



Yaxham Church of England VA Primary School

Reading Curriculum Plan

*Through loving God and loving others,
we flourish, learn & grow.*



Reading at Yaxham

At Yaxham Primary School, reading is at the heart of everything we do and is intertwined throughout the learning of all year groups.

In Reception, we have used the descriptors from 'Development Matters' guidance to ensure our children have a clear progression of skills and knowledge in regards to reading from the very start of their school career. This skills and knowledge is taught in a linear approach to ensure a clear learning development for all.

In Reception and Key Stage One we follow the phonics scheme 'Read, Write, Inc' which has meant that we are able to ensure good outcomes for our children as readers. We continue to follow this scheme into Key Stage Two in regards to spelling. This means that at all times we are confident in the teaching our children have experienced and the learning they are building upon.

We foster a love of learning through enthusiasm for books and reading which is demonstrated through every class having a novel or story on the go in class throughout the year as well as ensuring daily opportunities are created for independent reading.

Our library is widely used by all and children are encouraged to choose books that they find interesting and will enjoy. Our library is organised in a manner in which children are able to access books by genre and by the age-appropriateness of the text. We value children being empowered to access their library with independence but also ensure that members of staff are available to support children with their choices.

Every classroom has a well-resourced book corner where the books are regularly rotated to encourage interest. Teachers also ensure that high quality texts are widely used in a range of subject areas.

Parents are continuously engaged in the development of their child's reading by, not only encouraging them to hear their child read their book, but by also engaging them in inspiring their children as readers by being readers themselves. We feel it is incredibly important that parents understand the long-term benefits of children being confident and avid readers and that by reading to their child, even in Key Stage Two, they can help to promote this.



Word Reading

		EYFS	Key Stage 1		Key Stage 2			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	Skills	<p><u>Literacy:</u> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p>To recognise the set 1 and set 2 Read, Write, Inc. sounds individually and within words. Set 1: m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, ck Set 2: ay, ee, igh, ow, oo, oo, ar, or, air, ir ou, oy</p> <p><u>Reading ELG:</u> Say a sound for each letter in the alphabet and at</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To recognise the set 3 Read, Write, Inc. sounds individually and within words. Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, cious, tious, tch, ore, ue, ie, au,</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

		least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;	e-e, kn, wh, ph					
	Knowledge	To know what a letter sound is. To know what a word is. To know what rhyming is. To begin to know the difference between lower-case and capital letters are. To know some digraphs and trigraphs. To know that sounds can be blended to make words.	To know the difference between lower-case and capital letters are. To know what digraphs and trigraphs are. To know that words can be shortened into contractions. To know how to decode an unfamiliar word.	To know what a syllable is. To know how to decode an unfamiliar word.	To know what prefixes, suffixes and root words are. To know how to decode an unfamiliar word.	To know how to decode an unfamiliar word.	To know how to decode an unfamiliar word.	To know how to decode an unfamiliar word.
	Vocabulary	Phonics, letter, sound, rhyme, digraph, capital, word, trigraph, read, "sound out"	Rhyme, digraph, capital, trigraph, sentence, read, blend, "sound out", contraction	Syllable, suffix	Root word, prefix, suffix, syllable.	Root word, prefix, suffix, syllable.	Root word, prefix, suffix, syllable.	Root word, prefix, suffix, syllable.
	Classroom practise	Daily phonics sessions. Individual reading books matched to phonic ability. Guided reading session in ability groups.	Daily phonics sessions. Individual reading books matched to phonic ability. Guided reading session in ability groups.	Daily phonics/spelling sessions. Individual reading books matched to phonic ability. Guided reading session in ability groups.	RWI spelling books in which children recap how phonetic sounds apply to spelling rules. Guided reading sessions.	RWI spelling books in which children recap how phonetic sounds apply to spelling rules. Two taught read sessions per week. These are whole class guided reading sessions.		

Common Exception Words	Skills	<p>Literacy: Read a few common exception words matched to the school's phonic programme.</p> <p>Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	tuato read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
	Knowledge	To know that some words need to be remembered by sight and cannot be decoded.	To know that some words need to be remembered by sight and cannot be decoded.	To know that some words need to be remembered by sight and cannot be decoded.	To know that some words need to be remembered by sight and cannot be decoded.	To know that some words need to be remembered by sight and cannot be decoded.	To know that some words need to be remembered by sight and cannot be decoded.	To know that some words need to be remembered by sight and cannot be decoded.
	Vocabulary	"red word" meaning a common exception word that we cannot segment.	"red word"	"red word" sight word	Common exception word	Common exception word	Common exception word	Common exception word
	Classroom practise	Taught within daily Read Write Inc phonics sessions.	Taught discretely within phonics sessions. Consolidated in guided reading and individual reading.	Taught discretely within phonics/spelling sessions. Consolidated in guided reading and individual reading.	Common exception words from the year 3/4 list will be set as home learning weekly.	Common exception words from the year 5/6 list will be set as home learning weekly.	Common exception words will also be explained and dissected as they come up in class.	

Fluency	Skills	<p>Literacy: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary and decoding more complex unfamiliar words.</p>			
	Knowledge	To know some parts of stories by memory.	To know that they may need to reread a sentence to improve understanding or fluency.	To know what fluent reading looks and sounds like. To know that fluent reading is important for understanding a text.	To know what fluent reading looks and sounds like. To know that fluent reading is important for understanding a text.	To know what fluent reading looks and sounds like. To know that fluent reading is important for understanding a text.	To know what fluent reading looks and sounds like. To know that fluent reading is important for understanding a text.	To know what fluent reading looks and sounds like. To know that fluent reading is important for understanding a text.
	Vocabulary	Word, sentence	Word, sentence, expression	Word, sentence, expression, fluency, pace	Expression, fluency, pace.	Expression, fluency, pace.	Expression, fluency, pace.	Expression, fluency, pace.
	Classroom practise	Being heard read aloud on an individual basis. Listening to stories which are read with fluency.	Being heard read aloud on an individual basis. Feedback provided about their fluency.	Being heard read aloud on an individual basis. Feedback provided about their fluency.	Opportunities for children to read independently out loud daily. Daily individual readers heard where appropriate. Guided reading sessions.		Opportunities for children to read independently out loud daily. Individual readers heard where appropriate.	

Reading Comprehension

		EYFS	Key Stage 1		Key Stage 2			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Retrieval – Non-fiction texts	<p>Skills</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Engage in non-fiction texts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>To be awareness of non-fiction texts are different to fiction texts.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information</p>	

	Knowledge	To know that books can tell a story or give information.	To know that books can tell a story or give information. To know that non-fiction texts give information.	To know that non-fiction texts give information. To know that non-fiction texts are laid-out differently.	To know that non-fiction texts give information. To be able to locate information from within a text.	To know that headings and sub-headings can be used to help locate information within a text. To know that dictionaries are non-fiction texts which contain the meanings of words. To confidently know the order of the alphabet without reciting all letters.	To begin to understand how to use contents and index pages within a non-fiction text to locate information within a text.	To be able to confidently use contents and index pages within a non-fiction text to locate information within a text.
	Vocabulary	Non-fiction, book	Non-fiction, information, book	Non-fiction, information, book	Non-fiction, information, text	Non-fiction, text, information, dictionary, alphabetic order, heading, sub-heading	Non-fiction, text, information, index, contents	Non-fiction, text, information, index, contents
	Classroom practise	Daily story time sessions – share stories as well as non-fiction texts.	Daily story time sessions – share stories as well as non-fiction texts. Read age-appropriate non-fiction reading comprehension texts. Access to non-fiction books related to the topic which can be read with some independence.		Discrete English lessons. Guided reading sessions. Opportunities to access the library regularly. Topic related information texts accessed from library and available in class.		Two taught read sessions per week. These are whole class guided reading sessions. One of these sessions will be a non-fiction text related to the topic. Topic related information texts accessed from library and available in class.	
Sequencing	Skills	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their	To retell familiar stories in increasing detail.	To discuss the sequence of events in books and how items of information are related.	At this stage, teaching analytical skills through comparing, contrasting and commenting should take precedence over teaching sequencing skills in their purity.			

		own words. ELG: Comprehension Anticipate, where appropriate, key events in stories.						
	Knowledge	To know what comes next in a well-known story.	To know some stories by memory. To know that 'beginning' is the start of a story. To know that 'end' is the final part of the story.	To know that stories have been organised into parts: beginning middle and end.	To know that understanding a sequence of events is necessary for comprehending a text.	To know that understanding a sequence of events is necessary for comprehending a text.	To know that understanding a sequence of events is necessary for comprehending a text.	To know that understanding a sequence of events is necessary for comprehending a text.
	Vocabulary	Before, after, next	Beginning, end, next	Order, beginning, middle, end, next, before, after	Order, sequence, parts, introduction, problem, solution, ending	Order, sequence, parts, introduction, problem, solution, ending	Order, sequence, parts, introduction, problem, solution, ending	Order, sequence, parts, introduction, problem, solution, ending
	Classroom practise	Discussion during story time.	Simple picture sequencing tasks. Discussions at story time/guided reading/individual reading.	Picture sequencing tasks. Discussions at story time/guided reading/individual reading.	Guided reading sessions. Using a text as a basis for a block of English sessions.		Taught as part of basic comprehension skills (taught read).	
Prediction	Skills	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ELG: Listening Listen attentively and respond to	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, beginning to justify them with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

		<p>what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>ELG: Comprehension</u></p> <p>Anticipate, where appropriate, key events in stories.</p>						
	Knowledge	To know that events in a story happen in order.	To know that a story will have a beginning and an end. To know that they can use past experiences to help predict.	To know that stories can sometimes follow a similar pattern to others.	To know that the text will contain evidence to support their predictions.	To know that the text will contain evidence to support their predictions.	To know that information can be implied within the text by choices of language and words.	To know that information can be implied within the text by choices of language and words.
	Vocabulary	Next, before, after	Beginning, end, next	guess	Predict, evidence	Implied, predict, evidence	Implied, predict, evidence	Implied, predict, evidence
	Classroom practise	Discussion during story time sessions.	Discussion during guided reading and story time sessions.		Daily story time/class novel. Questioning within guided reading and individual reading sessions.		Taught as part of basic comprehension skills (taught read).	
Inference	Skills	<p><u>ELG: Speaking</u></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p>	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts	To draw inferences from characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

		stories, non-fiction, rhymes and poems when appropriate;			and motives.		views with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
	Knowledge	To	To know that sometimes information isn't always given explicitly.	To know that we need to use what we know to work things out from a text.	To know that more information can be learned from asking relevant questions.	To begin to know that understanding a character's motives can provide more information.	To know that understanding a character's motives can provide more information.	To understand that characters can have differing viewpoints.
	Vocabulary		Text, information,	Text, information	Text, information questions, infer.	Text, information questions, infer, character, motive.	Text, information questions, infer, character, motive.	Inference, character, evidence, viewpoint
	Classroom practise		Guided reading. Whole class reading sessions.		Daily story time/class novel. Questioning within guided reading and individual reading sessions.		2 taught read sessions per week. Individual readers heard where appropriate.	
Vocabulary and Authorial Word Choices	Skills	Learn new vocabulary. Use new vocabulary throughout the day. ELG: Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

	Knowledge	To know that words have meanings.	To know that words have meanings. To know that words can have similar meanings.	To know that words have meanings. To know that words can have similar or opposite meanings.	To know that authors choose words and phrases to create a desired effect.	To know that language choices capture readers' interest and imagination.	To know that an author's choice of language can have a range of impacts upon the reader.	To know that the author can use a range of effects to create a desired impact upon the reader. To know what metaphors, similes, analogies are. To know what imagery and style are.
	Vocabulary	Word, meaning	Word, meaning, similar	Word, meaning, similar, same, opposite	Words, phrase, meaning, effect	Language, interest, words, phrases, effect	Language, interest, words, phrases, effect	Metaphor, simile, analogy, imagery, style
	Classroom practise	Daily story times. Teaching of new vocabulary in foundation subjects.	Daily story times/class novel. Discuss new vocabulary in guided reading sessions. Teaching of new vocabulary in foundation subjects.	Daily story time/class novel. Questioning within guided reading session. Using a text as a basis for a block of English sessions.			Within 2 taught read sessions. Ongoing discussions regarding word choices when reading class novel.	
Reading for Pleasure – Comparing, contrasting and commenting.	Skills	Engage in story times. Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment . ELG: Listening Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To join in with discussions about a text, taking turns and listening to what others say.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in	To read a wide range of genres, identifying the characteristics of text types and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read

		<p>discussions and small group interactions.</p> <p><u>ELG: Listening</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To discuss the significance of titles and events.</p>	<p>retell a wide range of stories, fairy stories and traditional tales. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>the first person or the use of presentational devices such as numbering and headings).</p>	<p>courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.</p>	<p>(such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across</p>
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								more than one text.
	Knowledge	To know that books can be enjoyed.	To know that poems and non-fiction books can be enjoyed as well as stories.	To know a range of fairy tales. To know and be familiar with a range of texts which can be compared with.	To know the meanings of the terminology 'plot', 'character' and 'setting'.	To know the difference genre, theme, style and features. To know the authors have different styles.	To know the genres that they enjoy. To know the characteristics of different genres and text types.	
	Vocabulary	Enjoy, like, dislike, read, story	Title, listen, enjoy, like, dislike, poem, non-fiction	Fairy tale, compare, similar	Poetry, play, non-fiction, plot, character, setting	Author, genre, themes, style, features.	Genre, characteristics,	Compare, evaluate, myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions, summarise, genre, theme, style, feature.
	Classroom practise	Encouraged to discuss their opinions about new books during story time sessions.	Access to reading area in classroom during free time. Engage in choosing and individual reading book independently. Encouraged to discuss their opinions about new books during guided reading and story time sessions.		Opportunities for daily reading in class. Class novel and daily story times. Children have access to the library weekly. Able to choose their own reading book based on their interests. Whole school 'book of the week'.		Daily independent reading sessions. Encouraged and supported to choice books which inspire them. Whole school 'book of the week'. Children have access to the library weekly.	
Poetry and Performance	Skills	Learn rhymes, poems and songs. ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To recite simple poems and nursery rhymes by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

		ELG: Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and <i>poems</i> and during role-play.				audience when reading aloud.		
	Knowledge	To know some nursery rhymes by memory.	To know a range of nursery rhymes by memory. To know some short poems.	To know a range of poems. To know the importance of reading with expression. To begin to know about the different forms of poetry.	To know the importance of the audience understanding and hearing the performance clearly.	To know the different forms of poetry. To know that rehearsal is required before performing a poem or a play.	To know the importance of using intonation, tone, volume and action.	To know different devices which can be used to engage an audience. To know that they can make informed choices about how to perform a poem.
	Vocabulary	Nursery rhyme, poem, song.	Nursery rhyme, poem, song, rhyming.	Nursery rhyme, poem, song, rhyming.	Poem, play, script, audience, expression, intonation, volume.	Haiku, limerick, cinquain, sonnet, tanka, riddle acrostic.	Intonation, tone, volume, action, audience.	Intonation, tone, volume, action, audience.
	Classroom practise	Counting songs as part of maths. Singing and learning nursery rhymes as part of the class.	Sharing poems as part of story time, guided reading and English sessions. Using relevant poems as part of foundations subjects. Poetry books within book area in class. Learn and recite poems and nursery rhymes as whole class.		Covered as part of English sessions termly. Poetry used within guided reading sessions. Poetry books within book area in class. End of year production.		Throughout the year there are many opportunities for children to appreciate, learn and perform poetry to an audience. End of year production.	

Common Exception Words

EYFS Reception	Key Stage 1		Key Stage 2				
	Year 1	Year 2	Years 3 & 4		Years 5 & 6		
put	the	floor	past	accident(ally)	interest	accommodate	hindrance
the	a	poor	father	actual(ly)	island	accompany	identity
I	do	because	class	address	knowledge	according	immediate(ly)
no	to	find	grass	answer	learn	achieve	individual
of	today	kind	pass	appear	length	aggressive	interfere
my	of	mind	plant	arrive	library	amateur	interrupt
he	said	behind	path	believe	material	ancient	language
your	says	child	bath	bicycle	medicine	apparent	leisure
said	are	children	hour	breath	mention	appreciate	lightning
you	were	wild	move	breathe	minute	attached	marvellous
be	was	climb,	prove	build	natural	available	mischievous
we	is	most	improve	busy/business	naughty	average	muscle
	his	only	sure	calendar	notice	awkward	necessary
	has	both	sugar	caught	occasion(ally)	bargain	neighbour
	I	old	eye	centre	often	bruise	nuisance
	you	cold	could	century	opposite	category	occupy
	your	gold	should	certain	ordinary	cemetery	occur
	they	hold	would	circle	particular	committee	opportunity
	be	told	who	complete	peculiar	communicate	parliament
	he	every	whole	consider	perhaps	community	persuade
	me	everybody	any	continue	popular	competition	physical
	she	even	many	decide	position	conscience*	prejudice
	we	great	clothes	describe	possess(ion)	conscious*	privilege
	no	break	busy people	different	possible	controversy	profession
	go	steak	water	difficult	potatoes	convenience	programme
	so	pretty	again	disappear	pressure	correspond	pronunciation
	by	beautiful	half	early	probably	criticise (critic +	queue
	my	after	money	earth	promise	ise)	recognise
	here	fast	Mr, Mrs,	eight/eighth	purpose	curiosity	recommend
	there	last	parents,	enough	quarter	definite	relevant
	where	door	Christmas	exercise	question	desperate	restaurant

	love come some one once ask friend school put push pull full house our		experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important	recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	determined develop dictionary disastrous embarrass environment equip (–ped, – ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass	rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
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