

Writing Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Composition: Text Structure							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Planning Tool – Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p>Non-fiction:</p> <p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme Names Labels</p>	<p>Consolidate Reception list</p> <p>Introduce: Fiction: Planning Tools: Story map / story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,../ Unfortunately,..</i></p> <p>Resolution <i>Fortunately,..</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing- up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away...</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma</p>	<p>Consolidate Year 2 list I</p> <p>Introduce: Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include</p>	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p>Non-fiction: Secure planning across non- fiction genres and application</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and</p>

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<p>Captions Lists Diagrams Message</p>	<p>Ending <i>Finally,....</i></p> <p>Non-fiction: Planning tools: text map / washing line</p> <p>Heading Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of</p>	<p>characters Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g.</p>	<p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing -up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information,</p>	<p>flashbacks</p> <p>Introduction – should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending – character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p>	<p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand,</p>	<p>a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</p> <p>Summarise and organise material, and support ideas and arguments with any necessary factual detail</p> <p>Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.</p>
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Writing Curriculum Progression Map



		<p>steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p><i>Who....? What....? Where....? Why....? When....? How....?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts diagram Develop Ending response Flow Personal Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p>	<p>reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p>in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	
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Writing Curriculum Progression Map



			<p>Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>				
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Writing Curriculum Progression Map



Composition: Sentence Construction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Simple sentences</p> <p>Simple Connectives: <i>and who until but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ – Repetition for rhythm: e.g. <i>He walked and he walked</i></p>	<p>Consolidate Reception list</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and or but so because so that then that while when where</i></p> <p>Also as openers: <i>While... When... Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce: Types of sentences: statements Questions Exclamations Commands -‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can....</p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It’s great fun.</i> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Expanded –ed clauses as starters e.g. <i>Encouraged by the</i></p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i></p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p> <p>Pupils should continue to plan, draft, edit and proofread through: considering how their writing reflects the audiences and purposes for which it was intended.</p>

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<p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p><i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause)</p>	<p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p>	<p><i>box.</i> At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions -'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p>	<p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and/or/but/so/for /nor/yet</i>(<i>coordinating conjunctions</i>)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed- ing-ly below) -'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his</i></p>	<p><i>bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in -'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for</p>	<p>Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	<p>Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p>Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English.</p>
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	<p>e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Drop in a relative clause using: who/whom/which /whose/ that e.g. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p>	<p><i>post.</i></p> <p>Expanded -'ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>-'ly' phrases as starters e.g. <i>Unfortunately, no chocolate biscuits remained. Drop in - 'ing' clause</i> e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans</i></p>	<p>meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>		
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Writing Curriculum Progression Map



			<p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue – powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>	<p><i>enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>			
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Writing Curriculum Progression Map



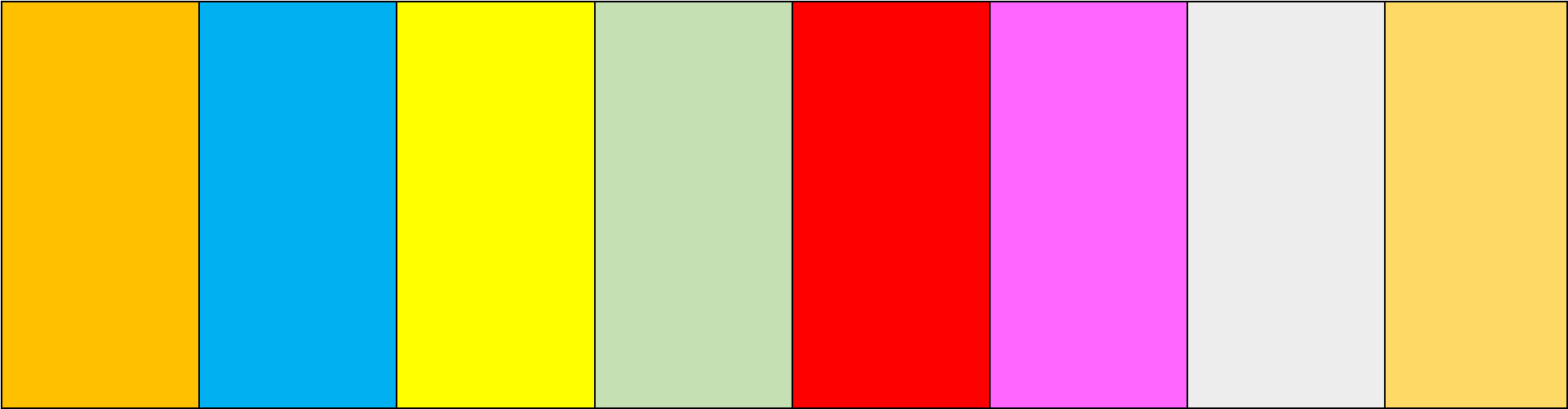
Composition: Word Structure/Language							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Learners will be introduced to:</p> <p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old</i>, <i>little</i>, <i>big</i>, <i>small</i>, <i>quiet</i></p> <p>Adverbs e.g. <i>luckily</i>, <i>unfortunately</i>, <i>fortunately</i></p> <p>Similes – using 'like'</p>	<p>Consolidate Reception list</p> <p>Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> <i>lots of</i> <i>many</i> <i>those</i> <i>these</i> <i>more</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon slimy snake</i></p> <p>Similes using as...as... e.g. <i>as tall as a house as red as a radish</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce: Prepositions: <i>behind</i> <i>above</i> <i>along</i> <i>before</i> <i>between</i> <i>after</i></p> <p>Alliteration e.g. <i>wicked witch slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g.</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Prepositions <i>Next to</i> <i>by the side of</i> <i>In front of</i> <i>during</i> <i>through</i> <i>throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. <i>stare</i>, <i>tremble</i>, <i>slither</i></p> <p>Boastful Language e.g. <i>magnificent</i>, <i>unbelievable</i>, <i>exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at</i> <i>underneath</i> <i>since</i> <i>towards</i> <i>beneath</i> <i>beyond</i></p> <p>Conditionals - <i>could</i>, <i>should</i>, <i>would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday</i>, <i>Jessica</i>, <i>October</i>, <i>England</i></p> <p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification Onomatopoeia Empty words e.g. <i>someone</i>, <i>somewhere</i> <i>was out to get him</i></p> <p>Develop use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. – <i>ate</i>; –<i>ise</i>; –<i>ify</i>) Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> <i>versus</i> <i>reported</i>, <i>alleged</i>, or <i>claimed</i> <i>in formal speech or writing</i>)</p> <p>Understand how words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.</p>

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	<p><i>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</i></p> <p><i>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</i></p> <p><i>Suffixes that can be added to verbs (e.g. helping, helped, helper)</i></p> <p><i>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>	<p><i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> <p>-</p>			
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Composition: Terminology							
EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Learners will be introduced to:</p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p>	<p>Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p> <p>Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points <p>Singular/ plural Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Simile – 'as' / 'like' 	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash 	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action, views/opinions, facts Colon – instructions Parenthesis 	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to show a secure understanding of KS2 terminology and can use it effectively in their writing.</p>

Writing Curriculum Progression Map



		<p>marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement</p> <p>question</p> <p>exclamation</p> <p>Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>	<p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction 	<p>3 – description, action</p> <ul style="list-style-type: none"> • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family</p> <p>Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb</p> <p>Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition</p> <p>Determiner/ generaliser Pronoun – relative/ possessive Clause</p> <p>Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial 	<p>Singular/ plural Suffix/ Prefix Word family</p> <p>Consonant/Vowel Adjective / noun / noun phrase</p> <p>Verb / Adverb</p> <p>Bossy verbs - imperative</p> <p>Tense (past, present, future) Conjunction / Connective Preposition</p> <p>Determiner/ generaliser Pronoun – relative/ possessive Clause</p> <p>Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia 	<ul style="list-style-type: none"> • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family</p> <p>Consonant/Vowel Adjective / noun / noun phrase</p> <p>Verb / Adverb</p> <p>Bossy verbs - imperative</p> <p>Tense (past, present, future) modal verb</p> <p>Conjunction / Connective Preposition</p> <p>Determiner/ generaliser Pronoun – relative/ possessive Clause</p> <p>Subordinate / relative clause Adverbial Fronted adverbial</p> <p>Rhetorical question</p> <p>Cohesion Ambiguity</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice 	
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Writing Curriculum Progression Map



				<ul style="list-style-type: none">• Apostrophe – plural possession	<ul style="list-style-type: none">• Rhetorical question	<ul style="list-style-type: none">• Subject and object• Hyphen• Synonym, antonym• Colon/ semi-colon• Bullet points• Ellipsis• Subjunctive• Tense: present and past progressive; present perfect; past perfect	
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Writing Curriculum Progression Map



Transcription: Handwriting							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Learners will be able to:</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Learners will be able to:</p> <p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form the digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Learners will be able to:</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Learners will be able to:</p> <p>Use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>Learners will be able to:</p> <p>Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Learners will be able to:</p> <p>Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>Learners will be able to:</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to write with speed using an appropriate style.</p>

Writing Curriculum Progression Map



<p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>							
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Writing Curriculum Progression Map



Transcription: Spelling							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Learners will be able to:</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>Learners will be able to:</p> <p>Know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>Recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>Recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>Recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught</p>	<p>Learners will be able to:</p> <p>Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes:</p>	<p>Learners will be able to:</p> <p>Spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>Spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p>	<p>Learners will be able to:</p> <p>Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>Spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>Spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection,</p>	<p>Learners will be able to:</p> <p>Spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>Spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>Spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>Spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought,</p>	<p>Learners will be able to:</p> <p>Spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to apply all spelling patterns and rules accurately as expected in the KS3 spelling curriculum.</p>

Writing Curriculum Progression Map



	<p>phonemes and GPCs.</p> <p>Spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>Apply Y1 spelling rules and guidance, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; -the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); -dividing words into syllables (e.g. rabbit, carrot); -the /tʃ/ sound is usually spelt as 'tch' and exceptions; -the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); -adding -s and -es to words (plural of</p>	<p>-the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</p> <p>-the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>-the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>-the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <p>-the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p> <p>-adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p>	<p>Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Spell words ending with the /zhər/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /chər/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>Spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>Spell most words with the prefixes</p>	<p>action, hesitation, completion).</p> <p>Spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>Spell all of the Y3 and Y4 statutory spelling words correctly.</p> <p>Correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero,</p>	<p>brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>Spell many of the Y5 and Y6 statutory spelling words correctly.</p> <p>Convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>Spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> <p>Spell all of the Y5 and Y6 statutory spelling words correctly.</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>Use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-</p>	
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Writing Curriculum Progression Map



	<p>nouns and the third person singular of verbs); -adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); -adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); -spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week);</p>	<p>-adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; -adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); -adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s</p>	<p>dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. Spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). Spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>autograph, antisocial, intercity, exchange, nonsense). Form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). Spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies',</p>	<p>(e.g. blacken, brighten, flatten). Spell complex homophones and near-homophones, including who's/whose and stationary/stationery. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). Spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/licence, advice/advise).</p>	
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Writing Curriculum Progression Map



	<ul style="list-style-type: none"> - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); 	<p>(e.g. donkeys, monkeys); the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /z:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual).</p> <p>Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>Learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple</p>	<p>Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>children's, men's, mice's).</p> <p>Use their spelling knowledge to use a dictionary more efficiently.</p>		<p>Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>Use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>	
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Writing Curriculum Progression Map



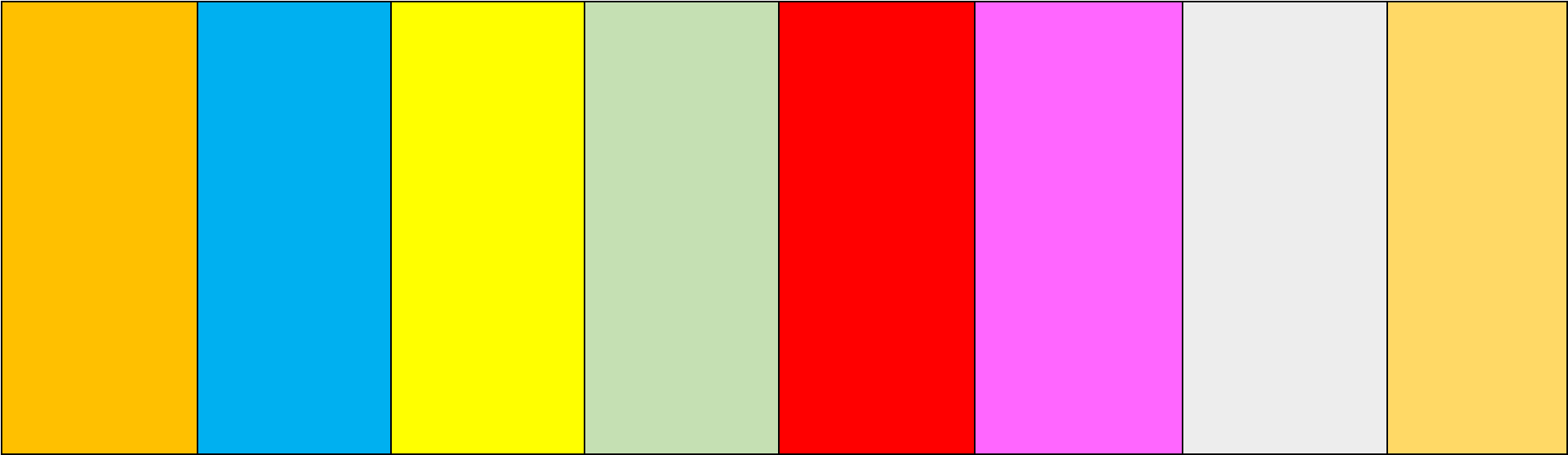
	<ul style="list-style-type: none"> - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); -spelling words ending with -y (e.g. funny, party, family); -spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); -using 'k' for the /k/ sound (e.g. sketch, kit, skin). <p>Spell all Y1 common exception words correctly.* To spell days of the week correctly.</p>	<p>sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. elf-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>					
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Writing Curriculum Progression Map



	<p>Use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>Spell simple compound words (e.g. dustbin, football).</p> <p>Read words that they have spelt.</p> <p>Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>						
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Writing Curriculum Progression Map



Writing Curriculum Progression Map



Spelling Lists

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