



Reading curriculum EYFS, KS1 and KS2



Reading curriculum
Progression of Knowledge
EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in Nursery, Key Stage 1 and Key Stage 2 (excluding Reception and Year 2+). Reading is taught through carefully planned, meaningful contexts using high-quality texts. Pupils engage in regular reading and English lessons and read regularly across the curriculum. In 2+ and Nursery, children enjoy shared stories, songs and rhymes and take part in Phase 1 phonics activities that develop speaking, listening, attention and vocabulary, laying the foundations for phonics and early reading. In Reception, children continue to build on these skills while beginning the Essential Letters and Sounds phonics programme. In KS1, children continue to follow the Essential Letters and Sounds programme, alongside Daily Supported Reading (DSR) and reading comprehension groups. In KS2, reading is taught through the Big Read approach, where pupils explore high-quality texts in depth to develop fluency, vocabulary and comprehension.

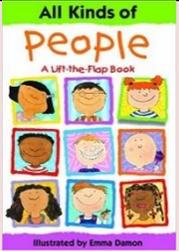
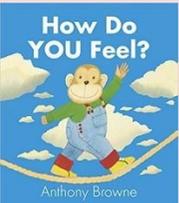
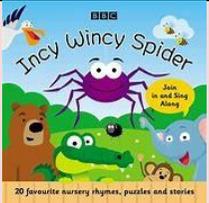
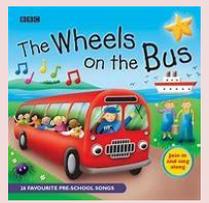
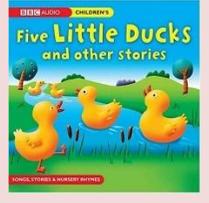
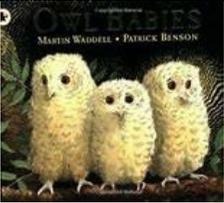
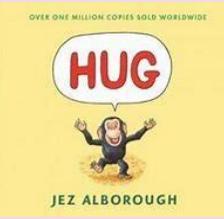
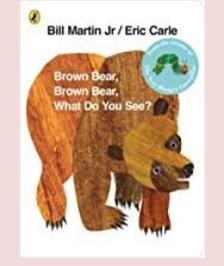
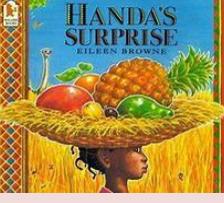
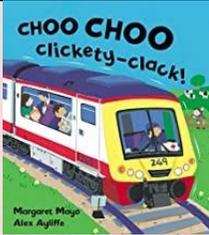
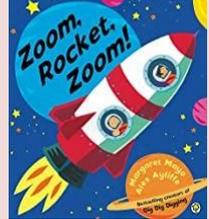
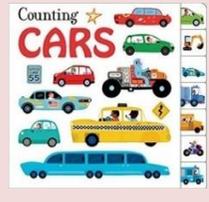
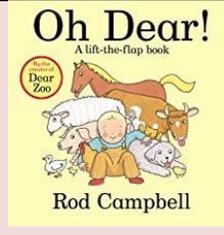
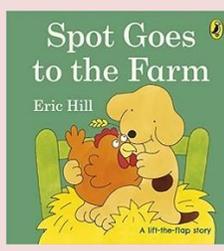
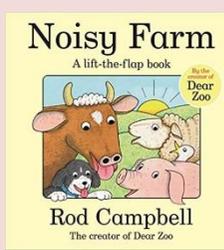
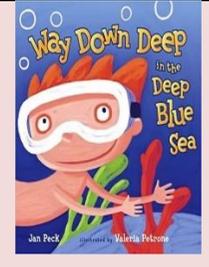
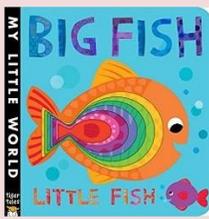
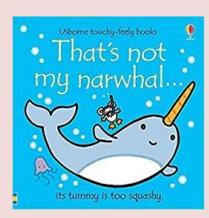
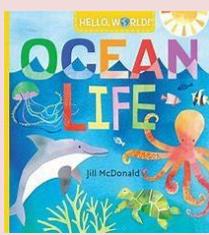
The reading curriculum is systematically sequenced to ensure progression in decoding, fluency, vocabulary and comprehension. Oracy and discussion are integral, supporting pupils to articulate understanding and respond critically to texts. A broad range of fiction, non-fiction and poetry is used to develop knowledge, reading for meaning and enjoyment.

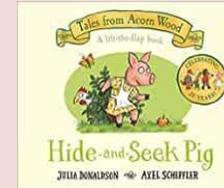
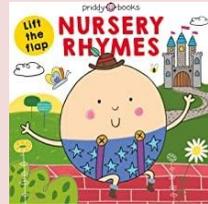
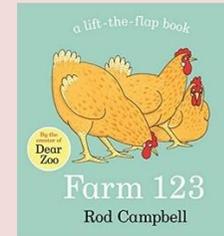
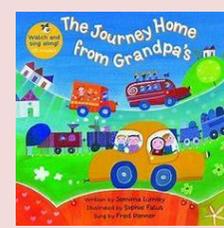
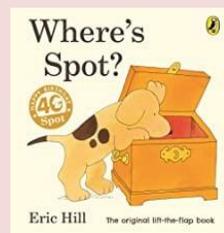
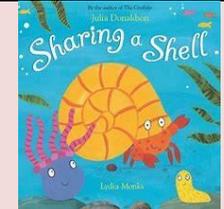
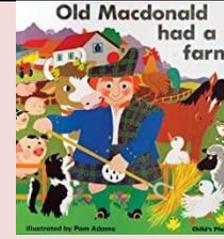
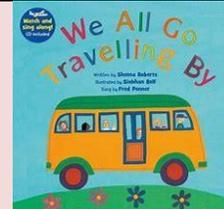
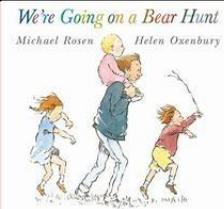
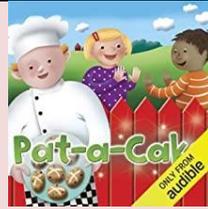
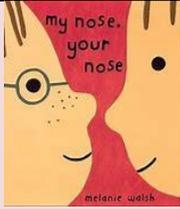
Children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

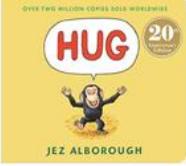
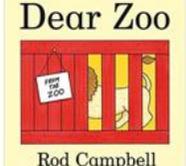
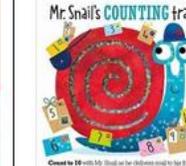
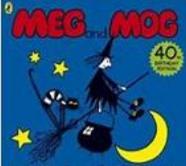
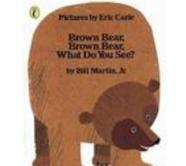
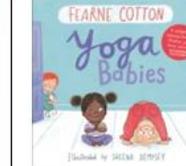
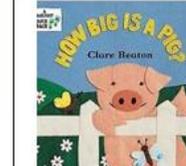
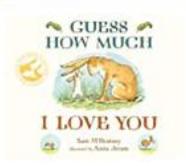
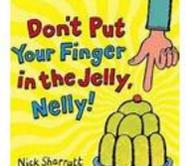
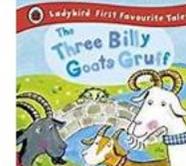
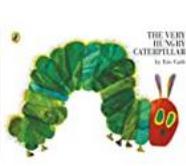
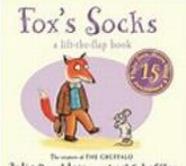
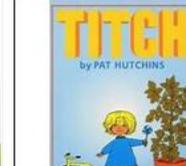
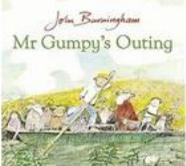
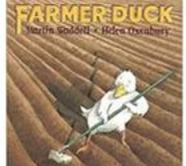
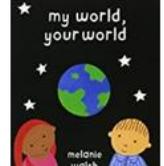
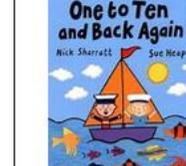
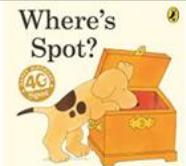
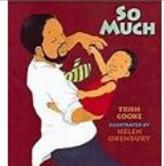
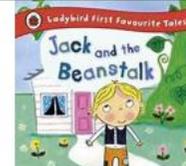
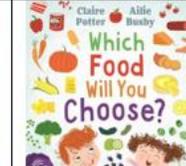
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Pakeman Primary School
Reading curriculum – 2 Plus

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic – Year A	All About Me	Nursery Rhymes	Favourite Stories	Transport	Down at the Farm	Under the Sea
Shared Class Texts (Topic)	   	   	   	   	  	   



Shared Class Texts (Six Stories Shared)		Quality Text	Rhyming/ Repeated Refrain Book	Book Promoting Diversity	Traditional Tale	PSED Themed Book	Maths Themed Book
Autumn 1							
Autumn 2							
Spring 1							
Spring 2							
Summer 1							
Summer 2							

Key skills: Word Reading

Phonics and Decoding	<ul style="list-style-type: none">• Pay attention and respond to the pictures or the words.• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Fluency	<ul style="list-style-type: none">• Repeat words and phrases from familiar stories.
Key Skills: Comprehension	
Range of Reading	<ul style="list-style-type: none">• Enjoy listening to short stories, songs, and rhymes.• Notice and respond to repeated phrases or actions in stories or songs.
Words in context	<ul style="list-style-type: none">• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• Begin to use simple words from stories or songs during play.
Familiarity with Texts	<ul style="list-style-type: none">• Remember favourite stories, songs, or rhymes and join in with repeated parts.
Poetry and Performance	<ul style="list-style-type: none">• Sing songs and say rhymes independently, for example, singing whilst playing.• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.• Join in with simple rhymes and movement games.
Word Meanings	<ul style="list-style-type: none">• Begin to link words to objects, actions, or familiar routines.• Notice words that describe feelings, actions, or objects.
Understanding	<ul style="list-style-type: none">• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').• Listen to simple stories and understand what is happening, with the help of the pictures.
Inference	<ul style="list-style-type: none">• Pay attention and respond to the pictures or the words.• Comment on the book.• Notice how characters feel or react using pictures or facial expressions.
Prediction	<ul style="list-style-type: none">• Make comments and share their own ideas.• Begin to recall repeated refrains and key events from familiar stories.
Authorial Intent	<ul style="list-style-type: none">• Repeat words and phrases from familiar stories• Notice pictures and repeated words that make the story fun or interesting.
Non-Fiction	<ul style="list-style-type: none">• Look at simple information books with pictures.• Notice what things are called or what they do.
Comparing, Contrasting and Commenting	<ul style="list-style-type: none">• Make comments and share their own ideas.• Notice simple similarities or differences in characters, objects, or story events.

Key vocabulary

Curriculum Terminology	<ul style="list-style-type: none"> • Word meaning: Notice familiar words in stories, songs, or the environment (e.g., name cards, labels). • Listen / join in: Repeat favourite words, lines, or actions in songs and stories. • Sequence / order: Begin to notice what happens first, next, last in a story, song, or routine. • Guess / predict: Begin to guess what comes next using pictures, actions, or repeated story events. • Opinion: Point to or show favourite pictures, songs, or stories.
Early comprehension skills that underpin later reading domains	<ul style="list-style-type: none"> • Joining in with story sequences (beginning, middle, end) • Learning and responding to key words in stories
Early word recognition and print awareness (underpins reading and spelling common exception words later)	<ul style="list-style-type: none"> • Notice familiar logos, symbols, and environmental print • Begin to recognise their own name in print • Respond to familiar words in meaningful contexts (songs, routines, shared stories)

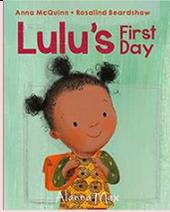
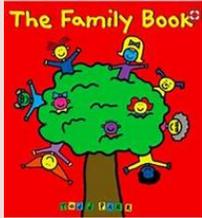
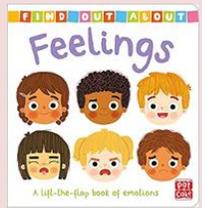
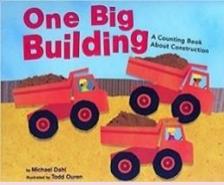
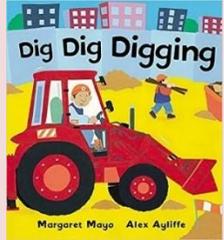
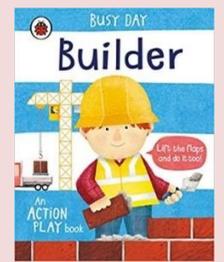
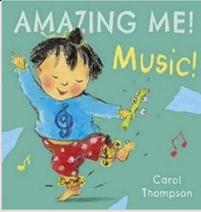
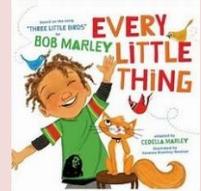
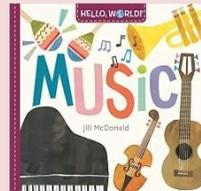
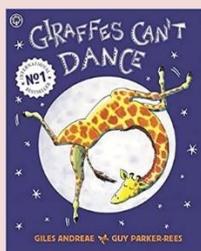
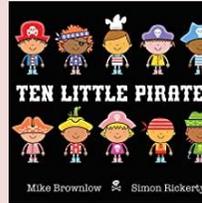
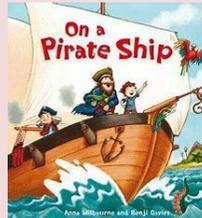
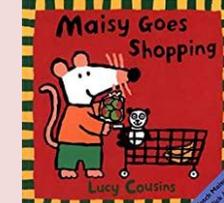
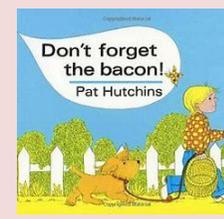
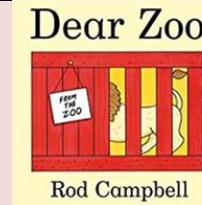
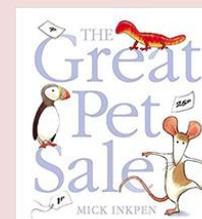
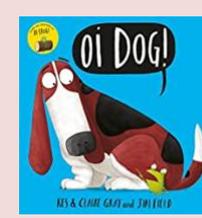
Key Knowledge: Word reading

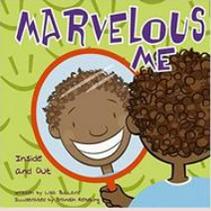
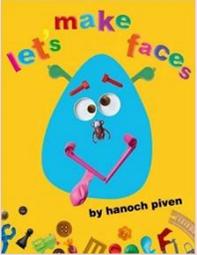
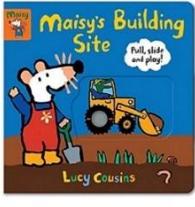
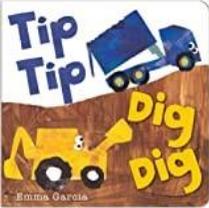
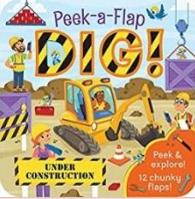
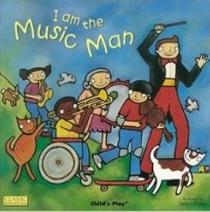
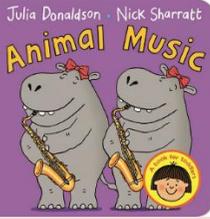
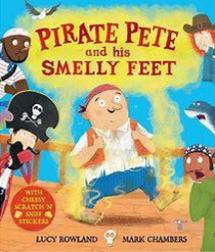
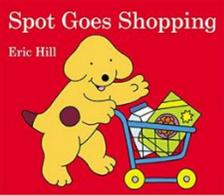
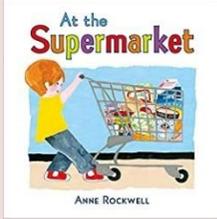
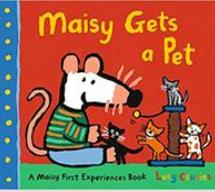
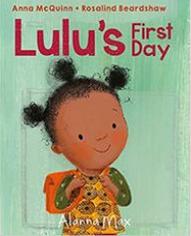
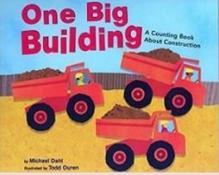
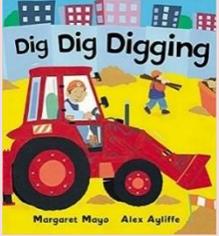
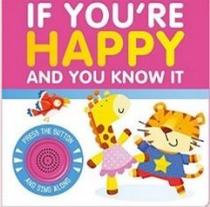
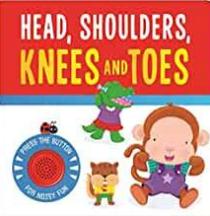
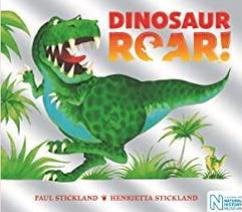
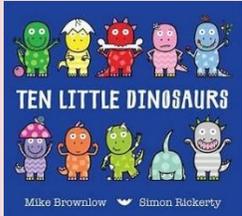
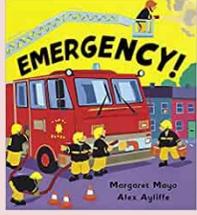
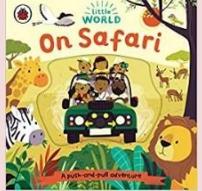
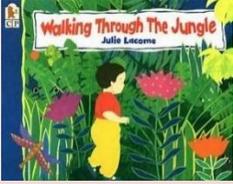
Phonics	At this stage, children do not follow a phonics scheme. Instead, they take part in a range of activities to help develop Phase 1 Aspects 1-6.	
	Aspect	Activity examples:
	Aspect 1: General sound discrimination – environmental sounds	Listening Walks, 'A Listening Moment' (with timer), Drumming Outdoors (on different surfaces), Sound Lotto, Sound-Effect Stories.
	Aspect 2: General sound discrimination – instrumental sounds	Which Instrument? (identifying instrument sounds), Adjust the Volume (copying volume being played on instrument), Matching Sounds (matching rhythms/start & stop playing on signal).

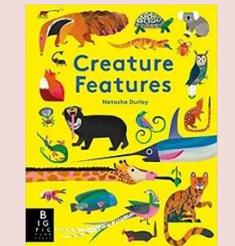
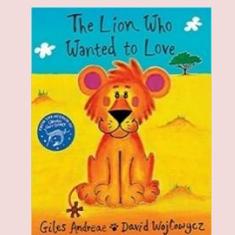
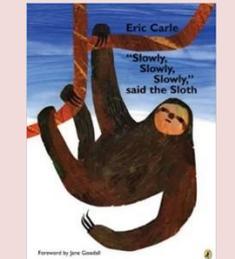
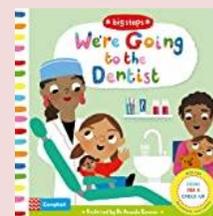
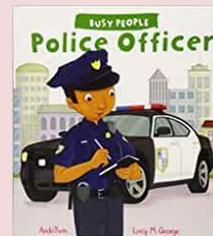
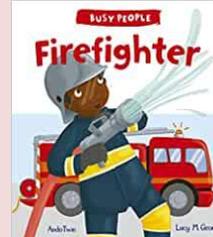
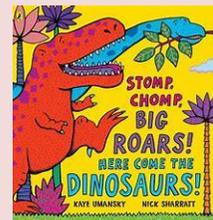
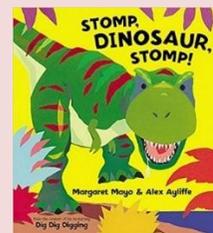
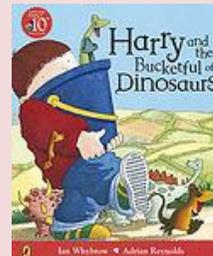
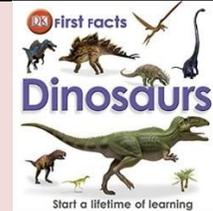
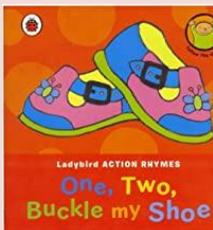
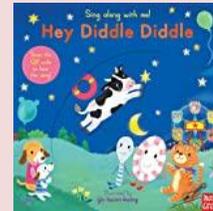
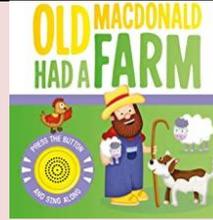
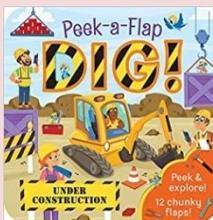
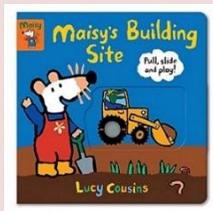
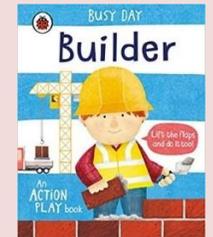
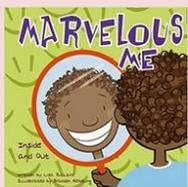
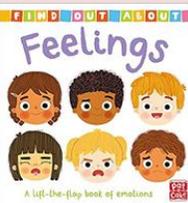
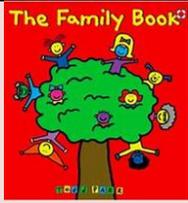
	Aspect 3: General sound discrimination – body percussion	Action Songs, Follow the Sound (copy a body percussion sound or pattern of sounds).
	Aspect 4: Rhythm and rhyme	Rhyming Books, Songs and Rhymes, Rhyming Soup.
	Aspect 5: Alliteration	Sounds Around (made up tongue twisters using children’s names or objects) Making Alien Names (strings of non-words with the same initial sounds), Sound Bag (full of objects beginning with the same initial sound).
	Aspect 6: Voice sounds	Mouth Movements (blowing, sucking, tongue stretching and wiggling), Voice Sounds, Making Trumpets, Guess Whose Voice, Animal Noises.
Structure	<ul style="list-style-type: none"> • Explore books and notice that print carries meaning. • Begin to recognise own name in print and notice familiar words in the environment. • Hear that words can be joined together to make simple phrases or short sentences in songs, rhymes, and stories. 	
Key Knowledge: Comprehension		
	<ul style="list-style-type: none"> • Text Types & Features: Enjoyment of short stories, songs and rhymes. Awareness of repeated phrases, sounds or actions in stories and songs. Emerging attention to stories for short periods, supported by repetition and routine. Recognition of favourite stories, songs and rhymes. Joining in with repeated words, sounds, actions or refrains. Anticipation of familiar moments in stories through actions, sounds or gestures. • Vocabulary: Understanding and responding to longer spoken sentences in familiar contexts (e.g. “find your coat”, “make teddy jump”). Beginning use of simple words and phrases from stories or songs during play. Linking words to objects, actions and familiar routines. Noticing words that describe feelings, actions or objects. Growing understanding of everyday vocabulary through repetition and context. • Sentence & Paragraph Knowledge: Awareness of what is happening in a story in the moment. Following simple stories with support from pictures, gestures and repetition. • Comprehension Strategies: Understanding of simple ‘who’, ‘what’ and ‘where’ questions. Following simple stories with support from pictures, gestures and repetition. Awareness of what is happening in a story in the moment. • Inference & Prediction: Attention to and response to pictures, sounds or key words in a story. Making simple comments about what is seen or heard. Recognition of characters’ feelings or reactions through pictures or facial expressions. Sharing own ideas or comments during stories or play. Early recall of repeated refrains or key moments from familiar stories. Anticipation of familiar story events through actions, sounds or expressions. • Non-Fiction Knowledge: Looking at simple information books with pictures. Awareness of names of objects or what things do in the real world. • Poetry & Performance: Independent singing of familiar songs and rhymes, often during play. Enjoyment of and participation in action songs and movement rhymes. Joining in with simple rhythmic patterns, movements and repeated language. 	

- Authorial Intent: Repetition of familiar words and phrases from stories. Awareness that pictures and repeated language help make stories fun or interesting.
- Comparing & Commenting: Making comments and sharing ideas through words, sounds, gestures or actions. Noticing simple similarities and differences between characters, objects or events.

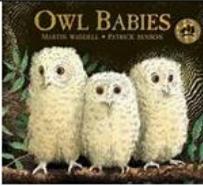
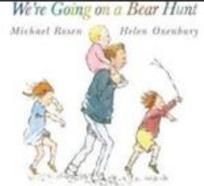
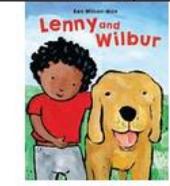
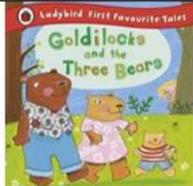
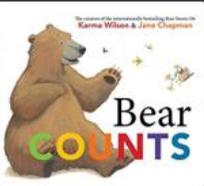
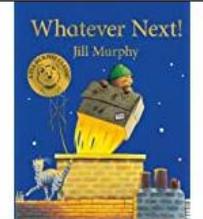
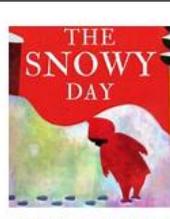
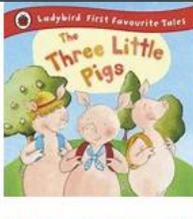
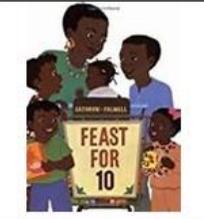
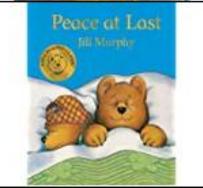
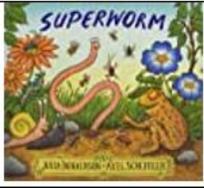
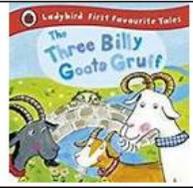
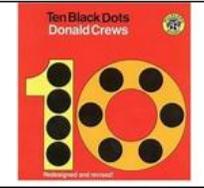
Pakeman Primary School
Reading curriculum – Nursery

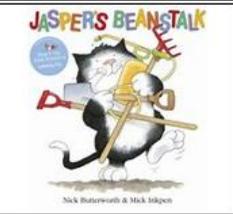
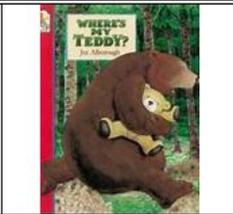
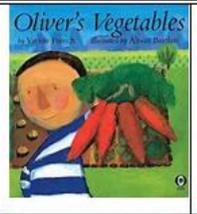
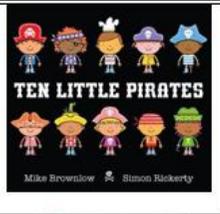
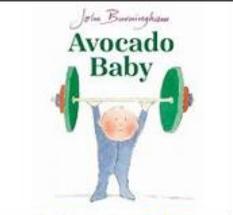
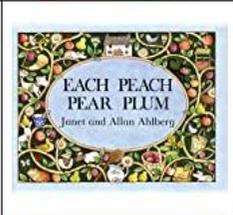
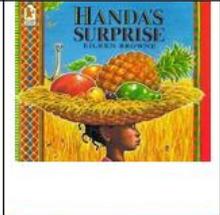
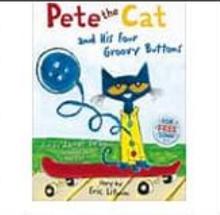
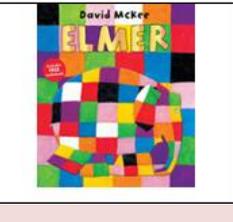
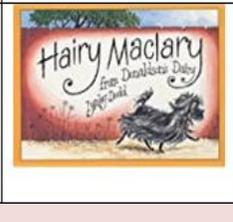
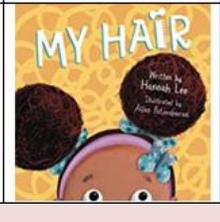
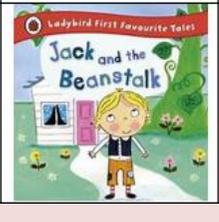
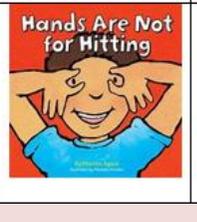
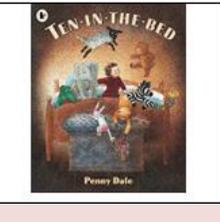
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic – Year A	Marvellous Me	Building & Construction	Making Music	Pirates	Shopping	Pets
Shared Class Texts	   	   	   	   	   	   

	  	  	 	 	 	 
<p>Topic – Year B</p>	<p>Marvellous Me</p>	<p>Building & Construction</p>	<p>Songs & Rhymes</p>	<p>Dinosaurs</p>	<p>People Who Help Us</p>	<p>On Safari</p>
<p>Shared Class Texts</p>		 	 	 	 	 





Shared Class Texts (Six Stories Shared)			Quality Text	Rhyming/ Repeated Refrain Book	Book Promoting Diversity	Traditional Tale	PSED Themed Book	Maths Themed Book
Autumn 1								
Autumn 2								
Spring 1								

		Spring 2						
		Summer 1						
		Summer 2						

Key skills: Word Reading

Phonics and Decoding	<ul style="list-style-type: none"> • 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
Fluency	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we can read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing

Key Skills: Comprehension

Range of Reading	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Listen to short non-fiction texts and simple factual stories, noticing key ideas.
Words in Context	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use a wider range of vocabulary. • Begin to notice and use descriptive words (e.g., big, small, happy, sad) from stories and rhymes.
Familiarity with Texts	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and begin to retell stories. • Recognise recurring patterns or repeated phrases in stories and rhymes.
Poetry and Performance	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. • Begin to remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Word Meanings	<ul style="list-style-type: none"> • Begin to understand simple words in context and link them to familiar objects or actions. • Use new words learned from stories, rhymes, and songs in play and conversation.
Understanding	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Respond to questions about stories or rhymes using words or actions.
Inference	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Notice feelings or reactions of characters in stories using pictures or expressions.
Prediction	<ul style="list-style-type: none"> • Guess what might happen next in a story or rhyme using pictures or repeated phrases.
Authorial Intent	<ul style="list-style-type: none"> • Notice repeated words, pictures, or actions that make the story interesting.
Non-Fiction	<ul style="list-style-type: none"> • Explore simple non-fiction books with pictures and labels. • Notice what pictures or text tell them about the real world.
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> • Be able to express a point of view and share this with an adult or a friend, using words as well as actions. • Begin to notice similarities and differences between characters, stories, or pictures.
Key Vocabulary	

Curriculum Terminology	<ul style="list-style-type: none"> • Word meaning / vocabulary: Learn new words from stories, songs, and rhymes. Begin to use them in play and talk. • Listen / answer: Answer questions about stories or songs (e.g., “who?”, “what?”). • Sequence / order: Talk about what happens first, next, and last in a story or rhyme. • Predict: Predict what might happen next using pictures or repeated story events. • Opinion: Talk about favourite characters, parts of the story, or songs.
Early comprehension skills that underpin later reading domains	<ul style="list-style-type: none"> • Sequencing key events in stories through talk and play • Learning and using key words from stories
Early word recognition and print awareness (underpins reading and spelling common exception words later)	<ul style="list-style-type: none"> • Recognise familiar words and symbols in the environment e.g. name cards, labels, signs • Join in with repeated words and phrases in familiar stories and rhymes • Show awareness that print carries meaning

Key Knowledge: Word Reading

Phonics and Decoding (Rhyme Town)	<i>Rhyme Town is a fully planned pre-reading & pre-writing scheme for Nursery aged children. Rhyme Town has been specifically created to engage children and introduce phase 1 phonics and mark making in a contextualised way, reducing cognitive load.</i>							
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
	Pre-reading skill	Environmental sounds	Instrumental sounds	Body percussion	Rhythm and Rhyme	Alliteration	Voice sounds	Oral blending
	Rhyme Town 'Bus Stop'	Bus Station	Bakery	Hospital	Park	Observatory	Town Hall	Farm
Nursery Rhyme/s	Wheels on the Bus	Hot Cross Bun 5 Currant Buns	Heads, Shoulders, Knees and Toes Miss Polly had a Dolly	Incy, Windy Spider Rain, Rain, Go Away	Twinkle Twinkle Five Little Men	Hickory, Dickory Dock V	Baa Baa Black Sheep Old Macdonald	

Activities	<ol style="list-style-type: none"> 1. Sound map 2. Find the bell 3. What's your favourite transport sound? 4. Hot/cold - find the bus 5. Environmental sounds bingo 	<ol style="list-style-type: none"> 1. Coin sound shakers 2. I went to the bakery and I bought... 3. Kitchen bands 4. Hot/cold instruments 5. Instrumental sounds bingo 	<ol style="list-style-type: none"> 1. Repeat the pattern 2. Fast and slow 3. If you're happy and you know it 4. Simon Says 5. Point and use – body parts 	<ol style="list-style-type: none"> 1. Splash syllables 2. Match the rhyme 3. I spy something that rhymes with... 4. Finish the rhyme 5. Silly rhymes 	<ol style="list-style-type: none"> 1. Alien alliteration names. 2. I spy 3. Alien soup 4. Sorting pictures 5. Initial sound space bingo 	<ol style="list-style-type: none"> 1. Different sounds the mouse made 2. Tick tock clock 3. Find the mouse 4. Change the rhyme 5. Animal sounds bingo 	<ol style="list-style-type: none"> 1. Put the correct animals on the farm 2. What sound does a ____ make 3. Point to the sheep 4. I spy 5. Farm animal blending bingo
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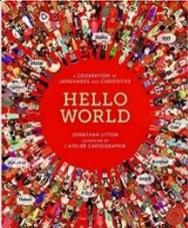
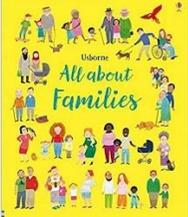
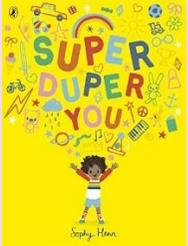
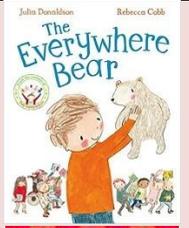
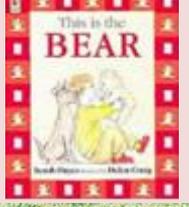
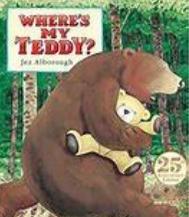
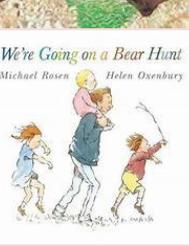
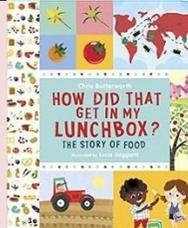
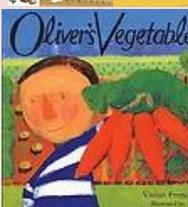
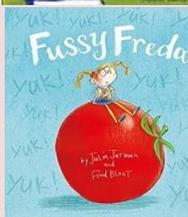
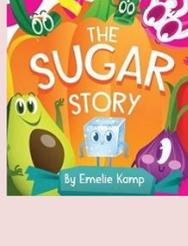
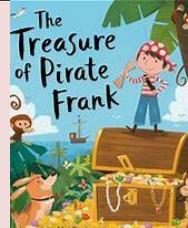
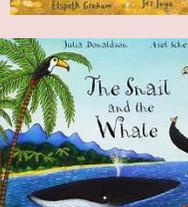
The scheme lasts for 14 weeks, but you can revisit and review the scheme throughout the whole year.

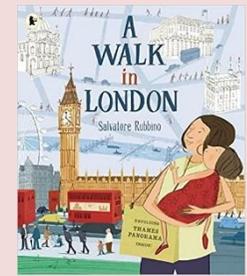
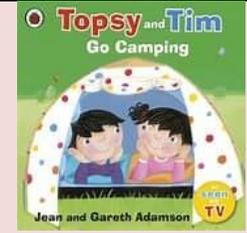
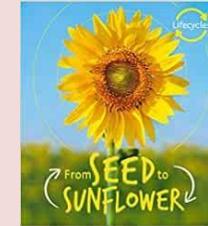
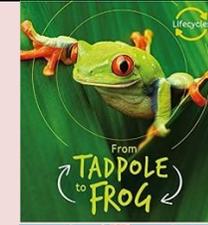
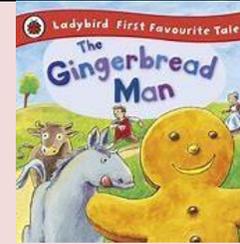
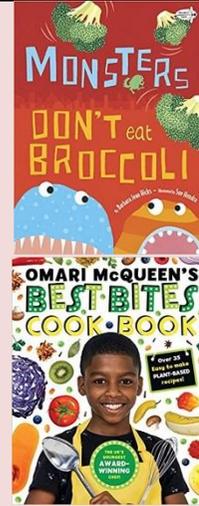
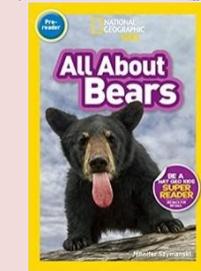
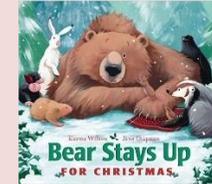
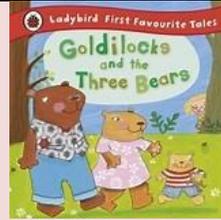
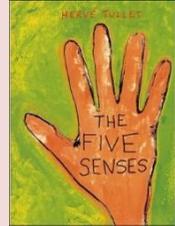
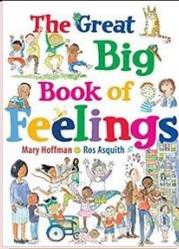
	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Pre-reading skill	Oral blending and segmenting	Environmental sounds	Voice sounds	Instrumental and body sounds	Rhythm and rhyme	Identify initial sounds	Oral blending and segmenting
Rhyme Town 'Bus Stop'	River Bank	Cobblers/ Shoe Shop	Zoo	Castle	Village Hall	Vet	Seaside
Nursery Rhyme	5 Little Ducks 1, 2, 3, 4, 5	Wind the Bobbin up Cobbler Cobbler	We're Going to the Zoo 5 Little Monkeys Swinging in a Tree	Grand Old Duke of York Humpty Dumpty	Hokey Cokey If You're Happy and you Know it	Sleeping Bunnies The Animals go in 2 x 2	A Sailor went to See... The Big Ship Sails
Activities	<ol style="list-style-type: none"> 1. Duck talk 2. Splash segmenting 	<ol style="list-style-type: none"> 1. Machinery sound bingo 	<ol style="list-style-type: none"> 1. Making animal noises 	<ol style="list-style-type: none"> 1. Drumming – copying pattern 	<ol style="list-style-type: none"> 1. Musical statues 2. Musical bumps 	<ol style="list-style-type: none"> 1. Animal initial sounds 	<ol style="list-style-type: none"> 1. What did the sailor see? 2. I spy sheet -

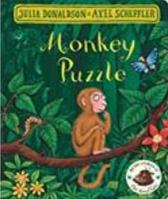
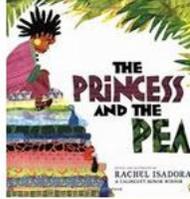
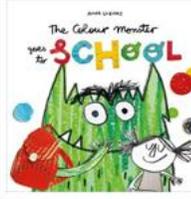
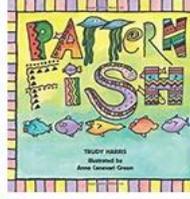
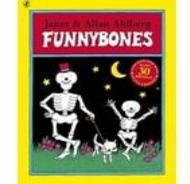
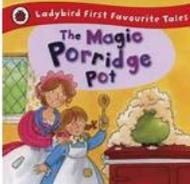
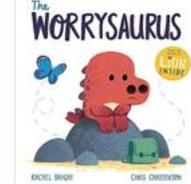
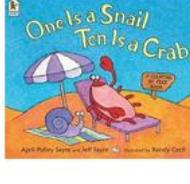
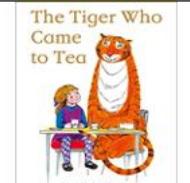
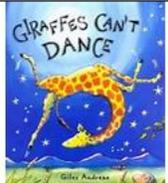
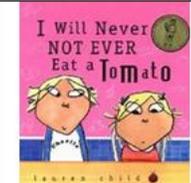
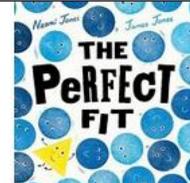
		3. Move the ducks 4. Move the fish 5. Splash segmenting	2. Listen for footsteps 3. Which shoe? 4. 1,2 buckle my shoe 5. Stomp and Stop game	2. What's behind the door? 3. Guess who? Voice sounds 4. Find the monkey (circle game) 5. Zoo Animal Sound Bingo	2. Pass the pattern 3. Marching to the beat 4. How many beats? 5. Make your own drums - kitchen band?	3. Keep up a balloon 4. Pass the parcel 5. Birthday present - rhyme match	2. Bunny actions - hop, bounce, jump, run, 3. I spy a poorly animal that begins with... 4. Pack a bag for a puppy - food, blanket, water, 5. Alliteration - bouncing bunnies, creeping cats	telescope (blending) 3. Pack your bag for the beach 4. Shells and pearls 5. Mystery water - picking out objects	
Structure	<ul style="list-style-type: none"> • Begin to recognise that print carries meaning and that words are made of letters. • Notice familiar words and repeated patterns in stories or rhymes. • Begin to understand that sentences are made up of a series of words and that speech or text can be separated by pauses or intonation. 								
Key Knowledge: Comprehension									
	<ul style="list-style-type: none"> • Text Types & Features: Understanding that stories can be longer and have events that happen in order. Awareness that non-fiction books give information about the real world. Enjoyment of familiar stories, rhymes and songs. Recognition that stories and rhymes often include repeated words or phrases. • Vocabulary: Development of a growing range of vocabulary from stories, rhymes and songs. Understanding that words have meaning and are used to describe people, objects, feelings and actions. Use of describing words (e.g. big/small, happy/sad) heard in texts during play and conversation. • Sentence & Paragraph Knowledge: Ability to remember and talk about key events or ideas from stories and simple factual texts. Emerging ability to retell stories using words, actions, pictures or props. Recall of what happened in a story shown through talk or play. • Comprehension Strategies: Awareness that stories have meaning and can be talked about. Ability to respond to questions about stories or rhymes using words, gestures or actions. • Inference & Prediction: Understanding of simple 'why' questions linked to stories. Recognition of characters' feelings, using pictures, expressions or actions. Awareness that stories continue and change. Ability to guess what might happen next, using pictures, repetition or familiar story patterns. 								

- **Non-Fiction Knowledge:** Understanding that non-fiction books tell us about real things. Awareness that pictures, labels and words give information.
- **Poetry & Performance:** Understanding that songs, rhymes and stories can be performed. Awareness that songs have tunes, rhythms and patterns. Ability to remember and sing whole songs, match pitch and follow the melody of familiar songs. Early creation of own songs or storylines through play, movement and small world resources.
- **Authorial Intent:** Noticing repeated words, pictures or actions that make a story interesting or enjoyable.
- **Comparing & Commenting:** Ability to share ideas and opinions about stories. Recognition of similarities and differences between characters, stories or pictures. Expression of preferences or viewpoints using words, actions or gestures.

Pakeman Primary School
Reading curriculum - Reception

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Who Am I?	Bears	What We Eat	Traditional Tales	Spring	Adventures
Shared Class Texts	   	   	   	   	   	   



Shared Class Texts (Six Stories Shared)		Quality Text	Rhyming/ Repeated Refrain Book	Book Promoting Diversity	Traditional Tale	PSED Themed Book	Maths Themed Book
	Autumn 1						
	Autumn 2						
	Spring 1						

		Spring 2						
		Summer 1						
		Summer 2						

Key skills: Word Reading

Phonics and Decoding	<ul style="list-style-type: none"> • 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 sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Fluency	<ul style="list-style-type: none"> • 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. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Skills: Comprehension

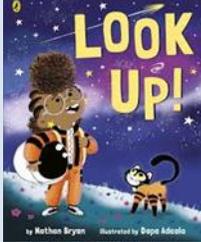
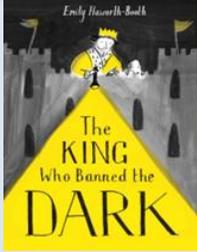
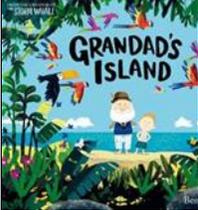
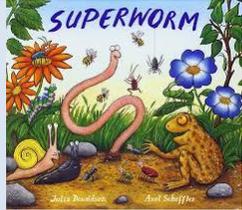
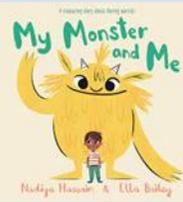
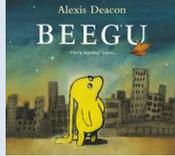
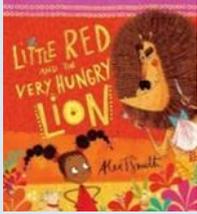
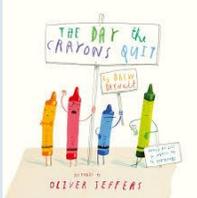
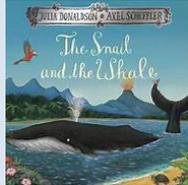
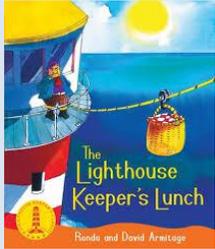
Range of Reading	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Explore and enjoy a variety of story types, including traditional tales and simple factual texts.
Words in Context	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Learn new vocabulary. • Use new vocabulary throughout the day.
Familiarity with Texts	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Talk about characters, settings, and events.
Poetry and Performance	<ul style="list-style-type: none"> • Engage in story times. • 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. • 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.
Word Meanings	<ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Begin to talk about what words mean in stories, rhymes, and non-fiction.
Understanding	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • 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.
Inference	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Prediction	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories, using picture clues and knowledge of how stories work. • Suggest how a story might end based on knowledge of previous events in the story.
Authorial Intent	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Non-Fiction	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books.

	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Begin to identify some key features of non-fiction texts e.g. factual information, labels and diagrams. 					
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Talk about differences and similarities between stories they have heard. 					
Key Vocabulary						
Curriculum Terminology	<ul style="list-style-type: none"> • Word meaning / vocabulary: Learn and understand new words from stories and rhymes. Begin to use them accurately in sentences and play. • Listen / answer: Answer questions about story events, characters, or settings. Revisit stories to check understanding. • Sequence / retell: Retell or sequence events from beginning, middle, and end. • Predict: Predict what might happen next using pictures and text clues. • Author / illustrator: Recognise who wrote or drew the story. • Opinion: Discuss favourite parts of a story and explain why. 					
Early comprehension skills that underpin later reading domains	<ul style="list-style-type: none"> • Sequencing events in familiar stories. • Understanding and talking about the meaning of key words. • Making simple predictions based on pictures and events. 					
Common Exception Words (Harder to Read and Spell Words)	<ul style="list-style-type: none"> • Read the reception common exception words matched to the school's phonic programme (see below). 					
Key Knowledge: Word Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Phonics and Decoding	<p><u>Phase 2</u></p> <p>23 new grapheme phoneme correspondences (GPCs):</p> <table border="1"> <tr><td>s</td><td>a</td><td>t</td><td>p</td></tr> <tr><td>i</td><td>n</td><td>m</td><td>d</td></tr> <tr><td>g</td><td>o</td><td>c</td><td>k</td></tr> <tr><td>ck</td><td>e</td><td>u</td><td>r</td></tr> <tr><td>ss</td><td>h</td><td>b</td><td>f</td></tr> <tr><td>ff</td><td>l</td><td>ll</td><td></td></tr> </table> <p>12 new harder to read and spell (HRS) words:</p> <table border="1"> <tr><td>l</td><td>the</td><td>no</td></tr> <tr><td>put</td><td>of</td><td>is</td></tr> <tr><td>to</td><td>go</td><td>into</td></tr> <tr><td>pull</td><td>as</td><td>his</td></tr> </table>	s	a	t	p	i	n	m	d	g	o	c	k	ck	e	u	r	ss	h	b	f	ff	l	ll		l	the	no	put	of	is	to	go	into	pull	as	his	<p><u>Phase 3</u></p> <p>29 new grapheme phoneme correspondences (GPCs):</p> <table border="1"> <tr><td>j</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td></tr> <tr><td>zz</td><td>qu</td><td>ch</td><td>sh</td><td>th</td><td>ng</td></tr> <tr><td>nk</td><td>ai</td><td>ee</td><td>igh</td><td>oa</td><td>oo</td></tr> <tr><td>ar</td><td>ur</td><td>oo</td><td>ow</td><td>oi</td><td>ear</td></tr> <tr><td>air</td><td>ure</td><td>er</td><td>ow</td><td></td><td></td></tr> </table> <p>32 new harder to read and spell (HRS) words:</p> <table border="1"> <tr><td>he</td><td>she</td><td>buses</td><td>we</td><td>me</td><td>be</td><td>push</td></tr> <tr><td>was</td><td>her</td><td>my</td><td>you</td><td>they</td><td>all</td><td>are</td></tr> <tr><td>ball</td><td>tall</td><td>when</td><td>what</td><td>said</td><td>so</td><td>have</td></tr> <tr><td>were</td><td>out</td><td>like</td><td>some</td><td>come</td><td>there</td><td>little</td></tr> <tr><td>one</td><td>do</td><td>children</td><td>love</td><td></td><td></td><td></td></tr> </table> <p>Revision of Phase 2</p>	j	v	w	x	y	z	zz	qu	ch	sh	th	ng	nk	ai	ee	igh	oa	oo	ar	ur	oo	ow	oi	ear	air	ure	er	ow			he	she	buses	we	me	be	push	was	her	my	you	they	all	are	ball	tall	when	what	said	so	have	were	out	like	some	come	there	little	one	do	children	love				<p><u>Phase 4</u></p> <table border="1"> <tr><td>CVCC -ed/ed</td></tr> <tr><td>CCVC -ed/t</td></tr> <tr><td>CCVCC -ed/d</td></tr> <tr><td>CCCVC</td></tr> <tr><td>CCCVC -er -est</td></tr> </table>	CVCC -ed/ed	CCVC -ed/t	CCVCC -ed/d	CCCVC	CCCVC -er -est	<p><u>Phase 5 (introduction)</u></p> <p>20 new grapheme phoneme correspondences (GPCs):</p> <table border="1"> <tr><td>ay</td><td>ou</td><td>ie</td><td>ea</td></tr> <tr><td>oy</td><td>ir</td><td>ue</td><td>aw</td></tr> <tr><td>wh</td><td>ph</td><td>ew</td><td>oe</td></tr> <tr><td>au</td><td>ey</td><td>a-e</td><td>e-e</td></tr> <tr><td>i-e</td><td>o-e</td><td>u-e</td><td>c</td></tr> </table> <p>16 new harder to read and spell (HRS) words:</p> <table border="1"> <tr><td>oh</td><td>their</td><td>people</td></tr> <tr><td>Mr</td><td>Mrs</td><td>your</td></tr> <tr><td>ask</td><td>should</td><td>would</td></tr> <tr><td>could</td><td>asked</td><td>house</td></tr> <tr><td>mouse</td><td>water</td><td>want</td></tr> <tr><td>very</td><td></td><td></td></tr> </table>	ay	ou	ie	ea	oy	ir	ue	aw	wh	ph	ew	oe	au	ey	a-e	e-e	i-e	o-e	u-e	c	oh	their	people	Mr	Mrs	your	ask	should	would	could	asked	house	mouse	water	want	very		
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Structure	<ul style="list-style-type: none"> Recognise that words are made up of letters and that letters represent sounds. Begin to notice patterns in words, such as rhyming words or repeated word endings, and use this to support reading. Understand that sentences are made of words and that capital letters and full stops signal the start and end of sentences. 																																																																																																																																																			
Key Knowledge: Comprehension																																																																																																																																																				
	<ul style="list-style-type: none"> Text Types & Features: Listen to and talk about a wide range of stories, rhymes, poems and songs. Enjoy traditional tales, familiar stories and simple non-fiction texts. Develop familiarity with both fiction and non-fiction. Listen carefully to rhymes and songs, noticing patterns of sound. Vocabulary: Learn and use new vocabulary introduced through stories, rhymes, poems and non-fiction. Use newly learned words in discussion, play and everyday situations. Begin to talk about what words mean in different contexts. Sentence & Paragraph Knowledge: Retell familiar stories using both exact repetition and their own words. Talk about characters, settings and key events. Show growing confidence in recalling story sequences. 																																																																																																																																																			

- **Comprehension Strategies:** Demonstrate understanding by retelling stories using recently introduced vocabulary. Listen attentively and respond appropriately with comments, questions or actions. Engage in discussion during story time, whole-class teaching and small-group work.
- **Inference & Prediction:** Begin to explain why events or characters behave in certain ways. Use vocabulary from texts to support simple explanations. Anticipate key events using picture clues and knowledge of story structure. Suggest how stories might end based on what has already happened.
- **Non-Fiction Knowledge:** Listen to and talk about non-fiction texts to build knowledge and vocabulary. Engage with factual books. Begin to identify basic non-fiction features (e.g. labels, diagrams, factual information). Explain ideas from non-fiction using newly learned vocabulary.
- **Poetry & Performance:** Join in with rhymes, poems and songs. Perform stories, rhymes and songs with others. Develop storylines in pretend play. Use props and materials to role-play characters and events. Invent, adapt and retell narratives with peers and adults.
- **Authorial Intent:**
- **Comparing & Commenting:** Compare characters within and across stories. Talk about similarities and differences between texts. Begin to comment on figures from the past through stories.

Pakeman Primary School
Reading curriculum - Year 1/2

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic – Year A	Toys	Heroes	Kings and Queens	Celebrations	Classroom adventures	Minibeasts
Shared Class Texts	   			 		
Topic – Year B	This is Me!	Animals	Explorers	World Wonders	Inventions	Holidays
Shared Class Texts	 		  <p>Literacy Shed</p>	 	 	

Key skills: Word Reading

Phonics and Decoding	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Consolidate and build on Reception phonics by securely reading all single-letter sounds and an increasing range of common digraphs and trigraphs. • Read and say the sounds for graphemes with more than one letter, including consonant digraphs, vowel digraphs, and trigraphs. • Blend sounds fluently to read words with known grapheme–phoneme correspondences, including longer words and words with adjacent consonants (e.g. <i>strap, blink</i>). • Segment spoken words into phonemes and represent these using graphemes to support spelling as well as reading. • Recognise and read alternative graphemes for the same phoneme (e.g. <i>ai, ay, a-e</i>). • Read words containing alternative pronunciations for the same grapheme (e.g. <i>ow</i> in <i>cow</i> and <i>snow</i>). • Read accurately a range of real and pseudo-words by applying secure phonic decoding strategies (preparing pupils for the phonics screening check). • Read aloud simple sentences and books that are closely matched to their phonic knowledge, demonstrating increasing fluency and confidence. • Read and spell common exception words appropriate to Year 1, recognising that some words do not follow regular phonetic patterns. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Secure and apply phonics knowledge to read longer and more complex words, including those with multiple syllables. • Use knowledge of alternative graphemes and phonemes automatically when decoding unfamiliar words, with decreasing reliance on overt sound-blending. • Read words with common suffixes (e.g. <i>-s, -es, -ed, -ing, -er, -est</i>) and understand how these affect meaning and grammar. • Read fluently with increased accuracy, pace, and expression across a wider range of texts that are less tightly matched to phonic knowledge. • Read and spell a growing range of exception words, noticing patterns and irregularities in spelling–sound correspondence. • Begin to recognise simple word families and spelling patterns that support decoding and spelling (e.g. <i>sign, signal</i>), preparing pupils for years 3 and 4.
Fluency	<ul style="list-style-type: none"> • Read aloud accurately from books consistent with their phonic knowledge • Re-read texts to develop fluency, confidence, and understanding • Read most words fluently without overt sounding out • Begin to read with appropriate pace, intonation, and expression, using punctuation to support meaning • National Curriculum: read aloud books closely matched to their phonic knowledge, re-reading these books to build up fluency and confidence; secure fluency as a bridge from decoding to comprehension

Key Skills: Comprehension	
Range of Reading	<ul style="list-style-type: none"> ● Listen to and discuss a wide range of stories, poems, rhymes, and non-fiction. ● Read simple texts with support, noticing how they are organised and used for different purposes.
Words in Context	<ul style="list-style-type: none"> ● Learn and use new words from stories, poems, rhymes, and non-fiction in talking and simple writing ● Talk about what words mean in stories and other texts, noticing how pictures and repetition help understanding ● Retell familiar stories and share information from non-fiction using new words they have learned
Familiarity with Texts	<ul style="list-style-type: none"> ● Become familiar with a range of books, retelling stories and recounting information from non-fiction. ● Notice patterns in stories, such as characters, events, and settings, and begin to discuss them.
Poetry and Performance	<ul style="list-style-type: none"> ● Listen to and join in with poems and rhymes ● Perform poems aloud with expression, using voice, actions, and gestures to show meaning.
Word Meanings	<ul style="list-style-type: none"> ● Talk about similarities and differences between texts, stories, or characters. ● Share opinions about texts and explain their ideas using examples. ● Learn and use new words, noticing similarities to other words and simple word parts. ● Begin to check the meaning of unfamiliar words by asking, discussing, or using simple reference sources.
Understanding	<ul style="list-style-type: none"> ● Talk about texts to show understanding and explain what is happening. ● Answer questions and discuss main ideas, describing what happens in their own words.
Inference	<ul style="list-style-type: none"> ● Draw simple inferences about characters' feelings, thoughts, or motives using what they say and do. ● Use clues from pictures and text to explain why events happen.
Prediction	<ul style="list-style-type: none"> ● Suggest what might happen next in a story, using what they know from the text and pictures. ● Talk about why they think something will happen, giving examples from the text.
Authorial Intent	<ul style="list-style-type: none"> ● Notice interesting words and phrases and talk about why they are used. ● Recognise simple ways authors make stories exciting or engaging.
Non-Fiction	<ul style="list-style-type: none"> ● Find and talk about information in simple non-fiction books and texts. ● Use information to answer questions and explain what they have learned.
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> ● Talk about similarities and differences between texts, stories, or characters. ● Share opinions about texts and explain their ideas using examples.
Key Vocabulary	
Curriculum Terminology	<ul style="list-style-type: none"> ● Vocabulary / meaning: Learn new words from texts and begin to understand literal and simple figurative language. ● Retrieve / find information: Locate key details from a story or text. ● Sequence / summarise: Retell or summarise events in order. ● Infer / explanation: Make simple inferences about characters, events, or motives using clues in the text. ● Predict / reasoning: Predict what might happen next and explain using story evidence. ● Author / creator: Identify the author or illustrator and begin to recognise their choices in the story. ● Compare / choice: Compare characters, events, or stories and discuss preferences with reasons.

Reading Domains	<ul style="list-style-type: none"> • 1a Words • 1b Identify and explain key details • 1c Sequence • 1d Inference • 1e Predict
Common Exception Words (Harder to Read and Spell Words)	<p>Year 1 Read the year 1 common exception words matched to the school's phonic programme (see below).</p> <p>Year 2 after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, whole, who, wild, would</p>

Key Knowledge: Word Reading

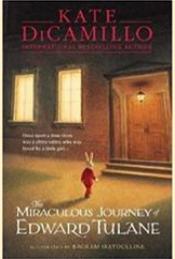
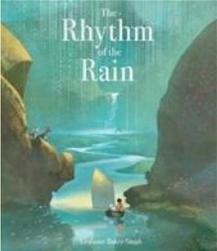
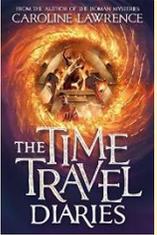
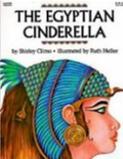
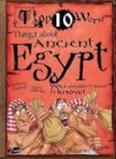
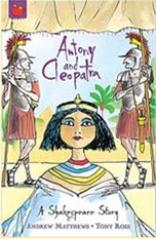
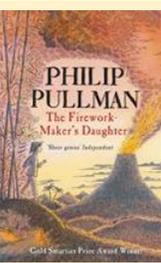
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Phonics Year 2	<ul style="list-style-type: none"> Secure and apply all Phase 5 grapheme–phoneme correspondences, including alternative spellings and pronunciations. Read and spell an increasing range of common exception words. Use phonics knowledge to read words accurately and fluently. Spell longer words by breaking them into smaller parts and using known spelling patterns. Begin to apply spelling rules and patterns in simple sentences, including adding common endings (–s, –es, –ed, –ing). 																																																									
Structure	<ul style="list-style-type: none"> Recognise and read simple compound words and understand that they are made from two smaller words. Begin to notice groups of words that share a similar pattern or ending and understand that this can help with meaning and reading unfamiliar words. Understand how basic punctuation (capital letters, full stops, question marks and exclamation marks) helps the reader make sense of what is being read. 																																																									

Key Knowledge: Comprehension

- Text Types & Features: Know common types of texts (stories, poems, non-fiction, simple instructions) and their purpose. Recognise features like titles, headings, illustrations, and captions.
- Vocabulary: Learn and understand new words from texts; begin to make connections between words; notice literal and simple figurative language.
- Sentence & Paragraph Knowledge: Know that sentences are separated by spaces, and punctuation marks (full stop, question mark, exclamation mark) affect meaning. Understand that paragraphs group ideas.
- Comprehension Strategies: Know that readers check understanding, re-read if unsure, and ask questions about texts.
- Inference & Prediction: Understand that clues in the text and prior knowledge help infer feelings, motives, or predict what might happen.
- Non-Fiction Knowledge: Know that non-fiction contains factual information and can include diagrams, captions, or bullet points.
- Poetry & Performance: Know that poems have rhyme, rhythm, and repeated patterns; understand that reading aloud can convey meaning.
- Authorial Intent: Recognise that authors choose words and illustrations to engage the reader and create meaning.
- Comparing & Commenting: Know that texts can be compared by theme, structure, characters, or content.

Pakeman Primary School
Reading curriculum - Year 3/4

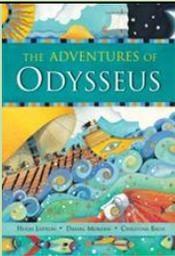
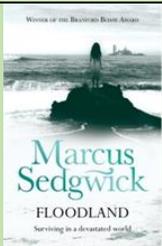
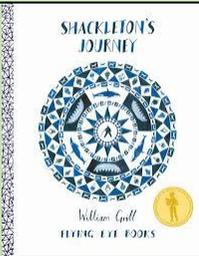
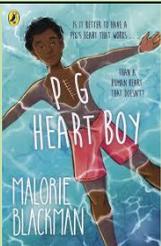
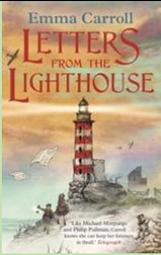
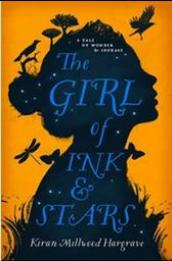
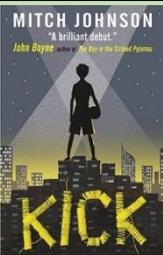
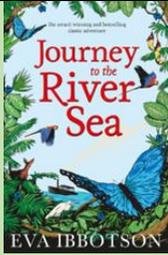
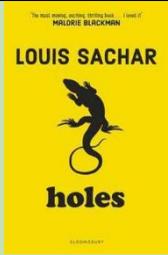
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	Stone Age to Iron Age	Journeys	Anglo Saxons	Mountains	Time-travellers	Rainforests
Shared Class Texts						
Topic – Year B	Ancient Egypt	Energy and power	Romans	Active Planet	Chocolate	Europe
Shared Class Texts	 					
Key skills: Word Reading						
Phonics and Decoding	<ul style="list-style-type: none"> ● Apply knowledge of root words, prefixes, and suffixes to read aloud and understand the meaning of new words. ● Read and spell further exception words, noticing unusual spelling–sound correspondences. 					
Fluency	<ul style="list-style-type: none"> ● Read aloud with increasing fluency, accuracy and expression. ● Adjust pace and phrasing to suit the text, purpose and audience. ● Read silently with sustained concentration and understanding. 					
Key Skills: Comprehension						
Range of Reading	<ul style="list-style-type: none"> ● Listen to and discuss a wide range of fiction, poetry, plays, and non-fiction, including reference texts. ● Read books structured in different ways for a variety of purposes, building comprehension skills. 					
Words in Context	<ul style="list-style-type: none"> ● Learn new vocabulary encountered in fiction, poetry, plays, and non-fiction, and use it in discussion and writing. ● Explore and discuss the meaning of new words in context, drawing on morphology (roots, prefixes, suffixes) to support understanding. ● Demonstrate understanding of texts by retelling stories, summarising information, and using newly learned vocabulary accurately. 					

Familiarity with Texts	<ul style="list-style-type: none"> ● Increase familiarity with a wide range of books and retell some orally. ● Recognise and discuss themes, characters, and conventions across a variety of texts. ● Begin to compare and contrast stories, noting similarities and differences in structure, setting, and plot.
Poetry and Performance	<ul style="list-style-type: none"> ● Prepare and perform poems and play scripts aloud, showing understanding through intonation, tone, volume, and appropriate action or gesture. ● Recognise and discuss some different forms of poetry, including narrative, rhyming, and free verse. ● Begin to express meaning and emotion through performance, showing awareness of audience.
Word Meanings	<ul style="list-style-type: none"> ● Use dictionaries, glossaries, and other reference sources to check and clarify the meaning of words encountered in reading. ● Continue to develop a broad vocabulary, exploring roots, prefixes, and suffixes to infer meaning and make connections between words. ● Begin to understand subtle differences in word meanings and use them accurately in discussion and writing.
Understanding	<ul style="list-style-type: none"> ● Check that texts make sense, discussing understanding and explaining the meaning of words in context. ● Ask questions to clarify meaning and deepen understanding of a text. ● Identify and summarise main ideas drawn from more than one paragraph.
Inference	<ul style="list-style-type: none"> ● Draw inferences about characters' feelings, thoughts, and motives from their actions or dialogue. ● Justify inferences with evidence from the text. ● Begin to infer information about settings, events, or themes using clues within the text.
Prediction	<ul style="list-style-type: none"> ● Predict what might happen next in a text using details stated and implied. ● Support predictions with evidence from the text.
Authorial Intent	<ul style="list-style-type: none"> ● Discuss words and phrases that capture the reader's interest and imagination. ● Identify how language, structure, and presentation contribute to meaning. ● Begin to consider how authors engage the reader through choices in vocabulary and structure.
Non-Fiction	<ul style="list-style-type: none"> ● Retrieve and record information from a range of non-fiction texts. ● Begin to identify key facts and relevant details for a specific purpose. ● Use information to answer questions or support discussion.
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> ● Participate in discussions about books read to them and those they can read independently, taking turns and listening to others. ● Share opinions about texts, supporting ideas with examples from the story. ● Begin to compare characters, events, or themes between texts in discussion.
Key Vocabulary	
Curriculum Terminology	vocabulary, meaning, retrieve, summarise, infer, explain, predict, vocabulary, author's purpose, compare, choice
Reading Domains	<ul style="list-style-type: none"> ● Define it! ● Find it!

	<ul style="list-style-type: none"> • Summarise it! • Infer it! • Predict it! • Connect it! • Interpret it! • Compare it!
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
Key Knowledge: Word Reading	
Phonics	<ul style="list-style-type: none"> • Consolidate knowledge of graphemes and phonemes, including less common vowel and consonant combinations. • Understand how prefixes, suffixes, and roots affect word pronunciation and meaning. • Recognise and decode further exception words with unusual spelling–sound correspondences.
Structure	<ul style="list-style-type: none"> • Understand the structure of compound and complex words and how this affects meaning. • Recognise common word families and understand how adding prefixes or suffixes changes meaning. • Understand the role of punctuation (commas, speech marks, apostrophes) in clarifying meaning when reading.
Key Knowledge: Comprehension	
	<ul style="list-style-type: none"> • Text Types & Features: Broaden knowledge of text types, including myths, legends, fables, fairy stories, plays, poetry, and structured non-fiction. Recognise text structures such as chapters, headings, subheadings, indexes, glossaries, and diagrams. • Vocabulary: Understand how roots, prefixes, and suffixes influence word meaning; recognise figurative language (similes, basic metaphors) and discuss words that capture interest or imagination. • Sentence & Paragraph Knowledge: Know how punctuation (commas, speech marks, apostrophes) and sentence structure affect meaning. Understand paragraphing to group related ideas. • Comprehension Strategies: Know that checking understanding, asking questions, summarising main ideas across multiple paragraphs, and clarifying unfamiliar words support comprehension. • Inference & Prediction: Know that characters’ feelings, thoughts, and motives can be inferred from actions and dialogue; use clues to predict outcomes. • Non-Fiction Knowledge: Know that non-fiction texts present facts, headings are used to guide reading, and key information can be retrieved for a purpose.

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| | <ul style="list-style-type: none">● Poetry & Performance: Recognise different poetic forms (rhyming, free verse, narrative); know that reading with intonation, tone, and volume conveys meaning.● Authorial Intent: Know that authors choose words and structure to engage the reader, create mood, and communicate meaning.● Comparing & Commenting: Know that texts can be compared by theme, structure, characters, or content. |
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Pakeman Primary School
Writing curriculum - Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	Ancient Greece	Weather and climate	Vikings	Antarctica	Windrush	Citizens of the World
Shared Class Texts						
Topic – Year B	World War 2	Marvelous Maps	London	South America	The Sikh Empire	Farming and Food
Shared Class Texts						
Key skills: Word Reading						
Phonics and Decoding	<ul style="list-style-type: none"> Confidently apply knowledge of morphology (root words, prefixes, and suffixes) to read, spell, and infer the meaning of increasingly complex words. Read and spell a wider range of exception words, noting irregular spelling–sound patterns and their position in words. Use etymology (word origins) to support decoding and comprehension of sophisticated vocabulary. 					
Fluency	<ul style="list-style-type: none"> Read aloud with confidence, fluency and expressive control. Vary pace, tone and intonation to enhance meaning and impact. Read independently and silently with automaticity across complex texts. 					
Key Skills: Comprehension						
Range of Reading	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, and non-fiction, including reference texts. Read books structured in different ways for multiple purposes, making comparisons within and across texts. Develop inference, deduction, and summarising skills when discussing texts. 					

Words in Context	<ul style="list-style-type: none"> ● Extend and consolidate vocabulary across a wide range of texts, including technical and subject-specific words, using context and etymology to infer meaning. ● Apply new vocabulary precisely in speaking and writing, adapting language for purpose, audience, and style. ● Analyse how authors use vocabulary to influence meaning, mood, and reader response, and make links across texts when discussing or summarising.
Familiarity with Texts	<ul style="list-style-type: none"> ● Increase familiarity with a broad and diverse range of texts. ● Identify, discuss, and analyse themes, conventions, and narrative techniques within and across texts. ● Make detailed comparisons across texts, exploring similarities and differences in theme, characterisation, authorial style, and structure.
Poetry and Performance	<ul style="list-style-type: none"> ● Learn a wider range of poetry and plays by heart, preparing them for confident reading aloud and performance. ● Use intonation, tone, pace, volume, and gesture to convey meaning clearly and engage an audience. ● Analyse and discuss different poetic forms, styles, and techniques, and reflect on how these influence performance and interpretation.
Word Meanings	<ul style="list-style-type: none"> ● Independently use dictionaries, thesauruses, and other reference materials to confirm and refine word meanings. ● Extend and consolidate vocabulary, analysing roots, prefixes, suffixes, and etymology to understand and connect words across contexts. ● Explore shades of meaning, nuances, and precise word choice, applying this knowledge in reading, discussion, and writing.
Understanding	<ul style="list-style-type: none"> ● Monitor understanding, discussing and exploring the meaning of words in context to ensure comprehension. ● Ask and answer questions to improve understanding and interpret implicit meaning. ● Summarise main ideas drawn from multiple paragraphs, identifying key details to support understanding.
Inference	<ul style="list-style-type: none"> ● Draw increasingly sophisticated inferences about characters' feelings, thoughts, motives, and relationships. ● Justify inferences with precise textual evidence, including implicit and nuanced clues. ● Infer deeper meanings about events, settings, themes, and authors' intentions, supporting interpretations with evidence.
Prediction	<ul style="list-style-type: none"> ● Make informed predictions about events, outcomes, or character actions based on explicit and implicit details. ● Justify predictions with precise textual evidence and explain reasoning.
Authorial Intent	<ul style="list-style-type: none"> ● Identify how language, structure, and presentation contribute to meaning and shape the reader's understanding. ● Discuss and evaluate how authors use language, including figurative and expressive techniques, to achieve specific effects. ● Consider authorial intent and the impact of word choice, structure, and presentation on the reader.
Non-Fiction	<ul style="list-style-type: none"> ● Retrieve, record, and present information from non-fiction texts in different formats (e.g., notes, diagrams, reports). ● Distinguish between statements of fact and opinion. ● Use information to summarise, explain, or support reasoned conclusions.

Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> ● Recommend books they have read to peers, giving clear reasons for their choices. ● Participate in discussions about books, building on their own and others' ideas and challenging views respectfully. ● Compare and contrast texts in depth, analysing differences and similarities in theme, characterisation, authorial style, and structure.
Key vocabulary – Year 5 and 6	
Curriculum Terminology	<ul style="list-style-type: none"> ● Vocabulary ● Retrieve / retrieval ● Summarise / summary ● Infer / inference ● Explain / explanation ● Predict / prediction ● Author's intent ● Viewpoint ● Distinguish (e.g. fact from opinion) ● Contrast ● Evaluate ● Effect
Reading Domains	<ul style="list-style-type: none"> ● Define it! ● Find it! ● Summarise it! ● Infer it! ● Predict it! ● Connect it! ● Interpret it! ● Compare it!
Common Exception Words	<p>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</p>

Key Knowledge: Word Reading

Phonics

- Apply knowledge of advanced spelling patterns, roots, prefixes, and suffixes to read and understand complex words.
- Recognise etymology and morphology to decode unfamiliar words.
- Understand that some words retain historical or irregular spellings, and interpret pronunciation and meaning accordingly.

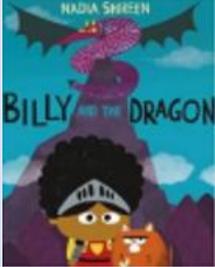
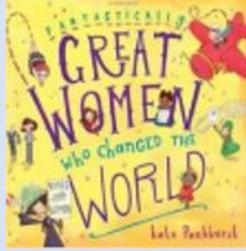
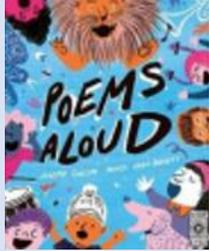
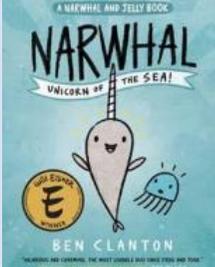
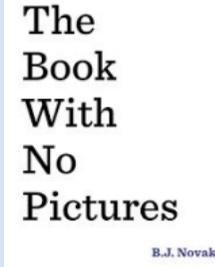
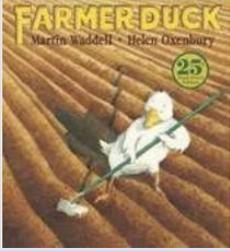
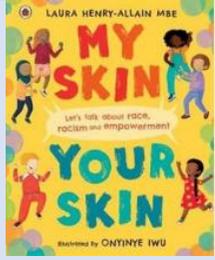
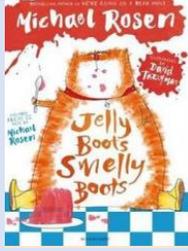
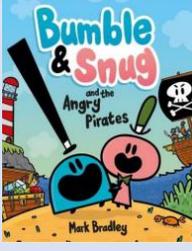
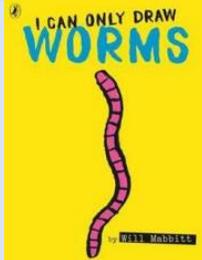
Structure

- Understand the structure of multi-syllable and morphologically complex words.
- Recognise and interpret clauses and phrases, understanding how word order and punctuation affect meaning.
- Understand how sentence structure, punctuation, and word choice contribute to meaning and style.

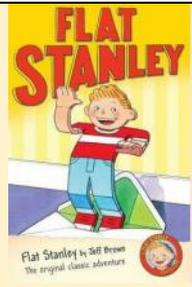
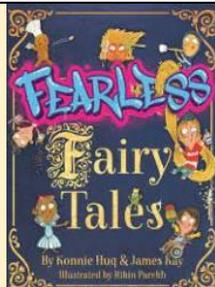
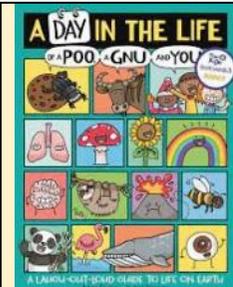
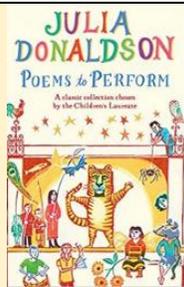
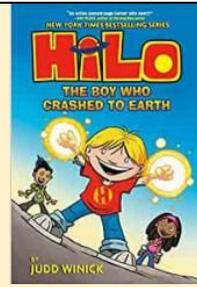
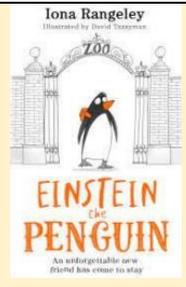
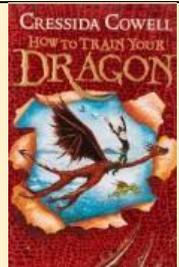
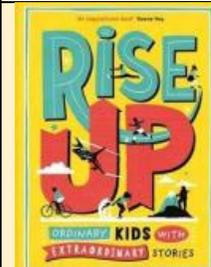
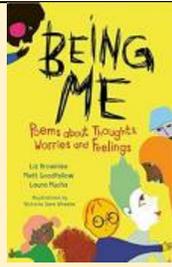
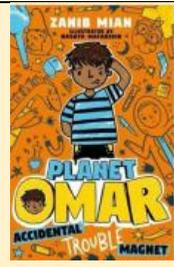
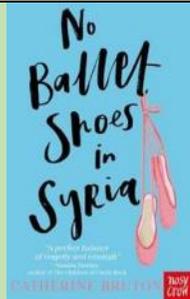
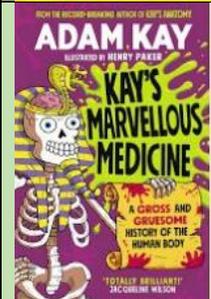
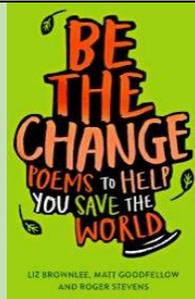
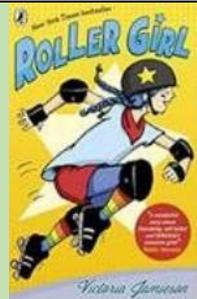
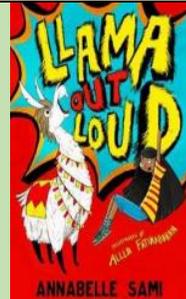
Key Knowledge: Comprehension

- Text Types & Features: Understand a broad and diverse range of texts, including myths, legends, traditional stories, modern fiction, literary heritage, poetry, plays, non-fiction, and texts from other cultures. Know the purpose and typical features of each.
- Vocabulary: Know that morphology, etymology, and figurative language (similes, metaphors, personification, idioms) shape meaning. Understand precise word choice and nuanced meanings.
- Sentence & Paragraph Knowledge: Know that clauses, phrases, sentence types, and punctuation (colons, semicolons, dashes) influence meaning and style. Understand paragraph structure to support argument or narrative.
- Comprehension Strategies: Know that readers monitor understanding, clarify unfamiliar words, summarise ideas, ask questions, and make reasoned predictions.
- Inference & Prediction: Know that inference combines explicit text details and prior knowledge to understand characters, events, and themes; predictions are supported by evidence.
- Non-Fiction Knowledge: Know how to retrieve, record, and present information; distinguish fact from opinion; recognise bias or reliability in texts.
- Poetry & Performance: Know how form, rhythm, and figurative language affect meaning and performance; understand expressive reading techniques to engage an audience.
- Authorial Intent: Know how language, structure, and presentation create meaning, convey tone, and influence the reader; understand how authors' choices reflect intent.
- Comparing & Commenting: Know how to compare and contrast texts across themes, characterisation, structure, style, and cultural context; understand how evaluation can support discussion or recommendations.

Suggested Reading for Pleasure Texts KS1

	The Classic	The Future Classic	The Non-Fiction One	The Poetry Collection	The Picture Book	The Funny One
Year 1 and year 2 (Year A)	 <p>Jill Tomlinson The Owl Who Was Afraid of the Dark</p>	 <p>NADIA SPIEGEL BILLY AND THE DRAGON</p>	 <p>THE GREAT WOMEN WHO CHANGED THE WORLD Kate Pankhurst</p>	 <p>POEMS ALOUD</p>	 <p>A NARWHAL AND JELLY BOOK NARWHAL UNICORN OF THE SEA! BEN CLANTON</p>	 <p>The Book With No Pictures E.J. Novak</p>
Year 1 and year 2 (Year B)	 <p>FARMER DUCK Martin Waddell · Helen Oxenbury</p>	 <p>On Sudden Hill Linda Sarah and Benj. Davies</p>	 <p>LAURA HENRY-ALLAIN MBE MY SKIN YOUR SKIN Let's talk about RACISM, racism and empowerment! Illustrated by OYIYIWE IWU</p>	 <p>Michael Rosen Jelly Boots Snelly Boots</p>	 <p>Bumble & Snug and the Angry Pirates Mark Bradley</p>	 <p>I CAN ONLY DRAW WORMS Will Mabbitt</p>

Suggested Reading for Pleasure Texts KS2

<p>Year 3 and year 4 (Year A)</p>						
<p>Year 3 and year 4 (Year B)</p>						
<p>Year 5 and year 6 (Year A)</p>						
<p>Year 5 and year 6 (Year B)</p>	