

Reading Curriculum Map

EYFS

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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

	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
EYFS	Starting School by Janet Ahlberg Once there were giants by Martin Waddell Colour Monster by Anna Llenas Ten Little Fingers and Ten Little Toes by Mem Fox Slug in the jug	Pumpkin Soup by Helen Cooper Oliver's Vegetables by Vivian French Oliver's Milkshake by Vivan French Oliver's Fruit Salad by Vivian French Handa's Surprise by Eileen Browne The Giant Sandwich by Janet Burroway Sam's Sandwich by David Pelham The Smelly Sprout by Allan Plenderleith	The Bog Baby by Jeanne Willis Wild by Emily Hughes The Selfish Crocodile by Charles Faustin Paddington by Michael Bond Zog and the Flying Doctors by Julia Donaldson	The Jolly Postman Jack and the Beanstalk The Three Little Pigs Gingerbread Man Goldilocks and Three Bears	Aliens Love Underpants The Dinosaur that pooped a Planet Man on the Moon The Way Back Home Beegu	Dear Zoo The bugliest bug Marvelous Minibeasts Sharing a Shell Meerkat Mail Dear Greenpeace
Daily Story Time	Welcome to EYFS Settling in activities Making friends Children talking	Tell me a story! Develop vocabulary Discovering Passions	Tell me why! Using language well Ask's how and why questions... Discovering	Talk it through! Settling in activities Describe events in detail – time	What happened? Settling in activities Discovering Passions	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to

	<p>about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving at school: "Good morning, how are you?"</p>	<p>Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Taking part in discussions Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary</p>	<p>Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons</p>
Word Reading	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letters –sound correspondences and, where necessary, a few exception words. Make the books available for children to share at school and at home. Avoid</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/events/ setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Can draw pictures of characters/ events / settings in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>

	familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning	read short words made up of known letters – sound correspondences. Enjoys an increasing range of books	asking children to read books at home they cannot yet read	develop their own narratives and explanations by connecting ideas or events		
Phonics and Decoding	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother • 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. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by soundblending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
Floppy Phonics	Week 1 Oxford Level 1+ Book 1 /s/ s /s/ s /a/ a /a/ a Consolidate Week 2 Oxford Level 1+ Book 1 /t/ t /t/ p/ p /p/ p Consolidate Week 3 Oxford Level 1+ Book 2 /i/ i /n/ n /n/ n Consolidate Week 4 Oxford Level 1+ Book 2 /m/ m /m/ m /d/ d /d/ d Consolidate Week 5 Oxford Level 1+ Book 3	Week 1 Oxford Level 1+ Book 4 /k/ -ck /k/ -ck /e/ e /e/ e Consolidate Week 2 Oxford Level 1+ Book 4 /u/ u /u/ u /r/ r /r/ r Consolidate Week 3 Oxford Level 1+ Book 5 /h/ h /h/ h /b/ b /b/ b Consolidate Week 4 Oxford Level 1+ Book 5 /f/ f /f/ f /ff/ ff /ff/ ff Consolidate Week 5 Oxford Level 1+ Book 6 /l/ l	Week 1 Oxford Level 2 Book 7 /j/ j /j/ j /v/ v Consolidate Revise Week 2 Oxford Level 2 Book 7 /v/ v /w/ w /w/ w Consolidate Revise Week 3 Oxford Level 2 Book 8 /ks/ -x /ks/ -x /y/ y Consolidate Revise Week 4 Oxford Level 2 Book 8 /y/ y /z/ z /z/ z Consolidate Revise Week 5 Oxford Level 2 Book 9 /z/ -zz /z/ -zz /kw/ qu	Week 1 Oxford Level 2 Book 10 /sh/ sh /sh/ sh /th/ th Consolidate Revise Week 2 Oxford Level 2 Book 10 /th/ th /ng/ -ng /ng/ -ng Consolidate Revise Week 3 Oxford Level 2 Book 11 /j/ j -dge /j/ j -dge /v/ v -ve Consolidate Revise Week 4 Oxford	Week 1 Oxford Level 3 Book 13 /ai/ ai / /ai/ ai /ee/ ee -y Consolidate Revise Week 2 Oxford Level 3 Book 13 /ee/ ee -y /igh/ -igh -y /igh/ -igh -y Consolidate Revise Week 3 Oxford Level 3 Book 14 /oa/ oa /oa/ oa short /oo/ -oo Consolidate Revise Week 4 Oxford Level 3 Book 14	Week 1 Oxford Level 3 Book 16 /ou/ ow /ou/ ow /oi/ oi Consolidate Revise Week 2 Oxford Level 3 Book 16 /oi/ oi /eer/ ear /eer/ ear Consolidate Revise Week 3 Oxford Level 3 Book 17 /air/ air /air/ air /u/ -er Consolidate Revise Week 4 Oxford Level 3 Book 17 /u/ -er /ur/ er /ur/ er Consolidate Revise Week 5 Oxford Level 3 Book 18 /yoo/ -ue /yoo/

	<p>/g/ g /g/ g /o/ o /o/ o Consolidate Week 6 Oxford Level 1+ Book 3 /k/ c /k/ c /k/ k /k/ k Consolidate</p>	<p>/l/ l // -ll // -ll Consolidate Week 6 Oxford Level 1+ Book 6 /ul/ -le /ul/ -le /s/ -ss /s/ -ss Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 1+ independently from this point.</p>	<p>Consolidate Revise Week 6 Oxford Level 2 Book 9 /kw/ qu /ch/ ch /ch/ ch Consolidate Revise</p>	<p>Level 2 Book 11 /v/ v -ve /w/ w wh /w/ w wh Consolidate Revise Week 5 Oxford Level 2 Book 12 /ks/ -x -cks /ks/ -x -cks /ch/ ch -tch Consolidate Revise Week 6 Oxford Level 2 Book 12 /ch/ ch -tch /ng/ -ng / ngk/ -nk /ng/ -ng / ngk/ -nk Consolidate.</p> <p>Children can start reading Floppy's Phonics decodable readers Oxford Level 2 independently from this point. Revise</p>	<p>short /oo/ -oo long /oo/ oo long /oo/ oo Consolidate Revise Week 5 Oxford Level 3 Book 15 /ar/ ar /ar/ ar /or/ or Consolidate Revise Week 6 Oxford Level 3 Book 15 /or/ or /ur/ ur /ur/ ur Consolidate Revise</p>	<p>-ue long /oo/ -ue Consolidate Revise Week 6 Oxford Level 3 Book 18 long /oo/ -ue /yoor/ -ure / chu/ -ture /yoor/ -ure / chu/ -ture Consolidate.</p> <p>Children can start reading Floppy's Phonics decodable readers Oxford Level 3 independently from this point. Revise</p>
<p>Common Exception words</p>	<p>Read a few common exception words matched to the school's phonic programme. To read some common irregular words.</p>					
<p>Fluency</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • 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 <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. At this stage, teaching comprehension skills should be</p>					

	<p>taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Understanding and correcting inaccuracies</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>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 Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
<p>Comparing, contrasting and commenting</p>	<p>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.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
<p>Words in context and Authorial Choice</p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</p>

	<p>and poems when appropriate. 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</p>
<p>Inference and predictions</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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.</p>
<p>Poetry and Performance</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. To recite simple poems by heart. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. Create their own songs, or improvise a song around one they know. Engage in story times. 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. 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.</p>
<p>Non-Fiction</p>	<p>Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. 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</p>

role play.

Year One and Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	The colour monster Silly Billy Anthony Browne Family and Me Michaela Dias-Hayes Not Now Bernard Cat in the Hat Dr Seuss The tiger who came to tea Judith Kerr Peace at Last Jill Murphy My Big Shouting Day! Rebecca Patterson Family and Me! Michaela Dias-Hayes	Where the wild things are Maurice Sendak The night before Christmas Clement Moore Three little wolves and the big bad pig Eugene Trivizas Three Billy Goats Gruff Rumpelstiltskin Mara Alperin The Very Smart Pea and the Princess to be Princess Smartyants Babette Cole	Paper Dolls Julia Donaldson The toy museum David Lucas Toys in Space Mini Grey Dinosaurs and All that Rubbish Michael Foreman Traction Man Mini Grey Jolly Tall Jane Hissey	Vlad and the Great Fire of London The Great Fire of London Toby and the Great Fire of London Coming to England The Buildings that Made London The Story of the London Underground Katie in London James Mayhew	Farmer Duck Martin Waddell The Tiny Seed Eric Carle Jim and the Beanstalk Raymon Briggs Sam Plants a Sunflower Kate Petty It Starts with a Seed Laura Knowles Jasper's Beanstalk Nick Butterworth	The Gruffalo Julia Donaldson Giraffes can't Dance Giles Andraea Tadpoles Promise Jeanne willis Oi Frog Kes Gray The Emperor's Egg After the Storm Nick Butterworth Where is my Home? Lucy Parrrianen
Phonics and Decoding	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>SEN/Inclusion additional phonics sessions are provided for children who are at risk of not passing the phonics screening test in the summer term. These phonics sessions are held during assembly times so that children do not miss out on curriculum learning. - the lowest 20% of readers will be heard reading in school more often. Some children will read to a year 5/6 reading Buddy, an LSA, a volunteer of the class teacher several times throughout the week.</p>					

Floppy's Phonics
Week 1 Oxford
 Level 4 Book 19 a e
 i o u s t p
 n m
 a e i o u s t p
 n m
 a e i o u d g c
 k -ck r
 a e i o u d g c
 k -ck r Consolidate
Week 2 Oxford
 Level 4 Book 19 a e
 i o u h b f
 -ff l -ll -le -ss
 a e i o u h b f
 -ff l -ll -le -ss
 a e i o u j v w
 -x y z -zz qu
 a e i o u j v w
 -x y z -zz qu
 Consolidate
Week 3 Oxford
 Level 4 Book 20 ch
 sh th -ng
 -nk
 ch sh th -ng
 -nk ai ee -igh oa ai
 ee -igh oa
 Consolidate
Week 4 Oxford
 Level 4 Book 20
 -oo oo ar or
 ur er -er
 -oo oo ar or
 ur er -er
 ow oi ear air ow oi
 ear air

 Consolidate.
 Children can
 start reading
 Floppy's
 Phonics

Floppy's Phonics
Week 1 Oxford
 Level 4 Book 22
 /oa/ oa ow /oa/ oa
 ow /yoo/ -ue ew
 /yoo/ -ue ew
 Consolidate
Week 2 Oxford
 Level 4 Book 22
 /oo/ oo -ew /oo/ oo
 -ew /ou/ ow ou /ou/
 ow ou Consolidate
Week 3 Oxford
 Level 4 Book 23
 /ur/ ur ir /ur/ ur ir
 /or/ or aw /or/ or aw
 Consolidate
Week 4 Oxford
 Level 4 Book 23
 /eer/ ear eer /eer/
 ear eer /air/ air -are
 /air/ air -are
 Consolidate
Week 5 Oxford
 Level 4 Book 24 /s/
 s -ce /s/ s -ce /e/ e
 -ea /e/ e -ea
 Consolidate
Week 6 Oxford
 Level 4 Book 24 /u/
 u o /u/ u o -ed /d/ /t/
 -ed /d/ /t/
 Consolidate

Floppy's Phonics
Week 1 Oxford
 Level 5 Book 25 /ai/
 ai -ay
 eigh -ey
 /ai/ ai -ay
 eigh -ey
 /ai/ a-e a -ae
 -ea
 /ai/ a-e a -ae
 -ea
 Consolidate

Week 2 Oxford
 Level 5 Book 25
 /ee/ ee -y e
 -ey
 /ee/ ee -y e
 -ey
 /ee/ -ie ea
 e-e
 /ee/ -ie ea
 e-e
 Consolidate
Week 3 Oxford
 Level 5 Book 26
 /igh/ -igh -y i /igh/
 -igh -y i /igh/ -ie i-e
 /igh/ -ie i-e
 Consolidate
 Week 4 Oxford
 Level 5 Book 26
 /oa/ oa ow o /oa/ oa
 ow o
 /oa/ -oe o-e
 -ough eau
 /oa/ -oe o-e
 -ough eau
 Consolidate

Week 5 Oxford
 Level 5 Book 27 /s/
 s -ss -se
 -ce

Floppy's Phonics
Week 1 Oxford
 Level 5 Book 28 /j/ j
 ge gi
 gy
 /j/ j ge gi
 gy /j/ -ge -dge /j/
 -ge -dge
 Consolidate
Week 2 Oxford
 Level 5 Book 28 /ul/
 -le -el /ul/ -le -el /ul/
 -al -il /ul/ -al -il
 Consolidate
Week 3 Oxford
 Level 5 Book 29
 /yoo/ -ue u /yoo/
 -ue u /yoo/ ew
 u-e eu
 /yoo/ ew
 u-e eu
 Consolidate

Week 4 Oxford
 Level 5 Book 29
 long /oo/ oo
 u-e -o -ou
 -ough
 long /oo/ oo
 u-e -o -ou
 -ough
 long /oo/ -ue
 -ew -ui -u
 long /oo/ -ue
 -ew -ui -u
 Consolidate

Week 5 Oxford
 Level 5 Book 30 /oi/
 oi oy /oi/ oi oy /ou/
 ow ou
 -ough
 /ou/ ow ou
 -ough Consolidate

Floppy's Phonics
Week 1 Oxford
 Level 5 Book 31
 /ur/ ur ir er /ur/ ur ir
 er /ur/ ear wor /ur/
 ear wor
 Consolidate
Week 2 Oxford
 Level 5 Book 31 /u/
 u o -ou
 -our
 /u/ u o -ou
 -ur
 /ar/ ar a al /ar/ ar a
 al Consolidate
Week 3 Oxford
 Level 5 Book 32
 /zh/ -s -si
 -ge
 /zh/ -s -si
 -ge
 /w/ w wh -u /w/ w
 wh -u Consolidate
Week 4 Oxford
 Level 5 Book 32 /f/ f
 -ff /f/ f -ff /f/ ph -gh
 /f/ ph -gh
 Consolidate
Week 5 Oxford
 Level 5 Book 33 ch
 /ch/ /sh/
 /k/
 ch /ch/ /sh/
 /k/
 -ie /igh/
 /ee/
 -ie /igh/
 /ee/ Consolidate

Week 6 Oxford
 Level 5 Book 33 ow
 /ou/ /oa/ ow /ou/
 /oa/ a /a/ /ai/
 wa /o/ alt /o/

Floppy's Phonics
Week 1 Oxford
 Level 5 Book 34
 /ch/ ch -tch
 /chu/ -ture
 /ch/ ch -tch
 /chu/ -ture /sh/ sh
 ch /sh/ sh ch
 Consolidate
Week 2 Oxford
 Level 5 Book 34
 /sh/ -ti -ci
 -ssi -sci
 /sh/ -ti -ci
 -ssi -sci
 /g/ g gu
 -gue gh
 /g/ g gu
 -gue gh
 Consolidate

Week 3 Oxford
 Level 5 Book 35
 /eer/ ear eer
 -ere -ier
 /eer/ ear eer
 -ere -ier
 /air/ air -are
 -ear -ere
 /air/ air -are
 -ear -ere
 Consolidate.

Week 4 Oxford
 Level 5 Book 35 /n/
 n -nn
 kn gn
 /n/ n -nn
 kn gn
 /r/ r -rr wr
 rh
 /r/ r -rr wr
 rh Consolidate

	<p>decodable readers Oxford Level 4 independently from this point.</p> <p>Week 5 Oxford Level 4 Book 21 /ai/ ai -ay /ai/ ai -ay /oi/ oi oy /oi/ oi oy Consolidate</p> <p>Week 6 Oxford Level 4 Book 21 /ee/ ee ea /ee/ ee ea /igh/ -igh -ie /igh/ -igh -ie Consolidate</p>		<p>/s/ s -ss -se -ce /s/ ce ci cy /s/ ce ci cy Consolidate</p> <p>Week 6 Oxford Level 5 Book 27 /s/ sc -st- /s/ sc -st- /e/ e -ea /e/ e -ea Consolidate</p>	<p>Week 6 Oxford Level 5 Book 30 /or/ or -our /or/ or -our /or/ aw au al war quar /or/ aw au al war quar Consolidate</p>	<p>a /a/ /ai/ wa /o/ alt /o/ Consolidate</p>	<p>Week 5 Oxford Level/ m mm -mb -mn /m/ m mm -mb -mn /k/ c k -ck ch qu -que /k/ c k -ck ch qu -que 5 Book 36 /m Consolidate</p> <p>Week 6 Oxford Level 5 Book 36 /or/ or ore -our -oor oar /or/ or ore -our -oor oar /or/ aw au al -augh ough /or/ aw au al -augh ough Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 5 independently from this point.</p>
<p>Common Exception words</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</p>					
<p>Fluency</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.</p>					

Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self correct.					
Comparing, contrasting and commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.					
Words in context and authorial choice	To discuss word meaning and link new meanings to those already known.					
Inference and prediction	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.					
Poetry and performance	To recite simple poems by heart.					
Focus for each half term KS1 Readin...	Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Revision of all key skills	
Year Two	The Queen's Knickers The Queen's Hat Angelina and the Royal Wedding The Little Queen The King's Pants Our Story Starts in Africa	Vlad and the First World War Walter Tull's Scrapbook Respect: The Walter Tull Story The Building Boy	The Great Kapok Tree The Vanishing Rainforest Maybe You Might Over and Under the Rainforest Ratty's Big Adventure	Meerkat Mail The Day the Crayons Quit Look up! Dear GreenPeace The True Story of the Three Little Pigs Goldilocks and Just the One Bear	Poppy and the Blooms The Secret Sky Garden The Amazing Life Cycle of plants Grandad's Island	The Snail and the Whale Commotion in the Ocean The Odd Fish Somebody Swallowed Stanley The Peculiar Tale of the Tentacle Boy Big Blue Whale
Phonics and decoding	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*					

	<p>SEN/Inclusion</p> <ul style="list-style-type: none"> - all children are provided with a Nesy account which helps children to secure their reading and spelling knowledge. Children are timetabled to use the Nesy programme during registration times and assembly times. Children are able to access Nesy from home too. - The children who did not pass their phonics reading intervention are in a Codex group. This group is instructed by a qualified teacher during afternoon lessons 4 times a week for 30 mins. 				
Common Exception words	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.				
Fluency	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
Understanding and Correcting inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Comparing contrasting and Commenting	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently)</p>				
Words in Context and Authorial Choice	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>				
Inference and prediction	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>				
Poetry and Performance	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.				
Non-Fiction	To recognise that nonfiction books are often structured in different ways.				
Focus for each half term	Identify and explain key aspects of	Identify and explain the	Make inferences from the text	Predict what might happen on the	Revision of all key skills

KS1 Readin...	fiction and nonfiction texts, such as characters, events, titles and information	sequence of events in texts		basis of what has been read so far	
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Year Three						
Curriculum coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	UG - Boy Genius of the Stone Age. Raymond Briggs The Pebble in my Pocket. Meredith Hooper Stone Age Boy by Satoshi Kitamura.	Escape from Pompeii - Christina Balit	Nim's Island Wendy Orr The Big Book of Blue	Nim's Island Wendy Orr Topsy Turvey world. William Brighty Rands	Tudor Tales: The Prince, the Cook and the Cunning King Terry Deary Iron man by Ted Hughes	Iron man by Ted Hughes Hockley, Hullbridge and Hawkwell Past Lesley Vingoe
Phonics and decoding	<p>Year 3: To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/wordendings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> <p>SEN/Inclusion</p> <ul style="list-style-type: none"> - For children who are not achieving age related expectations in reading, on their Accelerated Reader assessments or end of term assessments we will provide an opportunity for these children to have time to complete Read Theory during assembly times. Read Theory is an adaptive reading comprehension programme that adjusts to each student's specific reading level. All children in KS2 have a Read Theory account and are able to access this from home. 					

	<ul style="list-style-type: none"> - For children who did not pass their phonic screening test in year 2, they will receive further phonics teaching. At present, as the children have not completed Floppy Phonics in KS1, we are following the Floppy Phonics programme. - For children who still require further support we use the reading and spelling programme Hornet. Hornet's exercises use the basic phonic sounds of the alphabet code. It is based on phonics and rules and the development of the ability to process sounds; particular vowel sounds. - Disadvantaged children and children who are at risk of not making age related expectations, have bespoke, teacher led interventions for reading. The teachers will plan and teach a sequence of lessons to be taught to a group of children who have similar gaps in their reading. 				
Common Exception words	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.				
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.				
Comparing, contrasting and commenting	Year 3:L To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).				
			To identify how language, structure and presentation contribute to meaning.	To discuss and compare texts from a wide variety of genres and writers. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as	

				numbering and headings) To identify main ideas drawn from more than one paragraph and summarise these.		
Words in context and Authorial choice			Year 3: To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.			
Inference and Prediction		Year 3: To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.				
Poetry and Performance	Year 3: To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.					
Non-Fiction	Year 3: To retrieve and record information from non-fiction texts.					
	Year 3: To retrieve and record					

	information from non-fiction texts.					
Focus for each half term ☰ KS2 3/4 Re...	Retrieve and record information/identify key details from fiction and non-fiction	Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied.	Give/explain the meaning of words in context Identify/explain how meaning is enhanced through choice of words and phrases	Summarise main ideas from more than one paragraph Make comparisons within the text	Revision of all strands	Revision of all strands

Year 4

Curriculum Coverage

Year 4	The Fireworks-Maker's Daughter. Phillip Pullman Ancient Myths. Geraldine McCraughan	The Fireworks-Maker's Daughter. Phillip Pullman	The Polar Bears Explorers Club. Alex Bell	The Polar Bears Explorers Club. Alex Bell Something Told the Wild Geese. Rachel Field Romans on the Rampage Jeremy Strong	The Velveteen Rabbit. Margery Williams	It's disgusting and we ate it! James Solheim
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Phonics and decoding	<p>Year 4: To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>SEN/Inclusion</p> <ul style="list-style-type: none"> - For children who are not achieving age related expectations in reading, on their Accelerated Reader assessments or end of term assessments we will provide an opportunity for these children to have time to complete Read Theory during assembly times. Read Theory is an adaptive reading comprehension programme that adjusts to each student's specific reading level. All children in KS2 have a Read Theory account and are able to access this from home. - For children who did not pass their phonic screening test in year 2, they will receive further phonics teaching. At present, as the children have not completed Floppy Phonics in KS1, we are following the Floppy Phonics programme.
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	<ul style="list-style-type: none"> - For children who still require further support we use the reading and spelling programme Hornet. Hornet's exercises use the basic phonic sounds of the alphabet code. It is based on phonics and rules and the development of the ability to process sounds; particular vowel sounds. - Disadvantaged children and children who are at risk of not making age related expectations, have bespoke, teacher led interventions for reading. The teachers will plan and teach a sequence of lessons to be taught to a group of children who have similar gaps in their reading. 				
Common Exception words	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.				
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.				
Comparing, contrasting and commenting	<p>Year 4: To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p>				
			To identify how language, structure and presentation contribute to meaning.	To discuss and compare texts from a wide variety of genres and writers. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational	

				<p>devices such as numbering and headings) To identify main ideas drawn from more than one paragraph and summarise these.</p>		
Words in context and Authorial choice			<p>Year 4: Discuss vocabulary used to capture readers' interest and imagination.</p>			
Inference and Prediction		<p>Year 4: To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.</p>				
Poetry and Performance	<p>To begin to use appropriate intonation and volume when reading aloud.</p>					
Non-Fiction	<p>Year 4: To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>					

	To use dictionaries to check the meaning of words that they have read.					
	Year 4: To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.					
Focus for each half term ☰ KS2 3/4 Re...	Retrieve and record information/identify key details from fiction and non-fiction	Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied.	Give/explain the meaning of words in context Identify/explain how meaning is enhanced through choice of words and phrases	Summarise main ideas from more than one paragraph Make comparisons within the text	Revision of all strands	Revision of all strands

Year Five and Six						
Curriculum coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 2023/24	The Eagle in the Snow By Michael Morporgo	In Flanders Field by John McCrae - poem For the Fallen by Laurence Binyon - poem The Journey to the River Sea by Eva Ibbotson	Pig heart Boy Malorie Blackman	Who Let the Gods Out by Maz Evans	The Lie Tree by Frances Hardinge	The Just so Stories by Rudyard Kipling/Drawin's Dragons
	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their 					

**Phonics and decoding
Common
exception words
Fluency**

meaning through contextual cues.

- To apply their growing knowledge of root words, prefixes/ suffixes and word endings, including:

-sion, -tion, -cial, -tial,
-ant/-ance/-ancy, -ent/-
ence/-ency, -able/-ably
and -ible/ibly, to read aloud fluently.

- To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

SEN/Inclusion

- For children who are not achieving age related expectations in reading, on their Accelerated Reader assessments or end of term assessments we will provide an opportunity for these children to have time to complete Read Theory during assembly times. Read Theory is an adaptive reading comprehension programme that adjusts to each student's specific reading level. All children in KS2 have a Read Theory account and are able to access this from home.
- For children who did not pass their phonic screening test in year 2, they will receive further phonics teaching. At present, as the children have not completed Floppy Phonics in KS1, we are following the Floppy Phonics programme.
- For children who still require further support we use the reading and spelling programme Hornet. Hornet's exercises use the basic phonic sounds of the alphabet code. It is based on phonics and rules and the development of the ability to process sounds; particular vowel sounds.
- Disadvantaged children and children who are at risk of not making age related expectations, have bespoke, teacher led interventions for reading. The teachers will plan and teach a sequence of lessons to be taught to a group of children who have similar gaps in their reading.

**Comparing,
contrasting and
commenting**

- To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- To 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.
- To recommend texts to peers based on personal choice.

To identify main
ideas drawn from
more than one

				paragraph and to summarise these.		
Words in context and Authorial choice			<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>			
Inference and Prediction		<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>				
Poetry and Performance	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.					
			To continually show an awareness of audience when reading poetry out loud using intonation, tone, volume and action.			

Non-Fiction	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.					
	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.					
Focus for each half term	Retrieve and record information/identify key details from fiction and non-fiction	Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied.	Give/explain the meaning of words in context Identify/explain how meaning is enhanced through choice of words and phrases	Summarise main ideas from more than one paragraph Make comparisons within the text	Revision of all strands	Revision of all strands
Year 5/6 2024/25 ☰ KS2 5/6 Re...	Beowulf Michael Morporgo	Cosmic Frank Cottrell Boyce	The Jabberwocky - poem The pobble with no toes - poem Harry Potter and the Chamber of Secrets by JK Rowling	Arabian Nights Retold by Donna Jo Napoli	Treasure Island by Robert Louis Stevenson	Wonder byRJ Paliccio
Phonics and decoding Common exception words Fluency	<ul style="list-style-type: none"> To read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/word endings and to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>					

	<p>SEN/Inclusion</p> <ul style="list-style-type: none"> - For children who are not achieving age related expectations in reading, on their Accelerated Reader assessments or end of term assessments we will provide an opportunity for these children to have time to complete Read Theory during assembly times. Read Theory is an adaptive reading comprehension programme that adjusts to each student's specific reading level. All children in KS2 have a Read Theory account and are able to access this from home. - For children who did not pass their phonic screening test in year 2, they will receive further phonics teaching. At present, as the children have not completed Floppy Phonics in KS1, we are following the Floppy Phonics programme. - For children who still require further support we use the reading and spelling programme Hornet. Hornet's exercises use the basic phonic sounds of the alphabet code. It is based on phonics and rules and the development of the ability to process sounds; particular vowel sounds. - Disadvantaged children and children who are at risk of not making age related expectations, have bespoke, teacher led interventions for reading. The teachers will plan and teach a sequence of lessons to be taught to a group of children who have similar gaps in their reading. 					
<p>Comparing, contrasting and commenting</p>	<ul style="list-style-type: none"> ● To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. ● To recognise more complex themes in what they read (such as loss or heroism). ● To 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. ● To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. 					
				<p>To compare characters, settings and themes within a text and across more than one text.</p> <p>To draw out key information and to summarise the main ideas in a text.</p>	<p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>	
<p>Words in context and Authorial choice</p>			<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using</p>			

			technical terminology such as metaphor, simile, analogy, imagery, style and effect.			
Inference and Prediction		<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>				
Poetry and Performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect					
		To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect				
Non-fiction	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).					
	To retrieve, record and present information from non-fiction texts.					

Focus for each half term KS2 5/6 Re...	Retrieve and record information/identify key details from fiction and non-fiction	Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied.	Give/explain the meaning of words in context Identify/explain how meaning is enhanced through choice of words and phrases	Summarise main ideas from more than one paragraph Make comparisons within the text	Revision of all strands	Revision of all strands

Vocabulary Progression

EYFS

Understands spatial concepts such as behind or next to
 Understands irregular past tense words such as ran or fell
 Understands time sequences e.f. first, second, third
 Understands rhyme

Books
 Story
 Read
 Relax
 Quiet
 Question
 Think
 Spine
 cover
 author
 illustrator/illustrations
 blurb

title
Ask
Answer
Fairytale
scary
character
page
rhythm
rhyme
retell

Year One and Two

Diary
fiction
Non-fiction
Thriller
index
glossary
headings
description
character
Vocabulary
Infer
Predict
Explain
Retrieve
Sequence
setting
mood
Author's intention
Author's organisation
Favourite
Chapter
Evidence
Justify
structure

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

Year Three and Four

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Summarise
Metaphor
Simile
Discuss
Explain
Reference books
Phrases
Characters feelings
Evidence to justify
intonation
convey meaning
impression
personality
characteristics
suffixes
prefixes
root word
idiom

context of a word
shades of meaning
comparisons
volume
Play scripts
presentation
moral
layout

Common exception words

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

Year Five and Six

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Identify
compare
contrast

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
criticise
curiosity
definite
desperate
develop
dictionary
disastrous
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty

frequently
government
guarantee
harass
hindrance
identity
immediate
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
privilege
profession
programme
pronunciation
queue
recognize
recommend
relevant
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier

stomach
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht