use of the structure of texts and the impact on the reader
- identify some use of the presentation used in texts and the impact on the reader

Year 4

Reading continued

National Curriculum

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Essentials

Pupils are able to:

- Select books for specific purposes, especially in relation to science, geography and history learning.
- Use a dictionary to check the meaning of unfamiliar words.
- Discuss and record words and phrases that writers use to engage and impact on the reader.
- Identify some of the literary conventions in different texts.
- Identify the (simple) themes in texts.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Explain the meaning of words in context.
- Ask relevant questions to improve my understanding of a text.
- Infer meanings and begin to justify them with evidence from the text.
- Predict what might happen from details stated and from the information deduced.
- Identify where a writer has used precise word choices for effect to impact on the reader.
- Identify some text type organisational features, for example, narrative, explanation and persuasion.
- Retrieve information from non-fiction texts.
- Build on others' ideas and opinions about a text in discussion

Year 4 English Vocabulary

Essential Vocabulary

<p>Reading: synonym, evaluate, explore, themes , conventions, intonation, tone</p> <p>Aspirational vocabulary</p>	<p>Writing: adverb, preposition, conjunction, word family, suffix, prefix, clause, subordinating clause, direct speech, inverted commas, fronted adverbial, possessive apostrophe, consonant letter vowel, vowel letter, independent/dependent clause</p> <p>Aspirational vocabulary</p>	<p>Homophones and Near Homophones: here hear heel heal main mane mail male knot not berry bury brake break meet meat ball bawl fair fare</p> <p>Aspirational vocabulary</p>	<p>Year 3 / 4 Word List</p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>Adverbials of frequency regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably</p> <p>Adverbials of manner awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly</p> <p>Aspirational vocabulary</p>
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Year 5

Speaking and Listening

National Curriculum

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Ackworth Howard's Knowledge Essentials

The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.

It is expected that the children will be able:

- To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.
- To follow complex directions/multi-step instructions without the need for repetition.
- To ask questions which deepen conversations and/or further their knowledge.
- To understand how to answer questions that require more detailed answers and justification.
- To narrate stories with intonation and expression to add detail and excitement for the listener.
- To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.
- To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.
- To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.
- To know and use language that is acceptable in formal and informal situations with increasing confidence.
- To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
- To plan and present information clearly with ambitious added detail and description for the listener.
- To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.
- To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.
- To engage in longer and sustained discussions about a range of topics.
- To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.

Year 5 Reading Spine

Class Novels



Other texts children will encounter

Hatchet By Gary Paulsen	Floodland By Marcus Sedgwick	There's a Boy in the Girls' Bathroom By Louis Sachar	Beetle Boy By M. G. Leonard	Artemis Fowl By Eoin Colfer	Room 13 By Robert Swindells
The Wolves of Willoughby Chase By Joan Aiken	Varjak Paw By SF Said	Wolf Brother By Michelle Paver	Street Child By Berlie Doherty	The Midnight Fox By Betsy Byars	Tom's Midnight Garden By Phillipa Pearce
FARThER By Grahame Baker-Smith	Kenzuke's Kingdom By Michael Morpurgo	Bright Storm By Vashti Hardy	War Game By Michael Foreman	Tales from Africa Kathleen Amott	Moondial By Helen Cresswell

Year 5

Reading

National Curriculum

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Ackworth Howard's Knowledge Essentials

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

In age appropriate books and books that they are reading independently, the pupil can:

- read most words effortlessly (*e.g. at over 120 words per minute*)
- show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1)
- Read further exception words, noting the unusual correspondences between spelling and sound.
- pronounce most new words outside their spoken vocabulary correctly
- explain and discuss their understanding of a range of texts, providing some reasoned justifications for their views
- explain, discuss and present their understanding of a range of texts, beginning to maintain a focus on the topic
- summarise and present familiar stories in their own words
- read silently, with good understanding
- recommend books that they have read to their peers, giving informed reasons for their choices
- identify and discuss in some depth the themes and conventions in piece of writing and across a range of writing, making some comparisons
- make some comparisons within a text and across books (*e.g. comparing characters and settings, considering different accounts of the same events and discuss viewpoints*)
- recite some poems they have learnt by heart

Year 5

Reading

National Curriculum

Pupils should be taught to:

- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Ackworth Howard's Knowledge Essentials

...Continued

- infer meanings of many new words in context
- ask meaningful questions to improve their understanding
- make inferences about characters' feelings, thought or motives from their actions, giving evidence from the text to justify
- make predictions on what might happen, using details stated and implied

In age appropriate books and books that they are reading independently, pupils can:

- identify main ideas from more than one paragraph and summarise these
- answer most questions correctly to show their understanding of key details in a fiction text
- answer most questions correctly to show their understanding of key details in a non-fiction text
- identify and begin to evaluate the authors use of language, including figurative language, and the impact on the reader
- identify and begin to evaluate the structures and the presentation of a variety of texts and explain how this supports the reader
- begin to infer fact and opinion from within texts when discussing what is read to them and what they read, use some literary language (*e.g. metaphor, simile, analogy, imagery, style and effect*)

Pupils are:

- Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.
- Able to discuss the features of each.
- Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- Identify significant ideas, events and characters; and discuss their significance.
- Recite poems by heart, e.g. narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 5 English Vocabulary

Essential Vocabulary

Year 5 & 6 Statutory spellings

accommodate accompany according achieve aggressive **amateur ancient** apparent appreciate attached available average awkward **bargain bruise** category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined **develop** dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee **harass** hindrance identity immediate(ly) individual interfere interrupt language **leisure** lightning marvellous mischievous **muscle** necessary **neighbour** nuisance occupy **occur** opportunity parliament persuade physical prejudice **privilege profession** programme pronunciation **queue recognise recommend** relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) **soldier stomach** sufficient suggest symbol system temperature thorough **twelfth** variety **vegetable vehicle** yacht

Aspirational vocabulary

Y6 Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> • To make improvements based on constructive feedback on their listening skills. • To follow complex directions/multi-step instructions without the need for repetition. • To regularly ask relevant questions to extend their understanding and knowledge. • To articulate and justify answers with confidence in a range of situations. • To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • To gain, maintain and monitor the interest of the listener(s). • To select and use appropriate registers for effective communication. • To use relevant strategies to build their vocabulary. • To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose • To speak audibly, fluently and with a full command of Standard English in all situations. • To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. • To confidently explain the meaning of words and offer alternative synonyms. • To communicate confidently across a range of contexts and to a range of audiences. • To articulate and justify arguments and opinions with confidence. • To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • To offer an alternative explanation when other participant(s) do not understand.

Year 6

Word Reading

National Curriculum

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Ackworth Howard's Knowledge Essentials

In Year 6 it is expected that children should read widely and frequently, outside as well as in school for pleasure and for information. They should be able to read silently. Their reading should be sufficiently fluent and effortless for them to manage the general demands of Year 7, across all subjects.

The pupil can:

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Use their combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- attempt the pronunciation of unfamiliar words drawing on their prior knowledge of similar looking words.
- read fluently, using punctuation to inform meaning.
- read age-appropriate books with confidence and fluency (including whole novels).
- read aloud with intonation that shows understanding.

Year 6 Reading Spine

Class Novels



Darwin's Dragons
By Lindsey Galvin



Once
By Morris Gleitzman



Holes
By Louis Sachar



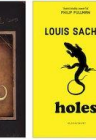
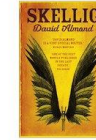
Who Let the Gods Out
By Maz Adams



Kensuke's Kingdom
By Michael Morpurgo



No Ballet Shoes in Syria
By Catherine Burton



Other texts children will encounter



River Boy
By Tim Bowler

Fireweed
By Jill Paton-Walsh

The Hobbit
By JRR Tolkien

A Monster Calls
By Patrick Ness

Skellig
By David Almond

Clockwork
By Phillip Pullman

The Arrival
By Shaun Tan

Nowhere Emporium
By Ross Mackenzie

Boy in the Tower
By Polly Ho-Yen

The Girl of Ink and Stars
By Kiran Hargrave

The House with Chicken
Legs
By Sophie Anderson

You are Awesome
By Matthew Syed

Ghost
By Jason Reynolds

Black Powder
By Ally Sherrick

Evernight
By Andersen Press

Wonder
By R.J. Palacio

Anna at War
By Helen Peters

Pig Heart Boy
By Malorie Blackman

Year 6

Reading Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• maintain positive attitudes to reading and understanding of what they read by:• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books• learning a wider range of poetry by heart• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	<p>Pupils can:</p> <ul style="list-style-type: none">• read and discuss a wide range of books and text types, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from our culture and traditions.• read books that are structured in different ways and read for a range of purposes.• recognise texts that contain features from more than one text type; making comparisons within and across texts.• identify and explain how language, structure and presentation contribute to meaning.• read non-fiction texts to help with my learning.• recommend books to others and give reasons for my recommendation.• identify themes in texts and explain how information is related and contributes to meaning as a whole.• identify and discuss the conventions in and across different text types.• identify the key points in a text, explaining how the choice of language enhances the meaning of texts.• recite a range of poems by heart, e.g. narrative verse, sonnet.• prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.• provide reasoned justification for my views based on the text.• discuss and evaluate how authors use language including figurative language considering the impact on the reader.• make predictions from the text from details stated and implied.• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas in the text, using quotations to illustrate.• use skimming and scanning strategies to find specific information and establish the main idea.

Year 6

Reading Comprehension

National Curriculum

Pupils should be taught to:

- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Ackworth Howard's Knowledge Essentials

- *draw inferences such as inferring characters' thoughts, feeling and motives from their actions and justifying inferences with evidence.*
- *identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.*
- *provide developed explanations for key information and events and for character actions and motivations.*
- *present a counter-argument in response to others' points of view.*

Pupils are able to:

- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Evaluate how effectively texts are structured and presented.
- Read non-fiction texts to help with their learning.
- Read accurately and check understanding.
- Able to recommend books to others and give reasons for their recommendations.
- Identify themes in texts.
- Identify and discuss the conventions in different text types.
- Identify the key points in a text.
- Recite a range of poems by heart, e.g. narrative verse, sonnet. ☑ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 6

Reading

National Curriculum

Ackworth Howard's Knowledge Essentials

Non-statutory

- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Year 6 English Vocabulary

Essential Vocabulary

Year 5 & 6 Statutory spellings

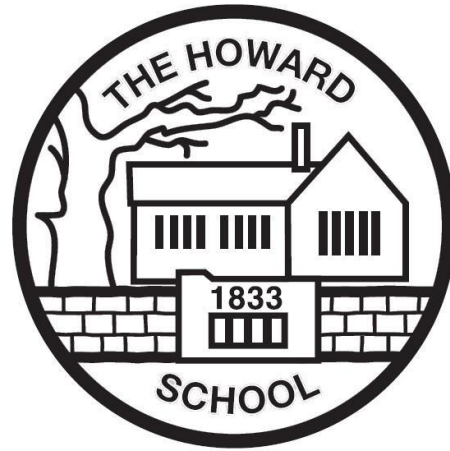
accommodate accompany according achieve aggressive amateur ancient apparent appreciate
attached available average awkward bargain bruise category cemetery committee communicate
community competition conscience* conscious* controversy convenience correspond criticise (critic
+ ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment
equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty
frequently government guarantee harass hindrance identity immediate(ly) individual interfere
interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance
occupy occur opportunity parliament persuade physical prejudice privilege profession programme
pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary
shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature
thorough twelfth variety vegetable vehicle yacht

Aspirational vocabulary

hostile
awkward
obstinate
frantic
calamitous
Spectacular

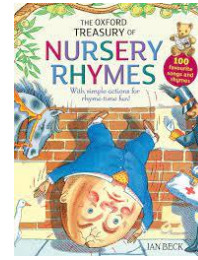
Ackworth Howard C of E School

Educating for 'life in all its fullness.'



Poetry Spine

"Pupils know more, remember more and can do more."



Nursery

Dinosaur Roar
By Paul Strickland

Shark in the Park
By Nick Sharratt

The Oxford Treasury of Nursery Rhymes
By Karen King and Sarah Williams

The Puffin Baby and Toddler Treasury

EYFS Poetry Spine

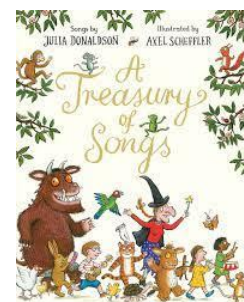
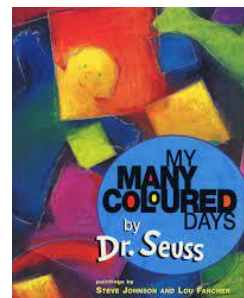
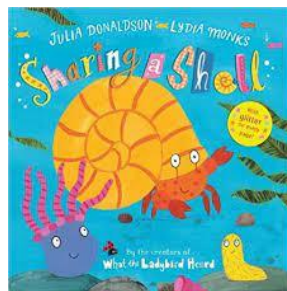
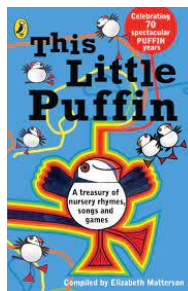
This Little Puffin
By Elizabeth Matteson

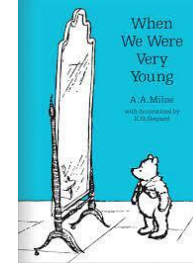
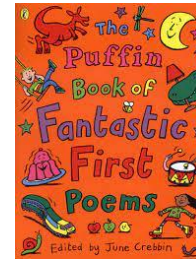
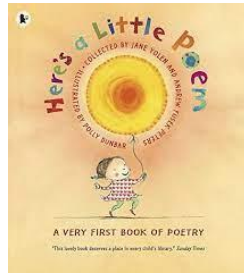
Sharing a Shell
By Julia Donaldson

My Many Coloured Days
By Dr. Seuss

A Treasury of Songs
By Julia Donaldson and Axel Scheffler

Reception





Year 1

Here's a Little Poem
By Andrew Fusek
Peters

Hey Little Bug
By James Carter

The Puffin Book of
Fantastic First Poems
By June Crebbin

When We Were
Very Young
By A.A. Milne

Firework
Night

KS1 Poetry Spine

**Year
2**

A First Poetry Book
By Pie Corbett and
Gaby Morgan

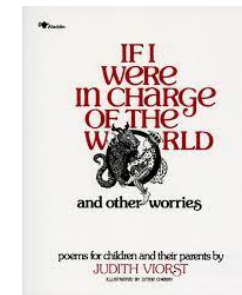
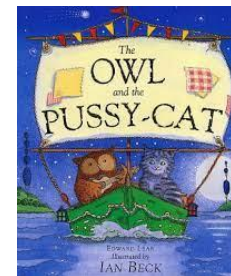
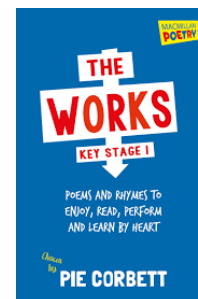
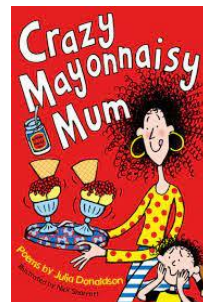
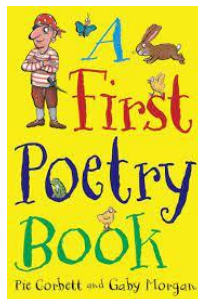
Crazy Mayonnaisy
Mum
By Julia Donaldson

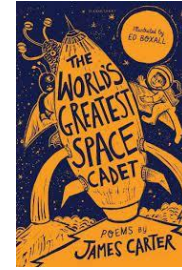
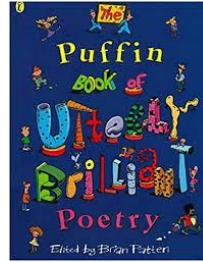
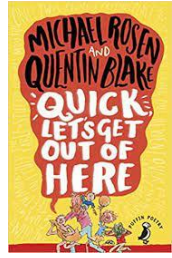
Heard it in the
Playground
By Alan Ahlberg

The Works KS1
By Pie Corbett

The Owl and
the Pussycat
By Edward Lear

If I Were in Charge
of the World
By Judith Viorst





Year 3

Autumn is Here
By
Heidi Pross Gray

Quick Let's Get Out
of Here
By Michael Rosen
and Quentin Blake

The Puffin Book Of Utterly
Brilliant Poetry
Edited by Brian Patten

The World's
Greatest Space
Cadet
By James Carter

Lower KS2 Poetry Spine

**Year
4**

Sensational
Chosen by
Roger McGough

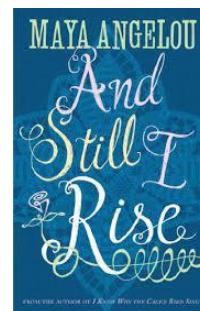
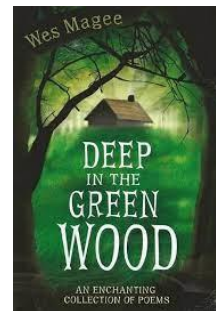
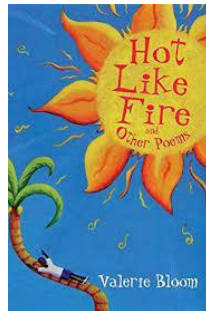
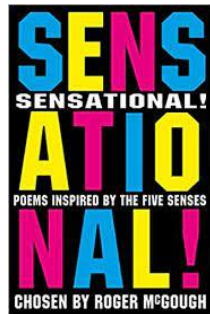
Riding a Lion
By Coral Rumble

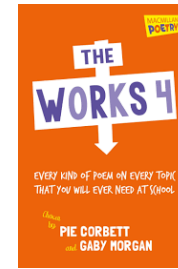
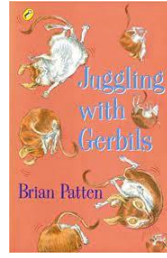
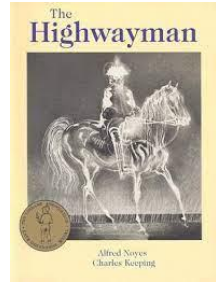
Hot Like Fire
By Valerie
Bloom

Deep in the Green
Wood
By Wes Magee

And Still I Rise
By Maya
Angelou

The River
By Valerie Bloom





Year 5

The Highwayman
By Alfred Noyes

Juggling with Gerbils
By Brian Patten

Lost Magic
By Brian Moses

The Magic Box
By Kit Wright

The Works 4
By Pie Corbett
and Gaby Morgan

Upper KS2 Poetry Spine

**Year
6**

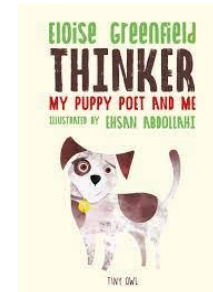
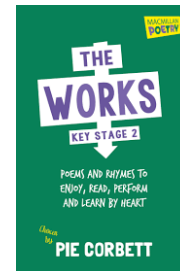
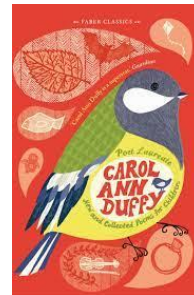
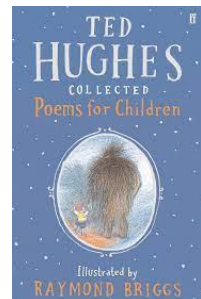
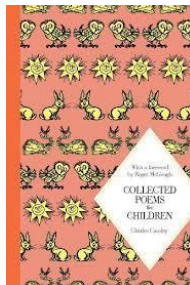
Collected Poems
By Charles Causley

Poems for Children
By Ted Hughes

**New and Collected
Poems for Children**
By Carol Ann Duffy

The Works KS2
By Pie Corbett

**Thinker's Rap
My Puppy Poet and Me**
By Eloise Greenfield



Aspirational Outcomes...

- All children have the opportunity to become enthusiastic, fluent and efficient readers, developing a good understanding.
- All children are provided with opportunities to develop the habit of reading widely and often, for both pleasure and information.
- All children will have access to synthetic, systematic phonics which is taught by highly skilled and trained staff.
- All children are given the opportunity to experience a wide range of quality texts in order to develop a love of reading as well as exposure to tier 2 and 3 vocabulary.
- All children will be provided with opportunities to develop an extensive, expressive and accurate vocabulary which is essential to lifelong learning.
- All children are expected to use efficient and accurate vocabulary in their work.
- All children are encouraged to use challenging texts as a model and to inspire their own writing. They are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- All children are given opportunities to draft, edit and publish their work.
- All children are offered opportunities to discuss, debate, perform and read their work aloud with others to ensure competence in the arts of speaking and listening.
- All children will be taught grammar and spelling systematically, building on previously taught knowledge and skills.
- All children take a pride in the presentation of their work and understand that there are high expectations of handwriting across the curriculum.
- All children will experience our rich and varied literary history.