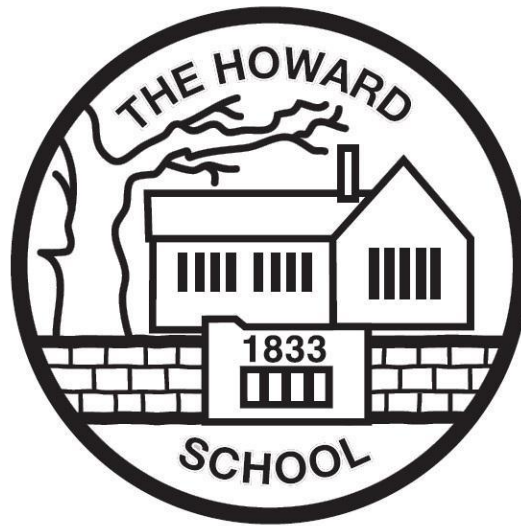


# Ackworth Howard C of E School

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.

# Early Years English

## Communication and Language

### Early Years Framework

#### Communication and Language

### Ackworth Howard's Knowledge Essentials

#### 3 to 4 Year Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- Use a wider range of vocabulary.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.
- Use longer sentences of four to six words.
- Engage in extended conversations about stories, learning new vocabulary.
- Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- Can start a conversation with an adult or a friend, and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

# Early Years English

## Communication and Language

### Early Years Framework

### Ackworth Howard's Knowledge Essentials

#### Communication and Language

#### Reception

- Understand how to listen carefully and why listening is important.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Ask questions to find out more and check they understand what has been said to them.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Develop social phrases.
- Use new vocabulary in different contexts.

# Early Years English

## Communication and Language

### Early Years Framework

#### Communication and Language

### Ackworth Howard's Knowledge Essentials

#### Early Learning Goal

#### Listening Skills

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Following Instructions

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

#### Asking and Answering Questions

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

#### Drama, Performance and Confidence

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

# Early Years English

## Communication and Language

### Early Years Framework

#### Communication and Language

### Ackworth Howard's Knowledge Essentials

#### Early Learning Goal

#### Vocabulary Building and Standard English

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Speaking for a Range of Purposes

- Make comments about what they have heard and ask questions to clarify their meanings.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### Participating in Discussion

- Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.
- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

# Early Years English

## Literacy

### Early Years Framework

Reading

### Ackworth Howard's Knowledge Essentials

#### **Three and Four Year Olds**

#### **Word Reading – Phonics and Decoding**

- Develop their phonological awareness, so that they can spot and suggest rhymes
- Count or clap syllables in words
- Recognise words with the same initial sound, such as money and mother

#### **Fluency**

Understand the five key concepts about print:

- print has meaning
- the names of different parts of a book
- print can have different purposes
- page sequencing
- we read English text from left to right and from top to bottom

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in words
- recognise words with the same initial sound, such as money and mother

#### **Reading Comprehension – Understanding and Correcting Inaccuracies**

- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
- Engage in extended conversations about stories, learning new vocabulary.

# Early Years English

## Literacy

### Early Years Framework

Reading

### Ackworth Howard's Knowledge Essentials

#### Three and Four Year Olds

#### Comparing, Contrasting and Commenting

- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

#### Words in Context and Authorial Choice

- Use a wider range of vocabulary.
- Engage in extended conversations about stories, learning new vocabulary.

#### Inference and Prediction

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

#### Poetry and Performance

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.



# Early Years English

## Literacy

### Early Years Framework

Reading

### Ackworth Howard's Knowledge Essentials

#### Reception

##### Word Reading – Phonics and Decoding

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

##### Common Exception Words

- Read a few common exception words matched to the school's phonic programme.

##### Fluency

- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

##### Reading Comprehension – Understanding and Correcting Inaccuracies

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

# Early Years English

## Literacy

### Early Years Framework

Reading

### Ackworth Howard's Knowledge Essentials

#### Reception

##### Comparing, Contrasting and Commenting

- Compare and contrast characters from stories, including figures from the past.

##### Words in Context and Authorial Choice

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

##### Poetry and Performance

- Engage in storytimes.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.

##### Non-Fiction

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## Literacy

### Early Years Framework

### Ackworth Howard's Knowledge Essentials

#### Reading

#### Early Learning Goals

#### Inference and Prediction – Three and Four Year Olds

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Anticipate (where appropriate) key events in stories.

#### Poetry and Performance

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

#### Non-Fiction

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

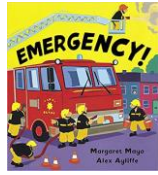
# Early Years Phonics

Early Years Phonics			
Nursery	Reception		
<p><b>Phase 1 - Taught throughout the year</b></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><b>Phase 2 Autumn Term</b></p> <p>New Sounds: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Tricky Words: to, the, no, go, I, 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><b>Phase 3 Spring Term</b></p> <p>New Sounds: Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng 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, her</p> <p>During Phase 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><b>Phase 4 Summer Term</b></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 Phase Four of the Letters and Sounds 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 - Cycle A



The Great Big Book of Families By Mary Hoffman



Emergency! by Margaret Mayo



The Little Engine that Could By Watty Piper



Weather My Friend the Monster By Steve Smallman and Bruno Merz



Pumpkin Soup By Helen Cooper



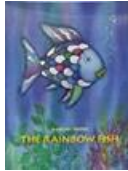
Bonfire Night By Nancy Dickmann.



Where the Poppies Now Grow By Hilary Robinson



Kipper's Birthday By Mick Inkpen



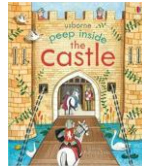
The Rainbow Fish By Marcus Pfister



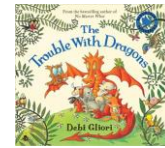
Puff the Magic Dragon By Peter Yarrow and Lenny Lipton



Rapunzel By Stephanie Stansbie



Peep Inside the Castle By Anna Milbourne



The Trouble With Dragons By Debi Gliori



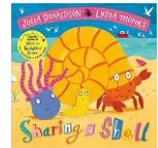
Princess and the Pea By Lauren Child



Good Knight, Bad Knight By Tom Knight



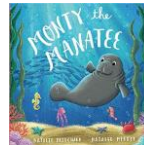
Meet the Latkes By Alan Silberberg



Sharing a Shell By Julia Donaldson



The Shark in the Dark By Peter Bently



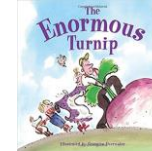
Monty the Manatee By Natalie Pritchard



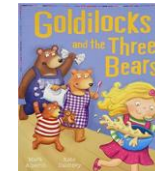
We're Going on an Egg Hunt By Martha Mumford



The Three Little Pigs By Mara Alperin



The Enormous Turnip By Katie Daynes



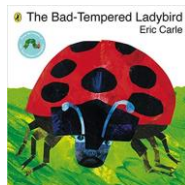
Goldilocks and the Three Bears By Mara Alperin



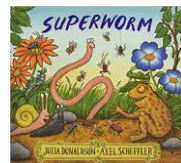
Hansel and Gretel By Josephine Collins



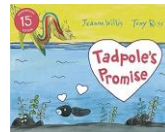
Spinderella By Julia Donaldson



The Bad-Tempered Ladybird By Eric Carle



Superworm By Julia Donaldson



Tadpole's Promise By Jeanne Willis



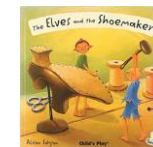
The Hungry Caterpillar By Eric Carle



The Frog Prince By Susanna Davidson



The Gingerbread Man By Mara Alperin



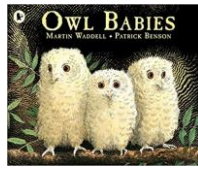
The Elves and the Shoemaker By Alison Edgson



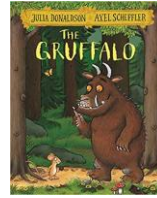
# EYFS Reading Spine - Cycle B



We're Going on a Bear Hunt  
By Michael Rosen



Owl Babies  
By Martin Waddell



The Gruffalo  
By Julia Donaldson



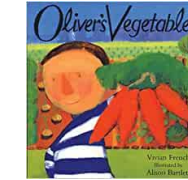
Tidy  
By Emily Gravett



What's in the Witches Kitchen?  
By Nick Sharratt



Bonfire Night  
By Nancy Dickmann.



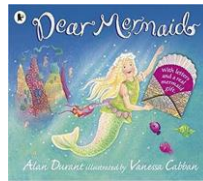
Oliver's Vegetables  
By Vivian French



Supertato  
By Sue Hendra



The Pirates Next Door  
By Julia Donaldson



Dear Mermaid  
By Alan Durant



Pirates in the Supermarket  
By Timothy Knapman



Can You Catch a Mermaid?  
By Jane Ray



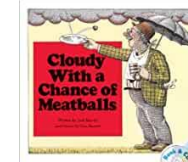
Pirate Pete and his Smelly Feet  
By Lucy Rowland



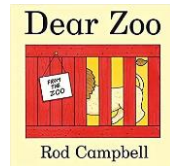
The Singing Mermaid  
By Julia Donaldson



Pirates Love Underpants  
By Claire Freedman



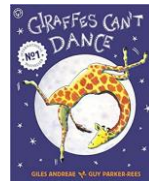
Cloudy with a Chance of Meatballs  
By Judi Barrett



Dear Zoo  
By Rod Campbell



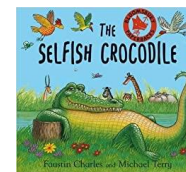
Elmer  
By David McKee



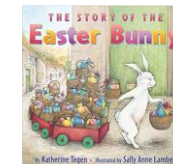
Giraffes Can't Dance  
By Giles Andreae



We're Going on a Lion Hunt  
By David Axtell



The Selfish Crocodile  
By Mfaustin Charles



The Story of the Easter Bunny  
By Katherine Tegan



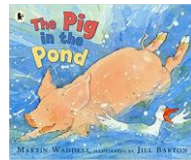
Little Red Riding Hood  
By Mara Alperin



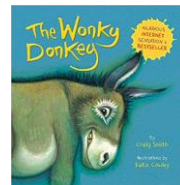
Chicken Licken  
By Mara Alperin



The Fed-Up Cow  
By Peta Lemon



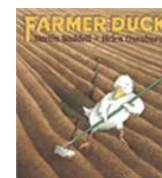
The Pig in the Pond  
By Martin Waddell



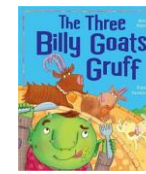
The Wonky Donkey  
By Craig Smith



Little Red Hen  
By Mary Finch



Farmer Duck  
By Martin Waddell



The Three Billy Goats Gruff  
By Mara Alperin



The Ugly Duckling  
By Mara Alperin



Rumpelstiltskin  
By Mara Alperin

# Early Years English Vocabulary

## Essential Vocabulary

### Key Vocabulary – Mark Making Area

- Writing, letters, line, full stop, capital letter, finger space, sentence, number, write, word, read, alphabet, sound, phoneme, blend, segment, pictures, name, caption, speech bubble, etc.
- Writing genres: story, letter, instructions, recipe, fiction, non-fiction.
- Vocabulary relating to equipment.
- Letter and number names.

### Key Vocabulary – Reading

- Book language – cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction.
- Letter, word, sentence, rhyme, story, character.

# Year 1

## Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and build vocabulary and knowledge</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• gain, maintain and monitor the interest of the listener(s)</li></ul>	<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"><li>• To listen to others in a range of situations and usually respond appropriately.</li><li>• To understand instructions with more than one point in many situations.</li><li>• To begin to ask questions that are linked to the topic being discussed.</li><li>• To answer questions on a wider range of topics (sometimes may only be one-word answers).</li><li>• To speak clearly in a way that is easy to understand.</li><li>• To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li><li>• To know when it is their turn to speak in a small group presentation or play performance.</li><li>• To take part in a simple role play of a known story.</li><li>• To use appropriate vocabulary to describe their immediate world and feelings.</li><li>• To think of alternatives for simple vocabulary choices.</li><li>• To organise their thoughts into sentences before expressing them.</li><li>• To be able to describe their immediate world and environment.</li><li>• To retell simple stories and recounts aloud.</li><li>• To recognise when it is their turn to speak in a discussion.</li><li>• To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</li></ul>



# Year 1

## Reading and Phonics

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b>Y1 Word Reading</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s)</li><li>• 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</li><li>• re-read these books to build up their fluency and confidence in word reading</li></ul>	<ul style="list-style-type: none"><li>• 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, 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</li><li>• 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)</li><li>• read accurately many phase 5 words containing the alternative graphemes for phonemes taught (<i>e.g. day, play, boy, toy, sea, meat, bird, girl, out, blue, threw, stripes, tied, shapes</i>)</li><li>• read most common exception words (year 1 list)</li><li>• read most words correctly with the /v/ sound at the end of words (e.g. have, give, live, love)</li><li>• read many words correctly of more than one syllable that contain the GPCs (e.g. deckchair, bedroom, upstairs, downstairs)</li><li>• read many words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read many words with contractions and understand that the apostrophe represents the omitted letter (e.g. I'll, we'll, I'm)</li></ul> <p><b>In a book closely matched to the GPCs as above, the pupil can:</b></p> <ul style="list-style-type: none"><li>• read aloud many words quickly and accurately without overt sounding and blending</li><li>• sound out many unfamiliar words accurately</li></ul>

# Year 1 Phonic Progression

Phonics	
Phase 5	Autumn 1
<p><b>In Phase Five</b>, 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.</p> <p>Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p><b>Tricky Words:</b> oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>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.</p>	<p><b>Week 1-4</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned</li> <li>• 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/.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</li> <li>• Learn new phoneme /zh/ in words such as treasure Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked</li> <li>• Teach spelling the words said, so, have, like, some, come, were, there</li> <li>• Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words</li> <li>• Practise reading sentences – Practise writing sentences</li> </ul> <p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned</li> <li>• Teach alternative pronunciations of graphemes for reading (about four per week) /i/ /o/ /c/ /g/ /u/ /ow/ /ie/ /ea/ /er/ /a/ /y/ /ch/ /ou/</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</li> <li>• Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</li> <li>• Teach spelling the words little, one, do, when, what, out</li> <li>• Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words</li> <li>• Practise reading sentences</li> <li>• Practise writing sentences</li> </ul>

# Year 1 Phonic Progression

Phonics	
Phase 5	Autumn 2 to Summer 1
<p><b>In Phase Five</b>, 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.</p> <p>Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p><b>Tricky Words:</b> oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>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.</p>	<p><b>Week 8-30</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned</li> <li>• Teach alternative spellings of phonemes for spelling:</li> </ul> <p>Autumn Term: /ai/ /c/ /ee/ /ch/ /igh/ /f/ /oa/ /m/</p> <p>Spring Term: /oo/(y)/oo/ /n/ /ow/ /ng/ /oi/ /r/ /ar/ /s/ /ear/ /sh/ /air/ /v/ /ow/ /w/ /ur/ /e/</p> <p>Summer Term: /er/ /i/ /ure/ /o/ /zh/ /u/</p> <ul style="list-style-type: none"> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</li> <li>• Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked</li> <li>• Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words</li> <li>• Practise reading sentences</li> <li>• Practise writing sentences</li> </ul>

# Year 1 Phonic Progression

## Phonics

### Phase 5

### Summer 2

**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

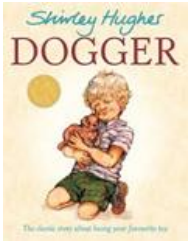
#### **Tricky Words:**

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.

#### **Consolidation and revision for phonic screening**

- Adding -s and -es to words (plurals of nouns and the third person singular of verbs)
- Adding -er and -est to adjectives where no change is needed in the root word.
- Adding the endings -ing and -er to verbs (where no change is needed to the root word).
- Adding the ending -ed to words where no change is needed to the root word.
- Spelling the days of the week.
- Adding the prefix un- and spelling compound words.



**Dogger**  
**By Shirley Hughes**



**The Brown Paper Bear**  
**By Neil Reed**



**Traction Man**  
**By Mini Grey**

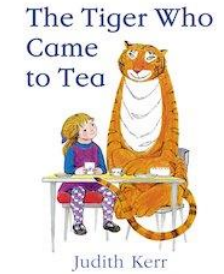
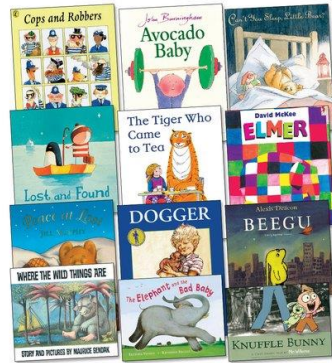


**The Queen's Knickers**  
**By Nicholas Allan.**



**The Princess and the Wizard**  
**By Julia Donaldson**

# Year 1 Reading Spine



**The Tiger Who Came to Tea**  
**By Judith Kerr**

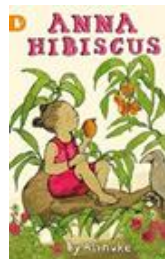
**Katie in London**  
**Poem by James Mayhew**



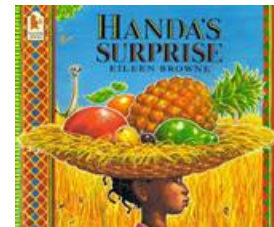
**The Mr Men Books**  
**By Roger Hargreaves**



**Anna Hibiscus**  
**By Atinuke**



**Handa's Surprise**  
**By Eileen Browne**



**Jack and the Beanstalk**  
**A range of traditional tales**

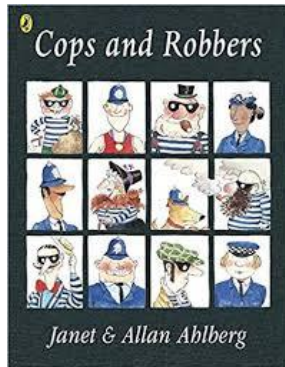


**Katie Morag Island Stories**  
**By Mairi Hedderwick**

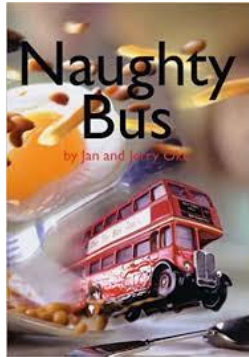




## Other texts children will encounter



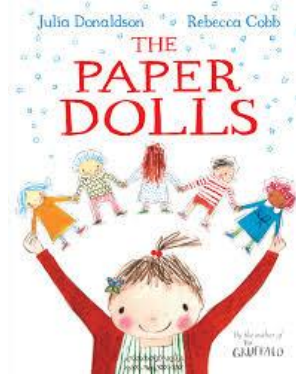
Cops and Robbers  
By Allan Ahlberg



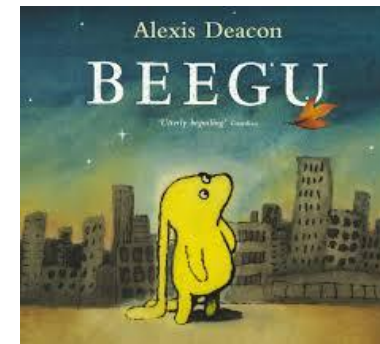
The Naughty Bus  
By Jan and Jerry Oak



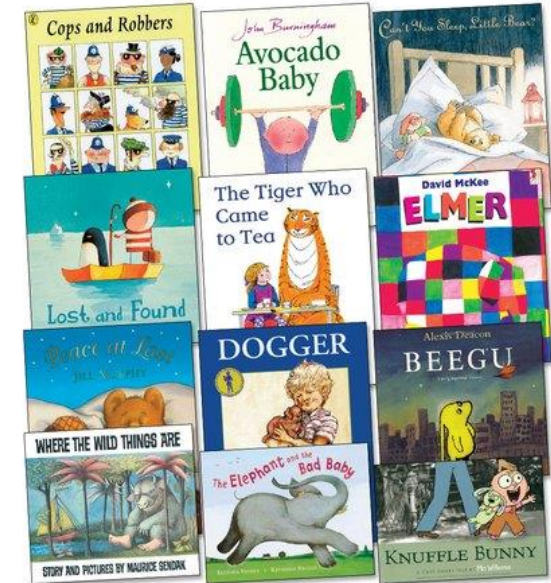
Lost and Found  
By Oliver Jeffers



Paper Dolls  
By Julia Donaldson



Beegu  
By Alexis Deacon



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

Can't You Sleep Little Bear?  
By Martin Waddell

The Elephant and the  
Bad Baby  
By Raymond Briggs

# Year 1

## Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• being encouraged to link what they read or hear read to their own experiences</li><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• recognising and joining in with predictable phrases</li><li>• learning to appreciate rhymes and poems, and to recite some by heart</li><li>• 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:</li><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• discussing the significance of the title and events</li><li>• making inferences on the basis of what is being said and done</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>	<p><b>In discussion with the teacher, the pupil can:</b></p> <ul style="list-style-type: none"><li>• make links to what has been read to them to their own experiences</li><li>• retell key stories, fairy stories and traditional tales</li><li>• join in with most predictable phrases</li><li>• join in with rhymes and poems and recite some by heart</li><li>• check the text makes sense to them and correct themselves most of the time</li><li>• talk about meanings of new words (vocabulary)</li><li>• answer questions to show their understanding of a text that is read to them (retrieval)</li><li>• make inferences on the basis of what is being said and done in a text that is read to them (words and illustrations)</li></ul> <p><b>Pupils are able to:</b></p> <ul style="list-style-type: none"><li>• Say what they like don't like about a book</li><li>• Link what has been read or heard to own experiences</li><li>• Retell key stories orally using narrative language</li><li>• Talk about the main characters in a story</li><li>• Learn poem and rhymes off by heart</li><li>• Use what is already known to understand texts</li><li>• Check reading makes sense and correct when it doesn't</li><li>• Begin to draw inferences from the text and/or illustrations</li><li>• Make predictions about the events</li><li>• Explain what they think a text is about</li></ul>

# 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\*

## Aspirational vocabulary

## Aspirational vocabulary

## Aspirational vocabulary

### Aspirational vocabulary

## Aspirational vocabulary

### Aspirational vocabulary

### Aspirational vocabulary



# 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"><li>•The /n/ sound spelt kn and (less often) gn at the beginning of words</li><li>•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</li><li>•The /s/ sound spelt c before e, i and y</li><li>•The /r/ sound spelt wr at the beginning of words</li></ul> <p>Common Exception Words: door, floor, again, wild, children, climb, parents, most, only, both</p> <ul style="list-style-type: none"><li>•The /l/ or /əl/ sound spelt –el at the end of words</li><li>•The /l/ or /əl/ sound spelt –al at the end of words</li><li>•Words ending –il</li><li>•The /aɪ/ sound spelt –y at the end of words</li><li>•Adding –es to nouns and verbs ending in –y</li></ul> <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"><li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</li><li>• Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li><li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</li><li>• The /ɔ:/ sound spelt a before l and ll</li></ul> <p>Common Exception Words: fast, last, father, class, grass, pass, plant, bath, path, people</p> <ul style="list-style-type: none"><li>• The /ʌ/ sound spelt o</li><li>• The /i:/ sound spelt –ey</li><li>• The /ɒ/ sound spelt a after w and qu</li><li>• The /ɜ:/ sound spelt or after w</li><li>• The /ɔ:/ sound spelt ar after w</li><li>• The /ʒ/ sound spelt s</li></ul> <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"> <li>•The suffixes –ment, –ness, –ful ,</li> <li>•The suffixes –less and –ly</li> <li>•Words ending in –tion</li> <li>•Contractions</li> <li>•The possessive apostrophe (singular nouns)</li> </ul> <p><b>Common Exception Words:</b> any, many, clothes, water, pretty, Christmas, busy, beautiful, poor, kind</p> <ul style="list-style-type: none"> <li>•Homophones and near-homophones</li> <li>•Conjunctions</li> <li>•Months of the year / time</li> <li>•Question words / SP&amp;G Terms – who, why, what, how, which, where, when, adjective, verb, adverb</li> </ul>

# 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 & 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.

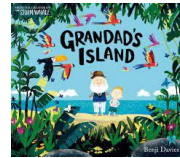


Una and the Sea-Clank  
By Malachy Doyle

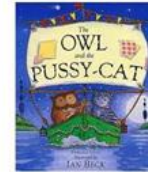


Little Red Reading Hood  
By Lucy Rowland

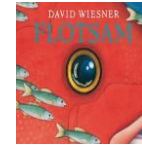
John Patrick Norman  
McHennessy, they  
boy who was always  
late  
By John Nurnigham



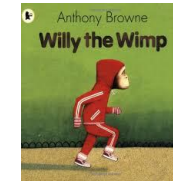
Grandad's Island  
By Benji Davies



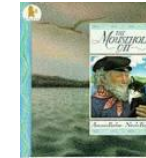
The Owl and the  
Pussy-Cat  
Poem by Edward Lear



Flotsam  
By David Wiesner

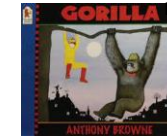


Willy the Wimp by  
Anthony Browne



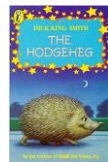
The Mousehole  
Cat  
By Antonia  
Barber

## Year 2 Reading Spine

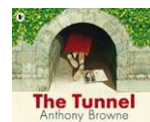


Gorilla  
By Anthony  
Browne

The Hedgehog  
By Dick King Smith



The Tunnel  
By Anthony Browne



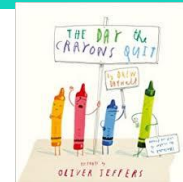
Stardust  
By Jeannie Willis



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

Reading:  
sequence, clarify,  
visualise, infer, predict,  
summarise / summary,  
self question, question  
the author, glossary,  
index, contents, suffix,  
prefix, decode, recurring  
literacy language

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

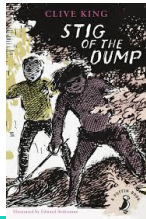
Common exception words  
door, floor, poor, because,  
find, kind, mind, behind,  
child, children\*, wild,  
climb, most, only, both,  
old, cold, gold, hold, told,  
every, everybody, even,  
great, break, steak, pretty,  
beautiful, after, fast, last,  
past, father, class, grass,  
pass, plant, path, 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

# Y3 Speaking and Listening

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

# Year 3 Reading Spine

## Class Novels



**Stig of the Dump**  
By Clive King



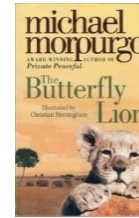
**The Accidental Prime Minister**  
By Tom McLoughlin



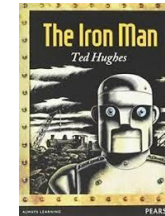
**Secrets of a Sun King**  
By Emma Carroll



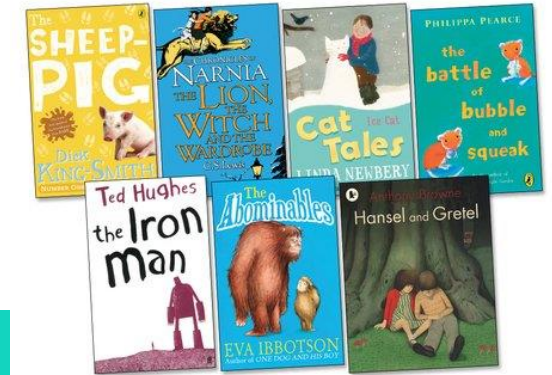
**Tales of a Fourth Grade Nothing**  
By Judy Blume



**The Butterfly Lion**  
By Michael Morpurgo



**Iron Man**  
By Ted Hughes



## 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 Phillippa 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

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**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

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# 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

### Reading:

synonym, evaluate,  
explore, themes ,  
conventions, intonation,  
tone

### 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

### Homophones and Near Homophones:

here hear heel heal main  
mane mail male knot not  
berry bury brake break  
meet meat ball bawl fair  
fare

### Year 3 / 4 Word List

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



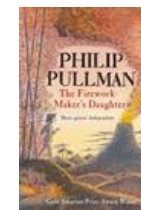
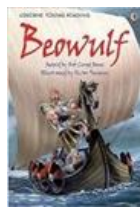
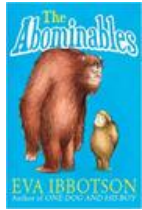
# Y4 Speaking and Listening

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



# Year 4 Reading Spine

## Class Novels



The Abominables  
By  
Eva Ibbotson

Beowulf

How to Train  
Your Dragon  
By Cressida  
Cowell

Journey to Jo'burg  
By Beverley Naidoo

All the Things That  
Could Go Wrong  
By Stewart Foster

The Eagle of the Ninth  
By Rosemary Sutcliff

The Firework  
Maker's Daughter  
By Philip Pullman



## 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

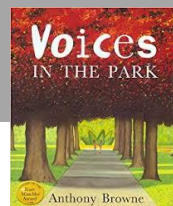
The Turbulent Term of Tyke  
Tiler  
By Gene Kemp

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



# Year 4

## Reading

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b>Word Reading</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p><b>Comprehension</b></p> <p><b>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• discussing the sequence of events in books and how items of information are related</li><li>• 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</li><li>• recognising simple recurring literary language in stories and poetry</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li><li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>	<p><b>In age appropriate books and books that they are reading independently, the pupil can:</b></p> <ul style="list-style-type: none"><li>• read most words quickly and accurately (<i>e.g. at over 100 words per minute</i>)</li><li>• show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1)</li><li>• decode most new words outside their spoken vocabulary</li><li>• pronounce many unfamiliar words correctly</li><li>• justify their views about what they have read, beginning to use evidence to support these</li><li>• use a dictionary to check the meaning of unfamiliar words that they have read</li><li>• retell a range of books they read orally</li><li>• identify themes and conventions in a range of books they read and that are read to them</li><li>• read aloud with intonation, tone, volume and action, that shows understanding</li><li>• check the text makes sense to them and correct themselves</li><li>• work out meanings of many new words in context</li><li>• ask meaningful questions to improve their understanding</li><li>• make inferences about characters' feelings, thought or motives from their actions, with some evidence from the text to justify</li><li>• make predictions on what might happen, using details stated and implied</li><li>• answer many questions correctly to show their understanding of key details in a fiction text</li><li>• answer many questions correctly to show their understanding of key details in a non-fiction text</li><li>• begin to identify main ideas from more than one paragraph and summarise these</li><li>• identify some use language and the impact on the reader (meaning enhanced)</li><li>• identify some use of the structure of texts and the impact on the reader</li><li>• identify some use of the presentation used in texts and the impact on the reader</li></ul>

# 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:</p> <p>synonym, evaluate, explore, themes , conventions, intonation, tone</p> <p><b>Aspirational vocabulary</b></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><b>Aspirational vocabulary</b></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><b>Aspirational vocabulary</b></p>	<p><u>Year 3 / 4 Word List</u></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><b>Adverbials of frequency</b> regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably</p> <p><b>Adverbials of manner</b> awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly</p> <p><b>Aspirational vocabulary</b></p>	<p><b>Aspirational vocabulary</b></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

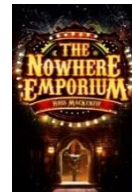
## Class Novels



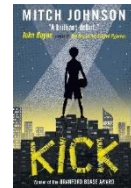
The white giraffe  
Lauren St John



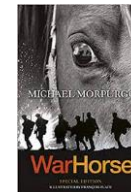
The Explorer  
By Katherine Rundell



The Nowhere Emporium  
Ross Mackenzie



Kick  
Mitch Johnson



War Horse  
By Michael Morpurgo



Cosmic  
Frank Cottrell Boyce



## 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

FATHER  
By Grahame Baker-Smith

Kenzuke's Kingdom  
By Michael Morpurgo

Bright Storm  
By Vashti Hardy

War Game  
By Michael Foreman

Tales from Africa  
Kathleen Arnott

Moondial  
By Helen Cresswell

# Year 5

## Reading

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b>Word Reading</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Comprehension</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>	<p>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.</p> <p>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.</p> <p>In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• read most words effortlessly (<i>e.g. at over 120 words per minute</i>)</li> <li>• show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1)</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• pronounce most new words outside their spoken vocabulary correctly</li> <li>• explain and discuss their understanding of a range of texts, providing some reasoned justifications for their views</li> <li>• explain, discuss and present their understanding of a range of texts, beginning to maintain a focus on the topic</li> <li>• summarise and present familiar stories in their own words</li> <li>• read silently, with good understanding</li> <li>• recommend books that they have read to their peers, giving informed reasons for their choices</li> <li>• identify and discuss in some depth the themes and conventions in piece of writing and across a range of writing, making some comparisons</li> <li>• 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)</li> <li>• recite some poems they have learnt by heart</li> </ul>



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

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

# 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



# 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.