




Reading and Spelling Policy

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| Policy Originator | Campsbourne School |
| Governor Responsible | Governor responsible for Literacy |
| Status | Not Statutory |
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| Review period | Annually |
| Signed by Governor Responsible for Safeguarding |  |

Aims

Our aim is for all children to be confident readers by the end of KS1. High quality phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension and vocabulary skills.

We follow the Sounds-Write phonics scheme which is a high-quality program endorsed by the DfE that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and co-ordinated approach to teaching children to read and spell. The Sounds-Write scheme helps the reader to map sounds into spellings. This ability enables readers to decode words which aids in the development of and improvement in word recognition. When children begin to be able to recognise a large amount of words quickly and accurately, reading fluency improves. Sounds-Write also teaches children how to spell words which helps them to become confident writers.

This is best achieved when there is:

- A consistent whole school approach to the teaching of phonics throughout Foundation Stage, KS1 and KS2.
- Rigorous planning, assessment, and tracking.
- Sufficient training provided to enable the implementation of Sounds-Write based teaching of phonics by all staff involved in the teaching of phonics.

Objectives

The principal attainment targets are:

- All children without a cognitive delay have completed the Initial Code by the end of Foundation Stage.
- All Year 1 children without a cognitive delay pass the Year 1 Phonics Screening test.
- All children without a cognitive delay to have covered the Extended Code by the end of KS1.
- All children who did not meet these targets in KS1 to continue to follow the Sounds-Write programme in KS2.
- All children at risk of not completing the initial code are given 'keep up' interventions.
- Children who have not completed the initial code by the end of Foundation Stage are provided with targeted provision during whole class phonics sessions in Year 1 and provided with 'catch up' interventions in the afternoons.

Professional Development

Sounds-Write provides the classroom practitioner with rigorous four-day training program in how to teach reading and spelling from the moment children begin their schooling in the Foundation Stage, throughout Key Stage 1 and into Key Stage 2.

Phonics Planning

The teaching of Phonics in the Early Years Foundation Stage, KS1 and KS2 (for those who did not meet the attainment targets by the end of KS1) will be planned in accordance with our Phonics Policy.

Nursery

When children join nursery their first exposure to phonics is through the environment and being able to distinguish sounds*

These fall under seven aspect and three strands.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed: practitioners should plan to integrate the activities according to the developing abilities and interests of the children in the setting.

*Phase 1 of Letters and Sounds.

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

- Listen attentively;
- Enlarge their vocabulary;
- Speak confidently to adults and other children;
- Discriminate phonemes;
- Reproduce audibly the phonemes they hear, in order, all through the word;
- Use sound-talk to segment words into phonemes.

Once children have progressed beyond this stage and begin learning letter sound correspondence we follow the Sounds-Write program.

Sounds Write

Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

The words used in the teaching process and the conceptual knowledge of how the alphabet code works are introduced from simple to complex, in accordance with the fundamental principles of psychological learning theory. For example, at the start, simple, mutually implied (one sound, one spelling) CVC words (consonant, vowel, consonant) only are introduced. Pupils quickly learn to read and spell words such as 'mum', 'dog', 'jam' and 'sit'.

When all the single-letter sound-spelling correspondences have been introduced and established, Sounds-Write initiates the concept that the sounds /f/, /l/, /s/ and /z/ can be spelt with the two letter-spellings <ff>, <ll>, <ss> and <zz>, respectively. As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of words with the structure VCC, CVCC, CCVC, CCVCC and CCCVC, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'.

After this, pupils' understanding of the concept 'two letters – one sound' is further developed through the introduction of the most common consonant two-letter spellings, such as <sh>, <ch> and <th>, in words like 'shop', 'chimp' and 'thin', for example.

Finally, two, three and four letter spellings of the vowels are introduced and pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

All of this is taught within a well-structured, incremental and coherent framework based on the knowledge – both conceptual and factual (see below) – on which the alphabet principle and thus the writing system is based and the three key skills needed to enable learners to use the principle effectively.

Our approach teaches the conceptual understanding needed to become an effective reader:

- that letters are spellings of sounds: visual language is a representation of spoken language
- that a spelling can contain one, two, three, or four letters – examples are: s a t, f i sh, n igh t and w eigh t
- that there is more than one way of spelling most sounds: the sound /ae/, spelt as <a-e>
- in 'name', can be represented as <a> in 'table', <ai> in 'rain', <eigh> in 'eight', <ay> in 'play', and so on
- that many spellings can represent more than one sound: <ea> can be the sound /e/ in 'head', /ae/ in 'break', or /ee/ in 'seat'

Within this conceptual framework, we teach the factual code knowledge required to become an effective reader and speller: the approximately 176 spellings that represent the 44 or so sounds in English, starting with the simplest one-to-one correspondences.

Code knowledge is divided into two sets of letter-sound correspondences: The Initial Code and the Extended Code.

Reading and spelling also requires expertise in the skills necessary to make use of the alphabet code and pupils need to be able to:

- segment, or separate sounds in words
- blend, or push sounds together to form words
- manipulate sounds: take sounds out and put sounds into words

Sounds-Write provides opportunities for practising these skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling.

Planning

Planning for Sounds-Write includes:

- Daily instruction in dedicated phonic lessons.
- Lessons planned by the class teacher using the Sounds-Write programme*.
- Intervention groups which target the needs and ability of the children and make effective use of support staff.
- Appropriately-paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds-Write support materials.
- A separate weekly plan which will document the sounds that should be revised and those which should be introduced, according to needs of the different groups of children. Planning to be uploaded to the server on a weekly basis. – what will this look like? Same proforma for all year groups?
- Planning should include common exception words that children will be introduced to alongside phonics teaching.
- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 phonics screening assessment, where children must use their phonic knowledge to correctly read 40 words. If the children do not achieve the allotted pass rate, they will receive targeted intervention before re-taking the test in Yr2.

Children will be matched to an appropriate book level that matches their phonic knowledge. We use the Dandelion Launchers and Dandelion Readers schemes which are closely match to the Sounds Write program.

Teacher Assessment

Teachers in Reception and Year 1 assess children's phonic knowledge and ability to blend and segment as part of the formative assessment they conduct teaching Sounds-Write in the normal way. Teachers make the following judgments:

- Children who are struggling to keep up with whole class teaching and need some additional support outside of the daily phonics lesson are judged to be '**working towards**'.
- Children who are judged to be on track with whole class provision are assessed as '**mastering**' expectations.

There are two main summative assessments teachers do.

Alphabet Code Knowledge Test (Appendix A)

This assessment focuses on establishing whether children know which sounds are represented by the individual letters and a sample of two letter spellings. This test may be adapted by teachers to more closely reflect the specific learning that a child has been doing.

Phonemic Skills Tests (Appendix B)

These tests assess the child's ability to use the phonemic skills essential for fluent reading and spelling. These tests may be adapted by teachers to more closely reflect the specific learning that a child has been doing.

Initial Code (Reception)

Children should not move on to the Extended Code until they can demonstrate near perfect blending and segmenting of individual phonemes in cvc, ccvc, ccvcc, cvccc, and cccvc words.

Students will only be achieving mastery after substantial practice. You should not expect the majority of Tier 1 students to be achieving 80% accuracy as soon as you teach a specific unit, as it will take time for them to internalise the knowledge and skills and for these to become automatic.

| The table below shows when Tier 1 students should be achieving mastery for each unit. Unit | Recognise code (Lesson 1 & 2) | Read code (fluency) (Lesson 4 & in decodable books) Manipulate code (Lesson 3) | Write code (Within connected text) (Lesson 4a - Dictation) |
|--|---|---|---|
| 1 | End of Unit 1 | End of Unit 2 or mid-unit 3 | End of Unit 4 |
| 2 | End of Unit 2 | End of Unit 3 or mid-unit 4 | End of Unit 5 |
| 3 | End of Unit 3 | End of Unit 4 or mid-unit 5 | End of Unit 6 |
| 4 | End of Unit 4 | End of Unit 5 or mid-unit 6 | End of Unit 7 |
| 5 | End of Unit 5 | End of Unit 6 or mid-unit 7 | End of Unit 8 |
| 6 | End of Unit 6 | End of Unit 7 or mid-unit 8 | End of Unit 9 |
| 7 | End of Unit 7 | End of Unit 8 or mid-unit 9 | End of Unit 10 |

Extended Code (Year 1)

By the end of each Extended Code unit, we expect the majority of students (Tier 1) to be able to read the code they have just been taught; we don't yet expect them to be able to recall accurately which particular spellings we use in the words taught. Much more exposure and practice is required for that to happen. Recall of the code (spelling/writing) takes longer to transfer into Long-Term Memory (LTM).

We find that in a 'typical' Tier 1 class there is about a five- to seven-unit lag in the spelling of the code before mastery is beginning to be achieved. This is based on there being lots of revision of previous code taught throughout the subsequent units (see Appendix C). Bearing in mind how hard it is to learn something entirely new and how much overlearning is required for new learning to become embedded, students should be given regular spelling quizzes and dictation along the way.

Here is an example of expected time lag in acquiring spelling. At the end of teaching Extended Code Unit 1 (/ae/), all students should be able to identify the sound on which they've been working. The vast majority of students (90%) will also be able to engage in word-building (Lesson 6) and word-reading-and-writing (Lesson 7) activities within that unit. By the time the class is working on Extended Code Unit 7 (/e/) or Extended Code Unit 8 (/ow/) the majority of students (80%+) should have had enough practice (through Lesson 8: Sound Review, Lesson 4: Reading, Lesson 4a: Dictation, Lesson 9: Seek the Sound, and the Polysyllabic Lessons) for you to begin to see transfer of the four spellings of /ae/ you taught in EC Unit 1 into the students' spelling/writing.

A final note: Once students have internalised the four spellings of /ae/, it goes without saying that they are not expected to be able to spell words containing spellings of the sounds /ae/ they have never seen before. We still need to teach the particular ways of spelling /ae/ in words. However, by this time, students should be asking qualitatively different questions of the teacher. Instead of asking the teacher to spell a word in its entirety, they should be able to work out which part of a word is problematical for them and therefore should be asking how to spell that particular sound. So, when a student asks how to spell a particular *word*, the teacher should ask them what the difficult bit for them is.

In Year 1, reading is taught explicitly 4 times a week, in small groups, to support the development of early reading skills. With their adult, children are taught new sounds within the extended code. If children are not ready for the extended code they continue to practise and consolidate the initial code.

Reading sessions start with pre-teaching new vocabulary which the children will encounter in their phonetically decodable text which they are then introduced to which focuses on the new sound/s they have learnt. They preview and predict elements of the text and then engage in a guided reading session, followed by questions to aid in their comprehension. Throughout the week the children are provided with less guidance and they work in partners, reading the same text and answering comprehension questions. They will then also have the opportunity to do this independently at the end of the week.

The second part of the session involves a new sound being introduced in which children practise reading words containing the sound and have the opportunity to practice writing the sound through the Sounds Write approach.

Assessing those who are struggling with decoding

Teachers in Reception and Year 1 do focused assessments with individual children who they have identified as working towards in phonics. Teachers complete the Sounds-Write Tracking Form (Appendix D) to identify specific gaps in their knowledge / skills so that these can be addressed through extra support.

Teachers in Years 2 to 6 will complete these assessments where there are concerns with a child's blending or segmenting.

This form is completed during three tracking weeks in the year: the week before autumn Half term (except Reception who do it by the end of November), spring and summer half terms.

For each of the three tracking points in the year, teachers write the names of the children who they have identified as working towards. They indicate for each of the headings on the form how they think the children are doing based on the summative assessment of each child for that week.

Teachers are to put a tick if think the child is fairly secure (75% to 80%) in the knowledge/skills and a cross if they think the child still hasn't acquired it. It is likely that the children will be secure in their knowledge of some of the code or in some of the skills but not all, so this should give teachers a nuanced overview of their pupils' strengths and of what they still need to develop.

The tracking form enables teachers to plan interventions for some or all of these children where needed. It will also help teachers to reflect on their delivery of Sounds-Write.

Statutory Assessments

Children are assessed in their phonic knowledge at the end of year one with the statutory Phonics Screening check. Children who do not pass are reassessed in Year 2.

A Love of Reading and Vocabulary

In addition to the phonics program we also devote significant time to developing children's love of reading and a broad and rich vocabulary.

Destination Reader

The Destination Reader program in KS2 exposes children to a range of different texts which are explored as a whole class, in partners and independently.

Class Readers

All Classes are provided with a list of carefully selected class readers which are linked to our curriculum where appropriate. (See appendix F) These books introduce children to a broad and rich vocabulary and help to foster a love of reading.

School Library

We have a school library which is located in the infant building. The library is the location for the vast majority of texts in the school. Classes visit the library each week for approximately 30mins to choose new home readers. The library is also open to the children for 30 minutes every lunchtime.

Home reading

Children are provided with three home readers each week. One book is linked to the sounds taught in class and is phonetically decodable. We refer to this book as the 'I read' book as your child should have all the knowledge and skills to read this book independently. Children also take home a library book which we refer to as the 'You read' book. This book is for parents to read to their children for enjoyment purposes; talking about the story and

developing a broad vocabulary. In Year 1 we also introduce a 'We read' book once the children are fluent readers. This book is similar to the one children read during their daily reading sessions and link to the sound they have been learning; this is for children to read with their parents supporting.

Accelerated Reader

In nursery to Year 2 teachers choose books for children to read based on their reading band or for parents to share with their children. In year 3 children begin choosing books independently. To ensure that they are choosing appropriate books we use Accelerated Reader. All books in the school are allocated an Accelerated Reader Band, represented by different coloured stickers.

Children take a computer-based test which gives them a score which tells them which books bands they should be choosing books from. Children then know which part of the library they should go to when choosing their home reader. When children have finished reading their book they take a short quiz on a tablet. Children who get 80%+ receive a certificate in our celebration assembly on Fridays.

Book Corners

Our book corners are designed to celebrate reading and provide children with opportunities for reading across the curriculum. In the Infant School the Class readers are displayed in the book corner so children can enjoy reading and retelling stories they have heard in class. In the junior school new or unfamiliar texts are displayed to encourage children to try new authors or genres.

Book corners are also used to display books which are linked to topics from foundation subjects. This provides children with opportunities to read nonfiction texts and to develop a rich and sophisticated vocabulary as they are exposed to genre specific language

Alphabet Code Knowledge Test

Name _____ Date ____/____/____

| | | | | | |
|-----------------------------|---|-------|----------------------|----|-------|
| man | m | _____ | shed | sh | _____ |
| sit | s | _____ | brick | k | _____ |
| pin | i | _____ | then / thin | th | _____ |
| ten | t | _____ | chin | ch | _____ |
| rag | a | _____ | running | nn | _____ |
| pot | p | _____ | her | er | _____ |
| now | n | _____ | beak / break / bread | ea | _____ |
| not | o | _____ | tray | ay | _____ |
| cop / city | c | _____ | coat | oa | _____ |
| big | b | _____ | pain | ai | _____ |
| hen | h | _____ | out / soup / trouble | ou | _____ |
| get / gym | g | _____ | been | ee | _____ |
| dip | d | _____ | cow / crow | ow | _____ |
| yet | v | _____ | stir | ir | _____ |
| fog | f | _____ | key / prey | ey | _____ |
| peg | e | _____ | tie / brief | ie | _____ |
| leg | l | _____ | paw | aw | _____ |
| rug | r | _____ | stew / brew | ew | _____ |
| but | u | _____ | good / soon | oo | _____ |
| yes / baby / shy | y | _____ | coin | oi | _____ |
| jig | j | _____ | cue / true | ue | _____ |
| zoo | z | _____ | fruit | ui | _____ |
| win | w | _____ | autumn | au | _____ |
| kit | k | _____ | toy | oy | _____ |
| fix(/k/s/) & exam(/g/z/) | x | _____ | burst | ur | _____ |
| | | | Total: | | /50 |

Criterion-Referenced Sound Skills Tests

Name: _____

Date: ____ / ____ / ____

| | | | |
|------------------|-------|---|-------|
| BLENDING: | | <i>I'm going to say some sounds and I want you to put them together to make a word. So, for example, if I said /k/... /a/... /t/, you would say 'cat'. (Say the sounds one second apart.)</i> | |
| d o g | _____ | j u m p | _____ |
| p e t | _____ | t o a s t | _____ |
| m a d | _____ | b r e a k | _____ |
| ch i n | _____ | c l o u d | _____ |
| sh i r t | _____ | c r i s p | _____ |
| b e a t | _____ | c l o s e d | _____ |
| t a i l | _____ | | |
| n i n e | _____ | | |
| | | Total: ____ /14 | |

| | | | |
|--------------------|-------|--|---------|
| SEGMENTING: | | <i>This time I want you to do what I've just been doing. I'll say the word and you split it up into its sounds. So if I said 'cat', you would say /k/... /a/... /t/.</i> | |
| men | — — — | flat | — — — — |
| pig | — — — | funny | — — — — |
| sad | — — — | stick | — — — — |
| lot | — — — | paint | — — — — |
| cheese | — — — | green | — — — — |
| take | — — — | chest | — — — — |
| fly | — — — | | |
| throw | — — — | | |
| | | mot | — — — |
| | | ikt | — — — |
| | | spee | — — — |
| | | foond | — — — — |
| | | gren | — — — — |
| | | clup | — — — — |
| | | Total: ____ /69 | |

| | | | |
|---------------------------------|--------------|---|--------------|
| SOUND DELETION: | | <i>Now I want you to take a sound out of a word. So if I asked you to say the word 'dog' without the /d/ sound, you would say 'og'.</i> | |
| Say cat without the k. | _____ (at) | Say speed without the p. | _____ (seed) |
| Say fish without the sh. | _____ (fi) | Say fist without the s. | _____ (fit) |
| Say chip without the ch. | _____ (ip) | Say sand without the n. | _____ (sad) |
| | | Say click without the l. | _____ (cick) |
| Say from without the m. | _____ (fro) | | |
| Say proud without the d. | _____ (prou) | | |
| Say list without the l. | _____ (ist) | | |
| | | Total: ____ /10 | |

Appendix C Year 1: Units 1–6

Red: Lessons teaching target phoneme or structure of polysyllabic words for the fortnight. Purple: Lessons reviewing previous code taught. Green: Lessons 3 (Sound-Swap) and 10 (One Spelling, Different Sounds)

| Week | Weeks 1–2 | | Weeks 3–4 | | Weeks 5–6 | | Weeks 7–8 | |
|-----------|--|--|--|--|--|--|--|--|
| Code | Unit 1 /ae/ Review /k/, /ng/, /w/ from Initial Code | | Unit 2 /ee/ Unit 3 < ea > Review /ae/ | | Unit 4 /oe/ Unit 5 < o > Review /ee/ and /ae/ | | Unit 6 /er/ Review /ae/, /ee/ and /oe/ | |
| Monday | Lesson 3 Sound-Swap Nonsense words Lesson 6 – /ae/ four spellings Read Initial Code text/book from a book covering Unit 9/10. | Lesson 3 Sound-Swap Nonsense words Lesson 6 – /ae/ four spellings of /ae/ Review of /ch/ two spellings: < ch > and < tch >. | Lesson 4 Speed-Read – /ae/ Lesson 6 – /ee/ four spellings Read text/book from Unit 11 of Initial Code. | Lesson 3 Sound-Swap Nonsense words Lesson 6 – /ee/ four spellings L4 Speed Read – /ae/. | Lesson 4 Speed-Read – /ee/ Lesson 6 – /oe/ five spellings Read text/book – /ee/, <i>Billy's Easy Day</i> or similar. | Lesson 7 – /oe/ five spellings Lesson 8: /ee/ Lesson 10 Unit 5: < o > | L1 Quiz: spelling mix of IC Unit 9/10 words Lesson 6 – /er/ four spellings Lesson 4 – /oe/ Read <i>The Golden Glow</i> or similar. | Lesson 7 – /er/ four spellings Quiz: spelling /ae/ and /ee/ words Polysyllabic words Lesson 12 – Set 4 |
| Tuesday | Review Initial Code Unit 9 and 10 Lesson 6 – /ae/ four spellings Lesson 8 – /k/ (three spellings) | Lesson 4 Speed-Read any from Unit 11 Lesson 8 – /k/w/ <q> <u> Read text/book from Initial Code Units 9–11. | Lesson 3: Sound-Swap Nonsense words Lesson 6 – /ee/ / four spellings Lesson 8 - /ae/ | Lesson 7 – /ee/ four spellings Lesson 9 – /ee/ Read text/book – /ae/, more of <i>The Fun day</i> or similar. | Lesson 6 – /oe/ five spellings Lesson 8 – /ae/ L1 Quiz: spelling /ae/ and /ee/ words | Lesson 3: Sound-Swap Nonsense words Lesson 9 – /oe/ Read text/book – /ee/, more of <i>Billy's Easy Day</i> or similar. | Lesson 6 – /er/ four spellings Lesson 8 – /oe/ Lesson 11 – Set 4 | Lesson 7 – /er/ four spellings Lesson 8 – /ee/ Read text/book – /oe/ |
| Wednesday | Lesson 6 – /ae/ four spellings Lesson 4a: Dictation Initial code – /k/, using a text from a decodable book. | Lesson 7 – /ae/ four spellings Lesson 4a: Dictation Initial code – /k/w/ <i>The Queen's Quill</i> . | Lesson 7 – /ee/ / four spellings Lesson 4a: Dictation from a book or text from Initial Code Unit 11. | Lesson 8 – /ae/ Lesson 7 – /ee/ four spellings Lesson 10 Unit 3: < ea > | Lesson 7 – /oe/ five spellings Lesson 8 – /ee/ Lesson 4a: Dictation /ae/ <i>Rainy day, sunny day</i> , or similar. | Lesson 9 – /oe/ Lesson 10 Unit 5: < o > Polysyllabic words Lesson 11 – Set 1 | Lesson 3 Sound-Swap Lesson 6 – /er/ four spellings Lesson 4a: Dictation – /ae/ <i>Rainy day, sunny day</i> or similar. | Lesson 9 – /er/ Lesson 8 – /oe/ Lesson 12 – Set 5 |
| Thursday | Read Spelling quiz: Units 9 and 10 Lesson 7 – /ae/ four spellings Read text/book from Initial Code Unit 11. | Lesson 8 – /w/ < w > and < wh > Lesson 6 – /ae/ four spellings of /ae/ Read text/book from Initial Code Unit 11. | Lesson 8 – /ae/ Lesson 10 Unit 3: < ea > Read text/book – /ae/ <i>The Fun Day</i> or similar. | Lesson 10 Unit 3: < ea > Lesson 4a: Dictation from a book covering Unit 11 of the Initial Code. | Lesson 3 Sound-Swap Nonsense words Lesson 7 – /oe/ five spellings Lesson 10 Unit 5: < o > | Lesson 10 Unit 5: < o > Polysyllabic words Lesson 11 – Set 2 Lesson 12 – Set 1 | Lesson 7 - /er/ Read text/book – /oe/ text <i>The Golden Glow</i> or similar. Polysyllabic words Lesson 11 – Set 5 | Lesson 4a: Dictation – /ee/ <i>The Key</i> or similar. Polysyllabic words Lesson 11 – Set 6 Polysyllabic words Lesson 12 – Set 5 |
| Friday | Lesson 6 – /ae/ four spellings Lesson 4a: Dictation Initial Code – /ng/ or spelling quiz using a mix of spellings from Units 10 and 11. | Lesson 9 – /ae/ four spellings Lesson 4a: Dictation Initial Code – /ng/ or spelling quiz using a mix of spellings from Units 10 and 11. | Lesson 9 – /ee/ Lesson 4a: Dictation from a book covering Unit 10 of the Initial Code. | Lesson 9 – /ee/ Read text/book – /ae/ <i>The Fun Day</i> or similar. | Lesson 9 – /oe/ Lesson 4a: Dictation, more <i>Rainy Day, Sunny Day</i> or similar. | Polysyllabic words Lesson 11 – Set 3 Lesson 12 – Set 2 Read decodable text /ee/. | Lesson 9 – /er/ four spellings Lesson 4a: Dictation – /ee/ <i>The Key</i> or similar Polysyllabic words Lesson 12 – Set 3 | Polysyllabic words Lesson 12 – Set 6 Read text/book – /oe/ <i>The Golden Glow</i> or similar. |

Date:

Appendix D

Unit of Sounds-Write being taught whole class this week:

Examples of three of the words blended and segmented:

Sentence used for dictation:

Title of decodable reader used:

| Name of child: | Blending | Segmenting | Phoneme manipulation | Code knowledge | Word building | Word reading | Dictation * | Reading decodable books | Comments and action to be taken: e.g. code knowledge that the child is not secure with; types of errors (letter reversal, omission/addition of sounds/spellings, precise pronunciation of sounds). |
|----------------|----------|------------|----------------------|----------------|---------------|--------------|-------------|-------------------------|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

**

*Dictation: you should be doing a dictation 3 to 4 units before the one you are covering this week

** Reading: the children should be reading decodable books 1 to 2 units before the one you are covering this week

Appendix E

Progression

The following progression maps are a guide and should only be used as such. Teachers are expected to be flexible and responsive to the progress of the children.

Reception: Autumn Term

Initial Code

| Unit | Skills: To segment, blend and manipulate sounds in words with the structure: | Code | Conceptual | Class Readers | Home Readers | | | |
|------|--|---------------|---|----------------------------------|---|-------------------|-----------------|------------------|
| | | | | Sounds Write Books | Dandelion Launchers | Dandelion Readers | | |
| | | | | | | Set 1 | Set 2 | Set 3 |
| 1 | CVC | a, i, m, s, t | Sounds can be represented by spellings with one letter. | Tim, Tam and Sam Mats | Unit 1 Sam, Tam Tim I am Sam Is it Sam? On the Mat | Sam | A Mat | Sit, Sam |
| 2 | | n, o, p | | Is it Sam? Sit! | Unit 2 Pam The Pot A Map A Man | Pip | The Nap | Pip, Sam and Tam |
| 3 | | b, c, g, h | | Sam's Pip The Can Man | Unit 3 Bob Pip and the Bat Sam's Bag Pam and the Cat | Nan | Tap, Tap | The Cab |
| 4 | | d, e, f, v | | The Hens Meg's Pet Pig | Unit 4 Ted The Fib Bob and the Cod Meg and Ted | Bad Cat | At the Vet | The Cab Set Off |
| 5 | | k, l, r, u | | Tom and Sam Kim's Big Red Cat | Unit 5 Ken, the Rat Kim, the Bug Mud The Bus | Bun in the Sun | Red Gum | The Hut |
| 6 | | j, w, z | | Tim's Pets Jim is Fed Up | Unit 6 Viv Can Run Jim and Jam Ken Gets Wet Zog | Zig and Zog | Meg and the Bun | A Top for Zig |

Reception: Summer Term

Initial Code

| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; The most common spelling which represent the target sound. | | | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | | | | |
|--|--|--|--|---|--|---|---|-------|
| Unit | Skills: To segment, blend and manipulate sounds in words with the structure: | Code | Conceptual | Class Readers | Home Readers | | | |
| | | | | Sounds Write Books | Dandelion Launchers | Dandelion Readers | | |
| | | | | | | Set 1 | Set 2 | Set 3 |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spellings are written with two different letters. | Chimp Chums | Unit 11 (ch) The Big Chip Chit Chat Nuts for Lunch The Champ | Set 1 Unit 11 Pip Gets Rich 'ch' | Set 2 Unit 12 Chips for Lunch 'ch' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | The Fish Dish | Unit 12 (sh) Shep and Tosh The Shop Fresh Fish The Fish Pond | Set 1 Unit 12 Hush 'sh' | Set 2 Unit 12 The Cash 'sh' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | The Song Thrush | Unit 13 (th) This and That Will this Fit? Thud! Crash! That's It! | Set 1 Unit 13 The Path up the Hill 'th' | Set 2 Unit 13 Thump Thump 'th' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | | Unit 14 (ck) The Clock The Back Pack Which Shall I Pick? When Can I Get On? | Set 1 Unit 14 The Trick 'ck' | Set 2 Unit 14 Raj Gets a Shock 'ck' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | | Unit 15 (ng) Ding, Dong! Spring Ting-a-ling The Strong Wind | Set 1 Unit 15 The Ring 'ng' | Set 2 Unit 15 The Sting 'ng' | |
| 11 | | sh*, ch*, th*, ck*, | Some spelling are written with two different letters. | The Queen's Quill | | Set 1 Unit 16 | Set 2 Unit 16 | |

| | | | | | | | | |
|-------------------------------|----------------------------|--|--|--|--|--|--|--|
| | | wh*, ng*, qu* | | | | The Quest 'qu', 've' | The Quilt 'qu', 've' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | | | Set 1 Unit 17 When Meg was a Pup 2 syllables 'wh' | Set 2 Unit 17 When Dad was Cross | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | | | Set 1 Unit 18 Dan is Trapped 2 syllables 'ed' | Set 2 Unit 18 A Wicked Snack 2 syllables 'ed' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | Some spelling are written with two different letters. | | | Set 1 Unit 19 Sinking Sand 2 syllable - 'ing' 'tch' | Set 2 Unit 19 The Fishing Trip 2 syllable - 'ing' 'tch' | |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, qu* | | | | Set 1 Unit 20 The Paddle 2 syllable '- le' | Set 1 Unit 20 Apple Crumble 2 syllable '- le' | |
| Initial Code Bridging Lessons | | | | | | | | |
| Unit 1 | Sound /ae/ first spellings | | | | | | | |
| Unit 2 | Sound /ee/ first spellings | | | | | | | |

Some children, if ready, may be introduced to 2 syllable compound words using initial code - batman, dogfish, hotdog, backpack etc

Year 1: Autumn Term

Extended Code

| Initial 2 / 3 Weeks | | | | | | | | |
|---|----------------------------|---|-----------------|--|---|--|---|---|
| Review Initial Code and Unit 11 using bridging lessons and sound swap. | | | | | | | | |
| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; The most common spellings which represent the target sound. | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | | | Class Readers | Home Readers Dandelion Readers | | |
| | | | | | Sounds Write Books | Level 1 | Level 2 | Level 3 |
| Unit 1 | Sound /ae/ first spellings | | | | The Fun Day Ted Saves the Day Sound /ae/ | Level 1 Book 1 The Mail < ai > | Level 2 Book 1 Viv Wails < ai >, < ay >, < a > | Level 3 Book 1 Jake the Snake < ai >, < ay >, < a >, < a-e >, < ea > |
| Unit 2 | Sound /ee/ first spellings | | | | A Secret a School Billy's Easy Day Sound /ee/ | Level 1 Book 2 The Tree < ee > | Level 2 Book 2 Sweet Dream < ee > < e >, < ea > | Level 3 Book 2 The Heap of Sand < ee >, < e >, < ea >, < y > Pete Split Vowel Spelling < e-e > |
| | | Unit 3 | Spelling < ea > | | | | | Level 3 Book 5 The Mean Robot < ea >, as /ee/, /ae/ or /e/ |
| Unit 4 | Sound /oe/ first spellings | | | | Home Sweet Home The Golden Glow Sound /oe/ | Level 1 Book 3 Raj Gets a Shock < oa > | Level 2 Book 3 Toad Moans and Groans | Level 3 Book 3 Toad in a Hole < oa >, < o >, < |

| | | | | | | | | |
|---------|---|--------|-----------------|--|--|---------------------------------------|--|--|
| | | | | | | | < oa >, < o >, < ow > | ow >, < oe >, < o-e > The Note Split Vowel Spelling < o-e > |
| | | Unit 5 | Spelling < o > | Polysyllabic word lessons to teach 2,3 and 4 syllable words with extended code previously covered in | | | | |
| Unit 6 | Sound /er/ first spellings | | | | A Turn on the Turf The Worst Day Sound /er/ | Level 1 Book 4 My Turn < ur > | Level 2 Book 4 Meg Gets Dirty < ur >, < er >, < ir > | Level 3 Book 4 Pasta with Butter < ur >, < er >, < ir >, < or >, < ear > |
| Unit 7 | Sound /e/ | | | | Playing Dead with Ted Guest at the Wedding Sound /e/ | Level 1 Book 5 Bread and Jam ea | Level 2 Book 5 Raj Bumps his Head ea, e, ai | |
| Unit 8 | Sound /ow/ | | | | A Hound in Town Phoneme /ow/ The Greatest Show in Town Sound /ow/ | Level 1 Book 6 Mr Brown ow | Level 2 Book 6 The Tree House ow, ou | |
| | | Unit 9 | Spelling < ow > | | | | | Level 3 Book 6 Miss Flower's Project < ow > as < ow > or < oe > |
| Unit 10 | Sound /oo/ (as in 'mOOn') first spellings | | | | The Rules at School Sound m /oo/ n | Level 1 Book 7 Zoom! < oo > | Level 2 Book 7 The Blue Scooter < oo >, < ew >, < ue > | Level 3 Book 7 School Rules < oo >, < ew >, < ue >, < u-e > Club Rules Split Vowel Spelling < u-e > |

Year 1: Spring Term

| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; The most common spelling which represent the target sound. | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | | | Class Readers | Home Readers Dandelion Readers | | |
|--|---------------------------|---|-----------------|--|---|---|---|---|
| | | | | | Sounds Write Books | Level 1 | Level 2 | Level 3 / 4 |
| Unit 11 | Sound /ie/ | | | Polysyllabic word lessons to teach 2,3 and 4 syllable words with extended code previously covered in | A Fine Time at Playgroup Sound 'ie' | Level 1 Book 8 The Night Flight igh | Level 2 Book 8 I Spy igh, l, y | Level 3 Book 8 The Kite igh, i, y, ie, i-e A Nice Life Split Vowel Spelling i-e Show Time Split Vowel Spellings a-e e-e i-e o-e u-e |
| Unit 12 | Sound /oo/ (as in 'bOOK') | | | | The Fright by the Brook Sound b /oo/ k | Level 1 Book 9 In the Wood oo | Level 2 Book 9 The Bush oo, ou, u | |
| | | Unit 13 | Spelling < oo > | | | | | Level 3 Book 9 The Tooth < oo > as in boot or look |
| Unit 14 | Sound /u/ | | | | The Sad Monkey Sound /u/ | | | Level 4 Book 2 Fred Gets in Trouble u, ou, o |
| | | Unit 15 | Spelling < ou > | | | | | |
| Unit 16 | Sound /s/ | | | | | | | Level 4 Book 4 Five Excited Mice Spellings for 's' |

| | | | | | | | | |
|---------|------------------------------|---------|--------------|--|--|---------------------------------------|---|--|
| | | Unit 17 | Spelling /s/ | | | | | Level 4 Book 5 Carrots and Celery Spellings for 'c' |
| Unit 18 | Sound /i/ | | | | | | | |
| Unit 19 | Sound / or / first spellings | | | | The Mystery of the Waterfall Sound /or/ | Level 1 Book 10 The Fort or | Level 2 Book 10 Dan Draws a Monster or, a, aw | Level 3 Book 10 The Tent on the Lawn or, a, aw, au, al |
| Unit 20 | Sound / air / | | | | The Scare on the Lake Sound /air/ | Level 1 Book 13 Fairy Wings air | Level 2 Book 13 Careless Fairy air, are, ere | Level 3 Book 13 Not Fair! air, are, ere, ear, eir |

Year 1: Summer Term

| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; The most common spelling which represent the target sound. | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | | | Class Readers | Home Readers Dandelion Readers | | |
|--|--------------|---|-----------------|--|--------------------|-----------------------------------|--|---|
| | | | | | Sounds Write Books | Level 1 | Level 2 | Level 3 |
| Unit 21 | Sound / ue / | | | Polysyllabic word lessons to teach 2,3 and 4 syllable words with extended code previously covered in | | | | Level 4 Book 1 Toad and Newt ue, u-e, ew, u |
| | | Unit 22 | Spelling < ew > | | | | | |
| Unit 23 | Sound /oy/ | | | | | Level 1 Book 11 Oil oi | Level 2 Book 11 Roy, the Cowboy oi, oy | Level 3 Book 11 The Royal Chest of Coins oi, oy, uoy |
| Unit 24 | Sound /ar/ | | | | | Level 1 Book 12 Too Far ar | Level 2 Book 12 Trip to the Farm ar a al | Level 3 Book 12 Aunt March ar, a, al, au, ear |
| Unit 25 | Sound /o/ | | | | | | | Unit 25 Level 4 Book 3 Australia o, a, ou, au (NB: this book covers more spellings of /o/ than the S-W unit) |

| | | | | | | | | |
|---------|---------------------------|------------|----------------|--|--|--|--|--|
| | | Unit 26 | Spelling < a > | | | | | |
| Unit 27 | Sound /ae/ more spellings | | | | | | | |

Year 1 Phonics Screening Check Guidance

In Section 1 of the phonics screening check, the structure of the words tested includes CVC, VCC, CCVC and CVCC. It comprises the following spellings: <a>, , <c>, <d>, <e>, <f>, <g>, <h>, <i>, <j>, <k>, <l>, <m>, <n>, <o>, <p>, <q><u>, <r>, <s>, <t>, <u>, <v>, <w>, <x>, <y>, <z>, plus some consonant two-letter spellings, <ch>, <ck>, <ff>, <ll>, <ng>, <sh>, <ss>, <th> and <zz>. All of these, as well as <wh>, <tch> and <le> are taught in the Initial Code.

In addition, the screening check also covers what it describes as 'consistent vowel digraphs' or two-letter spellings, such as, for example, <ar>, <ee>, <oi>, <oo> and <or>. However, it is not necessary to teach these independently of the Sounds-Write programme because all of them are taught in the course of the programme and before the end of Y1.

The specific spellings listed in the screening check occur in the following units of the Extended Code of the Sounds-Write programme:

- <ee> is taught in Unit 3
- <oo> for moon and book are taught in Units 10 and 12, respectively
- <or> is taught in Unit 19 (first spellings)
- <oi> is taught in Unit 23
- <ar> is taught in Unit 24

Where do these specific spellings listed in Section 2 of the screening check occur in the Extended Code of the Sounds-Write programme?

<a-e>, <ai> <ay> and <ea> as first spellings of the sound /ae / are all taught in Unit 1
<ee>, <ea> and <e-e> as first spellings of the sound /ee / are all taught in Unit 2
<oa>, <o-e> and <ow> as first spellings of the sound /oe / are all taught in Unit 4
<er>, <ir> and <ur> as first spellings of the sound /er / are all taught in Unit 6
<ow> and <ou> as first spellings of the sound /ow / are all taught in Unit 8
<ew>, <ue> and <u-e> as first spellings of the sound /oo / are all taught in Unit 10
<i-e>, <ie> and <igh> as first spellings of the sound /ie / are all taught in Unit 11
<aw>, <or> and <au> as first spellings of the sound /or / are all taught in Unit 19
<air> as a first spelling of /air / is taught in Unit 20
<oy> and <oi> as spellings of /oy/ in Unit 23
<ar> as a first spelling of /ar / is taught in Unit 24.

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All of the above leaves only one sound/spelling correspondence in the phonics screening check not yet dealt with: <ph> for the sound /f /, and this can be introduced at any time after Unit 11 of the Initial Code has been taught.

Year 2: Autumn Term

Extended Code

| | | | | |
|--|---------------------------|---------|---|--------------------------|
| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; The most common spelling which represent the target sound. | | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | |
| | | | | Dandelion Readers |
| Unit 28 | Sound /d/ | | | |
| Unit 29 | Sound /ee/ more spellings | | | |
| Unit 30 | Sound /i/ | | | |
| | | Unit 31 | Spelling < y > | |
| Unit 32 | Sound /oe/ more spellings | | | |
| Unit 33 | Sound /n/ | | | |
| Unit 34 | Sound /er/ more spellings | | | |
| Unit 35 | Sound /v/ | | | |

Year 2: Spring Term

| | | | | |
|--|--|---------|---|---|
| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; <p>The most common spelling which represent the target sound.</p> | | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | |
| | | | | Dandelion Readers |
| Unit 36 | Sound /oo/ (as in 'mOOn') more spellings | | | |
| Unit 37 | Sound /j/ | | | Level 4 Book 7 The Ginger Cat j, g, ge, dge |
| Unit 38 | Sound /g/ | | | |
| | | Unit 39 | Spelling < g > | Level 4 Book 8 George Spelling for 'g' |

| | | | | |
|---------|---------------------------|---------|-----------------|--|
| Unit 40 | Sound /f/ | | | Level 4 Book 9 Steph, the Elephant Spellings for 'f' |
| | | Unit 41 | Spelling < gh > | |
| Unit 42 | Sound /m/ | | | |
| Unit 43 | Sound /or/ more spellings | | | |

Year 2: Summer Term

| | | | |
|--|-------------------|---|--------------------------|
| SKILLS: <ul style="list-style-type: none"> segment: to spell words containing the target sound; blend: to read words containing the target sound Knowledge <ul style="list-style-type: none"> A sound can be represented by more than one spelling; <p>The most common spelling which represent the target sound.</p> | | SKILLS: <ul style="list-style-type: none"> To manipulate alternative sounds in and out of words. Knowledge <ul style="list-style-type: none"> A spelling can represent more than one sound; The most common sounds represented by the target spelling. | |
| | | | Dandelion Readers |
| Unit 44 | Sound /h/ | | |
| Unit 45 | Sound /k/ | | |
| Unit 46 | Sound /r/ | | |
| Unit 47 | Sound /t/ | | |
| Unit 48 | Sound /z/ | | |
| Unit 49 | Sound /eer/ | | |
| Unit 50 | Sound schwa / ə / | | |

The following additions are from the National Curriculum

The suffixes –ment, –ness, –ful , –less and –ly: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily

Contractions: can't, didn't, hasn't, couldn't, it's, I'll

Possessive apostrophe with singular nouns: Megan's, Ravi's, the girl's, the child's, the man's

Homophones and Near-Homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

| Spelling – Work for Years 3 and 4 | | | |
|-----------------------------------|--|------------|--------------------------|
| Code – Alternative Spellings | | | |
| 'i' sound | <u>g</u> ym | 'k' sound | s <u>ch</u> eme, antique |
| 'u' sound | y <u>ou</u> ng | 'sh' sound | <u>ch</u> ef |
| 'ae' sound | <u>we</u> in, <u>weigh</u> , <u>they</u> | 'g' sound | le <u>ag</u> ue |
| | | 'ng' sound | ton <u>g</u> ue |
| | | 's' sound | <u>s</u> cene |

| Code – Alternative Pronunciations | | | |
|-----------------------------------|---|---------------|---|
| <ou> spelling | ou t, mou ld , you u , young | <y> spelling | yes, happy, cry, gym |
| <ey> spelling | mon key , they | <ch> spelling | ch op, s ch eme, ch ef |

| Code – Homophones and Near Homophones | |
|---------------------------------------|---------------------------------|
| a c c e p t / e x c e p t | mail / male |
| affect / effect | main / mane |
| ball / bawl | meat / meet |
| b e r r y / b u r y | m e d a l / m e d d l e |
| brake / break | m i s s e d / m i s t |
| fair / fare | peace / piece |
| grate / great | plain / plane |
| groan / grown | r a i n / r e i n / r e i g n |
| here / hear | s c e n e / s e e n |
| h e e l / h e a l / h e ' l l | w h e a t h e r / w e a t h e r |
| knot / not | wh o s e / wh o ' s |

| Inflexional Affixes | | |
|---------------------|---|--|
| -ing | verb present participle | forgetting, beginning, gardening, limiting |
| -en | verb past perfect participle | forgotten |
| -ed | verb simple past tense | preferred, limited |
| -'s/-s' | singular proper noun (that ends in 's') plural noun possessive (ends in 's') irregular plural noun possessive (does not end in 's') | Cyprus's, James's girls', boys', babies' children's, men's, mice's |

| Derivational Affixes | | |
|----------------------|--|----------------------------------|
| -er | transforms a verb into a noun | beginner, gardener |
| pre- | before | prefer |
| dis- | Latin prefix meaning 'apart' or having a negative/reversing force (or appearing in loanwords from Latin) | disagree, disobey disappoint |
| mis- | Middle English prefix meaning 'ill' or 'wrong' | misbehave, mislead, misspell |
| in- | meaning 'not' or 'opposite of' | inactive, incorrect |
| im- | variant of 'in-'; used before 'p' | impatient, imperfect, impossible |
| im- | variant of 'in-'; used before 'm' | immature, immortal |

| | | |
|--------|--|--|
| il- | variant of 'in-'; used before 'l' | illegal, illegible |
| ir- | variant of 'in-'; used before 'r' | irregular, irrelevant |
| re- | Middle English prefix meaning 'again' | redo, refresh, return, reappear, redecorate |
| sub- | Latin prefix meaning 'under' (or occurring in loanwords from Latin) | subdivide, subheading, submarine, submerge subject, subtract |
| inter- | Middle English prefix meaning 'between' or 'among' | interact, intercity, international, interrelated |
| super- | Latin prefix meaning 'above' (or occurring in loanwords from Latin) | supermarket, superman, superstar superficial, supersede |
| anti- | Middle English prefix meaning 'against' or 'opposite of' | antiseptic, anticlockwise, antisocial |
| auto- | Greek prefix meaning 'self' or 'own' | autobiography, autograph |
| -ly | added to an adjective to form an adverb | sadly, completely |
| | where the root word ends with <l> spelling of /l/ | usually, finally, |
| | where the root word ends with <y> spelling of /ee/ | happily, angrily |
| | where the root word ends with the <le> spelling of /l/ | gently, simply, humbly, nobly |
| | where the root word ends with -ic | basically, frantically, comically* <small>(*the 'a' is elided in speech e.g. co-mic-lee)</small> |
| -ous | Middle English meaning 'possessing' or 'full of', or to anglicise Latin adjectives that cannot be directly adapted into English | poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous |
| | where the root word ends with <our> spelling of /er/, the /er/ sound is replaced by a schwa, and the /r/ is heard in the final syllable: | humorous, glamorous, vigorous |
| | where the root word ends with the <ge> spelling of /j/, the spelling remains the same and -ous is added | courageous, outrageous |
| | where the root word ends with the /ee/ sound, it may be spelled with <i> or <e> | serious, obvious, curious hideous, spontaneous, courteous |
| | | |

| Final stable syllables | | Dandelion Reader Texts |
|---|--|--|
| Words ending in -tion; added to verbs to form nouns | invention, injection, action, hesitation, completion | Level 4 Book 11 The Inspection (-tion) |
| -tion is a syllable formed when the word-forming element 'ion' is fixed to a base or to another suffix ending in -t or -te. | expression, discussion, confession, permission, admission | Level 4 Book 12 Viv's Profession (-ssion, -cian) |
| where the root word ends in <d> or <se>, /sh/ can be spelled <si> or <ti> | musician, electrician, magician, politician, mathematician | Level 4 Book 12 Viv's Profession (-ssion, -cian) |
| where the root word ends in 'ss' or -mit | expansion, extension, comprehension, tension – attention, intention | Level 4 Book 14 Alien Invasion (-sion) |

| | | |
|--|--|--|
| where the root word ends in 'c' or -cs -ation | limit ation , inform ation , sens ation , prepar ation , admira tion | |
| Words ending in -sure (zhure) | meas ure , treas ure , pleas ure , enclos ure | Level 4 Book 13 The Treasure Hunt (-sure) |
| Words ending in -ture (chure) | creat ure , furnit ure , pict ure , natur ure , advent ure | Level 4 Book 10 A Grand Adventure (-ture) |
| Words ending in -sion (zhun) | divis ion , invas ion , confus ion , decis ion , collis ion , televis ion | |

Possessive apostrophe with plural words: girls', boys', babies', children's, men's, mice's

National Curriculum Word Lists Year 3 and 4

| Autumn | Spring | Summer |
|--|--|--|
| accident(ally) actual(ly) address answer appear w 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 |

Spelling – Word List Years 3 and 4

Teacher should continue to emphasise to pupils the **relationships between sounds and letters, even when relationships are unusual,**

Code – Alternative Spellings (vowel sounds)

| | |
|-------------|--|
| 'ae' sound | s t r a n g e c e r t a i n eigh t, eigh t e e n, w eigh t s t r aigh t r e i g n s e p a r a t e* (*the 'a' sound is elided in speech: sep-rit) |
| 'ar' sound | a n s w e r h e a r t |
| 'air' sound | F e b r u a r y, l i b r a r y, o r d i n a r y, v a r i o u s, t h e r e f o r e |
| 'e' sound | b r e a t h d e c i d e, d e s c r i b e, e x p e r i m e n t, o f t e n, i n t e r e s t* (*the 'e' sound is elided in speech: in-trest) |
| 'ee' sound | b r e a t h e b e l i e v e e x p e r i e n c e, m a t e r i a l, p e c u l i a r, v a r i o u s c o m p l e t e, e x t r e m e n a u g h t y, p r o b a b l y, F e b r u a r y, h i s t o r y* (*the 'o' sound is elided in speech: hist-ree) |
| 'er' sound | a n s w e r, c o n s i d e r, p e r h a p s, q u a r t e r, r e m e m b e r c a l l e n d a r, f o r w a r d, f o r w a r d s, g r a m m a r, p a r t i c u l a r, p e c u l i a r, p o p u l a r, r e g u l a r c e n t r e c i r c l e e a r l y, e a r t h, h e a r d, l e a r n p u r p o s e |
| 'i' sound | b i c y c l e b u i l d b u s y, b u s i n e s s* (*the 'i' is elided in speech biz-ness) |
| 'ie' sound | b i c y c l e, l i b r a r y h eigh t i s l a n d |
| 'o' sound | k n o w l e d g e |
| 'oe' sound | p o t a t o e s t h ough, a l t h ough |
| 'or' sound | c augh t, n augh t y f o r w a r d, f o r w a r d s, i m p o r t a n t, o r d i n a r y q u a r t e r t h e r e f o r e a l t h ough t h ough t |
| 'u' sound | e n o u g h, v a r i o u s, f a m o u s, f a v o u r i t e* (*the 'ou; is elided in speech: fav-rit) q u e s t i o n* (* <t> spells 2 sounds: /t/ /ch/ here) |
| 'ue' sound | r e g u l a r, a c t u a l l y, p a r t i c u l a r, p e c u l i a r, p o p u l a r, n a t u r a l* (* <t> spells 2 sounds: /t/ /ch/ here) c o n t i n u e |
| 'oo' sound | F e b r u a r y f r u i t g r o u p t h r ough |

| Spelling – Work for Years 5 and 6 | | | |
|-----------------------------------|-----------------|-----------|---------------|
| Code – Alternative Spellings | | | |
| 'ie' sound | island | 't' sound | doubt |
| 'ee' sound | deceive/protein | 'm' sound | climb, solemn |
| | | 'n' sound | knight |
| | | 's' sound | thistle |

| Code – Alternative Pronunciations | | | |
|-----------------------------------|---------------------------------|---------------------|--------------------|
| <ough> spelling | bought, though, borough, plough | <ou> <gh> spellings | c ou gh r ou gh |

| Code – Homophones and Near Homophones | | |
|---------------------------------------|---|--|
| advice / advise | | gu e ss ed / gu e s t |
| device / devise | | heard / herd |
| license / licence | | led / lead |
| practice / practise | | morning / mourning |
| prophecy / prophesy | | p a s t / p a ss ed |
| aisle / isle | | d e sc ent / d i ss ent |
| a l ou d / a ll ow ed | | d e s er t / d e ss er t |
| affect / effect | | draft / draught |
| alter / altar | | principal / principle |
| ascent / assebt | | p r o f i t / p r o ph e t |
| bridal / bridle | | stationary / stationery |
| c e r e al / s e r i al | | steal / steel |
| compliment / complement | | wary / weary |
| farther / father | | who's / whose |
| Inflexional Affixes | | |
| -ing | verb present participle | forgetting, beginning, gardening, limiting |
| -en | verb past perfect participle | forgotten |
| -ed | verb simple past tense | preferred, limited |
| -‘s/-s’ | singular proper noun (that ends in ‘s’) plural noun possessive (ends in ‘s’) irregular plural noun possessive (does not end in ‘s’) | Cyprus’s, James’s girls’, boys’, babies’ children’s, men’s, mice’s |

| Final stable syllables | |
|---|---|
| endings which sound like 'shush' -cious | vicious, precious, conscious, delicious, malicious, suspicious |
| -tious | ambitious, cautious, fictitious, infectious, nutritious |
| -ious | anxious |
| endings which sound like 'shul' -cial -tial | official, special, artificial partial, confidential, essential |

Use of the Hyphen

Prefix 'co-' meaning 'together'

co-ordinate
co-operate
co-own

Prefix 're-' meaning 'again'

re-enter

Derivational Affixes

| | | |
|-------|-------------------------------|--|
| -ant | 'a person who' | observ ant , expect ant , hesit ant , toler ant , assist ant |
| -ent | 'a person who' | frequ ent , confid ent , obed ient , independ ent , innoc ent , decent |
| -ance | 'state or quality of' | observ ance , toler ance , assist ance |
| -ence | 'state or quality of' | innoc ence , confid ence , obed ience , independ ence , refer ence , prefer ence , transf erence |
| -cy | 'state, condition or quality' | hesitanc cy , decenc cy , frequ ency |
| -able | 'able to be' | ador able , applic able , consider able , chang able , notic able , depend able , comfort able , toler able , understand able , reason able , enjoy able , reli able |
| -ible | 'able to be' | forc ible , leg ible , poss ible , horrib le , terr ible , sens ible |
| -ly | 'in what manner' | adorab ly , applicab ly , considerab ly , tolerab ly , possib ly , horrib ly , terrib ly , visib ly , incredib ly , sensib ly |
| -al | 'relating to' | referr al |
| -ee | 'someone who' | refere ee |

Spelling – Word List Years 5 and 6

Teacher should continue to emphasise to pupils the **relationships between sounds and letters, even when relationships are unusual,**

Code – Alternative Spellings (vowel sounds)

| | |
|-------------|--|
| 'a' sound | a v a i l a b l e r e l e v a n t |
| 'ae' sound | a v a i l a b l e r e l e v a n t |
| 'ar' sound | b a r g a i n, p a r l i a m e n t* * (the 'a' is elided in speech par-li-ment) |
| 'air' sound | c e m e t e r y d i c t i o n a r y, n e c e s s a r y, s e c r e t a r y |
| 'e' sound | f o r e i g n e n v i r o n m e n t, g o v e r n m e n t* * (the 'n' is elided in speech en-vi-ro-ment / go-ver-ment) |
| 'ee' sound | a c c o m p a n y, c a t e g o r y, c e m e t e r y, c o n t r o v e r s y, f o r t y, f r e q u e n t l y, i d e n t i t y, i m m e d i a t e l y, s i n c e r e l y, v a r i e t y c u r i o s i t y, f a m i l i a r, a p p r e c i a t e a c h i e v e a p p r e c i a t e, d e v e l o p c o m m i t t e e |
| 'er' sound | a w k w a r d d e t e r m i n e d, i n t e r f e r e |
| 'i' sound | s y m b o l, s y s t e m, r h y t h m v e h i c l e* (etymology: comes from the Latin: 'vehere' where the 'h' was pronounced as a sound) |
| 'ie' sound | e n v i r o n m e n t* * (the 'n' is elided in speech en-vi-ro-ment) l i g h t n i n g |
| 'o' sound | y a c h t |
| 'oe' sound | s h o u d e r |
| 'or' sound | f o r t y n e i g h b o u r r e s t a u r a n t |
| 'u' sound | m i s c h i e v o u s t h o r o u g h, b o r o u g h |
| 'ue' sound | i n d i v i d u a l n u i s a n c e q u e u e |
| 'oo' sound | b r u i s e |

National Curriculum Word Lists Year 5 and 6

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

Appendix F

Class Books in Nursery to Year 2

The following list of books have been carefully selected to link in with the broader curriculum being taught each term as well as to introduce and help develop children's vocabulary.

| Nursery Autumn Term | Nursery Spring Term | Nursery Summer Term |
|---|---|--|
| 100 Birds A Year Full of Celebrations and Festivals: Over 90 fun and fabulous festivals from around the world! Volume 6 Africa, Amazing Africa: Country by Country Africa, Amazing Africa: Country by Country All Kinds of Friends Anansi and the Golden Pot Anansi and the Tug of War Chu's First Day at School Dig, Dump, Roll Fairy Tales: Cinderella Fairy Tales: Jack and the Beanstalk Fairy Tales: Little Red Riding Hood Fairy Tales: Snow White Fairy Tales: The Three Little Pigs Home : where our story begins Honey for You, Honey for Me : A First Book of Nursery Rhymes How Do You Feel? Hugless Douglas Goes Camping Look and Wonder: The Amazing Plant Life Cycle Story My Big Book of Transport My Hair Rain Red Lorry, Yellow Lorry Shark in the Park on a Windy Day! Spider | 15 Things Not to Do with a Baby A Great Big Cuddle : Poems for the Very Young A Seed Is Sleepy A Year on Adam's Farm Avocado Baby Big Green Crocodile : Rhymes to Say and Play Busy Spring : Nature Wakes Up Cows Go Boo! Eddie's Garden And How To Make Things Grow Grandpa's Garden Hello! : A Counting Book of Kindnesses I Like the Rain I Like the Snow I Like the Sun I Like the Wind I Promise LOST Love Makes a Family Milly Cow Gives Milk Mr Gumpy's Motor Car Mr Gumpy's Outing Pip and Egg (PB) Rock-a-Bye Rumpus So Much Sunday Rain The Goat Cafe The Little Island | The Best Place in the World 100 Dogs A Ladybird Book: Insects and Minibeasts An Egg Is Quiet Axel Scheffler's Flip Flap Minibeasts Blue Chameleon Bug Hotel Bugs in the Garden Croc and Bird Firefly Home How to Catch a Star Insect Detective Looking after Cats and Kittens Looking after Dogs and Puppies Looking after Guinea Pigs Looking after Hamsters Looking after Rabbits Mad About Minibeasts! Mad About Minibeasts! Maybe... Meg's Eggs Meg's Veg Mister Boo! Mrs Armitage on Wheels Mucky Minibeasts: Ants Mucky Minibeasts: Centipedes and Millipedes Mucky Minibeasts: Snails |

| | | |
|---|--|---|
| Spider Queen's Halloween Storm Super Duper You The Dark The Elephant and the Bad Baby The Very Busy Spider The Weaver We Planted a Pumpkin What to Look For in Autumn Where, Oh Where, is Rosie's Chick? WOW! Said the Owl Zim Zam Zoom! : Zappy Poems to Read Out Loud Nothing Scares Spider | The Snowflake The Tiny Seed The Ugly Duckling Up in the Garden and Down in the Dirt What to Look For in Spring What to Look For in Winter What's in the Truck? Wheels : Cars, Cogs, Carousels and Other Things That Spin When a Dragon Meets a Baby Who Am I? | Mucky Minibeasts: Worms My First Book of Woodland Animals National Trust: Beetles, Butterflies and other British Minibeasts National Trust: Out and About Minibeast Explorer : A children's minibeast Not That Pet! One Shoe Two Shoes One World, Many Colours Over and Under the Pond Rita's Rabbit Ruffles and the Teeny Tiny Kittens See How They Grow Pets Sun The Extraordinary Gardener The Giant Jumperee The Secret of the Egg The Teeny Weeny Genie The Train Ride What to Look For in Summer Who is in the Egg? |
|---|--|---|

| Reception Autumn Term | Reception Spring Term | Reception Summer Term |
|--|---|--|
| This Love : A celebration of harmony around the world A Year in the Wild All About Diversity All About Families All Kinds of Friends All Kinds of: Bodies All Kinds of: Feelings Amazing Anancy and Mr Dry-Bone Anna Hibiscus' Song Astro Girl Autumn Bloom Blown Away Can I Build Another Me? Celebrations Around the World : The Fabulous Celebrations you Won't Want to Miss Diwali Fabulous Frankie Firecrackers : An Explosion of Fantastical Poems, Raps, Haiku, Rhyming Plays (and more) to Spark Imagination Forever Star Happy in Our Skin Hello Hello Hey You! : An empowering celebration of growing up Black How to Talk to a Tiger... and other animals : How Critters Communicate in the Wild If the World Were 100 People Joy to the World! : Christmas Around the Globe Julian at the Wedding Julian Is a Mermaid Little Blue and Little Yellow Lulu Loves Flowers Mama Miti : Wangari Maathai and the Trees of Kenya | All About Diversity Chinese New Year Counting Creatures Festivals Goodnight, Veggies Grandad's Camper I Love My Bike I saw a Bee If All the World Were... Little Leaders: Bold Women in Black History Little Leaders: Exceptional Men in Black History Little Leaders: Visionary Women Around the World Maisy's Chinese New Year Maps of the United Kingdom My Dad Is A Grizzly Bear My Grandma and Me My Red Hat Over and Under the Snow Seahorse: The Shyest Fish in the Sea Stories From Around the World Sulwe The Big Book of Festivals The Extraordinary Life of Mary Seacole The Great Big Book of Families The Little Gardener The Pirate Mums The Truth About Old People The Variety of Life This Is Our House Through the Water Curtain and other Tales from Around the World Tree : Seasons Come, Seasons Go Tug of War | A Beetle Is Shy A First Book of the Sea A Ladybird Book: Trains A World Full of Poems : Inspiring poetry for children A Year Full of Celebrations and Festivals : Over 90 fun and fabulous festivals from around the world! Volume 6 A Year Full of Stories : 52 folk tales and legends from around the world Volume 1 All Are Welcome All Kinds of Families Around the World in 80 Maps BIG Big Feelings : From the bestselling creators of All Are Welcome Caterpillar Butterfly Crazy About Cats Crescent Moons and Pointed Minarets Fabulous Frogs Fanatical About Frogs Golden Domes and Silver Lanterns : A Muslim Book of Colors Grandma Bird Great Britons: 50 Amazing People Who Have Called Britain Home Growing Frogs Hats of Faith I Like Trains Let's Celebrate! : Festival Poems from Around the World Life Cycle of a Chicken Little World: On the Train : A push-and-pull adventure Look Up! Lots : The Diversity of Life on Earth Love Our Earth : A Colourful Counting Story Mapping: A City Mooncat and Me |

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|---|--|---|
| Milo Imagines The World Mixed Moth My Daddies! Only One You People Who Help Us People who help us: At School Seasons Shark In The Park Sleep : How Nature gets its Rest Snow The Best Diwali Ever (PB) The Great Big Book of Feelings The Owl Who Was Afraid of the Dark The Rhythm of the Rain The Squirrels' Busy Year: A Science Storybook about the Seasons The Story Orchestra: Four Seasons in One Day : Press the note to hear Vivaldi's music Volume 1 Tilda Tries Again : A Big Bright Feelings Book Time to Move South for Winter Too Much Stuff Too Small Tola We're Going to Find the Monster Who Are You? WOW! It's Night-time WOW! Said the Owl | Uncle Bobby's Wedding Veg Patch Party We Are All Different : A Celebration of Diversity! Welcome to Our World: A Celebration of Children Everywhere! Why Do We Wear Clothes? Winter You Choose Fairy Tales | More People to Love Me My Butterfly Bouquet My World, Your World National Trust: Look What I Found at the Seaside National Trust: The Wide, Wide Sea Never Teach a Stegosaurus to Do Sums One Fox : A Counting Book Thriller One Moment in Time : Children around the world People Who Help Us Schools Around the World Search and Find A Number of Numbers Squishy McFluff: Seaside Rescue! Summer Ten Delicious Teachers Ten Fat Sausages The Bee Book The Big Book of Bugs The Chimpanzees' Happy Tree The Egg The Lost Property Office The Secret Life of Bees : Meet the bees of the world, with Buzzwing the honeybee The Seedling That Didn't Want to Grow Tiny : The Invisible World of Microbes What We'll Build : Plans for Our Together Future Where the Sea Meets the Sky |
|---|--|---|

| Year 1 Autumn Term | Year 1 Spring Term | Year 1 Summer Term |
|--|--|--|
| 10 Silly Children 100 Dogs A Forest At the Church Baby Goes to Market Celebrations Around the World : The Fabulous Celebrations you Won't Want to Miss Cool Engineering : Filled with fantastic facts for kids of all ages Counting Creatures Everybody Counts : A counting story from 0 to 7.5 billion God's Brilliantly Big Creation Story Guy Fawkes and the Gunpowder Plot Hello! : A Counting Book of Kindnesses Hilda and the Troll How Many Legs? How Much Does a Ladybird Weigh? I Am the Seed That Grew the Tree - A Nature Poem for Every Day of the Year : National Trust If You Go Down to the Woods Today : More than 100 things to find Illustrated Stories of Monsters, Ogres and Giants (and a Troll) In the Forest Making Things Move DIY Mechanisms for Inventors, Hobbyists, and Artists Materials Materials Maths Lab : Exciting Projects for Budding Mathematicians Nano: The Spectacular Science of the Very (Very) Small National Trust: Look What I Found in the Woods Never Teach a Stegosaurus to Do Sums None the Number | A Song of Gladness : A story of hope for us and our planet At the Synagogue Brick : Who Found Herself in Architecture Chicken Clicking Child of Galaxies Clean Up! Colossus Great Britons: 50 Amazing People Who Have Called Britain Home How Many Mice Make An Elephant? : And Other Big Questions about Size and Distance How to Measure Everything : A Fun First Guide to the Maths of Measuring How Was That Built? : The Stories Behind Awesome Structures Lift-the-Flap First Sizes and Measuring Map My School Measuring Measuring Things Activity Book Music : A Fold-Out Graphic History Nature Trail : A joyful rhyming celebration of the natural wonders on our doorstep Once Upon a Raindrop : The Story of Water Over and Under the Rainforest Science is Everywhere: Our Living Planet : Life and evolution on Earth Staying Safe Staying safe online Staying Safe Online Super Structures TfL: The Story of the London Underground The Last Garden The National Archives: The Buildings That Made London | A Quick History of Money : From Cash Cows to Crypto-Currencies A Year Full of Celebrations and Festivals: Over 90 fun and fabulous festivals from around the world! Volume 6 Art and Craft : Discover the Things People Made and the Games They Played Around the World, with 25 Great Step-by-step Projects Celebrate Rosh Hashanah : With Honey, Prayers, and the Shofar Celebrations Delicious! : Poems Celebrating Street Food around the World Feast Your Eyes on Food Follow the Food Chain: Who Ate the Penguin? : An Ocean Food Chain Follow the Food Chain: Who Ate the Snake? : A Desert Food Chain Food Like Mine : Includes Amazing Recipes from Around the World Habitats Habitats Habitats Investigate! Religions : The Jewish, Christian and Muslim Faiths It's a No-Money Day Judaism Judaism Ladybird Histories: The Great Fire of London Leila in Saffron Magic Porridge Pot Midnight Feasts: Tasty poems chosen by A.F. Harrold Money-Go-Round My Name is Not Refugee |

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|--|--|--|
| <p>Once Upon a Rhythm : The story of music</p> <p>One Cheetah, One Cherry : A Book of Beautiful Numbers</p> <p>One Fox : A Counting Book Thriller</p> <p>Search and Find A Number of Numbers</p> <p>Slow Down : Bring Calm to a Busy World with 50 Nature Stories</p> <p>Staying Safe at the Playground</p> <p>Step Up! : My Anti-Bullying Activity Book</p> <p>Susie and Sam Learn About Road Safety</p> <p>Ten Fat Sausages</p> <p>Ten Little Superheroes</p> <p>The Language of the Universe : A Visual Exploration of Maths</p> <p>The Troll</p> <p>This Is How We Stay Safe : For Little Kids Going To Big School</p> <p>Three Billy Goats Gruff</p> <p>Troll and the Oliver</p> <p>What is Christmas Anyway? : 25 Days of Christmas Activities for Kids of All Ages</p> <p>Who Makes a Forest?</p> | <p>The Story of Buildings : Fifteen Stunning Cross-sections from the Pyramids to the Sydney Opera House</p> <p>The Story of London</p> <p>The Tale of a Toothbrush: A Story of Plastic in Our Oceans</p> <p>This Is My School</p> <p>Tidy</p> <p>Tree of Wonder : The Many Marvelous Lives of a Rainforest Tree</p> <p>Ways into Geography: Our Local Area</p> | <p>Paddington at St Paul's</p> <p>Rosh Hashanah</p> <p>Staying Safe around Fire</p> <p>The Best Worst Day Ever</p> <p>The Great Fire of London</p> <p>The Great Fire of London</p> <p>The Great Fire of London : Anniversary Edition of the Great Fire of 1666</p> <p>The National Archives: The Great Fire of London Unclassified : Secrets Revealed!</p> <p>The Story of London</p> <p>Vlad and the Great Fire of London</p> <p>What Is A Refugee?</p> <p>Why do we remember?: The Great Fire of London</p> <p>Would You Like a Banana?</p> <p>Yom Kippur</p> <p>You Wouldn't Want To Be In The Great Fire Of London! : Extended Edition</p> |
|--|--|--|

| Year 2 Autumn Term | Year 2 Spring Term | Year 2 Summer Term |
|---|--|--|
| A Christmas Story A History of Music for Children A Million Dots A Question of Science: Can you hear sounds in space? And other questions about sound A Question of Science: Where does lightning come from? And other questions about electricity A Question of Science: Why is ice slippery? And other questions about materials A Quick History of Maths : From Counting Cavemen to Big Data Asterix: How Obelix Fell Into The Magic Potion Be a Scientist: Investigating Materials Black History Month UK Primary School Pack Black Stories Matter: Amazing Artists Black Stories Matter: Brave Leaders and Activists Black Stories Matter: Groundbreaking Scientists Black Stories Matter: Sporting Heroes BOOM! Science: Materials Chicken Clicking How Many Mice Make An Elephant? : And Other Big Questions about Size and Distance Kind Looking After Your Mental Health Maths Lab : Exciting Projects for Budding Mathematicians Music : A Fold-Out Graphic History Music and How it Works : The Complete Guide for Kids On a Beam of Light : A Story of Albert Einstein Playing with Collage Poems Aloud : An anthology of poems to read out loud Refuge See Inside World Religions | Ancient Wonders Atlas of Amazing Architecture : The most incredible buildings you've (probably) never heard of Children in Our World: Protecting the Planet David Attenborough : Volume 34 Ducks Overboard!: A True Story of Plastic in Our Oceans Eyewitness Islam Fish : A tale about ridding the ocean of plastic pollution Fractions and Decimals Activity Book Here We Are : Notes for Living on Planet Earth (Book & CD) How Art Works If the World Were 100 People Jack and the Beanstalk Jack and the Beanstalk - Read it yourself with Ladybird : Level 3 Junior Illustrated Maths Dictionary Let's Make Some Great Art: Animals Let's Make Some Great Art: Patterns Meet Barbara Hepworth Nature Trail : A joyful rhyming celebration of the natural wonders on our doorstep Night of the Moon : A Muslim Holiday Story One Day on Our Blue Planet ...In the Antarctic One Day On Our Blue Planet ...In the Ocean One Day on Our Blue Planet ...In the Outback One Day On Our Blue Planet ...In the Rainforest One Day on Our Blue Planet ...In the Savannah Our World in Pictures: Countries, Cultures, People & Places | A World of Art African and Caribbean Folktales, Myths and Legends All Are Welcome Art (Small Great Gestures) : Incredible art, inspirational people Art A Children's Encyclopedia Azzi In Between Bandoola: The Great Elephant Rescue Beegu Black and British: An Illustrated History Bombs and Blackberries : A World War Two Play Civil Rights Stories: Refugees and Homelands Coming to England Coming to England : An Inspiring True Story Celebrating the Windrush Generation Crescent Moons and Pointed Minarets Far From Home: Refugees and migrants fleeing war, persecution and poverty Home Again: Stories About Coming Home From War Human Journey I Went for Hajj If : A Mind-Bending Way of Looking at Big Ideas and Numbers In My Mosque Journey Kind Lubna and Pebble My Friend Earth On the Move: Poems About Migration Ramadan Moon Saving Hanno : A Refugee Boy and His Dog |

| | | |
|---|---|---|
| <p>Staying Safe Online</p> <p>Staying safe online</p> <p>The Art Book : Big Ideas Simply Explained</p> <p>The Girl with her Head in the Clouds : The Amazing Life of Dolly Shepherd</p> <p>The History Of The African & Caribbean Communities In Britain</p> <p>The Language of the Universe : A Visual Exploration of Maths</p> <p>The Magic Box : Poems For Children</p> <p>The Magic Potions Shop: The Emerald Dragon</p> <p>The Story of Music</p> <p>The Story of Paintings : A history of art for children</p> <p>The Story of the Nativity</p> | <p>Red Alert! : 15 Endangered Animals Fighting to Survive</p> <p>Taking Time</p> <p>The Proudest Blue</p> <p>The Story of Money</p> <p>The World Around Me</p> <p>The World Awaits</p> <p>Tree of Wonder : The Many Marvelous Lives of a Rainforest Tree</p> <p>Welcome to Your World</p> <p>We're Going to Find the Monster</p> <p>We're Roaming in the Rainforest</p> <p>What a Wonderful World</p> | <p>Swallow's Kiss</p> <p>The Arrival</p> <p>The Cat Man of Aleppo</p> <p>The Day War Came</p> <p>The House by the Lake: The Story of a Home and a Hundred Years of History</p> <p>The Islam Book : Big Ideas Simply Explained</p> <p>The Journey</p> <p>The Place for Me: Stories About the Windrush Generation</p> <p>The Silence Seeker</p> <p>The Story of the Second World War For Children : 1939-1945</p> <p>The Story of Windrush</p> <p>The Story of Windrush</p> <p>There's Room for Everyone</p> <p>What Is A Refugee?</p> <p>Where The Wild Things Are</p> <p>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions</p> <p>Windrush and the Commonwealth</p> <p>Wisp : A Story of Hope</p> |
|---|---|---|

Class Reader Books in Years 3-6

| Year Group | Autumn | Spring | Summer |
|-------------------|---|---|---|
| Year 3 | The Visitors who came to stay – Analeena MacAfee Kid Normal – Greg James and Chris Smith My friend Amy – Anna McQuinn (longer Picture book)s | All because of Jackson – Dick King Smith Planet Omar – Zanib Mian Too Small Tola – Atinuke | Sam Wu is not afraid of Space – Katie and Kevin Tsang Cliffhanger – Jacqueline Wilson The Nothing to see here hotel – Steven Butler |
| Year 4 | Lu – Jason Reynolds | A kind of Spark – Elle McNicoll | The Accidental Prime Minister – Tom McLaughlin |
| Year 5 | Patina – Jason Reynolds | Ghost – Jason Reynolds | Can you See me? - Libby Scott and Rebecca Westcott |
| Year 6 | Sunny – Jason Reynolds | Pig Heart Boy - Malorie Blackman | Nothing Ever Happens Here - Sarah Hagger-Holt |

Appendix G

Catch Up Readers Progression

| | | |
|---|---|---|
| <p>Moon Dogs Series Three sets of books designed for older children at the very early stages of reading. Contemporary illustrations and a story line based on the adventures of a group of teenage friends in a band.</p> <p>Set 1 introduces sounds gradually at CVC level with one line of text on each page, Set 2 introduces adjacent consonants and consonant digraphs while Set 3 introduces two spellings for vowel sounds.</p> | | |
| <p>That Dog!</p> <p>Ben has always wanted a dog. One day a scruffy stray follows him home. Will he get to keep him?</p> <p>These exciting, age appropriate tales take the pupils from CVC and CVCC word level text through to adjacent consonants, consonant digraphs and suffixes. This series shares the same phonic progression as the Magic Belt Series and can be used in parallel.</p> <p>The That Dog! Series is available on the Accelerated Reader programme.</p> | <p>Magic Belt Series</p> <p>When Zak's grandfather falls ill Zak must go on a quest to find 10 magical gems to help cure him.</p> <p>This action-packed quest story takes the pupils from CVC and CVCC word level text through to adjacent consonants, consonant digraphs and suffixes.</p> <p>The Magic Belt Series is available on the Accelerated Reader programme.</p> | |
| <p>Alba Series Aimed at girls and boys, this series has a feisty, resourceful female heroine. Alba steps in to save the day when someone threatens to jeopardise her father's important scientific work.</p> <p>Starting at CVC level the books progress at a faster pace through adjacent consonants, consonant digraphs and alternative vowel spellings.</p> <p>This series shares the same phonic progression as the Totem Series and can be used in parallel.</p> <p>The Alba Series is available on the Accelerated Reader programme.</p> | <p>Totem Series Zak's adventures begin when he's captured by two men and his shepherd's staff acquires special powers.</p> <p>Starting at CVC level the books progress at a faster pace through adjacent consonants, consonant digraphs and alternative vowel spellings.</p> <p>This series shares the same phonic progression as the Alba Series and can be used in parallel.</p> <p>The Totem Series is available on the Accelerated Reader programme.</p> | |
| <p>Rescue Series Heroine Erin and her best friend Danny embark on an epic adventure to save baby brother Jack. Starting with the sound 'ae', each of the 10 books introduces a phoneme and its alternative spellings. This series shares the same phonic progression as the Talisman 1 Series and can be used in parallel. The Rescue Series is available on the Accelerated Reader programme.</p> | <p>Island Adventure Jack and his little sister, Snub, are visiting Gran and Grandpa on a remote Scottish island where they live. An accident brings them closer together, but a subsequent calamity is the beginning of an exciting quest. Starting with the sound 'ae', each of the 10 books introduces a phoneme and its alternative spellings. This series shares the same phonic progression as the Rescue Series and Talisman 1 Series and can be used in parallel.</p> | <p>Talisman Series 1 Zak's adventures begin when his Grandpa gives him a talisman with special powers. From this day on, Zak's life is never the same again. Starting with the sound 'ae', each of the 10 books in the first series introduces one phoneme and its alternative spellings. Shares the same phonic progression as the Rescue Series and can be used in parallel.</p> |

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| | | <p>Titan's Gauntlets</p> <p>Progress to Titan's Gauntlets with more alternative vowel, consonant spellings and common Latin Suffixes and then move to our Talisman 2 Series which introduces further alternative vowel, consonant spellings, and common Latin suffixes.</p> <p>Available on the Accelerated Reader programme.</p> |
| | | <p>Talisman Series 2</p> <p>Progress to Titan's Gauntlets with more alternative vowel, consonant spellings and common Latin Suffixes and then move to our Talisman 2 Series which introduces further alternative vowel, consonant spellings, and common Latin suffixes.</p> <p>Available on the Accelerated Reader programme</p> |
| <p>Amber Guardians</p> <p>A chance discovery of an ancient necklace in an old bazaar soon leads Finn and his friends on an incredible quest.</p> <p>Bridges the gap between structured and mainstream reading. With a higher ratio of text to illustration, this series allows the reader to make the important step towards understanding meaning purely from text.</p> <p>The Amber Guardians Series is available on the Accelerated Reader programme.</p> | | |