

# Oak Meadow Primary School

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## Policy: English

*From tiny acorns mighty oaks grow.*

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Signature:	
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## **Curriculum Statement – English**

### Intent

Promoting a love of reading and writing is extremely important at Oak Meadow. We strive for our children to become life-long readers and provide a wide range of texts to engage, excite and motivate our pupils to become confident readers who tackle texts with a sound understanding. Throughout school, we build upon children's knowledge by first embedding key phonic skills taught through the Read Write Inc. scheme. This daily programme allows children to decode words and also develops the skills to enable them to comprehend successfully. Our curriculum incorporates high quality reading materials, not only in core subjects, but also in cross-curricular lessons. This provides children with a thirst for knowledge and helps to develop an inquisitive mind. All books in school have been chosen with the children's likes and interests in mind and lay the foundations for them to enrich their vocabulary and apply what they have learnt.

Writing is taught across school daily to embed key skills that can be applied to a range of writing genres. We provide a range of exciting writing opportunities that draw upon high quality texts and feature effective vocabulary, varied sentence structures and interesting content. We encourage children to write for a purpose using the age related skills they have learnt in lessons. Working collaboratively is also important as it enables children to share ideas and become confident, articulate speakers. We want children to understand the writing process and be able to plan, write and edit their independent writing effectively. The English curriculum is designed to develop knowledge and skills that are progressive, as well as transferable.

### Implementation

To ensure that reading and writing is prioritised effectively, key skills are taught daily and are consistently applied across both core and foundation subjects. Beginning in Reception, daily Read Write Inc. lessons take place to teach children letter sounds and blending. As children progress through the programme, they learn to apply their reading skills and become confident and independent readers who are able to comprehend capably. Within Read Write Inc. lessons, sound blending is practiced and children begin to spell using their phonic skills and develop both letter formation and pencil control. Children are assessed regularly (each half-term) which allows them to progress through the scheme effectively. When children have completed the Read Write Inc. programme they progress into guided reading groups. At Oak Meadow, we use the VIPERS (Vocabulary, Inference, Predictions, Explanation, Retrieval and Sequence or Summarise) approach to teach reading comprehension. Each skill provides the basis for Guided Reading lessons and enables children to tackle challenging texts with an effective understanding. To develop this further, a range of reading activities are developed to ensure that children are given a range of exciting opportunities to apply their skills to other subjects. At school, we celebrate reading further on World Book Day when we set classroom reading competitions and hold the Scholastic Book Fair.

Our writing lessons focus upon key texts that are carefully chosen to link with each year group's topic. In school, we follow a two week writing cycle that is used to allow children to practice age related skills and provides the opportunity to apply these skills to an extended piece of writing. Within this cycle, we also incorporate time to complete the editing process and teach children the importance of improving their work as real authors do. Each teacher maps out the learning for the term to ensure that skills are covered repeatedly and can be applied to a wide variety of genres. As a whole school we have introduced the Word of the Day to help to extend and improve children's vocabulary and verbal composition. For higher achievers, consideration is also given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as to how learners will be supported in line with the school's commitment to inclusion.

### Impact

Outcomes in Writing and Guided Reading books evidence a broad and balanced curriculum and demonstrate children's acquisition of age related key knowledge and skills. Children become fluent in reading and are able to tackle a text competently. We aim to instil a rich vocabulary which children can use confidently to articulate their views and opinions.

### **Skills Progression**

All year groups teach children their skills-based age related expectations in Reading and Writing. On their Medium Term Plan, teachers identify the key knowledge and skills that are to be taught and ensure that the scheme is broad and balanced. Tasks are differentiated to ensure that children are challenged, but are also scaffolded in their learning. See Appendix for KS1 and KS2 English Skills Progression.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key reading and writing knowledge is taught to enable and promote the development of children's English skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Implementing Read Write Inc. standardised assessments.
- Setting weekly spelling tests.

At the end of each term, the application of key skills are evidenced by the class teacher on an English assessment tracker. Each child's attainment and progress in English is formally reported to parents at the end of the year in the end of year report.

## **Early Years**

Early Years develop their reading and writing skills through the Development Matters EYFS curriculum. Throughout Reception, key texts are mapped out to give children access to a range of genres that support them in retaining a bank of stories to draw upon in their own storytelling. Children are assessed according to the Development Matters attainment targets.

## **Cross – Curricular Links**

English texts are chosen to link with Topic themes, such as *The Boy in the Striped Pyjamas* in Year 6, so that children are able to apply the knowledge gained in English lessons to foundation subjects. As children are taught transferable skills, we expect the same standard of reading and writing to be applied to foundation lessons as is expected in core subjects. Cross-curricular outcomes are identified prior to teaching.

## **SMSC Development**

Spiritual education in English helps children to understand different cultures and traditions through the reading of traditional stories and fables. It allows children to compare their lives with others. Moral education provides opportunities for children to recognise the impact of global issues that they have been taught about in other subjects and allows them to vocalise their opinions, debate and discuss and write about events from different perspectives. Socially, during Reading and Writing, children are able to collaborate in different ways, share ideas and support each other with their learning. To support reading in school, a selected group of children have been paired with a 'reading buddy' of a different age. Cultural education provides opportunities for using quality texts to teach similarities and differences. Through their growing knowledge and understanding, children gain an appreciation of life in different societies and develop a sense of other cultures.

## **Diversity**

Through English, children learn about the diversity of global, national and religious issues. Teachers encourage pupils to think about topical political, spiritual, moral, social and cultural issues and problems, such as the plight of refugees, and to use their imagination to consider other people's diverse experiences.

## **Planning and Resources**

English resources are located in each classroom in their reading corners and other texts are located in the school library. The library contains an extensive supply of fiction and non-fiction books to support children's reading for pleasure and individual research. Children can also use ICT resources. Class teachers develop a 'working wall' for English where vocabulary, skills and shared writing are displayed. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically. Teachers always identify the key vocabulary that is to be taught each lesson, as well as the key skills that are to be developed. These are also explicitly outlined on each topic medium term plan, which make explicit links to the National Curriculum 2014.

## **Subject Essentials**

Each term children will have completed skills based objectives linked to their age related expectations. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work, QR codes etc. All work will be marked using the agreed marking codes and next steps will be given in accordance with the school's marking policy. The work produced will be presented to a high standard and handwriting will follow the Nelson Thorne scheme. Children will be expected to spell key words accurately from their year group spelling lists.

## **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Reading and Writing.
- To ensure progression of the key knowledge and skills identified for each year group and to ensure that these are secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of Reading and Writing.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the English curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

## **Inclusion**

All pupils are entitled to access the English curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as whole class teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also developed, to ensure a fully inclusive and engaging English curriculum.

## **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in English. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives that are relevant to the subject. Regular reviews of action plans are sent to the governors each year and governors meet with subject leads and provide the link governor reports to the governing body annually.

## **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with the English curriculum (such as school trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.

Guided Reading Question Sheet Year 1

Questions	Questions (linked to reading domains)
	<p>Reading Domains</p> <p><b><u>1a Draw on knowledge of vocabulary to understand texts</u></b></p> <p>What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling?</p> <p>Which word means the same as.....?</p> <p><b><u>1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information</u></b></p> <p>Retrieval Questions:-</p> <p>What, Who, Where, When, Why?, How much/many?</p> <p><b><u>1c Identify and explain the sequence of events in texts</u></b></p> <p>What happens first in the story?</p> <p>Sequence these sentences from the story?</p> <p>What happened before or after something?.....</p> <p><b><u>1d Make inferences from texts</u></b></p> <p>Which words make you think that.....?</p> <p>How can you tell that ...?</p> <p>Can you explain why.....?</p> <p>Why did something happen?</p> <p>Why did someone do something?</p> <p>How do you think someone is feeling/felt at a point in the story?</p> <p><b><u>1e Predict what might happen on the basis of what has already happened</u></b></p> <p>From the cover/title, what do you think will happen in this story?</p> <p>What will happen next?</p>



Guided Reading Question Sheet Year2

Questions	Questions (linked to reading domains)
	<p>Reading Domains</p> <p><b><u>1a Draw on knowledge of vocabulary to understand texts</u></b></p> <p>What does the word xxx mean in the text?</p> <p>Which word in the text tells you how xxx was feeling?</p> <p>Find and copy one word which means.....</p> <p>Which word means the same as.....?</p> <p><b><u>1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information</u></b></p> <p>Retrieval Questions:-</p> <p>What, Who, Where, When, Why?, How much/many?</p> <p>Explain why someone did something?</p> <p>Which of the statements are true and false?</p> <p>Find and copy two things which.....?</p> <p><b><u>1c Identify and explain the sequence of events in texts</u></b></p> <p>What happens first in the story?</p> <p>Sequence these sentences from the story</p> <p>Number the sentences to show the order they happen in the story</p> <p>What happened before or after something?.....</p> <p><b><u>1d Make inferences from texts</u></b></p> <p>Which words make you think that?</p> <p>.....<i>phrase</i>.....This means that.....<i>multiple choice</i>..?</p> <p>Find the word that shows that .....</p> <p>How can you tell that ...?</p> <p>Can you explain why?</p> <p>How do you think someone is feeling/felt at a point in the story? Why did he feel that way?</p> <p>Why did something happen?</p> <p>Why did someone do something?</p> <p>Why did someone think something?</p> <p>Why did someone describe something as .....</p> <p>The story shows that someone is .....choice of <i>adjective</i>?</p> <p><b><u>1e Predict what might happen on the basis of what has already happened</u></b></p> <p>From the cover/title, what do you think will happen in this story?</p> <p>What will happen next? What are the clues?</p> <p>What do you think a character is likely say at the end of the story?</p>

Guided Reading Question Sheet Year 3

Questions	Questions (linked to reading domains)
	<p><b><u>2a Give/explain the meaning of words in context</u></b>            Which word in the text describes what xxx is like?            What does the word xxx mean in this sentence?            Find and copy one/two words which describe/means?            In the sentence the word xxx is closest in meaning to (examples given)            What does word/phrase mean?</p> <p><b><u>2b Retrieve and record information/identify key details from fiction and non-fiction</u></b>            Retrieval Questions:-            What, Who, Where, When, Why?, How much/many?            Using information from the text, decide if the following statements are true or false?</p> <p><b><u>2c Summarise main ideas from more than one paragraph</u></b>            Number the sentences below from 1 to 4 to show the order they happen in the story            What happened before or after something?.....            What happens first in the story?</p> <p><b><u>2d Make inferences from the text/explain and justify inferences with evidence from the text</u></b>            Find a word that shows that.....            How do you think someone is feeling/felt at a point in the story? Why did he feel that way?            Why did something happen?            Why did someone do something?            Why did someone think something?            Why did someone describe something as .....?            How do you know that xxx was .....?            How did xxx feel when ...something happened?            Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion            Why did.....something happen? Why did...someone do something?</p> <p><b><u>2e Predict what might happen from details stated and implied</u></b>            How do you think this story will develop?            What do you think will happen next? Why do you think that/What are the clues?</p> <p><b><u>2f Identify/explain how information is related and contributes to meaning as a whole</u></b>            How does the title encourage you to read on?            In what ways do the illustrations support the text?</p> <p><b><u>2g Identify/explain how meaning is enhanced through choice of words and phrases</u></b>            What does the word x tell you about y?            What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel?</p> <p><b><u>2h Make comparisons within the text</u></b>            Which text is better and why? Describe different character's reactions to the same event            Why has information been organized differently in different parts of the text?            What is similar/different about two characters?</p>

Guided Reading Question Sheet Year 4

Questions	Questions (linked to reading domains)
	<p><b><u>2a Give/explain the meaning of words in context</u></b>  Which word in the text describes what xxx is like?  Find and copy one/two words which describe/means?  In the sentence the word xxx is closest in meaning to (examples given)  Give the meaning of the word .....in the sentence?  What does word/phrase mean?</p> <p><b><u>2b Retrieve and record information/identify key details from fiction and non-fiction</u></b>  Retrieval Questions:-  What, Who, Where, When, Why?, How much/many?  Using information from the text, decide if the following statements are true or false?</p> <p><b><u>2c Summarise main ideas from more than one paragraph</u></b>  What happened before or after something?.....  Number the sentences below from 1 to 4 to show the order they happen in the story  Which of the following would be the most suitable summary of the whole text/paragraph?</p> <p><b><u>2d Make inferences from the text/explain and justify inferences with evidence from the text</u></b>  How do you know that xxx was excited?  How did xxx feel when ...something happened?  What <b>impressions</b> do you get of a setting/a person from a paragraph?  What does a particular paragraph <b>suggest/infer</b> about a person/setting?  Why did.....something happen? Why did...someone do something?  What evidence in the text is there that a character felt /is.....adjective ?</p> <p><b><u>2e Predict what might happen from details stated and implied</u></b>  How do you think this story will develop?  Do you think that someone will do/act differently in the future?</p> <p><b><u>2f Identify/explain how information is related and contributes to meaning as a whole</u></b>  How does the title encourage you to read on?  In what ways do the illustrations support the text?</p> <p><b><u>2g Identify/explain how meaning is enhanced through choice of words and phrases</u></b>  What does the word x tell you about y?  What effect has the author created by writing a particular line this way?  The writer uses words like xxx. How does this make you feel?</p> <p><b><u>2h Make comparisons within the text</u></b>  Which text is better and why? Describe different character's reactions to the same event  In what ways are 2 characters/settings the same/different?</p>

Questions	Questions (linked to reading domains)
	<p><b><u>2a Give/explain the meaning of word</u></b>  Look in the paragraph; find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that.....?  Give the meaning of the word .....in the sentence?  What does a particular word/phrase <b>suggest</b> about a person/setting?  What word (from choice) most closely matches the word ...?  What does word/phrase mean?</p> <p><b><u>2b Retrieve and record information/identify key details from fiction and non-fiction</u></b>  What 1/2/3 things <b>are you told</b> about a setting/character from one paragraph?  Using information from the text, decide if the following <b>statements</b> are true or false?  Give 2 reasons why.....?  What was revealed at the end of the story?  Using information from the text, decide if the following <b>statements</b> are true or false?</p> <p><b><u>2c Summarise main ideas from more than one paragraph</u></b>  Below are some summaries of different paragraphs from this text. Number them 1 - ..... to show the order in which they appear in the text.  Which of the following would be the most suitable summary of the whole text/paragraph?</p> <p><b><u>2d Make inferences from the text/explain and justify inferences with evidence from the text</u></b>  From the paragraph starting/page... ....<b>how do you know/what evidence is there/how can you tell that/why did</b> a character felt /is a particular adjective? (Give 1/2 reasons)  What <b>impressions</b> do you get of a setting/a person from a paragraph?  What does a particular paragraph/description <b>suggest/infer</b> about a person/setting?  Look at the line...../paragraph...Why did someone do /feel something? Why is somewhere an adjective/noun phrase?  What evidence in the text is there that a character felt /is.....adjective ?  What can you <b>infer</b> about a setting/character from one paragraph?  According to the text, how did...../why .....?  Decide if the following statements are fact or opinion?</p> <p><b><u>2e Predict what might happen from details stated and implied</u></b>  Do you think that someone will do/act differently in the future?</p> <p><b><u>2f Identify/explain how information is related and contributes to meaning as a whole</u></b>  Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc</p> <p><b><u>2g Identify/explain how meaning is enhanced through choice of words and phrases</u></b>  Give <b>two</b> impressions that a particular phrase gives?</p> <p><b><u>2h Make comparisons within the text</u></b>  In what ways are 2 characters/settings the same/different?</p>

Questions	Questions (linked to reading domains)
	<p><b><u>2a Give/explain the meaning of word</u></b></p> <p>Look in the paragraph; <b>find and copy</b> one/two word/phrase meaning/that shows that/that tells you that/that suggests that.....?</p> <p>Give the meaning of the word .....in the sentence?</p> <p>What does a particular word/phrase <b>suggest</b> about a person/setting?</p> <p>What word (from choice) most closely matches/is closest meaning to the word ...?</p> <p>What does <i>word/phrase</i> mean?</p> <p><b><u>2b Retrieve and record information/identify key details from fiction and non-fiction</u></b></p> <p>What 1/2/3 things <b>are you told</b> about a setting/character from one paragraph?</p> <p>What did someone do in order to/as a result of .....? Using information from the text, decide if the following <b>statements</b> are true or false?</p> <p>Why did someone do something/ Give 2 reasons why.....?</p> <p>What was revealed at the end of the story?</p> <p>Using information from the text, decide if the following <b>statements</b> are true or false?</p> <p>Name <b>two</b> challenges someone faced and <b>explain</b> how they dealt with it?</p> <p><b><u>2c Summarise main ideas from more than one paragraph</u></b></p> <p>Below are some summaries of different paragraphs from this text. Number them 1 - ..... to show the order in which they appear in the text.</p> <p>Which of the following would be the most suitable summary of the whole text/paragraph?</p> <p><b><u>2d Make inferences from the text/explain and justify inferences with evidence from the text</u></b></p> <p>From the paragraph starting/page... ..<b>how do you know/what evidence is there/how can you tell</b> that/<b>why did</b> a character felt /is a particular adjective? (Give 1 or 2 reasons)</p> <p>What <b>impressions</b> do you get of a setting/a person from a paragraph?</p> <p>What does a particular paragraph/description <b>suggest/infer</b> about a person/setting?</p> <p>Look at the line...../paragraph...Why did someone do /feel something? Why is somewhere an adjective/noun phrase?</p> <p>What evidence in the text is there that a character felt /is.....adjective ?</p> <p>What can you <b>infer</b> about a setting/character from one paragraph? In what ways might a character/a setting <b>appeal</b> to readers?</p> <p>According to the text, how did...../why .....?</p> <p>How is smthg made to seem .....? (Explain ... ways, giving evidence)</p> <p>Decide if the following statements are fact or opinion</p> <p><b><u>2e Predict what might happen from details stated and implied</u></b></p> <p>Do you think that someone will do/act differently in the future?</p> <p><b><u>2f Identify/explain how information is related and contributes to meaning as a whole</u></b></p> <p>Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc</p> <p>Give one piece of evidence from the text which suggests that .....</p> <p><b><u>2g Identify/explain how meaning is enhanced through choice of words and phrases</u></b></p> <p>Give <b>two</b> impressions that a particular phrase gives?</p> <p>What does a phrase suggest about something</p> <p><b><u>2h Make comparisons within the text</u></b></p> <p>In what ways are 2 characters/settings the same/different?</p>

# Oak Meadow Reading Progression Map 2019-2020

Reading - Word Reading	EYFS (30 - 50mths to ELCs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>RWI Set 1 and Set 2 sounds to be taught in reception.</p>	<p>RWI Set 3 sounds to be taught, whilst still recapping Set 1 and Set 2 sounds.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the phonics sounds that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught phonic sounds.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Common Exception Words	To read some common irregular words.	To read Y1 common exception words , noting unusual correspondences between spelling and sound and where these occur in words. These words will be taught during RVI lessons and will be called Red words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To continue to use strategies taught to make relationships between words to read unknown vocabulary.
	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

Reading – Comprehension	EYFS (30 – 50mths to ELCs)	KSI		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories,</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>



	<p>accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>		<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
Vocabulary	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To discuss words and phrases that capture the reader's interest</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>



	To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.				and imagination.		To discuss and evaluate how authors use language and how wit can contribute to meaning.
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Inference	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To make inference from texts based on what has been said or done in the book.</p> <p>To make links from my own experience to what has been read which will help develop an understanding of the text.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To make inference from the text based on what has been said in the book.</p> <p>To draw on what is already know or on background information and vocabulary provided by the teacher.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To draw inferences such as inferring characters' feeling from their actions.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To discuss words and phrases that capture the readers' interest and imagination.</p> <p>To identify how language, structure and presentation contributes to meaning.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To discuss and evaluate how authors use language to contribute to meaning.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>
Prediction	<p>To suggest how a story might end.</p>	<p>To predict what might happen on the basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To continue make predictions based on details stated and implied, justifying them in detail with evidence from the text (using 'show not tell' sentences').</p>

<p><b>Explanation</b></p>	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories and begin to discuss how they might be feeling and why.</p>	<p>To explain preferences, thought and opinions about the text.</p>	<p>To discuss their favourite words and phrases and explain why they enjoyed them.</p> <p>To explain their preferences, thoughts and opinions about the text.</p> <p>To explain why organisation of a text are important.</p>	<p>To justify answers using evidence from the text.</p> <p>To explain how content is related and contributes to the meaning as a whole.</p> <p>To explain how meaning is enhanced through choice of language.</p> <p>To explain themes and patterns that develop across a text.</p>	<p>To justify answers using a range of evidence from the text.</p> <p>To explain how meaning is enhanced through languages, phrases and actions.</p> <p>I can explain how information contributes to the overall experience.</p>	<p>To explain how language structure and presentation contribute to meaning.</p> <p>To explain how actions and descriptions can effect what might happen in a text.</p>	<p>To continue to explain how language structure and presentation contribute to meaning.</p> <p>To continue to explain how actions and descriptions can effect what might happen in a text.</p>
<p><b>Retrieval</b></p>	<p>To be able to recall repeated phrases in well-known stories.</p>	<p>To explain clearly, what has been read by retelling the main points.</p> <p>To discuss the significance of the title and events of a book.</p> <p>To explain clearly their understanding of what has happened in the story someone has read to me.</p>	<p>To explain clearly my understanding of a text when it has been read to me or when I read it myself.</p> <p>I can ask and answer question about what I have read by using the RMI 'find it, prove it!' technique.</p>	<p>To ask questions to improve their understanding.</p> <p>To retrieve, record and present information and explain the purpose.</p>	<p>To ask challenging questions to improve their understanding.</p> <p>To retrieve, record and present information and explain the purpose.</p> <p>To recognise and discuss some different forms of poetry</p>	<p>To retrieve, record and present information from non-fiction.</p> <p>To ask questions to improve my understanding and use evidence to support my answers.</p>	<p>To retrieve, record and present information from non-fiction.</p> <p>To ask questions to improve my understanding.</p> <p>To answer arrange of inference question using evidence to support my answers.</p>

# Poetry and performance

To listen to and join in with stories and poems, one-to-one and also in small groups.

To join in with repeated refrains in rhymes and stories.

To use intonation, rhythm and phrasing to make the meaning clear to others.

To develop preference for forms of expression.

To play cooperatively as part of a group to develop and act out a narrative.

To express themselves effectively, showing awareness of listeners' needs.

To recite simple poems by heart.

To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

(e.g. free verse or narrative poetry).

To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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Spelling lists:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Oak Meadow Writing Progression Map 2019-2020



Writing: Transcription Spelling**	EYFS (30 – 50mths to ELCs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"><li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</li></ul>	<p>To 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>To 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).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"><li>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);</li><li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li></ul>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To 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>To spell words ending with the /zher/ sound</p>	<p>To 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>To 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>To 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, action, hesitation, completion).</p> <p>To 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'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To 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>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

'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 'ch' 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 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);

- the /r/ sound spelt 'wr' (e.g. write, written);
- 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);
- the /aɪ/ sound spelt -y (e.g. cry, fly, July);
- adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);
- 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

spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).

To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).

(e.g. science, scene, discipline, fascinate, crescent).



- '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);

- '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);

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 (e.g. donkeys, monkeys);

- the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)

- the /ɜ:/ 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).

		<ul style="list-style-type: none"> <li>- 'ie' (e.g. lie, dried);</li> <li>- 'ie' (e.g. chief, field);</li> <li>- 'igh' (e.g. bright, right);</li> <li>- 'or' (e.g. short, morning);</li> <li>- 'ore' (e.g. before, shore);</li> <li>- 'aw' (e.g. yawn, crawl);</li> <li>- 'au' (e.g. author, haunt);</li> <li>- 'air' (e.g. hair, chair);</li> <li>- 'ear' (e.g. beard, near, year);</li> <li>- 'ear' (e.g. bear, pear, wear);</li> <li>- 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>• using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>					
Common Exception Words	To write some irregular common words.	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Prefixes and Suffixes		<p>To 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>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>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.</p> <p>To 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).</p> <p>To 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>To 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, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To 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).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To 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>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</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>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To 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).</p>
Further		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To 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/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge</p>



<p>Spelling Conventions</p>		<p>phonemes.</p>	<p>that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To 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.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>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: Transcription Handwriting	EYFS (30 – 50mths to ELCs)	KSI		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Letter formation should be formed in the following order:</p> <ul style="list-style-type: none"> <li>c a d g q o</li> <li>e s f</li> <li>i l t</li> <li>u y j k</li> <li>r n m</li> <li>h b p</li> <li>v w x z</li> </ul>	<p>To 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>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0–9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Letter formation should be formed in the following order:</p> <ul style="list-style-type: none"> <li>c a d g q o</li> <li>e s f</li> <li>i l t</li> <li>u y j k</li> <li>r n m</li> <li>h b p</li> <li>v w x z</li> </ul>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>Letter formation and joins should be taught in the following order:</p> <ul style="list-style-type: none"> <li>First join; un um ig id ed eg an or in gung</li> <li>Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk</li> <li>Third join; od pg re ve oon oom</li> <li>Fourth join; wl vl of ff fl flo</li> <li>Practise the break letters; b p g q y j z</li> <li>Practise capital letters.</li> </ul>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>Letter formation and joins should be taught in the following order:</p> <ul style="list-style-type: none"> <li>Practise the break letters <b>b p g q y j z</b></li> <li>Practise capital letters.</li> </ul>	<p>To increase the legibility, consistency and quality of their handwriting [e.g 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> <p>Letter formation and joins should be taught in the following order:</p> <ul style="list-style-type: none"> <li>ning ping ting</li> <li>o cod oo</li> <li>ake ome are</li> <li>fla flo fle</li> <li>who wha whe</li> <li>ie in il</li> <li>inly ky ny</li> <li>ap ar an</li> <li>ick uck ack</li> <li>he we re</li> <li>fte fir fin</li> <li>wra wri kni (silent letters)</li> <li>ii ll tt rr nn mm cc o odd ss ff ee</li> <li>ew ev ex (spacing)</li> <li>th ht fl (proportions)</li> <li>ac ag af</li> <li>Capital letters</li> <li>Decorated capital letters</li> </ul>	<p>To 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>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>Letter formation and joins should be taught in the following order:</p> <p>Practise consistency of letter size</p> <ul style="list-style-type: none"> <li>Practise using the diagonal joining line</li> <li>Practising leaving an equal space between letters</li> <li>Practising joining to the letter y</li> <li>Practising using a horizontal joining line</li> <li>Practising the size and height of letters</li> <li>Practising joining from the letter i</li> <li>Practising joining to and from the letter v</li> <li>Practising consistency in the forming and joining of letters</li> </ul>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> <p>Letter formation and joins should be taught in the following order:</p> <ul style="list-style-type: none"> <li>Practise speedwriting</li> <li>Practise crossing double tt on completing the work.</li> <li>Practise joining to and from the letter e</li> <li>Practising joining to and from the letter w</li> <li>Practising printing</li> <li>Practising drafting and editing.</li> <li>Practising joining to the letter t</li> </ul>



- u y j k
- r n m
- h b p
- v w x z

- Practising with punctuation ! ? - " , ' `

	<p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p> <p>Lined whiteboards and paper will be used for children to practice letter formation.</p>						
Joining Letters			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

composition Writing:	EYFS (30 – 50mths to ELCs)	KSI		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>



	<p>thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>						
Awareness of Audience,	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and</p>						

## Purpose and Structure

sounds of new words.

To use language to imagine and recreate roles and experiences in play situations.

To express themselves effectively, showing awareness of listeners' needs.

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.

To start to engage readers by using adjectives to describe.

To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

To read aloud what they have written with appropriate intonation to make the meaning clear.

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well-structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing: Vocabulary, Grammar and Punctuation	EYFS (30 – 50mths to ELCs)	KSI		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of Phrases	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and</p>	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p>

and Clauses			specify (e.g. the blue butterfly).	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use question tags in informal writing.
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists;</li> <li>- apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Use of Terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Oak Meadow Vocabulary Progression Map 2019-2020



Writing: Transcription Spelling**	EYFS (30 – 50mths to ELCs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Unit 1</p> <p><b>first</b> – comes before other things in time</p> <p><b>then</b> – after that</p> <p><b>get</b> – have something; find something</p> <p><b>put</b> – move something somewhere</p> <p><b>next</b> – after that</p> <p><b>finally</b> – the last thing</p> <p>Unit 2</p> <p><b>small</b> – little in size</p> <p><b>huge</b> – really big in size</p> <p><b>tiny</b> – really little in size</p> <p><b>large</b> – big in size</p> <p><b>big</b> – a large size</p> <p><b>smaller</b> – used to compare the size of things; the littler one</p> <p><b>larger</b> – used to compare the size of things; the bigger one</p> <p>Unit 3</p> <p><b>slow</b> – a low speed; not quick or fast</p> <p><b>quick</b> – moving fast; a short amount of time</p> <p><b>crawling</b> – move slowly, usually dragging your body</p> <p><b>creeping</b> – move slowly and quietly</p> <p><b>lazy</b> – moving slowly without energy</p> <p><b>plodding</b> – move slowly and heavily</p>	<p>Unit 13</p> <p><b>whisper</b> – to speak very softly, using one’s breath rather than throat</p> <p><b>yell</b> – to shout loudly</p> <p><b>howl</b> – to cry out in distress; the call a dog or wolf makes</p> <p><b>yelp</b> – a short, sharp cry of pain</p> <p><b>chat</b> – to talk in a friendly way</p> <p><b>chatter</b> – everyday talk about unimportant things</p> <p><b>squeak</b> – a short, high-pitched sound</p> <p><b>shriek</b> – a high-pitched scream of fear, pain or excitement</p> <p><b>mumble</b> – to speak quietly so that it is difficult to hear the words</p> <p><b>mutter</b> – to grumble in a quiet voice, sometimes annoyed</p> <p>Unit 14</p> <p><b>orbit</b> – the path something follows</p> <p><b>astronaut</b> – a person who is trained to travel in space</p> <p><b>rocket</b> – an elongated spacecraft</p> <p><b>launch</b> – to send a spacecraft into space</p> <p><b>countdown</b> – counting numbers backwards</p>	<p>Unit 25</p> <p><b>trot</b> – to walk quickly, lifting legs up</p> <p><b>shuffle</b> – to walk by dragging one’s feet</p> <p><b>waddle</b> – to walk with short steps and a clumsy, swaying motion</p> <p><b>glide</b> – to move with a smooth, quiet, continuous motion</p> <p><b>dash</b> – to run in a great hurry</p> <p><b>dodge</b> – to avoid something by a sudden, quick movement</p> <p><b>scamper</b> – to run with light steps in excitement or fear</p> <p><b>stumble</b> – to trip repeatedly as one walks</p> <p><b>trudge</b> – to walk slowly and with heavy steps</p> <p><b>amble</b> – to walk or move at a slow or relaxed pace</p> <p>Unit 26</p> <p><b>despair</b> – a feeling that there is no hope</p> <p><b>require</b> – to need something</p> <p><b>repair</b> – to fix something that is broken or isn’t working</p> <p><b>quivered</b> – shook with very small movements (past tense)</p> <p><b>quaked</b> – shook with fear (past tense)</p> <p><b>fearsome</b> – horrible and</p>	<p>Unit 1</p> <p><b>delicious</b> – extremely tasty</p> <p><b>sweet</b> – a pleasant, sugary taste</p> <p><b>cold</b> – a low temperature, opposite to hot</p> <p><b>icebox</b> – another word for fridge</p> <p><b>tempted</b> – wanted to do something (past tense)</p> <p><b>resisted</b> – stopped yourself from doing something (past tense)</p> <p><b>sour</b> – a sharp, unpleasant taste like lemon; a sharp taste of something that is no longer fresh, such as sour milk</p> <p><b>bitter</b> – a sharp acid taste that is not sweet at all and is a bit unpleasant</p> <p><b>luscious</b> – a sweet, pleasurable taste or smell</p> <p><b>succulent</b> – good and juicy to eat</p> <p>Unit 2</p> <p><b>rocket</b> – moving very fast and with great force; a rocket is a spaceship that is shaped like a long tube; a rocket can be a type of firework that shoots up into</p>	<p>Unit 16</p> <p><b>adventure</b> – an exciting journey or series of events</p> <p><b>dangerous</b> – likely to cause harm or hurt</p> <p><b>hair-raising</b> – frightening and a bit exciting</p> <p><b>perilous</b> – full of perils (hazards/dangers)</p> <p><b>trouble</b> – a problem or difficulty</p> <p><b>endless</b> – without end; going on forever</p> <p><b>desperate</b> – feeling hopeless that something will get better</p> <p><b>dire</b> – when something is serious or urgent</p> <p><b>cringe</b> – to bend your head and body into a small shape in fear,</p> <p>moving away from the thing you are scared of; to have a shiver of inward embarrassment or disgust</p> <p><b>(heart) pound(ing)</b> – a rhythmic beating or throbbing; a heavy striking or hitting of something</p> <p><b>stutter</b> – to be unable to get a word out without repeating some of the sounds in the word</p>	<p>Unit 1</p> <p><b>lag</b> – to fail to keep up with the others – to lag behind</p> <p><b>plod</b> – to walk with slow, heavy steps</p> <p><b>sluggish</b> – slow movements lacking energy</p> <p><b>hasten</b> – to move quickly; to travel hurriedly</p> <p><b>falter</b> – to lose strength or to hesitate</p> <p><b>swarm</b> – to move somewhere in large numbers; to climb up by gripping with hands and feet</p> <p><b>accelerate</b> – to begin to move quickly</p> <p><b>stampede</b> – to rush wildly in a large group (where individuals are all very close to each other)</p> <p><b>rapidity</b> – to move or react with quick speed</p> <p><b>dawdle</b> – to move slowly, wasting time</p> <p>Unit 2</p> <p><b>Prefixes</b></p> <p><b>en-</b> – put into/inside</p> <p><b>em-</b> – put into/inside (used before ‘b’ and ‘p’)</p> <p><b>ad-</b> – adding, moving</p> <p><b>enable</b> – to make something possible</p> <p><b>empathy</b> – to share the feelings</p>	<p>Unit 16</p> <p><b>message</b> – something written, spoken or recorded that gives the recipient information</p> <p><b>coded</b> – if something is coded, the words have been converted so that the original meaning has to be worked out</p> <p><b>secret</b> – not known; meant to be kept hidden</p> <p><b>inspirational</b> – making you feel excited and full of energy and passion</p> <p><b>cryptic</b> – a hidden meaning that can be hard to work out</p> <p><b>transmit</b> – to share or pass on something</p> <p><b>anonymous</b> – from an unknown source: no one knows who has done it</p> <p><b>intercept</b> – to stop something from getting to its destination</p> <p><b>mixed messages</b> – when you can’t be sure what someone really means – they might not behave in a way that matches what they are saying</p> <p><b>don’t shoot the messenger</b> – don’t blame the person who</p>

<b>Unit 4</b> <b>strong</b> – powerful, not easily broken <b>weak</b> – delicate, not very strong <b>rough</b> – bumpy <b>smooth</b> – flat <b>sturdy</b> – stable, rigid <b>fragile</b> – breakable	<b>Earth</b> – the planet we live on <b>take-off</b> – when something becomes airborne <b>acceleration</b> – when something increases in speed <b>capsule</b> – a small, rounded object <b>weightlessness</b> – floating because there isn't any gravity <b>Unit 15</b> <b>tired</b> – in need of sleep or rest <b>lively</b> – full of energy <b>drowsy</b> – sleepy <b>exhausted</b> – very tired <b>bouncy</b> – confident and lively <b>sluggish</b> – slow-moving <b>weary</b> – feeling or showing extreme tiredness <b>active</b> – busy, lively, energetic <b>energetic</b> – showing great activity <b>dynamic</b> – full of energy and new ideas <b>Unit 16</b> <b>stretchy</b> – able to stretch easily; can be pulled apart into a longer shape <b>stiff</b> – doesn't change shape easily; rigid <b>shiny</b> – glossy; sparkly; giving off light <b>dull</b> – low brightness; boring; not colourful <b>bendy</b> – soft and flexible; can change shape <b>not bendy</b> – rigid, stiff <b>waterproof</b> – doesn't let in water <b>not waterproof</b> – lets water in <b>opaque</b> – not see-through <b>transparent</b> – see-through,	frightening <b>probe</b> – a long, thin metal object to poke or search in hard-to-reach places <b>shook</b> – moved backwards and forwards in small movements again and again (past tense) <b>harmless</b> – unlikely to cause trouble; safe <b>cunning</b> – being crafty and clever so you get what you want <b>Unit 27</b> <b>nibble</b> – to take small bites <b>guzzle</b> – to drink or eat quickly and greedily <b>munch</b> – to chew food slowly and noisily <b>chew</b> – to use your teeth to break up food <b>feast</b> – to eat lots of food with great enjoyment <b>gobble</b> – to eat greedily and quickly, making a mess as you go <b>scoff</b> – to eat quickly and greedily, stuffing lots of food into your mouth <b>chomp</b> – to chew food, making lots of noise and eating the food without stopping <b>peck</b> – to eat a little or without enthusiasm <b>gnaw</b> – to bite something persistently <b>Unit 28</b> <b>lost</b> – when you are unable to find your way; if you put	the air and then explodes <b>blast off</b> – when a rocket leaves the ground at the beginning of its journey <b>launch</b> – to send something into the air <b>space</b> – the area above the Earth where the other planets and stars are <b>booster</b> – an engine that gives extra power <b>attack</b> – to try to hurt or damage something <b>launcher</b> – a device that fires rockets or missiles <b>missile</b> – a tube-shaped weapon that can travel a long way before exploding <b>projectile</b> – any object that is thrown forwards through the air <b>it's not rocket science</b> – something that is not very difficult to do or understand <b>put a rocket under someone</b> – to motivate someone to do something faster or with more energy or enthusiasm <b>give someone a rocket</b> – to give someone a telling-off <b>Unit 3</b> <b>cheerful</b> – someone who is happy and shows it through the way they behave <b>thoughtful</b> – when you are quiet and serious because you are	<b>tremble</b> – to shake with fear, worry or excitement <b>flee</b> – to run away from danger <b>resist</b> – to struggle or fight back; to try to stop change; to not give in to temptation <b>forceful</b> – strong and powerful <b>determined</b> – to not let anything stop you from doing something <b>defy</b> – to refuse to obey someone <b>unshakeable</b> – a belief that cannot be destroyed or altered <b>Unit 17</b> <b>hurtle</b> – to move at high speed in an uncontrolled manner <b>sweep</b> – to move or push something with great force <b>pelt</b> – (of objects) to fall quickly and heavily; to run very quickly <b>hound</b> – to relentlessly follow <b>charge</b> – to rush forward in attack <b>tumble</b> – to fall suddenly or clumsily <b>stumble</b> – to lose balance and almost fall <b>scurry</b> – to move hurriedly, with short steps <b>swiftly</b> – (moving) at high speed <b>rapidly</b> – (moving) very quickly <b>accelerate</b> – to begin to move quickly <b>Unit 18</b> <b>guilty</b> – when you feel unhappy because you have done something	of another person <b>embark</b> – to go on board a ship or aircraft <b>admit</b> – to confess to a wrongdoing <b>ad just</b> – to change something a little bit <b>advance</b> – to move forward in a purposeful way <b>adapt</b> – to change your ideas or behaviour <b>adhere</b> – to stick firmly to something <b>adhesive</b> – something (like glue) that sticks two things together <b>Unit 3</b> <b>perches</b> – when a bird lands and rests on something <b>gale</b> – a very strong wind <b>chillest</b> – coldest, most unpleasant <b>bitterest</b> – the most extremely cold weather <b>bleakest</b> – the most cold, empty, dull, grey and unattractive place <b>abash</b> – to cause embarrassment or to make ashamed <b>ashamed</b> – feeling embarrassed or guilty about something you have done <b>mortified</b> – to feel extremely ashamed or embarrassed <b>extremity</b> – the very edge of something <b>frontier</b> – the limit of something <b>limit</b> – the edge or boundary of an area <b>Unit 4</b>	brings bad news – it is not their fault <b>get the message</b> – this is when someone's actions tell you what they are really thinking <b>Unit 17</b> <b>vast</b> – immense in space or size <b>sunk</b> – to go down beneath the surface <b>shattered</b> – broken by force into small pieces <b>mocked</b> – teased or laughed at (past tense) <b>despair</b> – the complete loss of hope <b>decay</b> – to rot and fall apart <b>colossal</b> – extremely large <b>wreck</b> – something that has been destroyed <b>bare</b> – basic and simple without any other feature; empty <b>visage</b> – a face <b>boundless</b> – unlimited or immense <b>lone</b> – single; without any company <b>Unit 18</b> <b>gruelling</b> – describes an activity that is extremely difficult to do – a gruelling activity is tiring and severe <b>versatile</b> – describes a person who has many different skills so they can do many things; describes an object that can be used in many ways <b>jut</b> – to stick out or overhang from the main part – you can
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	<p>dear</p> <p>something somewhere and then can't find it</p> <p><b>creepy</b> – describes something that makes you feel icky and frightened</p> <p><b>winding</b> – describes something that curves, bends and isn't a straight line</p> <p><b>looming</b> – describes things that are tall and hang over you; trees can loom</p> <p><b>murmured</b> – describes speaking very quietly so it is hard to hear</p> <p>what is being said (past tense)</p> <p><b>boomed</b> – a deep, low, loud sound; if your voice booms, people can hear it clearly (past tense)</p> <p><b>celebrating</b> – when you do something enjoyable to mark something</p> <p>special or something good happening</p> <p><b>abandoned</b> – something or someone that's been left behind</p> <p><b>scrumptious</b> – describes really tasty food</p> <p><b>incredible</b> – describes something unusual or amazing</p>	<p>thinking about something; when you remember what other people might want or need and you try to please them</p> <p><b>boastful</b> – when someone talks too proudly about what they have done, can do or own</p> <p><b>deceitful</b> – when someone lies or behaves in a way to make people believe something that is not true</p> <p><b>careless</b> – when someone doesn't think carefully about what they say or do and so may cause an accident or make mistakes</p> <p><b>fearless</b> – when somebody is really brave and isn't scared</p> <p><b>careless</b> – when someone doesn't think carefully about what they say or do and so may cause an accident or make mistakes</p> <p><b>responsible</b> – when you behave sensibly without needing to be watched</p> <p><b>creative</b> – when you can invent new ideas or make new things</p> <p><b>loyal</b> – a person who stays your friend and supports you even in difficult times</p> <p><b>inventive</b> – having clever or original ideas</p> <p><b>knowledgeable</b> – knowing a lot about a subject; knowing lots of facts; intelligent</p> <p><b>aggressive</b> – a person or</p>	<p>wrong or something that you should not have done</p> <p><i>He felt a sudden pang of guilt: he had not saved a single crumb for the hungry hens.</i></p> <p><b>dejected</b> – when you feel miserable because you have been disappointed by something (past tense)</p> <p><i>Feeling guilty and dejected, and still hungry, Threptus turned for home.</i></p> <p><b>huddling</b> – if you huddle, you sit, stand or lie with your arms and legs close to your body because you are cold, scared or sad</p> <p><i>... [the hens] would all be huddling there, damp, miserable and hungry.</i></p> <p><b>staggered</b> – when you walk unsteadily because you are weak, exhausted or unwell (past tense)</p> <p><i>He staggered, then fell to his hands and knees on to the muddy ground.</i></p> <p><b>emerged</b> – come out from a small or dark space (past tense)</p> <p><i>But only a faint croaking sound emerged.</i></p> <p><b>mute</b> – unable to speak</p> <p><i>And then they had struck him mute.</i></p> <p><b>nauseous</b> – feeling sick and woozy</p>	<p><b>faithful</b> – when someone is loyal and stands by you even when things are difficult</p> <p><b>so-called</b> – we use this to describe someone who is not to be trusted; a so-called friend is not behaving as a friend</p> <p><b>win</b> – to be victorious or successful</p> <p><b>circle of</b> – a group of</p> <p><b>trusted</b> – someone who is honest and can be relied upon</p> <p><b>imaginary</b> – made up or not real</p> <p><b>fair-weather friend</b> – someone who remains a friend only when things are going well but abandons you during times of trouble or difficulty</p> <p><b>fast friends</b> – 'fast' in this definition can mean 'tied fast', 'firmly fixed'; fast friends are friends that have been close friends for a long time</p> <p><b>friend or foe?</b> – this question asks: Are you my friend or my enemy?</p> <p><b>friends in high places</b> – this means you have people who are important who can help you</p> <p><b>Unit 5</b></p> <p><b>bitterly</b> – describes an attitude that involves strong, unpleasant emotions of anger or dislike</p> <p><b>unwanted</b> – not wanted or desired</p> <p><b>unbelievably</b> – hard to believe;</p>	<p>just out your chin aggressively; something that sticks out</p> <p><b>pristine</b> – describes something that is extremely clean; very new;</p> <p>something that has never been touched or has been unspoilt (by humans)</p> <p><b>replenish</b> – to fill something up that has been finished; to put fresh wood or other fuel onto a fire; to have your energy restored</p> <p><b>engross</b> – to completely overtake all your attention so that you are totally absorbed</p> <p><b>uncanny</b> – describes something that is strange and difficult to explain</p> <p><b>vigilant</b> – describes someone who is alert and aware of danger or trouble – you should be vigilant if you are keeping watch</p> <p><b>dispel</b> – to stop yourself having a feeling or idea</p> <p><b>misgiving</b> – when you feel that something doesn't feel quite right and could go wrong</p> <p><b>Unit 19</b></p> <p><b>attentions</b> – the notice of someone/something; when someone is interested in you</p> <p><b>onlookers</b> – people watching an event but not doing anything or being involved</p>
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			<p>animal that is ready to attack, perhaps because they are angry or because they really want something</p> <p><b>Unit 4</b> <b>protection</b> – something that stops you from being harmed <b>predator</b> – an animal that hunts and eats other animals <b>prey</b> – an animal that is hunted by a predator <b>bask</b> – to lie and relax in the sun and enjoy the heat <b>venom</b> – a poison that is injected by an animal, like a snake or spider, when it bites or stings you <b>eat: devour</b> – to eat quickly and greedily <b>consume</b> – to eat (formal) <b>gobble</b> – to eat food quickly in large mouthfuls <b>warn: alert</b> – to tell someone about a dangerous or tricky situation <b>alarm</b> – a signal that warns someone about danger <b>caution</b> – to warn someone about problems or possible danger <b>tell</b> – to give someone information <b>speed up: accelerate</b> – to become faster <b>increase</b> – to become more of <b>stimulate</b> – to make something do more</p> <p><b>Unit 5</b> <b>substandard</b> – below the usual/expected standard</p>	<p>... but he felt nauseous and lay down again. <b>mentor</b> – someone who helps and guides people <i>He needed his mentor Floridius.</i> <b>idol</b> – someone who is greatly admired <i>And then they had struck him mute, just like his idol Lupus.</i> <b>overwhelmed</b> – being overpowered by your emotions or feelings so you can't think straight at all (past tense) <i>Suddenly his guilt was overwhelmed by a wave of hot dizziness.</i> <b>shack</b> – a simple hut <i>He was within sight of the shack he shared with Floridius.</i></p> <p><b>Unit 19</b> <b>Root words</b> <b>logical</b> – sensible and reasonable <b>legal</b> – something that is allowed by the law <b>possible</b> – something that can be done or can happen <b>perfect</b> – as good as it can be; without any flaws <b>mortal</b> – if you are mortal, you will not live forever – one day you will die <b>balance</b> – something that is steady and will not fall <b>mobile</b> – able to move around <b>accurate</b> – correct, precise <b>effective</b> – something that works well <b>visible</b> – you can see something</p>	<p>incredible <b>desperately</b> – in a way that shows despair and hopelessness <b>hysterically</b> – with wild, uncontrollable feelings <b>ignore</b> – pay no attention to someone/something on purpose <b>intensely</b> – in a serious and concentrated manner</p>	<p><b>interpreted</b> – worked out what something means, normally from one language to another, but it could be working out what actions mean (past tense) <b>protecting</b> – keeping safe from harm or injury <b>intruder</b> – a person who goes somewhere they are not allowed <b>potential</b> – the possibility of something happening <b>menace</b> – a person or thing that can cause harm/is behaving in a way that is threatening <b>prevented</b> – kept something from happening (past tense) <b>hoist</b> – using ropes or equipment to raise something up <b>consciousness</b> – being awake <b>unconscious</b> – not awake and unaware of what is around you <b>paramedic</b> – a person trained to give medical care to somebody before transporting them to hospital <b>enclosure</b> – an area that is fenced off or separated <b>regained</b> – to get back something lost <b>prompted</b> – to bring about or cause something to happen</p> <p><b>Unit 20</b> <b>exclude</b> – to refuse to let someone into a group or place <b>exceed</b> – to go beyond what is</p>
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				<p><b>subtitle</b> – captions written below the picture in a film; a title that is less important than the main title and gives extra information</p> <p><b>submarine</b> – a boat that can go completely under the water</p> <p><b>submerge</b> – to put something under the water</p> <p><b>superpower</b> – very great power; a powerful country</p> <p><b>superhero</b> – an all-powerful hero who fights evil, found in comic books</p> <p><b>supervillain</b> – a comic-book bad guy with superpowers</p> <p><b>supernatural</b> – something that cannot be explained by science</p> <p><b>autograph</b> – to write your own name: a signature</p> <p><b>autopilot</b> – a device that keeps a plane on course</p> <p><b>automobile</b> – a car</p> <p><b>autobiography</b> – an account of your own life that you write yourself</p>	<p>that is visible</p> <p><b>Unit 20</b></p> <p><b>beams</b> – lines of light from a lamp or the Sun or the Moon</p> <p><b>silently</b> – without a sound</p> <p><b>couched</b> – lying down</p> <p><b>scampering</b> – making small, quick, light steps</p> <p><b>moveless</b> – not moving</p> <p><b>shadowy</b> – full of shadows</p> <p><b>gloomy</b> – when it is almost dark, so you can't see well</p> <p><b>gleam</b> – light reflecting from something like a metal surface</p> <p><b>hushed</b> – quiet and still</p> <p><b>motionless</b> – without any motion or movement</p> <p><b>tranquil</b> – calm and quiet</p> <p><b>tranquilly</b> – in a calm and quiet way</p>		<p>allowed</p> <p><b>excel</b> – to be outstanding at something</p> <p><b>excavate</b> – to dig out a hole and remove earth</p> <p><b>descend</b> – to go down the stairs, a hill or slope</p> <p><b>deactivate</b> – to make something ... like a bomb ... impossible to work</p> <p><b>deduct</b> – to take away</p> <p><b>prehistoric</b> – the time before history was written down</p> <p><b>predict</b> – to use what you know to work out or guess what might happen next</p> <p><b>precede</b> – to come before</p>
Sp in	<p><b>Unit 5</b></p> <p><b>Why; where; who; what; how; when</b> – question words</p> <p><b>can</b> – to be able to</p> <p><b>did</b> – past tense of done</p> <p><b>Unit 6</b></p> <p><b>backwards</b> – in the direction behind you</p> <p><b>around</b> – to go around something i.e. a roundabout</p> <p><b>under</b> – to go beneath something</p> <p><b>behind</b> – the space to the back of you</p>	<p><b>Unit 17</b></p> <p><b>long/longer/longest</b> – a big distance from end to end</p> <p><b>short/shorter/shortest</b> – a small distance from end to end</p> <p><b>tall/taller/tallest</b> – something higher than something else</p> <p><b>small/smaller/smallest</b> – something littler than something else</p> <p><b>Unit 18</b></p> <p><b>gentle</b> – being kind; to touch softly</p> <p><b>loose</b> – not firmly fixed in</p>	<p><b>Unit 29</b></p> <p><b>pea green</b> – the colour of peas</p> <p><b>wrapped</b> – covered (past tense)</p> <p><b>plenty</b> – a lot of something</p> <p><b>elegant</b> – someone or something that looks smart, stylish</p> <p><b>willing</b> – when someone is ready and able to do something</p> <p><b>dined</b> – ate something for dinner (past tense)</p> <p><b>slices</b> – thin pieces, usually of food</p> <p><b>edge</b> – the outside limit of an</p>	<p><b>Unit 6</b></p> <p><b>strut</b> – moving in a proud way, with head held high and chest out, perhaps with a swagger</p> <p><b>bound</b> – a long or high jump</p> <p><b>prowl</b> – move quietly and stealthily so you aren't seen when you are hunting</p> <p><b>glide</b> – moving in a silent, smooth and effortless way; you can glide on water or in the air, or you</p>	<p><b>Unit 21</b></p> <p><b>locomotive</b> – an engine that pulls trains on a railway track</p> <p><b>carriage</b> – a vehicle pulled by horses for a small number of passengers</p> <p><b>passenger</b> – someone who travels in a bus, train, boat or plane but is not driving or working on it</p> <p><b>vibration</b> – a rapid, rhythmic movement back and forth</p> <p><b>innovative</b> – something that is new and original made</p>	<p><b>Unit 6</b></p> <p><b>dis-</b> – makes a word negative</p> <p><b>de-</b> – down or taken away</p> <p><b>ful-</b> – full of</p> <p><b>sorrow</b> – a feeling of deep sadness or regret</p> <p><b>crestfallen</b> – looking sad or disappointed about something; the origin is 16th century – a bird or mammal having a drooping crest</p> <p><b>despondent</b> – unhappy because you have lost hope or courage:</p>	<p><b>Unit 21</b></p> <p><b>clasp</b> – to grasp on to something very tightly with your hand</p> <p><b>frame</b> – to plan and make; to place in a picture</p> <p><b>sinews</b> – tough fibres that join muscles to bones</p> <p><b>furnace</b> – a fire that is used to heat materials to very high temperatures</p> <p><b>thy</b> – old word for 'you'</p> <p><b>thine</b> – old word for 'yours'</p> <p><b>immortal</b> – living forever:</p>

<p><b>over</b> – to move on top of something</p> <p><b>forwards</b> – in the direction in front of you</p> <p><b>between</b> – in the middle of something</p> <p><b>towards</b> – moving in the direction of something; facing something</p> <p><b>Unit 7</b></p> <p><b>magic</b> – something that doesn't normally happen; you can't explain it</p> <p><b>tricked</b> – someone has played a joke on you (past tense)</p> <p><b>problem</b> – an issue that needs addressing</p> <p><b>beautiful</b> – something enjoyable to experience</p> <p><b>enormous</b> – very large</p> <p><b>chopped</b> – cut something down (past tense)</p> <p><b>suddenly</b> – something happens quickly</p> <p><b>strange</b> – unfamiliar, unusual, odd</p> <p><b>Unit 8</b></p> <p><b>angry</b> – feeling frustrated and cross</p> <p><b>happy</b> – feeling good</p> <p><b>sad</b> – feeling down and unhappy</p> <p><b>worried</b> – feeling troubled about something</p> <p><b>embarrassed</b> – feeling self-conscious or awkward about something</p> <p><b>amused</b> – when you find something funny</p> <p><b>grumpy</b> – in a bad mood</p> <p><b>surprised</b> – when you don't</p>	<p>place</p> <p><b>shifting</b> – moving all the time</p> <p><b>feeble</b> – weak</p> <p><b>shining</b> – letting out or reflecting bright light</p> <p><b>writhed</b> – body twisted and turned in pain (past tense)</p> <p><b>snatched</b> – quickly grabbed something (past tense)</p> <p><b>appeared</b> – became visible; turned up (past tense)</p> <p><b>sprawling</b> – sitting or lying with arms and legs spread out</p> <p><b>pursued</b> – followed or tried to catch (past tense)</p> <p><b>Unit 19</b></p> <p><b>hiss</b> – make a sharp sound, as of the letter s</p> <p><b>crash</b> – make a sudden loud noise</p> <p><b>buzz</b> – a low, continuous humming or murmuring sound</p> <p><b>fizz</b> – make a buzzing or crackling sound</p> <p><b>plop</b> – a short sound, like something small dropping into water</p> <p>without making a splash</p> <p><b>snap</b> – a sudden, sharp cracking sound, like breaking a twig in half</p> <p><b>pop</b> – a light, explosive sound</p> <p><b>bang</b> – a sudden loud, sharp noise, like hitting a drum</p> <p><b>slurp</b> – drink or eat with a loud sucking noise</p> <p><b>splat</b> – a sound of something soft and wet or heavy striking a surface</p> <p><b>Unit 20</b></p> <p><b>boastful</b> – someone who talks</p>	<p>object (in this poem)</p> <p><b>fowl</b> – a bird</p> <p><b>charmingly</b> – when something is done in a pleasant, polite or thoughtful way</p> <p><b>Unit 30</b></p> <p><b>whizzes</b> – moves quickly through the air with a whistling, buzzing sound</p> <p><b>hobbles</b> – walks in an awkward way, typically because of an injury</p> <p><b>dither</b> – to hesitate</p> <p><b>hither</b> – (to go) towards that place</p> <p><b>butchery</b> – killing animals</p> <p><b>wonder</b> – a feeling of amazement or admiration</p> <p><b>merry</b> – cheerful and lively</p> <p><b>creature</b> – an animal rather than a human</p> <p><b>belly</b> – the front part of a body containing the stomach and bowels</p> <p><b>mazes</b> – a puzzle to get people lost, usually made of lots of paths</p> <p>with high hedges or walls. The paths are hard to follow</p> <p><b>Unit 31</b></p> <p><b>habitats</b> – the environment where a plant or animal normally lives or grows</p> <p><b>survival</b> – how animals and plants manage to stay alive even if there are difficulties such as not enough water and or air; plants and</p>	<p>might glide when you are dancing or on a bike</p> <p><b>soar</b> – to go up quickly into the air</p> <p><b>burrow</b> – to dig into the earth to make a tunnel. An animal might move through the earth in tunnels as it burrows</p> <p><b>hover</b> – to stay in the same position in the air without moving forwards or backwards</p> <p><b>amble</b> – to walk in a slow, relaxed way</p> <p><b>swoop</b> – to move suddenly downwards through the air in a smooth, curving movement</p> <p><b>scamper</b> – to move quickly with small, light steps</p> <p><b>Unit 7</b></p> <p><b>frighten</b> – if something frightens you, it makes you suddenly afraid or anxious</p> <p><i>But the boy was not frightened at all. So the ghost left.</i></p> <p><b>terrify</b> – if something terrifies you, it makes you feel extremely frightened</p> <p><i>All through the night, ghost after ghost came to terrify the boy.</i></p> <p><b>petrify</b> – if something petrifies you, it makes you so scared that you cannot move</p> <p><i>"We must petrify him so he leaves," said the ghosts, "or we</i></p>	<p>through creative thinking</p> <p><b>afford</b> – to have enough money</p> <p><b>relatives</b> – members of a family</p> <p><b>locomotion</b> – movement from one place to another</p> <p><b>unconscious</b> – not awake or aware</p> <p><b>Synonyms</b></p> <p><b>innovative:</b></p> <p><b>original</b> – unlike anything else; not copied</p> <p><b>ingenious</b> – something very clever that involves new ideas or equipment</p> <p><b>inspired</b> – from a creative thought</p> <p><b>vibration:</b></p> <p><b>shuddering</b> – sudden, short back and forth movements all over the body</p> <p><b>trembling</b> – tiny shakes</p> <p><b>quaking</b> – shaking with fear</p> <p><b>Unit 22</b></p> <p><b>circumnavigate</b> – to sail or travel all the way around something, especially the world</p> <p><b>circulate</b> – to move around a space talking to different people</p> <p><b>circulation</b> – something that moves around constantly, usually without stopping</p> <p><b>circle</b> – a shape that is a curved line that completely surrounds or goes around an area</p>	<p>you think you can't overcome your difficulties</p> <p><b>despairing</b> – showing loss of all hope</p> <p><b>foiled</b> – to be baffled or frustrated in doing something</p> <p><b>disenchanted</b> – to no longer believe something is worthwhile; to be disappointed by something or someone you respected or admired</p> <p><b>doleful</b> – showing sorrow; a miserable manner or voice</p> <p><b>mournful</b> – exceedingly sad; feeling grief</p> <p><b>woe</b> – things that cause great sorrow or distress</p> <p><b>dejected</b> – to be miserable because you have been disappointed</p> <p><b>melancholy</b> – intense feeling of sadness</p> <p><b>disillusioned</b> – to be disappointed because something isn't as good as you had expected</p> <p><b>Unit 7</b></p> <p><b>cooperate</b> – to work jointly towards the same thing/outcome</p> <p><b>coincidence</b> – a remarkable meeting of two unconnected events or circumstances</p> <p><b>coexist</b> – to live in harmony; to live at the same time/place as something else</p> <p><b>combine</b> – to join or merge together to make one thing</p> <p><b>combat</b> – to take action</p>	<p>never dying</p> <p><b>aspire</b> – to hope or have a strong desire to do something</p> <p><b>dread</b> – describing great fear</p> <p><b>fearful</b> – causing fear; making people feel afraid</p> <p><b>terror</b> – the feeling of extreme fear</p> <p><b>Unit 22</b></p> <p><b>release</b> – to let go, set free</p> <p><b>whimper</b> – quiet, unhappy, frightened sound</p> <p><b>quiver</b> – to shake with very small movements</p> <p><b>sinews</b> – tough fibres that join muscles to bones</p> <p><b>unfurl</b> – to spread out from a rolled-up shape</p> <p><b>disentangle</b> – to unknot and untwist something that is caught up or tangled</p> <p><b>tremble</b> – to shake slightly because you are frightened or cold</p> <p><b>shiver</b> – a small, uncontrollable shaking from cold, fear or excitement</p> <p><b>throb</b> – a series of strong and painful beats in one place</p> <p><b>grizzle</b> – to cry in a sulky way</p> <p><b>mewl</b> – a weak cry</p> <p><b>whine</b> – a high-pitched, sad, unpleasant cry</p> <p><b>wail</b> – a long, loud, high-pitched, sorrowful sound</p> <p><b>liberate</b> – to set someone free; to help someone escape</p> <p><b>unbind</b> – to set someone free from chains or ropes that have held</p>
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<p>know something is happening; it takes</p> <p>you by surprise!</p>	<p>too proudly about what they have</p> <p>and do</p> <p><b>rotten</b> – someone who behaves in an unkind or mean way</p> <p><b>stubborn</b> – someone who will not change their mind or will not give up</p> <p><b>polite</b> – someone who has good manners and thinks about other people</p> <p><b>jolly</b> – someone who is happy and cheerful</p> <p><b>trusting</b> – someone who believes that other people are kind and are</p> <p>telling the truth</p> <p><b>tender</b> – someone who shows gentle and caring actions and feelings</p> <p><b>proud</b> – feeling pleased about something good that you have; you</p> <p>might also feel proud of someone else</p> <p><b>fair</b> – describes a person with light, blond or yellow hair. In the story of Snow White, however, it is used in an old-fashioned way, to mean beautiful</p> <p><b>bashful</b> – describes someone who is shy and easily embarrassed</p>	<p>animals live in these different environments</p> <p><b>ocean</b> – a large expanse of sea</p> <p><b>woodland</b> – land covered with a lot of trees</p> <p><b>food chain</b> – a series of living things that feed on living things below them in the chain (e.g. the rabbit feeds on the grass, the fox feeds on the rabbit)</p> <p><b>shelter</b> – gives you protection from weather or danger</p> <p><b>predator</b> – an animal that kills other animals to live</p> <p><b>stalk</b> – to go for or pursue stealthily</p> <p><b>prey</b> – the animals eaten by predators</p> <p><b>Unit 32</b></p> <p><b>beach</b> – a pebbly or sandy shore by the sea</p> <p><b>diff</b> – a steep rock face, especially at the edge of the sea</p> <p><b>coast</b> – the part of the land adjoining or near the sea</p> <p><b>forest</b> – a large area covered chiefly with trees and undergrowth</p> <p><b>mountain</b> – a large natural elevation of the Earth's surface, rising abruptly from the surrounding level</p> <p><b>sea</b> – an expanse of salt water</p> <p><b>ocean</b> – a very large sea</p> <p><b>river</b> – a large natural stream of water flowing in a channel to the sea, a lake or another river</p> <p><b>valley</b> – a low area of land</p>	<p><i>will disappear forever when the morning comes.</i></p> <p><b>fearless</b> – to be without fear</p> <p><i>They moaned, wailed, danked and shouted, but the boy was fearless.</i></p> <p><b>alarmed</b> – to feel that something bad or dangerous is going to happen</p> <p><i>Finally, the boy stumbled upon a magnificent castle, and its vast wooden doors swung open to reveal a very alarmed-looking man and his daughter.</i></p> <p><b>disheartened</b> – to have lost confidence and given up on something</p> <p><i>... he laughed so much that the ghost was disheartened and disappeared in a puff.</i></p> <p><b>perturbed</b> – worried about something</p> <p><i>The king was not perturbed – he had got what he wanted!</i></p> <p><b>Unit 8</b></p> <p><b>write</b> – to use a pen, pencil or computer to capture words and ideas</p> <p><b>bake</b> – to mix ingredients together and cook them in an oven</p> <p><b>knead</b> – to press and squeeze dough so that it becomes ready to bake</p> <p><b>build</b> – to make something by putting the parts together</p>	<p><b>circus</b> – a group of performers, such as clowns and acrobats, that perform in a circus ring; the name of a street that goes in a circle</p> <p><b>circuit</b> – a journey all the way around a place; a racing circuit goes in a loop</p> <p><b>circumference</b> – the distance around the edge of the circle; <i>ferre</i> is the Latin for 'carry' so translated more literally means the line you carry around a circle</p> <p><b>deposit</b> – to put something down and leave it there</p> <p><b>opposite</b> – the thing most different to a person or place</p> <p><b>opposition</b> – having a completely different opinion; being on a different team</p> <p><b>position</b> – the place where someone or thing is; your attitude or opinion about something</p> <p><b>Unit 23</b></p> <p><b>forest</b> – a large area of trees and plants</p> <p><b>creeper</b> – a plant like an ivy that wraps itself around and hangs from the object or trees that it grows up; a person or animal that creeps (moving slowly and carefully)</p> <p><b>looming</b> – something coming into sight that is large,</p>	<p>together to fight</p> <p><b>corrupt</b> – to cause someone to act dishonestly and do something against the rules</p> <p><b>correct</b> – to put right; to be free from error</p> <p><b>corrode</b> – to destroy, damage or weaken by chemical actions – such as metal becoming rusted by water</p> <p><b>Unit 8</b></p> <p><b>ex-</b> – put into; inside</p> <p><b>ad-</b> – moving; direction; making a change; adding to</p> <p><b>exotic</b> – something unusual and interesting because it is connected to a far-off place</p> <p><b>explorers</b> – people who travel to places that are not well known</p> <p><b>expedition</b> – a journey made for a particular purpose, such as exploration</p> <p><b>adventure</b> – an exciting or rather dangerous journey</p> <p><b>venture</b> – to go somewhere that might be dangerous</p> <p><b>equipment</b> – the things needed for a particular purpose</p> <p><b>property</b> – houses or things belonging to someone</p> <p><b>wandering</b> – walking about with no purpose</p> <p><b>ancient</b> – belonging to the distant past</p> <p><b>antiquity</b> – something from the ancient past</p> <p><b>antique</b> – something old, belonging to ancient times, that</p>	<p>them</p> <p><b>Unit 23</b></p> <p><b>dissolved</b> – when a feeling or problem becomes weaker and disappears; when something becomes mixed in a liquid and disappears</p> <p><b>woven</b> – the past tense of 'to weave': when a fabric or structure is made by crossing threads over and under each other</p> <p><b>dawn</b> – when something develops over time; dawn is the time of day when the sun rises</p> <p><b>rinsed</b> – washed in clean water to remove dirt or soap</p> <p><b>obsidian</b> – a dark glass-like rock made from lava; a black, gleaming colour</p> <p><b>malevolent</b> – describing something or someone who deliberately wants to do harm or evil</p> <p><b>lumpen</b> – describes a large, heavy, lumpy object</p> <p><b>Unit 24</b></p> <p><b>diminish</b> – to make something smaller; to treat someone in a way that makes them appear less important than they are; to belittle someone</p> <p><b>impending</b> – to be about to happen</p> <p><b>waver</b> – to move in a flickering way; to be undecided between two ideas; to weaken</p>
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			<p>between hills or mountains, typically with a river or stream flowing through it</p> <p><b>vegetation</b> – lots of plants living together</p>	<p><b>assemble</b> – to fit together a series of parts</p> <p><b>forge</b> – to make a shape by heating in a fire or furnace</p> <p><b>shape</b> – to use your hands or tools to make an object change its shape</p> <p><b>sketch</b> – to make a rough drawing; to draw quickly</p> <p><b>construct</b> – to build or put together parts to make something large like a building or road; to follow instructions to put together parts to make a kit</p> <p><b>create</b> – to make something from nothing except the raw ingredients</p> <p><b>sculpt</b> – to make something by carving or shaping</p> <p><b>mould</b> – to form something out of a material soft enough to be shaped</p> <p><b>concoct</b> – to make something up out of what you have, often used for food</p> <p><b>Unit 9</b> <b>Root words</b></p> <p><b>cover</b> – to put something on top of something; to hide or conceal something</p> <p><b>trust</b> – to have a firm belief in the truth of something or ability of someone</p> <p><b>order</b> – things done in a particular sequence; everything</p>	<p>threatening and hanging over you</p> <p><b>rustle</b> – a soft, dry sound like leaves in the wind</p> <p><b>grove</b> – a group of trees that are close together</p> <p><b>scrub</b> – low trees and bushes in little clumps</p> <p><b>emerge</b> – to come out of an enclosed space, or to come out of a place where you couldn't be seen</p> <p><b>rattling</b> – a series of short, sharp, knocking sounds: rain could rattle on the roof</p> <p><b>scuffling</b> – to move in a hurried, awkward way, not fully lifting your feet; a sound of shuffling, confused movements</p> <p><b>Unit 24</b></p> <p><b>din</b> – a loud, annoying noise</p> <p><b>drama</b> – an exciting or emotional event</p> <p><b>impression</b> – the effect of someone or their actions</p> <p><b>space</b> – an empty area</p> <p><b>atmosphere</b> – the mood of a place</p> <p><b>disturbance</b> – an upset caused by disorganising something that was calm</p> <p><b>chaos</b> – complete confusion; without any order</p> <p><b>create a stink</b> – to tell everyone about something that has made you unhappy; to complain very loudly</p>	<p>has a high value</p> <p><b>Unit 9</b></p> <p><b>aggressive</b> – ready to attack</p> <p><b>eager</b> – ready and willing to do something</p> <p><b>astonished</b> – filled with amazement</p> <p><b>defiant</b> – refusing to obey someone</p> <p><b>dismal</b> – something that is bad that makes you feel gloomy</p> <p><b>serene</b> – something that is calm and quiet</p> <p><b>vulnerable</b> – weak and without protection</p> <p><b>devastated</b> – severely shocked and upset</p> <p><b>overwhelmed</b> – so taken over by emotions that you cannot think</p> <p><b>humiliated</b> – made to feel stupid</p> <p><b>apprehensive</b> – feeling that something bad might happen</p> <p><b>isolated</b> – feeling lonely and without friends</p> <p><b>Unit 10</b></p> <p><b>crawls</b> – moves slowly – perhaps along the surface</p> <p><b>wrinkled</b> – lines or folds in something</p> <p><b>crooked</b> – bent or twisted out of shape</p> <p><b>clasps</b> – grabs something tightly</p> <p><b>azure</b> – bright blue – the colour of the sky on a cloudless day</p> <p><b>corrugated</b> – made of folds or ridges</p> <p><b>contorted</b> – twisted out of shape</p>	<p><b>aptitude</b> – a natural ability to do something; a natural tendency</p> <p><b>apt</b> – quick to learn; appropriate or fitting to the situation; having a tendency to do something</p> <p><b>diminutive</b> – describing something or someone who is very small</p> <p><b>meticulous</b> – showing great attention to detail; being very careful and precise</p> <p><b>disdain</b> – to dislike or dismiss something because you think it is less important than you</p> <p><b>terse</b> – a brief and unfriendly way of speaking</p> <p><b>conspicuous</b> – something you can notice very easily</p> <p><b>Unit 25</b></p> <p><b>impossible</b> – something that cannot happen or be done</p> <p><b>unique</b> – the only one of its kind</p> <p><b>misery</b> – a great unhappiness</p> <p><b>infinite</b> – without limit, edge or ending</p> <p><b>Synonyms</b></p> <p><b>unimaginable</b> – so far from normal experiences that it is difficult to believe</p> <p><b>inconceivable</b> – unlikely to be true or to happen</p> <p><b>unfeasible</b> – something that cannot be made or done</p> <p><b>distinct</b> – not like anything else; different</p> <p><b>exclusive</b> – only found in</p>
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			<p>being in the correct and expected place; when people follow the law</p> <p><b>honest</b> – describing someone truthful</p> <p><b>regular</b> – something that happens often; equally spaced events; a regular pattern has equal spaces between the shapes</p> <p><b>replaceable</b> – something or someone that fills the place of something or someone</p> <p><b>adventure</b> – an exciting journey or series of events</p> <p><b>hap</b> – luck or fortune (Old Norse word)</p> <p><b>lead</b> – taking someone to a place; being in control of an event</p> <p><b>treat</b> – behave towards someone in a certain way; to give someone something that is intended to give them pleasure</p> <p><b>fortune</b> – chance or luck</p> <p><b>Unit 10</b></p> <p><b>clamber</b> – to climb in an awkward way using your hands and feet</p> <p><b>crag</b> – a steep, rocky cliff or part of a mountain</p> <p><b>craggy</b> – rugged, steep and uneven</p> <p><b>sheer</b> – a sheer rock face falls straight down</p> <p><b>peak</b> – the pointed top of a mountain</p> <p><b>plunge</b> – to fall, rush or throw yourself down (usually into water)</p> <p><b>reflection</b> – the image you can</p>	<p><i>The customer created a stink about his cold coffee and would not stop until he had a fresh cup.</i></p> <p><b>create a stir</b> – to make a group of people feel interested, excited or shocked</p> <p><i>The new book created a stir: everybody wanted to read it.</i></p> <p><b>create a monster</b> – to help someone and then for that person to go out of control</p> <p><i>I taught her to sing and now she won't ever stop – I have created a monster!</i></p> <p><b>Unit 25</b></p> <p><b>furious</b> – extremely angry</p> <p><b>curious</b> – eager to learn something</p> <p><b>ecstatic</b> – feeling overwhelming happiness</p> <p><b>awed</b> – to be filled with awe (fear or wonder)</p> <p><b>enraged</b> – to be full of anger and rage</p> <p><b>frustrated</b> – to be distressed, annoyed, upset and even angry at not being able to do something</p> <p><b>inspired</b> – to be filled with the urge to do something creative</p> <p><b>despairing</b> – to lose all hope</p> <p><b>dismayed</b> – to feel concern, upset and distress</p> <p><b>hostile</b> – to show strong feelings of dislike to someone/something</p>	<p>certain places; separate and different to others</p> <p><b>remarkable</b> – unusual and worthy of attention</p> <p><b>peculiar</b> – strange, odd, unusual, special</p> <p><b>dejected</b> – deeply unhappy and disappointed</p> <p><b>heartbreak</b> – a great sadness and suffering</p> <p><b>anguish</b> – extreme pain and misery</p> <p><b>wretchedness</b> – the feeling of distress and deep unhappiness</p> <p><b>infinity</b> – the state of being endless in space and size</p> <p><b>immeasurable</b> – something that cannot be measured; vast</p> <p><b>immense</b> – unusually large; without limits</p> <p><b>unlimited</b> – an unrestricted amount; without boundaries</p>
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				<p>see in a glass, mirror or water</p> <p><b>mist</b> – a large number of tiny droplets of water that make a type of cloud, which makes it hard to see far</p> <p><b>foam</b> – a mass of small bubbles</p> <p><b>swollen</b> – a swollen river has more water in it than usual and flows faster</p>			
Summer	<p><b>Unit 9</b></p> <p><b>flit</b> – move swiftly</p> <p><b>racing</b> – move very fast</p> <p><b>swerving</b> – to change direction a lot</p> <p><b>curving</b> – to move in a circular way; not in a straight line</p> <p><b>scurrying</b> – to move quickly in short steps or bursts</p> <p><b>chasing</b> – following somebody else</p> <p><b>tearing</b> – to move somewhere suddenly very fast</p> <p><b>leap</b> – a large jump</p> <p><b>bound</b> – to run in big, high strides</p> <p><b>Unit 10</b></p> <p><b>foolish</b> – someone who is silly and does not have good sense</p> <p><b>cruel</b> – someone who enjoys being mean to others</p> <p><b>selfish</b> – someone who thinks about what they need rather than what anyone else needs</p> <p><b>brave</b> – someone who is ready to face danger or something difficult</p> <p><b>lazy</b> – someone who wants</p>	<p><b>Unit 21</b></p> <p><b>Webbed feet</b> – having toes joined together by skin</p> <p><b>wings</b> – a body part with feathers that is used for flying</p> <p><b>bill</b> – a bird's beak</p> <p><b>feathers</b> – these are attached to a bird's skin, covering its body</p> <p><b>river</b> – a large natural stream of water flowing into the sea</p> <p><b>riverbank</b> – the land next to a river, usually sloping downwards</p> <p><b>tail</b> – the part at the end of an animal's body</p> <p><b>fins</b> – parts on the outside of a fish's body that help it to swim</p> <p><b>gills</b> – part of a fish's body that help it to breathe – they take oxygen out of the water</p> <p><b>scales</b> – hard plates covering the skin of fish for protection</p> <p><b>Unit 22</b></p> <p><b>sting</b> – a prick or a wound</p> <p><b>overnight</b> – throughout the night; taking a whole night</p> <p><b>creepy</b> – something that makes</p>	<p><b>Unit 33</b></p> <p><b>pests</b> – small animals or insects that harm plants</p> <p><b>harvest</b> – to pick the fruit from trees or crops from fields</p> <p><b>protect</b> – to keep safe from harm</p> <p><b>harmful</b> – something harmful does harm to a plant</p> <p><b>fertile</b> – when soil is very good for growing crops</p> <p><b>sown</b> – seeds scattered in the earth</p> <p><b>seedlings</b> – young plants raised from a seed rather than a cutting</p> <p><b>ripe</b> – ready for eating</p> <p><b>liquid</b> – a substance that flows freely</p> <p><b>sub-tropical</b> – the regions bordering the tropics</p> <p><b>Unit 34</b></p> <p><b>wondrous</b> – inspiring a feeling of wonder and amazement</p> <p><b>luscious</b> – something that has a pleasing, rich taste</p> <p><b>crush</b> – to force together</p> <p><b>curious</b> – eager to learn or know something</p> <p><b>vine</b> – a climbing or trailing</p>	<p><b>Unit 11</b></p> <p><b>heroic</b> – brave, courageous and determined: like a hero (to act heroically)</p> <p><b>reckless</b> – not caring about danger or risk; doing dangerous things and not caring what happens to other people because of your choices (to act recklessly)</p> <p><b>ridiculous</b> – very foolish and silly (to act ridiculously)</p> <p><b>rigid</b> – stiff (to act rigidly)</p> <p><b>motionless</b> – without any movement</p> <p><b>doubtful</b> – feeling uncertain or unsure (to act doubtfully)</p> <p><b>idiotic</b> – stupid and silly; not sensible at all (to act idiotically)</p> <p><b>dramatic</b> – exciting, impressive and very noticeable (to act dramatically)</p> <p><b>frantic</b> – a wild, energetic and uncontrolled way of behaving (to act frantically)</p> <p><b>manic</b> – an extremely quick and energetic way of behaving,</p>	<p><b>Unit 26</b></p> <p><b>marine</b> – describes something to do with, or found in, the sea</p> <p><b>mollusc</b> – a sea creature with a soft body like a slug or octopus; they can have shells to protect them</p> <p><b>intelligence</b> – the ability to learn and put that learning into practice; cleverness</p> <p><b>camouflage</b> – to hide cleverly by blending into the surroundings</p> <p><b>expel</b> – to force something out or upwards</p> <p><b>paralyse</b> – to be unable to move</p> <p><b>crevices</b> – narrow openings in a rock or wall</p> <p><b>entirely</b> – with no part left out; completely</p> <p><b>blur</b> – to make unclear; a shape or area that can't be seen clearly</p> <p><b>vision</b> – what you can see</p> <p><b>propulsion</b> – moving forward by force</p> <p><b>interfere</b> – to get in the way of</p>	<p><b>Unit 11</b></p> <p><b>occur</b> – to happen</p> <p><b>occasion</b> – a special event</p> <p><b>occasionally</b> – something that happens now and then</p> <p><b>oppose</b> – to disagree</p> <p><b>opposition</b> – the act of resisting; the team that you play against</p> <p><b>object</b> – to say that you disagree; something that can be seen and touched</p> <p><b>objection</b> – when you disagree with something</p> <p><b>oblige</b> – to be made to do something by law; to do something because you feel that you should</p> <p><b>obligation</b> – an act that you have to do because you feel it is your duty to do it</p> <p><b>Unit 12</b></p> <p><b>courage</b> – the ability to do something that frightens you</p> <p><b>discourage</b> – to cause someone to lose confidence</p> <p><b>encourage</b> – to give support and confidence</p>	<p><b>Unit 26</b></p> <p><b>swift</b> – happening quickly; describing fast-running water</p> <p><b>swagger</b> – to walk or behave in an arrogant manner</p> <p><b>jostle</b> – to push, elbow or bump against someone roughly</p> <p><b>lurch</b> – to make sudden, unsteady, uncontrolled movements</p> <p><b>commotion</b> – a state of confusion with a lot of noise and movement</p> <p><b>subside</b> – to become less intense; to return to a normal level (water); to go back to a quiet state</p> <p><b>abrupt</b> – something sudden and unexpected</p> <p><b>fleeting</b> – lasting for a very short time</p> <p><b>deft</b> – a quick, neat, skilful movement</p> <p><b>frantic</b> – in a hurried, excited and disorganised manner</p> <p><b>Unit 27</b></p> <p><b>habit</b> – something you do regularly; clothing worn by somebody in</p>



<p>others to do things for them <b>nasty</b> – someone who is mean or unkind <b>kind</b> – someone who thinks about what other people need <b>Unit 11</b> <b>starlight</b> – the glow that comes from the stars <b>moonlight</b> – the glow that comes from the moon <b>sunshine</b> – the light that comes from the sun <b>high</b> – above <b>low</b> – close to the ground <b>shining/shiny</b> – to give out a bright light <b>twinkle</b> – giving out light intermittently <b>sparkle</b> – shine brightly in flashes <b>glimmer</b> – shine faintly <b>Unit 12</b> <b>grow</b> – become bigger <b>measure/measuring/measure</b> <b>ment</b> – to get the size or amount of something <b>tape measure</b> – a long piece of tape with measurements on <b>wide</b> – a big distance across <b>tall/taller</b> – something higher than something else  <b>small/smaller</b> – something little</p>	<p>you feel icky and frightened <b>nasty</b> – very bad or unpleasant <b>prickly</b> – describes something sharp, rough and pointy <b>fuzz</b> – fluffy, soft hairs <b>squish</b> – to crush or squash something, which makes a splashing sound <b>dewdrops</b> – a drop of water, usually on grass <b>unsuspecting</b> – when someone or something doesn't know that something is happening <b>disguise</b> – when you try to look like someone or something else <b>living</b> – something alive now <b>Unit 23</b> <b>wobbling</b> – move unsteadily from side to side <b>curling</b> – in a spiral or curved course <b>scooting</b> – going or leaving somewhere quickly <b>slipping</b> – going or moving quietly or quickly, without attracting notice <b>padding</b> – walking with steady steps and making a soft sound <b>gripping</b> – keeping a firm hold of <b>dangling</b> – hanging or swinging loosely <b>slamming</b> – crashing into; colliding heavily with <b>sagging</b> – hanging down loosely or unevenly, usually with a heavy weight <b>shoving</b> – pushing roughly</p>	<p>wood-stemmed plant related to the grapevine <b>ensnared</b> – trapped something (past tense) <b>fountain</b> – a structure in a pool that spurts out water <b>mossy</b> – covered in moss <b>casting</b> – throwing something aside <b>plumes</b> – long, soft feathers <b>Unit 35</b> <b>percussion</b> – musical instruments played by striking with the hand, with a stick or beater, or by shaking, usually to keep time <b>compose</b> – to create a piece of music <b>perform</b> – to present entertainment to an audience <b>musician</b> – a person who plays a musical instrument <b>tune</b> – a melody <b>beat</b> – to make a rhythmical sound by striking with a drumstick <b>volume</b> – quantity or power of sound <b>conductor</b> – a person who directs an orchestra <b>rhythm</b> – a strong, regular, repeated pattern of sound or movement <b>accompany</b> – to play alongside <b>Unit 36</b> <b>meanwhile</b> – during that time <b>wilted</b> – a plant wilts when it needs water – it bends over and becomes weak, and can die (past tense) <b>myth</b> – a traditional story,</p>	<p>perhaps due to excitement or worry (to act manically) <b>Unit 12</b> <b>lazy</b> – without much energy or effort <b>sluggish</b> – moving slowly, with very little energy <b>bustling</b> – with lots of energy and in a busy manner <b>tireless</b> – with lots of energy and without resting <b>slothful</b> – unwilling to make any effort; with very little energy <b>idle</b> – doing nothing <b>Idioms</b> <b>couch potato</b> – someone who sits still for a long time, often watching TV <b>lazy bones</b> – a very lazy person, not moving their 'bones' <b>good-for-nothing</b> – to be so idle that you can't do anything, so you are good for doing nothing at all <b>busy bee</b> – like a bee that is seen to be always active, a busy bee is someone who is working hard <b>a hive of activity</b> – a place where it is very busy; a hive is full of bees working together and moving all the time, so a hive of activity has that feeling of a lot of movement and activity <b>Unit 13</b> <b>continents</b> – very large areas of land: Africa, Asia, North</p>	<p>something; to make something difficult <b>cavity</b> – a space or hole in something solid, such as a body or wall <b>Unit 27</b> <b>constant</b> – all the time without stopping <i>He certainly didn't want a constant headache over a safe.</i> <b>lack</b> – without something <i>It was not through lack of trying.</i> <b>surrounded</b> – if you are surrounded, then objects or people are spread out so they are in all the positions around you <i>Now it sat in a room surrounded by guards and safe-breakers.</i> <b>combinations</b> – the different possible arrangement of numbers or things <i>There were apparently over a billion combinations.</i> <b>apparently</b> – is used to show that information may not be true <i>Apparently the robbers had been defeated by the safe.</i> <b>dumped</b> – left something quickly and carelessly (past tense) <i>The robbers had dumped it in the river.</i> <b>defeated</b> – beaten by something or someone (past tense) <i>Apparently the robbers had been defeated by the safe.</i> <b>managed</b> – able to do</p>	<p><b>encouragement</b> – the action of giving someone support <b>undiscouraged</b> – not discouraged or put off <b>courageous</b> – brave <b>courageousness</b> – bravery <b>audacity</b> – describes someone who is bold <b>Synonyms</b> <b>intrepid</b> – describes someone who acts in a brave way <b>dauntless</b> – describes someone who is brave <b>determined</b> – describes someone who will not give up <b>Unit 13</b> <b>whisper</b> – speaking very softly and quietly <b>barest</b> – the minimum amount <b>faintest</b> – hardly any strength <b>almost</b> – not quite / nearly <b>hoarse</b> – a rough voice that sounds unclear perhaps because you have sore throat <b>husky</b> – a low and rough sounding voice <b>urgent</b> – speaking in a way to show that what you are saying is important and people need to take notice <b>stage whisper</b> – when an actor whispers loud enough for the audience to hear but not the other characters in the play <b>Unit 14</b> <b>soaring</b> – flying without flapping your wings; flying up into the air quickly <b>gnawed</b> – bit at something</p>	<p>a religious group <b>habitat</b> – the place where a plant or animal naturally grows or lives; a place where a person or group is normally found <b>habitual/habitually</b> – an action that is done often or in a specific way <b>inhabit</b> – to live somewhere <b>habitable</b> – good enough to live in <b>habitation</b> – a place where people live: houses, cities, towns, villages, etc. <b>inhabitant</b> – a person or animal living in a specific place <b>rehabilitate</b> – to bring back to health; to put something back into its former state <b>habituate</b> – to become used to something new <b>Unit 28</b> <b>ignite</b> – to set light to an emotion or feeling; to set light to something <b>zest</b> – great enthusiasm and energy <b>zeal</b> – great enthusiasm to get something done and finished <b>kindle</b> – to excite or inspire; to bring an emotion alive; to become excited <b>quell</b> – to put an end to a rebellion; to silence; to push down a feeling <b>subdue</b> – to overcome or quieten someone; to bring</p>
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	<p><b>Unit 24</b>  <b>once upon a time</b> – at some time in the past  <b>happily ever after</b> – spend the rest of life in happiness  <b>enchanted</b> – to put something under a spell  <b>forgotten</b> – gone out of someone's memory  <b>kingdom</b> – a state ruled by a king or a queen  <b>maze</b> – a puzzle to get people lost, usually made of lots of paths with high hedges or walls. The paths are hard to follow  <b>palace</b> – a large and impressive building lived in by a ruler  <b>evil</b> – very wicked  <b>wish</b> – a strong desire or hope for something  <b>gallant</b> – an impressive or brave person</p>	<p>typically involving supernatural people or events  <b>gazed</b> – looked at something for a long time (past tense)  <b>searched</b> – when you looked for something lost (past tense)  <b>disappeared</b> – when something is no longer there –you can't see it anymore (past tense)  <b>wept</b> – someone who was very upset and cried for a long, long time (past tense)  <b>despair</b> – when you feel everything has gone wrong and it won't get better  <b>hopeless</b> – when you feel very unhappy and it seems like things can't get any better; no hope  <b>stolen</b> – when something is taken without permission</p>	<p>and South America, Europe, Australia and Antarctica  <b>astronomy</b> – the scientific study of the stars, planets and objects in space  <b>drought</b> – a long time with little or no rainfall  <b>civilisations</b> – groups of people with rules and an organised way of life  <b>evidence</b> – something that you can see, experience or read that shows you that something has happened or is true  <b>magnificent</b> – extremely beautiful or impressive  <b>impressive</b> – making you feel wonder or admiration, perhaps because something is very grand, amazing or skilful  <b>abandoned</b> – describes what happens when someone or something is left and no one comes to look after them (past tense)  <b>disease</b> – an illness that affects people, animals or plants  <b>severe</b> – very great, bad or harsh  <b>decline</b> – to become smaller; less in amount, power or strength  <b>survive</b> – to continue to live or exist despite hardship  <b>culture</b> – the way people live; the art and crafts of a group of people  <b>observatories</b> – rooms for</p>	<p>something even if it is difficult ... <i>no one had managed to get it open.</i>  <b>department</b> – a team or set of people within a big company  <i>"It's making the police department look stupid, not being able to open a safe from the 1920s," he growled.</i>  <b>(it) appears</b> – giving the outward impression of something  <b>supposedly</b> – something that is taken as true by many but often implies doubt  <b>seemingly</b> – something that looks a certain way or has a certain quality  <b>Unit 28</b>  <b>sequence</b> – in a particular order; things that come one after another  <b>sequel</b> – the next book or film in a series – it continues the story of an earlier book or film  <b>sequential</b> – forming or following a logical order  <b>consequence</b> – the result of an action  <b>aspect</b> – a part or feature of something  <b>spectate</b> – to watch a game, show or event  <b>specimen</b> – one individual animal, plant, etc. used for scientific study; a sample used for</p>	<p>again and again; caused upset or worry (past tense)  <b>attempt</b> – to try to do something difficult  <b>quell</b> – to stop someone doing something; to stop having an unpleasant feeling  <b>refused</b> – to not do something on purpose; to stop someone doing something  <b>unconscious</b> – to be in a state similar to sleep because of an accident or illness; to be unaware of something  <b>realisation</b> – becoming aware of something that you may hope or fear happening  <b>thrill of the hunt</b> – feeling excited hunting or searching for something you want  <b>stomach knotted</b> – an unpleasant or nervous feeling in the stomach  <b>Unit 15</b>  <b>audio</b> – recorded sound  <b>audible</b> – sound you are able to hear  <b>auditory</b> – describing the sense of hearing  <b>audience</b> – the people who have got together to hear or watch something  <b>inaudible</b> – describing sound that you cannot hear  <b>audit</b> – an official look-over of an organisation's accounts  <b>auditorium</b> – the part of a concert hall where the audience</p>	<p>someone under control  <b>suppress</b> – to use force to put an end to something; to prevent something happening; to stop information spreading  <b>fulfil</b> – to have your needs met; to feel satisfied  <b>satisfy</b> – to meet other people's needs or expectations; to give enough proof or information to be convincing  <b>agitate</b> – to stir up people's feelings; to make someone feel anxious or troubled  <b>stimulate</b> – to encourage people to be interested in something; to get people involved  <b>inhibit</b> – to stop something developing; to prevent someone from doing something  <b>Unit 29</b>  <b>totally lost</b> – when you haven't understood something like a film, book or new idea, so you cannot keep up and become more and more confused  <b>hopelessly lost</b> – to be so lost that you have no hope of finding your way without some help  <b>lost innocence</b> – as you grow up and find out that some things are not real, you lose your innocence and childish ways</p>
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			<p>studying the stars and planets from</p> <p><b>settlements</b> – places where people choose to settle and live</p> <p><b>Unit 14</b></p> <p><b>Prefixes</b></p> <p><b>re-</b> – once more, or to return to a previous state</p> <p><b>inter-</b> – between, with or together</p> <p><b>anti-</b> – the opposite of; against</p> <p><b>Root words</b></p> <p><b>absorb</b> – to soak up liquid</p> <p><b>visit</b> – to go and spend time with someone, a place or thing</p> <p><b>appear</b> – to be suddenly seen</p> <p><b>capture</b> – to catch someone or an animal</p> <p><b>connect</b> – to join together; to make a link between one thing and another</p> <p><b>view</b> – to look at or inspect; to watch</p> <p><b>weave</b> – to make something from threads that go over and under each other; to make a story from a lot of parts that are joined together</p> <p><b>galactic</b> – about a galaxy or galaxies</p> <p><b>clockwise</b> – in the direction of the hands of a clock</p> <p><b>climax</b> – the most exciting or important part of an event</p> <p><b>social</b> – grouping together with other people (animals can be social too)</p> <p><b>freeze</b> – when the cold turns</p>	<p>testing</p> <p><b>spectacular</b> – beautiful in an eye-catching way; something that is dramatic and impressive</p> <p><b>spectacularly</b> – doing something in a dramatic or eye-catching way</p> <p><b>spectator</b> – a person who watches a game, show or event</p> <p><b>Unit 29</b></p> <p><b>spiralling</b> – a continuous circling shape that gets smaller and smaller</p> <p><b>twining</b> – where one thing wraps itself around another</p> <p><b>swirling</b> – a curling, twisting shape</p> <p><b>revolving</b> – turning a circle around another object</p> <p><b>indigo</b> – a dark, purplish blue</p> <p><b>hushed</b> – peaceful, quiet and calm</p> <p><b>illuminated</b> – lit up</p> <p><b>vibrant</b> – full of life, energy and colour</p> <p><b>blaze</b> – when something blazes with colour, it is very bright; a blaze is also a fire</p> <p><b>frantic</b> – quick, energetic movements that are not fully controlled</p> <p><b>constant</b> – something that happens all the time</p> <p><b>ceaseless</b> – without stopping, continual</p> <p><b>perpetual</b> – forever, permanent</p> <p><b>luminous</b> – something that shines or glows in the dark</p> <p><b>Unit 30</b></p> <p><b>locust</b> – an insect like a</p>	<p>sits</p> <p><b>harmony</b> – a pleasant combination of different musical notes played or sung at the same time</p> <p><b>harmonious</b> – describes musical notes that are pleasant when they are played or sung at the same time</p> <p><b>disharmonious</b> – a clashing, unpleasant sound</p> <p><b>wailing</b> – prolonged, high-pitched cries; cries caused by grief, misery or pain</p> <p><b>yowling</b> – cats can make a loud yowling sound; a loud, howling cry</p> <p><b>warble</b> – a high-pitched, unsteady voice; birdsong can warble</p> <p><b>quaver</b> – an unsteady voice that wobbles a bit because of nerves or worry</p> <p><b>melodious</b> – a sound that is pleasant to listen to</p>	<p><b>lost sheep</b> – when someone is lost, they can be a lost sheep. This phrase links to the Christian bible and a story about how happy we are when we find someone that we thought we had lost. Finding a lost sheep and bringing them back brings people great joy.</p> <p><b>lost soul</b> – someone who has no idea about what they want to do and does not feel they belong anywhere</p> <p><b>lost city</b> – a city that has been lost, such as the Mayan cities</p> <p><b>lost opportunity</b> – when you don't do something, perhaps because you are worried, and you miss out</p> <p><b>Idioms</b></p> <p><b>lost for words</b> – when you are speechless it could be because you are upset or under pressure and cannot think; or because something has happened that is extraordinary</p> <p><b>lost in thought</b> – to be so wound up in your own emotions, worries or thoughts that you might not recognise someone or be aware of what is happening around you</p> <p><b>lost in the mists of time</b> – occurring so far in the past that you</p>
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			<p>water into a solid</p> <p><b>Unit 15</b></p> <p><b>uncomfortable</b> – when you feel slightly worried or embarrassed, or not relaxed  <i>"Very uncomfortable for the Dormouse," thought Alice.</i></p> <p><b>remarked</b> – to have said something to someone (past tense)  <i>"I don't see any wine," she remarked.</i></p> <p><b>remarks</b> – something that you say about something or someone  <i>"You should learn not to make personal remarks," Alice said.</i></p> <p><b>indignant(ly)</b> – when you are shocked and angry about something because you think it is unfair  <i>"There's PLENTY of room!" said Alice indignantly.</i></p> <p><b>encouraging</b> – giving people hope or confidence  <i>"Have some wine," the March Hare said in an encouraging tone.</i></p> <p><b>civil</b> – polite  <i>"Then it wasn't very civil of you to offer it," said Alice angrily.</i></p> <p><b>curiosity</b> – a strong wish to know something  <i>He had been looking at Alice for some time with great curiosity.</i></p> <p><b>invited</b> – asked  <i>"It wasn't very civil of you to sit down without being invited," said</i></p>	<p>grasshopper – sometimes huge numbers of</p> <p>locusts swarm together and eat everything they can see!</p> <p><b>spittle</b> – a frothy sort of spit</p> <p><b>approaching</b> – coming towards you</p> <p><b>glittering</b> – catching the light and sparkling</p> <p><b>hinge</b> – a metal device that holds a door to the wall and lets it swing open and closed; a joint, such as a knee, that can only move backwards and forwards</p> <p><b>lighting</b> – verb, meaning 'to land'</p> <p><b>burnished</b> – bright, smooth and polished</p> <p><b>desolation</b> – when something has been ruined and stripped bare so it is empty</p>	<p>can't remember, or have forgotten nearly all the details</p> <p><b>lose your temper</b> – to get suddenly angry</p> <p><b>lose your head</b> – to become confused and emotional because of how someone has behaved or something has happened – you are unable to remain calm, and panic</p> <p><b>lost cause</b> – a person or thing that will not change, so they are not worth wasting effort on</p> <p><b>paradise lost</b> – the idea of a perfect place that we cannot get to because we are human</p> <p><b>Unit 30</b></p> <p><b>dingy</b> – lacking in light or brightness; a dirty, discoloured light</p> <p><b>murky/murkiness</b> – a dim light that is hard to see through; cloudy or foggy; gloomy</p> <p><b>transparent</b> – something that light can easily pass through; seethrough; clear</p> <p><b>illuminated</b> – lit up or decorated with lights</p> <p><b>translucent</b> – a glowing appearance; something that light can pass through</p> <p><b>luminous</b> – something that shines in the dark; filled with light</p> <p><b>opaque</b> – something you can't</p>
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			<p>the March Hare.</p> <p><b>dormouse</b> – a small animal that looks like a mouse</p> <p><b>personal</b> – saying something unkind about what someone looks like</p> <p><i>"You should learn not to make personal remarks," Alice said.</i></p> <p><b>severity</b> – a strict or a serious way</p> <p><i>"You should learn not to make personal remarks," Alice said with some severity; "it's very rude."</i></p>			<p>see through</p> <p><b>radiance</b> – reflected light; a glowing light</p> <p><b>gloaming</b> – the light at dusk or twilight; a faint, glowing light that fades into darkness</p>
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*Unit 20+ should be taught according to topic and should be included during Topic sessions to widen children vocabulary use and understanding.*