



Subject Overview – English

Writing						
2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn		Spring		Summer	
Year R - Phonics	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
Story Books – Talk through Stories	Farmer Duck Martin Waddell Zog Julia Donaldson Five Minutes Peace Jill Murphy	Aliens love Underpants Claire Freedman The Bear and the Piano David Litchfield Little Glow Katie Sahota	One Snowy Night Nick Butterworth Owl Babies Martin Waddell Giganotosaurus John Duddle How to Catch a Star Oliver Jeffers	The Extraordinary Gardener Sam Boughton Mog the Forgetful Cat Judith Kerr The Giant Jam Sandwich John Vernon & Janey Burroway	Where the Wild Things Are Maurice Sedak Handa's Hen Eileen Brown Elmer David McKee	Perfectly Norman Tom Percival The Koala Who Could Rachel Bright Tiddler Julia Donaldson
Writing	Farmer Duck Martin Waddell Zog Julia Donaldson Five Minutes Peace Jill Murphy	Aliens love Underpants Claire Freedman The Bear and the Piano David Litchfield Little Glow Katie Sahota	How to Catch a Star Oliver Jeffers The Giant Jam Sandwich Jason Vernon & Janey Burroway		Where the Wild Things Are Maurice Sedak Perfectly Norman Tom Percival	
Grammar and Teaching of Writing Knowledge (progression)	Form lowercase letters clearly Write labels and short captions Record ideas using marks they can understand and explain Say what they want to write about Name writing		Form lowercase letters correctly Write 'red' words with support Say what they want to write in a full sentence & orally rehearse it Develop an understanding of story structure (beginning/middle/end) Name writing from memory		Form lowercase and capital letters clearly and correctly Spell words by identifying sounds and representing sounds with a letter/s Write 'red' words independently Write phrases & sentences that can be read by others Use capital letters and full stops Re-read what they have written to check it makes sense	
	Autumn		Spring		Summer	
Year 1 - Phonics	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
Y1 – Reading	The Rainbow Fish Marcus Pfister Slow Samson Bethany Christou Anna Hibiscus' Song Afinuke	Hugless Douglas David Melling After the Fall Dan Santat Billy and the Dragon Nadia Shireen	Can't You Sleep, Little Bear? Martin Waddell Click, Clack, Moo Doreen Cronin Fly Tiger Fly Rikin Parekh	I'm in Charge Jeanne Willis Max and the Tag-Along Moon Floyd Cooper The Wall and the Wild Christina Dendy	LOVE Corrinne Averiss & Kirsti Beautyman On the Way Home Jill Murphy Me and Monster me Nadiya Hussain	How to be a Viking Cressida Cowell Small's Big Dream Manjeet Mann The Rapping Princess Hannah Lee and Allen Fatimaharan

Y1&2 Writing	Little Red Riding Hood Lari Don (traditional tale)	RSPB First Book of Birds (non-chronological report) When I Am By Myself Eloise Greenfield (poetry)	Malala's Magic Pencil Malala Yousafzal (biography)	The Day the Crayons Quit Drew Darwell (persuasive letter)	George and the Dragon Christopher Wormell (legend)	The Queen's Hat Steve Antony (adventure)
National Curriculum (Composition)	Pupils should be taught to: ♣ write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher					
Grammar and Teaching of Writing Knowledge (progression)	<ul style="list-style-type: none"> Write from memory (and saying out loud through rehearsal) simple sentences. (Noun/Verb) Most letters are correctly formed and orientated. Some spaces are left between words. Write in appropriate styles for the set task. Write sentences or sentence like structures that can be clearly understood. Re-read writing to check it makes sense. 		<ul style="list-style-type: none"> Sequence simple sentences (form short narratives based on real or fictional experiences). Recognise Compound Words Often use 'and' to join words and clauses. Use a capital letter and full stop to show sentence boundaries. Use question mark or exclamation mark correctly. Begin to use some features of Standard English. Understand the difference between single and plural Re-read writing to check it makes sense. 		<ul style="list-style-type: none"> Capital letters formed correctly for some names, places, the pronoun 'I' and days of the week. Most letters sit on the line correctly. Re-read writing to check it makes sense. Sometimes use adjectives for description. Read aloud their writing clearly enough to be heard by their peers and teacher 	
Vocab, Grammar and Punctuation (Appendix 2)	<p>Word: Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Sentence: How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p> <p>Text: <i>Sequencing short narrative</i></p> <p>Punctuation: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>					

	Autumn		Spring		Summer	
Year 2- Phonics and Guided Reading	RWI Sessions	RWI Sessions	RWI Comprehension Celebration on Planet Zox Flight to New York Dangerous Dinosaur	Esio Trot Roald Dahl	Owl Who was Afraid of the Dark Jill Tomlinson	Life Savers E Nash
Year 2 – Talk through stories	The Rainbow Fish Marcus Pfister Slow Samson Bethany Christou Anna Hibiscus' Song Atinuke	Hugless Douglas David Melling After the Fall Dan Santat Billy and the Dragon Nadia Shireen	Can't You Sleep, Little Bear? Martin Waddell Click, Clack, Moo Doreen Cronin Fly Tiger Fly Rikin Parekh	I'm in Charge Jeanne Willis Max and the Tag-Along Moon Floyd Cooper The Wall and the Wild Christina Dendy	LOVE Corinne Averiss & Kirsti Beautyman On the Way Home Jill Murphy Me and Monster me Nadiya Hussain	How to be a Viking Cressida Cowell Small's Big Dream Manjeet Mann The Rapping Princess Hannah Lee and Allen Fatimaharan
Y2 - Writing	Little Red Riding Hood Lari Don (traditional tale)	RSPB First Book of Birds (non-chronological report) When I Am By Myself Eloise Greenfield (poetry)	Malala's Magic Pencil Malala Yousafzal (biography)	The Day the Crayons Quit Drew Darwell (persuasive letter)	George and the Dragon Christopher Wormell (legend)	The Queen's Hat Steve Antony (adventure)
National Curriculum	<p>Pupils should be taught to:</p> <p>♣ <u>develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>♣ <u>consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>♣ <u>make simple additions, revisions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>♣ read aloud what they have written with appropriate intonation to make the meaning clear.</p>					
Grammar and Teaching of Writing Knowledge (progression)	<ul style="list-style-type: none"> - Write sentences form a short narrative. - Some sentences use capital letters and full stops correctly. - Form lower case letters correctly. - Identify and use a statement and a command - Use spacing between words. 		<ul style="list-style-type: none"> - Write simple, clear narrative about fictional or real experiences. - Most sentences have capital letters and full stops correctly placed - Use commas for a list 		<ul style="list-style-type: none"> - Write effectively and coherently narratives for different purposes drawing on their reading. - Make simple additions and improvements to their writing. - Use KS1 punctuation mostly correctly. (CL, FS, ? ! apostrophe for possession (singular) and commas for lists. 	

	<ul style="list-style-type: none"> - When appropriate, question marks are sometimes correct. - Capital letters formed correctly for some names, places, the pronoun 'I' and days of the week. - Most letters sit on the line correctly. - Re-read writing to check it makes sense. - Sometimes use adjectives for description. - Read aloud their writing clearly enough to be heard by their peers and teacher - Begin to use apostrophes for contraction 	<ul style="list-style-type: none"> - When appropriate, question marks are sometimes correct. - Use present and past tense mostly correctly. - Use co-ordination (or, and, but) and subordination (when, if, that, because) to join clauses. - Form capital and lower case letters correctly (size and direction). - Use spacing between words that reflects the size of the letters. - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs - Use expanded noun phrases to describe and specify - Read aloud their writing clearly enough to be heard by their peers and teacher - Proof-reading to check for errors in spelling grammar and punctuation. - Accurately use apostrophes for contraction for some words 	<ul style="list-style-type: none"> - Join some letters following whole school handwriting policy. - Can spell common exception words accurately - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs - Read aloud their writing clearly enough to be heard by their peers and teacher - Accurately use apostrophes for contraction for most words - Proof-reading to check for errors in spelling grammar and punctuation.
<p>Vocab, Grammar and Punctuation (Appendix 2)</p>	<ul style="list-style-type: none"> • Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command English – key stages 1 and 2 66 Year 2: Detail of content to be introduced (statutory requirement) • Text Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 		

Year 3	Autumn		Spring		Summer	
Guided Reading	The Giraffe and The Pelly and Me Roald Dahl	Life in the Stone Age Bronze Age and Iron Age Anita Ganeri	The Firework-Maker's Daughter Philip Pullman	Escape from Pompeii Christina Bolt	Varjak Paw SF Said	Noah's Gold Frank Cottrell-Boyce
Year 3 Writing	Stone Age Boy Satoshi Kitamura (story) Out There in the Wild (poetry)	Iron Man Ted Hughes (science fiction)	The Secret of Black Rock Joe Todd Stanton (adventure)	Earth Shattering Events Robin Jacobs (non-chronological report)	The Journey of Iliona Richard Platt (diary) The Colour Collector Roger McGough (poetry)	Flood Alvaro F. Villa (tragedy)
National Curriculum	<p>Year 3</p> <p>✦ plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>✦ draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>✦ evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>✦ proof-read for spelling and punctuation errors</p> <p>✦ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
Grammar and Teaching of Writing Knowledge (progression) Y3	<ul style="list-style-type: none"> - Write from memory simple sentences including common exception words and punctuation. - Writing is legible. - Capital letters and lower case are consistent in size and formation. - Write to suit purpose and show some features of the genre being taught. - Use a range of conjunctions (when, before, after, while, so) simple adverbs and time connectives. - Consolidate knowledge of word classes. (nouns, verbs, adverbs, adjectives etc.) - Use 'a' and 'an' according to whether the next word starts with a consonant or vowel. - Usually use the correct tense appropriately. - Proof read own work (with support) 		<ul style="list-style-type: none"> - Write a range of sentence types that are usually grammatically accurate. E.g. commands, questions and statements. - Consistent use of apostrophes for contractions and singular nouns. - Write in sequence (beginning, middle and end). - Describe characters, settings and/or plots in a simple way. - Present perfect tense - Begin to make deliberate word choices to add detail - Identify and use a range of prepositions. - Begin to vary sentence openers used. - Can use homophones mostly correctly - With support, organize sections in a theme (paragraphs, headings, sub-headings) - More independently, proof read own work and make improvements - Begin editing own and others work with direction. 		<ul style="list-style-type: none"> - Appropriate letters are joined according to the whole school writing approach. - Independently, make deliberate word choices to add detail. - Introduce apostrophes for plural possession. - With support, organize sections in a theme (paragraphs, headings, sub-headings) - Write to suit purpose and show most features of the genre being taught. - Sentences use capital letters, full stops, question marks, exclamation marks and commas for lists, with increasing security. - Describe characters, settings and/or plots with interesting detail. - Can use homophones correctly - Can use prefixes and suffixes correctly <p>Identify direct speech and begin to use inverted commas.</p>	
Vocab, Grammar and Punctuation (Appendix 2)	<p>Year 3</p> <p>Word: Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>					

	<p>Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Punctuation Introduction to inverted commas to punctuate direct speech</p>

Year 4	Autumn		Spring		Summer	
Guided Reading	The Boy Who Grew Dragons Andy Shepherd	Viking Invader! Newspaper	Ice Palace Robert Swindells	The Last Bear Hannah Gold	Thief Malorie Blackman	Secrets of a Sun King Emma Carroll
Year 4 Writing	The Lost Thing Shaun Tan (fantasy) The River (poetry)	Arthur and Golden Rope Joe Todd-Stanton (Norse myth)	Still I Rise Maya Angelou (poetry) The River Valerie Bloom (poetry)	Once Upon a Raindrop James Cater (script of tour)	Wizards of Once Cressida Cowell (newspaper article)	Aladdin and the Lamp Philip Pullman (traditional tale)
National Curriculum	<p>Year 4</p> <p>✦ plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>✦ draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>✦ evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>✦ proof-read for spelling and punctuation errors</p> <p>✦ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
Grammar and Teaching of Writing Knowledge (progression) Y4	<ul style="list-style-type: none"> - Writing is legible. - All letters are consistently formed and the correct size and orientation. - Appropriate letters are joined consistently. - Write from memory simple, dictated sentences including familiar GPCs, common exception words and punctuation. - Use apostrophes correctly to mark singular and plural possession. - Describe characters, settings and plots with some powerful verbs, adverbs, adjectives and engaging noun phrases. - Use a wide range of conjunctions 		<ul style="list-style-type: none"> - Use paragraphs to organize information around a theme. Use titles and headings when writing non-fiction. - Use a range of punctuation from previous year groups mostly independently and accurately - Proof read, edit and revise writing (with increasing independence) - Use a variety of sentence types and openers. - Use expanded noun phrases and adverbial phrases to expand sentences. - Use inverted commas accurately and use within narratives. 		<ul style="list-style-type: none"> • Write in some different genres and use appropriate features of them. - Show awareness of the reader through writing choices - Use fronted adverbials confidently (usually demarcated with commas) - With accuracy, use capital letters, full stops, ?, !, commas for lists and fronted adverbials. - Can use homophones correctly - Can use prefixes and suffixes correctly 	

	<ul style="list-style-type: none"> - Use a range of punctuation from previous year groups mostly accurately - Proof read own work and make improvements - 	<ul style="list-style-type: none"> - Use apostrophes correctly to mark singular and plural possession. - Usually use the past and present tense and third/first person consistently. - Can use homophones correctly - Can use prefixes and suffixes correctly 	
Vocab, Grammar and Punctuation (Appendix 2)	<p>Year 4</p> <p>Word The grammatical difference between plural and possessive – Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials</p>		
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Year 5 and 6	Autumn Term		Spring Term		Summer Term	
Cycle A (2026-2027) Guided Reading	<i>Journey to the River Sea</i> (y6) - Eva Ibbotson	<i>Storm Breaker</i> (y6) – Alex Rider	<i>The Highwayman</i> (y6) – Alfred Noyes	<i>Wonder</i> RJ Palacio	<i>The Final Year</i> Matt Goodfellow	<i>Who Let the God’s Out?</i> Maz Evans
Cycle A (2026-2027) Year 5 / 6 Writing	<i>The Piano</i> Aidan Gibbons (flashback) <i>The Malfeasance</i> Alan Bold (poetry)	<i>Macbeth</i> Andrew Matthews (story)	<i>The Journey</i> Francesca Sanna (story)	<i>Kick</i> Mitch Johnson (persuasive letter) Screen Use (balanced argument)	<i>The Nowhere Emporium</i> Ross Mackenzie (mystery) <i>Detailed Timeline of Ancient Greece</i> Ben Hubbard (timeline)	<i>The Extraordinary Life of Rosa Parks</i> Sheila Kanani (biography)
Cycle B (2025-2026) Guided Reading	<i>Kensuke’s Kingdom</i> Michael Morpurgo	<i>Zlata’s Diary</i> Zlata Filipovic	<i>Girl of Ink and Stars</i> Kiran Millwood Hargrave	<i>Street Child</i> Bertie Doherty	<i>Tom’s Midnight Garden</i> Phillipa Pearce	<i>Holes</i> Louis Sacher
Cycle B (2025-2026) Year 5 / 6 Writing	<i>Varmints</i> Marc Castle (story)	<i>A Monster Calls</i> Patrick Ness (horror)	<i>Scott of the Antarctic</i> E and J Dowdeswell and Angela Seddon (diary)	<i>Tyger</i> SF Said (adventure/dystopia)	<i>If</i> Rudyard Kipling (poetry) <i>10 Things in a Soldier’s Pocket</i> Ian MacMilan (poetry)	<i>Letters from the Lighthouse</i> Emma Carroll (recount)
National Curriculum	<p>Pupils should be taught to:</p> <p>✎ plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 					

	<p>♣ draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>♣ evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>♣ proof-read for spelling and punctuation errors</p> <p>♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		
<p>Grammar and Teaching of Writing Knowledge (progression)</p> <p>Y5</p> <p>Y6</p>	<ul style="list-style-type: none"> - Write from memory, dictated sentences, including words from the KS2 curriculum. - Writing is legible and joined in personal style. - Use dialogue to indicate character and event. - Create interesting settings, characters, atmospheres and plots in stories with growing precision to engage the reader. - Evaluate own and others work making additions, revisions and corrections. - Use a range of sentence openers and structures, including complex sentences. - Use a dictionary/thesaurus to check and up level word choices. - Use of relative clauses beginning with a relative pronoun (who,which, where, when, whose, that) <ul style="list-style-type: none"> - Use paragraphs to organize ideas. - In narratives, describe settings and characters. - In non-narrative writing, use simple devices to structure writing (headings, subheadings, bullet points etc...) - Using mostly correctly: CL, FS ? ! commas for lists, apostrophes for contraction. 	<ul style="list-style-type: none"> - Use a hyphen to join a prefix to a root word. - Write to suit purpose with some awareness of the audience (may include humour or suspense). - Organise writing into sections or paragraphs creating cohesion. - Maintain correct tense. - Use a range of presentational devices including headings, subheadings, titles and bullet points. - Use a range of vocabulary that is becoming more precise (verbs, adverbs and adjectives). - Punctuation is mostly correct. CL . ? ! , "" - Evaluate own and others work making additions, revisions and corrections. - Accurate use of commas to clarify meaning <ul style="list-style-type: none"> - Write effectively for a range of purpose and audiences. - In narratives, describe settings, characters and atmosphere. - Integrate dialogue to advance actions and convey characters. - Use a range of devices to build cohesion (conjunctions, adverbials of time and place, relative pronouns) - Select a variety of grammar and vocabulary structures (active and passive voice, modal verbs). - Use verb tenses correctly and consistently. Use a range of punctuation e.g. . , ; () - : "" - Edit and improve writing effectively and independently - Handwriting legible when writing at speed. 	<ul style="list-style-type: none"> - Sometimes extend use of punctuation by using () - ... ; : - Begin to recognize active and passive voice. - With support, choose vocabulary and grammar to suit formal and informal writing. - Begin to indicate degrees of possibilities using adverbs and modal verbs. - Begin to recognize and use relative clauses within writing. - Evaluate own and others work making additions, revisions and corrections. - Complex homophones are spelled correctly <ul style="list-style-type: none"> - Pupils can write effectively for a range of purposes and independently choose the style/purpose and audience. - Accurate use of modal and passive verbs - To select appropriate levels of formality to reflect different styles of writing. - Use a variety of punctuation correctly and to enhance meaning
<p>Vocab, Grammar and Punctuation (Appendix 2)</p>	<p>Year 5 Word Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>		

Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Year 6

Word The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Sentence Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Text Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

English National Curriculum Progression from Y1 - 6

SPOKE LANGUAGE- (YEARS 1 – 6)

Pupils should be taught to:

- ♣ listen and respond appropriately to adults and their peers
- ♣ ask relevant questions to extend their understanding and knowledge
- ♣ use relevant strategies to build their vocabulary
- ♣ articulate and justify answers, arguments and opinions
- ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ♣ speak audibly and fluently with an increasing command of Standard English
- ♣ participate in discussions, presentations, performances, role play, improvisations and debates
- ♣ gain, maintain and monitor the interest of the listener(s)
- ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ♣ select and use appropriate registers for effective communication.

READING- WORD READING			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

READING- COMPREHENSION			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ <u>develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known ♣ <u>understand both the books they can already read accurately and fluently and those they listen to by:</u> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ <u>develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ <u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ <u>develop positive attitudes to reading and understanding of what they read by:</u> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ <u>understand what they read, in books they can read independently, by:</u> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ <u>maintain positive attitudes to reading and understanding of what they read by:</u> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ <u>understand what they read by:</u> <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader





they listen to and those that they read for themselves

♣ participate in discussion about both books that are read to them and

♣ distinguish between statements of fact and opinion

♣ retrieve, record and present information from non-fiction

♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

♣ 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


♣ provide reasoned justifications for their views.


WRITING - COMPOSITION			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Pupils should be taught to:</p> <p>♣ write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>♣ discuss what they have written with the teacher or other pupils</p> <p>♣ read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Pupils should be taught to:</p> <p>♣ develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>♣ consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>♣ make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>♣ read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to:</p> <p>♣ plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>♣ draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>♣ evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>♣ proof-read for spelling and punctuation errors</p> <p>♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Pupils should be taught to:</p> <p>♣ plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>♣ draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précisising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>♣ evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>♣ proof-read for spelling and punctuation errors</p> <p>♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>



WRITING – VOCABULARY, GRAMMAR, PUNCTUATION			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Pupils should be taught to:</p> <p>♣ develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ - learning the grammar for year 1 in English Appendix 2 <p>♣ use the grammatical terminology in English Appendix 2 in discussing their writing .</p>	<p>Pupils should be taught to:</p> <p>♣ develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>♣ learn how to use:</p> <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English <p>♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Pupils should be taught to:</p> <p>♣ develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 <p>♣ indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech <p>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Pupils should be taught to:</p> <p>♣ develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 <p>♣ indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently <p>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>



WRITING – HANDWRITING			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Handwriting and Presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ <u>write legibly, fluently and with increasing speed by:</u> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.

WRITING - SPELLING			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p><u>Revision of reception work should include:</u></p> <ul style="list-style-type: none"> ♣ all letters of the alphabet and the sounds which they most commonly represent ♣ consonant digraphs which have been taught and the sounds which they represent ♣ vowel digraphs which have been taught and the sounds which they represent ♣ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ♣ words with adjacent consonants ♣ guidance and rules which have been taught <p><u>New work:</u> Spelling (see English Appendix 1) Pupils should be taught to:</p> <p><u>♣ spell:</u></p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week <p><u>♣ name the letters of the alphabet:</u></p> <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound <p><u>♣ add prefixes and suffixes:</u></p> <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>♣ apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> 	<p><u>Revision of work from year 1</u></p> <p>As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.</p> <p><u>New work:</u> Spelling (see English Appendix 1) Pupils should be taught to:</p> <p><u>♣ spell by:</u></p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] - distinguishing between homophones and near-homophones <p>♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>♣ apply spelling rules and guidance, as listed in English Appendix 1</p> <p>♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><u>Revision of work from years 1 and 2</u></p> <p>Pay special attention to the rules for adding suffixes.</p> <p><u>New work:</u> Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Revise work done in previous years</p> <p><u>New work:</u> Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus.

Common Exception Words/ Word list			
Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
the, a,	door, floor, poor,	accident(ally) actual(ly) address answer appear arrive	accommodate accompany according achieve
do, to, today,	because,	believe bicycle breath breathe build busy/business	aggressive amateur ancient apparent appreciate
of, said, says,	find, kind, mind, behind, child, children*, wild, climb,	calendar caught centre century certain circle	attached available average awkward
are, were, was,	most, only, both, old, cold, gold, hold, told,	complete consider continue	bargain bruise
is, his, has,	every, everybody, even,	decide describe different difficult disappear	category cemetery committee communicate
I, you, your, they,	great, break, steak,	early earth eight/eighth enough exercise experience	community competition conscience* conscious*
be, he, me, she, we,	pretty, beautiful,	experiment extreme	controversy convenience correspond criticise (critic + ise) curiosity
no, go, so,	after, fast, last, past, father, class, grass, pass, plant, path, bath,	famous favourite February forward(s) fruit	definite desperate determined develop dictionary
by, my,	hour,	grammar group guard guide	disastrous
here, there, where,	move, prove, improve,	heard heart height history	embarrass environment equip (–ped, –ment)
love, come, some, one, once,	sure, sugar,	imagine increase important interest island	especially exaggerate excellent existence explanation
ask, friend, school, put, push, pull, full, house, our	eye,	knowledge	familiar foreign forty frequently
	could, should, would,	learn length library	government guarantee harass hindrance
	who, whole,	material medicine mention minute	identity immediate(ly) individual interfere interrupt
	any, many,	natural naughty notice	language leisure lightning
	clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	occasion(ally) often opposite ordinary	marvellous mischievous muscle
	– and/or others according to programme used.	particular peculiar perhaps popular position	necessary neighbour nuisance
	Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.	possess(ion) possible potatoes pressure probably	occupy occur opportunity
		promise purpose	parliament persuade physical prejudice privilege
		quarter question	profession programme pronunciation
		recent regular reign remember	queue
		sentence separate special straight strange strength	recognise recommend relevant restaurant rhyme
		suppose surprise	rhythm
		therefore though/although thought through	sacrifice secretary shoulder signature sincere(ly)
		various	soldier stomach sufficient suggest symbol system
		weight woman/women	temperature thorough twelfth
			variety vegetable vehicle yacht

