

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching of writing

The new curriculum requires that children are taught key skills and processes that are essential for writing:

- Planning
- Drafting and writing
- Evaluating and Editing
- Proof reading
- Reading aloud to others

As part of this process, children are to be given opportunities to write for real purposes and audiences.

This document outlines the writing forms that would fit with each year group along with the statutory grammar, punctuation and vocabulary elements.

Reception

CL: Speaking	<p>To use past, present and future forms accurately when talking about events that have happened</p> <p>Extend vocabulary exploring meaning and sounds of new words to happen in the future</p> <p>To express themselves effectively showing awareness of learners needs</p> <p>To develop own stories into their play and to develop explanations by connecting idea and events.</p>
Literacy: Reading	<p>To read and understand simple sentences</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To read some common irregular words</p> <p>To demonstrate understanding when talking with others about what they have read.</p>
Literacy: Writing	<p>To use phonic knowledge to write words in ways which match their spoken sound.</p> <p>To write some irregular common words</p> <p>Begin to form simple sentences – sometimes with punctuation, which can be read by themselves and others</p> <p>To expect written text to make sense and check for sense if it does not</p> <p>To spell some words correctly and others to be phonetically plausible.</p> <p>To use a pencil and hold it effectively to form recognisable letters</p>

Year 1

Spelling / phonics (Refer to appendix) Spelling needs to be taught alongside reading and handwriting.	<p>Attempt to spell unfamiliar words using the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>Children should be taught how to respond to mis-spelt words (hot spot marking the error not the whole word)</p>
	Spell words with adjacent consonants (phase 4)
	Know main spelling choices for each vowel phoneme (phase 5)
	Increased accuracy of phases 3, 4, and 5 high frequency words (appendix)
	Spell all the words in Y1 list in Appendix List 1 (taken from the new National Curriculum 2014).
	Spell the days of the week
Handwriting Requires frequent and discrete	<p>Form lower case letters correctly in a script that will be easy to join later (entry strokes as of handwriting policy and scheme).</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place (entry strokes).</p>

direct teaching.	Form capital letters (without entry strokes). Form digits 0-9 Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these	
Sentence construction	Write simple sentences independently. Join words and sentences using 'and'.	
	To expect written text to make sense and to check for sense if it does not.	
	Begin to rehearse sentences before writing and re-read during and after writing. To say out loud what they are going to write about	
Punctuation	Use capital letters and full stops when punctuating a single simple sentence.	
	Begin to use question marks and exclamation marks to demarcate sentences.	
	To use a capital letter for the personal pronoun 'I'	
	To recognise full stops and capital letters when reading, and name them correctly; and understand how they affect the way a passage is read.	
	To use capital letters for names and for the start of a sentence.	
	Correctly use common uses of capitalisation: headings, titles, names.	
Terminology children MUST know by the end of Year 1		
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.		
Term 1 Here I am Geography- maps in the local area Science- humans, weather and seasons	Term 2 Where can we go?	Term 3 All about Australia
Stories with familiar settings (link objectives from stories from of cultures) Labels, lists and captions- write labels and captions for different settings Instructions- light touch Recounts List poems to describe the environment Outcomes: To write a story set at night time that follow the journey of the Naughty Bus To write a set of instructions to make beans on	Stories about fantasy worlds Information Texts about the Wild Thing Poems around the theme of new places- focus on feelings and rhyme Traditional Tales Outcomes: To write a fantasy story using interesting characters and clear setting To write a non-chronological report about a wild thing To write poetry about the Wild Things	Recounts Instructions Traditional and fairy Tales Create descriptive poems about characters from traditional tales. Outcomes: To write own version of a traditional tale using Into the Forest as a focus

<p>toast To recount from the Bog Baby's point of view and recount trip to a local par</p>		
<p>Suggested texts The Naughty Bus by Jan Oke Walter's Windy Washing Line (guided reading and maths) Bog Baby by Jeanne Willis Into the Forest by Anthony Browne The Gruffalo by Julia Donaldson Wild Child by Jeanne Willis Lost and Found by Oliver Jeffers Use The fire Engine from Developing Early Writing to support with organisation and structure</p>	<p>Suggested texts Where the Wild Things Are by M Sendak Way back home short film on www.literacyshed.com Bubbles from the literacy shed Peepo (guided reading and shared reading) Into the forest by Anthony Browne Me and You by Anthony Browne Poetry links for wild animals</p>	<p>Suggested texts Diary of a Wombat Wombat Goes Walkabout Wombat non-fiction text Dogger by Shirley Hughes The Tiger Who Came to Tea Mog series of books Elmer by David McKee Elephants / rhinos link RSPCA Transition Unit</p>
<p>Common exception words Phase 3: no, go, to, I, the Phase 4: he, she, we, me, be, was, my, you, her, they, all, are Phase 5: said, so, have, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked</p>		
<p>Authors of the term Claire Freedman</p>		

Year 2

Spelling / phonics	Spell by segmenting words or phonemes and representing these by graphemes, spelling many correctly.
	Spell single syllable and multi syllabic words, e.g. sometimes, including some words with prefixes and suffixes.
	Spell the ends of regular past tense verbs with -ed.
	Spell all the words in Y1 / Y2 list in the new National Curriculum 2014.
	Increased accuracy of phases 4, and 5 high frequency words. Also, increased accuracy of the next 200 common words (see appendix).
	To distinguish between homophones and near homophones e.g there/ their, they're, see/sea, blew/blue, be/bee, won/one (see new National Curriculum 2014)
Handwriting	Join letters in cursive style in independent writing - legible and accurate (with entry strokes – see school handwriting policy.) Revise and practise correct letter formation frequently in line with school handwriting policy.
	Form lower case letters of correct size relative to one another.
	Write capital letter and digits of correct size, orientation and relationship to one another and to lower case letters.
Sentence construction	Write simple sentences that make sense. Encourage children to think aloud as they collect ideas, draft and reread to check their meaning is clear.
	To write compound sentences using conjunctions for coordination: and, but, so, or
	To begin to create complex sentences using conjunctions for subordination: when, if, because.
	To create expanded noun phrases for descriptions and specification e.g. <i>the blue butterfly, the old man, the man in the moon, the teacher in the classroom.</i>
	Use sentences with different forms: statement, question, exclamation, command.
	To start sentences in a variety of ways e.g. using connectives: Next, Then, First; using a variety of openers: Once upon a time, One day, Last week.
	Use past and present tense consistently.
Punctuation	Punctuate sentences in the course of writing, using capital letters, full stops and question marks and exclamation marks with growing accuracy.
	Begin to use commas in lists.
	To re-read own writing for sense and punctuation.
	To use apostrophe to mark contracted forms in spelling.
	To revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing.
Terminology children MUST know by the end of Year 2	
Verb, tense(past, present) , adjective, noun, suffix, apostrophe, comma, noun phrase	

Term 1 Fire! Fire!	Term 2 Around the world	Term 3 Toys from the past to the present Monet to inspire writing
<p>Compare the characters in Julia Donaldson texts Information texts Rhyming poetry Traditional Tales</p> <p>Outcome: I can write a narrative based on character and setting I can write an information text about London I can write own text about London in the past based on the model of <i>This is London text</i>.</p> <p>Recount I can write diary entries about characters in the past Compare zoos- speaking and listening focus. Must decide as a class which is the best zoo and why. Present to others.</p>	<p>Different stories by Emily Gravett Instructions Repeat non-chronological report about Meerkats Silly stuff poetry</p> <p>Outcomes: I can write a story from the jackal's (?) point of view in Meerkat Mail using the style of Emily Gravett I can write instructions about packing a suitcase to go on a journey. I can write instructions about meerkat life e.g. games they play, how to live happily as a family (focus on conjunctions within and at the start of sentences) I can write an information text I can compare animals- sloths and meerkats</p>	<p>Stories in a fantasy setting Instructions Write a caption for toy made at home Explanation texts Really looking poetry</p> <p>Outcomes: To write about the next adventure from one of the toy's point of view I can explain how to use toys in the past I can write instructions on how to make my toy I can create labels and captions for toys I can sequence toys from the past to the present and explain my reasons I can list the most popular toys and explain reasons I can write an explanation text about a how a bike works</p>
<p>Suggested texts The Troll by Julia Donaldson The Gruffalo by Julia Donaldson The Smartest Giant in Town by Julia Donaldson Samuel Pepys Diary London by Richard Brassey This is London by Sasek A Walk in London Salvator Rubbino London Calls by Possom Calls You tube footage about London transport</p>	<p>Suggested texts Meerkat Mail by Emily Gravett Rabbit Problem by Emily Gravett The Spell by Emily Gravett Wolves by Emily Gravett Skittles advert Big Cook Little Cook instructions CBeebies instructions Sparky by Jenny Offill Chester Zoo footage</p>	<p>Suggested texts Toys in Space by Mini Grey Mrs Armitage on Wheels by Quentin Blake How to Heal a Broken wing by B Graham Tadpole's Promise by Jeanne Willis Paper Dolls by Julia Donaldson Amelia by Rebecca Cobb</p>

<p>Authors of the term Mini Grey Claire Freedman</p>	<p>Authors of the term Timothy Basil Ering Janet and Allan Ahlberg</p>	<p>Author of the term Anne Fine Roald Dahl The Owl who was afraid of the Dark by J Tomlinson The Witches Tears by Jenny Nimmo</p>
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Year 3	
Spelling / phonics	Increased accuracy of phase 5 high frequency words (see appendix) Ensure accuracy of 200 most common words (see appendix)
	Spell unfamiliar words using known conventions including grapheme/ phoneme correspondence and morphological rules (e.g. plurals).
	To use a dictionary with accuracy focussing upon using the first 2/3 letters of a word.
	To have a clear understanding of consonants and vowels (a rock, an open box).
	To have a growing understanding of word families based upon common words. e.g solve, solution, solver, dissolve, insoluble. To explain how words are related in form and meaning.
	To spell further homophones e.g heel/ heal/ he'll, fair/fare, grate/great, grown/groan (see new National Curriculum 2014).
	To begin to spell all words in word list for years 3 and 4 (see appendix in National Curriculum 2014)
Handwriting	Be joining all writing in a cursive style – legible and accurate (in line with handwriting policy). Handwriting should be taught on a regular basis
	To write with increasing fluency.
Sentence construction	To use adjectives appropriately. To intensify use of extended noun phrases (my lunch: dark, dismal dungeon)
	To write in complete sentences.
	To know how sentences can be joined in more complex ways by using a wider range of conjunctions: using conjunctions to express time and cause (e.g. when, before, so, after, while, because, although) using adverbs to add detail (then, next, soon, therefore) using prepositions to add detail (before, after, during, after, in, because of)

	To ensure consistent and appropriate tense choice with some use of modals (can, will). To ensure Standard English is applied rather than local spoken forms. (e.g. <i>we were</i> not <i>we was</i>)	
	To ensure sentence variation is created e.g. simple adverbials , use of direct speech e.g. 'Help!' shouted John as he tried to release his foot from the hole in the ground .	
Punctuation	To demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter.	
	To know and use the basic conventions of speech punctuation through: identifying inverted commas (speech marks) in reading; beginning to use in own writing; using capital letters to mark the start of direct speech.	
	To use commas to separate items in a list. To become aware of the use of commas in marking grammatical boundaries within sentences e.g commas in compound sentences.	
	To begin to organise texts into paragraphs as a way to group related material.	
	To know other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry.	
Terminology children MUST know by the end of Year 3 Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.		
Term 1 A Local History Study – Where we live!	Term 2 Home and Away	Term 3 London and Chester comparison
Adventure and mystery Information texts Recounts using diary Instructions Poems to perform	Shape Poetry – link to flying to London – shape poetry HT unit 6 Information texts – link to non-fiction unit Newspaper reports – link to non-fiction unit Non chronological reports – link to non-fiction unit Adventure stories – link to HT unit fiction 5, set A summer term	Stories with familiar settings – term 1 – unit fiction 2 set B Hamilton Trust Authors & Letter – term 1 – link to Horrid Henry Stories set in a historical setting- term 2 link to Stig of the Dump Poetry 1 – traditional poems – HT unit
Suggested texts Tin Forest by Helen Ward Moon Dog by Helen Ward Daddy fell into the pond by Alfred Noyes	Suggested texts The Big Blue Whale – non-fiction unit This morning I met a whale – Michael Morpurgo Snow White in New York by Fiona The Hodgeheg – Dick King Smith	Suggested texts Stone Age Boy by Satoshi Kitamura Stig of the Dump Ug by Raymond Brigg
Author of the month: Clive King	Author of the month Graham Baker-Smith	Author of the month Jeannie Baker

Beaver Towers by Nigel Hinton	This Morning I Met a Whale by Michael Morpurgo Not bad for a bad lad by Michael Morpurgo	Chris Van Allsburg- Jumanji, Zathura, The Stranger
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Year 4

Spellings / phonics	To understand where to place apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) . To understand the grammatical difference between plural and possessive.
	To apply strategies from new curriculum appendix to all written work
	To spell homophones or near homophones e.g. peace/piece, affect/effect, brake/break, male/mail (see word list in National Curriculum 2014)
	To spell all words in word list for years 3 and 4 (see National Curriculum 2014)
	To use a dictionary with accuracy focussing upon using the first 2/3 letters of a word.
Handwriting	Be joining all writing in a cursive style confidently with entry strokes (see handwriting policy) Regular handwriting practise with focus on increasing speed.
Sentence construction	To reread own writing to check for grammatical sense (coherence) and accuracy (agreement). To ensure Standard English is applied rather than local spoken forms (e.g. <i>we were</i> not <i>we was</i>) To identify errors and to suggest alternative constructions.
	To use fronted adverbials to add detail to sentences and to link sections of text e.g Later that day, I heard the bad news.
	To use expanded noun phrases in-order to modify adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict teacher with curly hair.
	To use pronouns or nouns appropriately across sentences to aide cohesions and avoid repetition.
	To ensure sentences are joined in more complex ways by using a wider range of conjunctions: using conjunctions to express time and cause (e.g. when, before, so, after, while, because, although) using adverbs to add detail (then, next, soon, therefore) using prepositions to add detail (before, after, during, after, in, because of)
Punctuation	To practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing. To use commas after fronted adverbials e.g Later that day, I heard the bad news.
	To use inverted commas and other punctuation to indicate direct speech e.g. a comma after reporting clause: end punctuation with inverted commas e.g. The conductor shouted, "Sit down!"
	To begin to use the apostrophe accurately to mark possession – singular and plural e.g. the girl's books, the boys' boots.
	To demarcate sentences correctly using ! ? , . '
	To use paragraphs to organise ideas around a theme.

Terminology children MUST know by the end of Year 4		
Determiner , pronoun, possessive pronoun, adverbial		
Term 1 Invaders and Settlers Anglo Saxons/Vikings	Term 2 Iron Man by Ted Hughes The Iron Giant film text Iron Woman	Term 3 An in depth study of Ancient Egypt Fairytales and Playscripts – HT Fiction 2 spring
Stories set in historical settings Adventure story – write a story set in a Viking times using features of Warrior Troll Information Text- about the Vikings/Saxons Journalistic writing about invasions From Autumn 2016: Leon and the Place Between	Explanation – how volcanoes erupt/natural disasters occur List Poems and Kennings – HT – Poetry 1 Spring Issues and Dilemmas- write own story including a dilemma (link to Iron Man) Create the text for the film The Iron Giant- focus on writing in chapters Play scripts – link to Iron Man Journalistic Writing – link to Iron Man Fables unit – Autumn fiction 1, set B - HT	Narrative with a focus on traditional tales and writing own using book as stimulus – 4 weeks Diary writing in the role of characters – additional in above unit Recount Information texts repeat from autumn term – link to topic Poetry 1 Autumn HT – Creating Images in poetry From Summer 2017: Egyptian Cinderella
Suggested texts Bastille song- start of the unit to engage the children The Warrior Troll by Rachel Lindsey	Suggested texts The Iron Woman by Ted Hughes The Iron Man by Ted Hughes The Iron Giant Film Aesop’s Fables – Michael Rosen	Suggested texts The Princess and the Pea – Lauren Child The Pea and the Princess – Mini Grey Books linked to topic of Ancient Egypt

Year 5

Spellings and phonics	To ensure children understand and apply their knowledge of spelling patterns, word roots, suffixes, prefixes, silent letters and where the words come from.(e.g. <i>tele</i> relates to from afar)
	To spell further homophones and other words that are often confused.(e.g allowed / aloud, isle, island, I’ll altar / alter, cereal/serial (see New National Curriculum 2014)
	To begin to spell all words in word list for years 5 and 6 (National Curriculum 2014)
	To use a dictionary to check the spelling and meaning of a word.

	To use first 3 / 4 letters of a word to check spelling, meaning or both of these in a dictionary.	
Handwriting	To write legibly, fluently and with increasing speed – with entry strokes (see handwriting policy) Regular handwriting practise with focus on increasing speed.	
Sentence construction	To continue to write complex sentences using a secure range of subordinates, such as because, although, while and since. To ensure some variety in the use of subordinating conjunctions (e.g. Because it was so hot , we had to drink a lot of water.)	
	To write relative clauses to add detail to writing (clauses beginning with who, which, where, when , whose, that)	
	To indicate degrees of possibility using adverbs – perhaps/ surely or modal verbs – might, should, will, must	
	To develop ideas in greater detail by extending noun phrases. To know when this is appropriate.	
	To ensure Standard English is applied rather than local spoken forms. (e.g. <i>we were</i> not <i>we was</i>)	
Punctuation	To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.	
	To use brackets, dashes or commas to indicate parenthesis, e.g. The man, with the blue hat on, was walking down the street. My mum (the teacher in Year 4) works far too hard.	
	To understand how dialogue is set out, e.g. on separate lines for alternate speakers, and the positioning of commas before speech marks.	
	To secure the use of the comma in embedding clauses within sentences and to ensure commas are used to clarify or avoid ambiguity.	
	To use paragraphs confidently in independent writing: Use devices to build cohesion within a paragraph e.g. then, after that, firstly. Use devices to link ideas across paragraph using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly.	
	To use ‘hand’ connectives to link one sentence to another or one paragraph to another with growing accuracy. (however, although, nevertheless, despite, subsequently)	
Terminology children MUST know by the end of Year 5 Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity		
Term 1 A Local History Study - Canals	Term 2 Coasts and Maps	Term 3 Queen of the Falls – comparing North America with UK

<p>Classic narrative poems – The Highwayman Descriptive writing Journalistic Writing – reporting on the Highwayman, Viewpoint writing – writing stories from different points of view</p>	<p>Term 1: Stories in another culture – link to Ali Baba – HT Fiction 4 Set B Spring – 3 weeks Authors from our literary heritage – Shakespeare (1 week R and J) Instructions/ explanation – erosion – link to topic Slam Poetry – Autumn HT Term 2: Viewpoint Writing – Who Stole the Mona Lisa? Planning and writing own story in the style of the Mona Lisa Diary Writing – short recap but not focus Biography – Leonardo Da Vinci Journalistic Writing – who stole?</p>	<p>Recounts Journalistic Writing – Big Write only on Annie Edison Taylor going over the falls Persuasive letters – link to Queen of the Falls, trying to persuade someone to manage her Descriptive Writing including figurative language in narrative Overarching: To write their own story about someone who completed a famous feat in the style of Chris Alborg</p>
<p>Suggested text The Watertower The Highwayman – Alfred Noyes How to live forever – Colin Thompson</p>	<p>Suggested text Ali Baba and the 40 thieves Ali Baba stories Sinbad the sailor Who Stole the Mona Lisa?</p>	<p>Suggested text Queen of the Falls by Chris Van Allsburg The Man who Walked between the towers by Mordicai</p>

Year 6

Spelling / phonics	To ensure children understand and apply their knowledge of spelling patterns, word roots, suffixes, prefixes , and where the words come from.(e.g. <i>tele</i> relates to from afar)
	To spell some words with 'silent' letters, e.g. knight, psalm, solemn
	To understand how words are related by meaning as synonyms and antonyms.
	To spell further homophones and words that are often confused, (e. g. advise/ advice, practice/ practise, wary/weary, steel, steal, stationary/stationery, dessert/ desert...see new National Curriculum 2014)
	To begin to spell all words in word list for years 5 and 6 (see appendix in National Curriculum 2014)
	To use a dictionary to check the spelling and meaning of a word.
Handwriting	To write legibly, fluently and with increasing speed (with entry strokes see handwriting policy) Regular handwriting practise with focus on increasing speed.
Sentence construction	To form complex sentences through, e.g. using different connecting devices.

	To use expanded noun phrases to convey complicated information concisely (e.g. An overgrown garden, with litter scattered everywhere, took the girl by surprise. The fact that it was raining meant the end of sports day. The boy that jumped over the fence is over there.	
	To use the passive to affect the presentation of information within a sentence e.g. I broke the window in the greenhouse; the window in the green house was broken (by me).	
	To use a variety of sentence length, structure and subject to provide clarity and emphasis.	
	To ensure Standard English is applied rather than local spoken forms. (e.g. we were not we was)	
Punctuation	To secure knowledge and understanding of more sophisticated punctuation marks: colon, semi-colon, parenthetic commas, dashes, brackets, hyphens.	
	To use 'hand' connectives to link one sentence to another or one paragraph to another with accuracy across a range of text types. (however, although, nevertheless, despite, subsequently)	
	To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as on the other hand, in contrast, as a consequence), and ellipses.	
	To assess the effectiveness of their own and others' writing	
	To draft work with confidence and precision enhancing effect and clarity.	
Terminology children MUST know by the end of Year 6		
Semi colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.		
Term 1 Survivor	Term 2 Marvel at the Mayans	Term 3
Description of character and setting Recount – diary and postcards Letters and emails Journalistic Writing Fiction genres - mystery	Biography & Autobiography Explanation Non-chronological reports Present tense description/ explanation of a new setting in the style of David Attenborough Explanation of chocolate process Instructions	Short stories with Flashbacks Flashbacks Persuasion
Suggested texts King Kong by Anthony Browne The Man who walked between the Towers by M Gerstein	Suggested texts Manfish – study on the life of Jacques Cousteau ½ a term Charlie and the chocolate factory – ½ a term and use as class reader Charlie film with Johnny Depp (dentist chair)	Suggested texts Piano film clip Farther – Graham Baker Smith Granpa by John Burningham

Letters and Sounds appendices

100 high-frequency words in order				
1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he
she
we
me
be
was

you
they
all
are
my
her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said
have
like
so
do
some
come

were
there
little
one
when
out
what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
locked
called
asked
could

Next 200 common words in order of frequency

This list is read down columns (i.e. in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	