

# A bespoke Literacy Pathway- The Tilstock Way

## **Intent**

Writing at our school aims to develop the fundamental key skills and knowledge of literacy from the EYFS through to Year 6.

We know that when children first learn to write, they require firm foundations in phonics, vocabulary, letter formation and punctuation. These physical and basic processes need to be mastered, so that children develop a flow and stamina for writing throughout their writing journey with us.

## **Implementation**

We therefore ensure that dedicated time is given daily to the practise of these key skills and the revisiting of key knowledge, throughout the school, using high quality resources, such as 'Read Write Inc' for phonics, 'Kinetic Letters' for handwriting and 'Vocab-ninja' for developing vocabulary. Our termly Spelling Bee competitions provide children with an opportunity to celebrate their achievements in spelling.

Our pathway has a strong emphasis on applying knowledge from high quality texts and this is identified in our application of the 'Pathway to Write' units.

We take great pride in exposing the children to a range of authors, characters and settings to build empathy and allow them to take inspiration for their own writing.

The children are also exposed to a range of video clips and films to inspire their writing. Additional stand-alone units are also planned throughout the year in response to the wider curriculum, worldwide events and local news, enabling the children regular opportunities to apply their skills in a variety of contexts.





## The Tilstock Spelling Bee



To raise the profile of spelling, and provide children with a purposeful and engaging way to learn, we will be holding a spelling competition every term. We feel that this will be a motivating and fun way to celebrate the achievements of all the children in relation to their learning in English.

### How will it all work?

All pupils will take part by learning their year group word list within class and at home, and then compete in a whole class spelling test (written) during the week commencing 7<sup>th</sup> Dec.

The children with the highest score for each year group (1,2,3,4,5,6), will proceed to the next round: the semi-finals. In this round, the children will compete against children in their key stage, (Year 1,2 = KS1; Year 3,4 = LKS2; Year 5,6 = UKS2) in order to determine the top 'key stage group' winner, who will then proceed to the finals.

The Ultimate Final will take place during *a virtual whole school Christmas Spelling Bee on Friday 11<sup>th</sup> December*. This part of the competition will be made fair because children will only be challenged on spellings from their year group lists. We will use Microsoft teams so that each class will be able to watch the spelling finals together!

Aside from the initial Class Spelling Test, **all rounds** will require the children to spell the word aloud. The required word will be spoken by the class teacher; the children will need to repeat the word, state the letters to spell the word; and repeat the word again (the competitors will use a whiteboard to support with this). In the Ultimate Final, Mrs Kaminski will read the required words to be spelled by each child.

### What are the spellings?

The spellings can be found below and have all been taken from the National Curriculum (2014) statutory spellings and our No Nonsense Spelling planning. The list for Autumn term is only a third of the statutory list; the other third will be distributed for the Spring term spelling bee and the final third for the Summer spelling bee.

All of these lists will be sent home in homework journals and uploaded onto our website.

### What are the prizes?

- The top 2 class winners will receive a Tilstock Spelling Bee certificate.
- The semi-finalists (key stage winners) will receive a Tilstock Spelling Bee medal.
- The Ultimate Final winner (whole school) will receive a Tilstock Spelling Bee trophy.

# Year 5/6 Writing Journey

## SPaG and Subject Specific Terminology

Apostrophes for omission and contractions  
Identifying different word classes including: adverbs, adjectives, determiners and prepositions.

Subordinating and co-ordinating conjunctions.

Past simple, past progressive, past perfect and present perfect tenses.

Colons and semi colons.

Parenthesis

Figurative Language

Expanded noun phrases

Homophones, homonyms and homographs.

Punctuation to avoid ambiguity.

Embedded relative clauses

Statements, commands, questions and exclamations.

Differentiating between adverbials, phrases and clauses.

Modal Verbs and passive voice sentences.

Autumn

Spring

Summer

**Writing outcomes: Fiction – Adventure story, including narrative from different viewpoints**

Year 5 – To write the next chapter of Sky Chasers in the style of the author

Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints

Use adverbs to indicate degrees of possibility

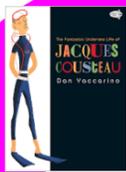
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe characters, settings and atmosphere
- Use commas to clarify meaning or avoid ambiguity in writing
- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot
- Use powerful and varied verbs for action
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward
- Combine action, dialogue and description

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

- Identify the audience and purpose for writing
- Choose the appropriate register
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use language carefully to influence the reader's opinion of a character, place or situation
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood

appreciate  
attached  
available  
bruise  
curiosity  
definite  
identity  
language

leisure  
lightning  
marvellous  
mischievous  
opportunity  
profession  
recommend  
suggest  
twelfth



The Fantastic Undersea Life of Jacques Cousteau

Recount - Biography

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*

- Organise paragraphs around a theme
- Use fronted adverbials
- Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- Use punctuation at Y4 standard correctly Use direct and reported speech to express a range of viewpoints
- Use verb tenses consistently and correctly
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately

Dolphin Song



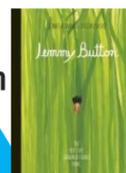
Outcome: Recount - Biography

Manfish



The Explorer

Jemmy Button



**Narrative:** Use language carefully to influence the reader's opinion of a character, place or situation

Use archaic language

Use paragraphs to vary pace and emphasis

Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood  
Give clues to the reader about when the story takes place -what characters are wearing, buildings, horse drawn carriage rather than cars etc

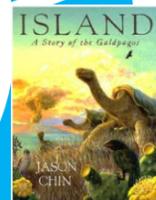
Distinguish between the language of speech and writing

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Use passive verbs

Use semi-colons to mark boundaries between independent clauses

To write an explanatory report (hybrid) about Charles Darwin's discoveries



Use relative clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun  
Choose the appropriate register

Integrate dialogue to convey character and advance the action

Use commas to clarify meaning or avoid ambiguity in writing

hindrance  
interrupt  
nuisance  
privilege  
rhyme  
rhythm  
stomach  
vegetable

ancient  
awkward  
community  
correspond  
determined  
familiar  
forty  
harass

The Selfish Giant



To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

Johnathon Swift's Gulliver



Island - A Story of the Galapagos

- Use fronted adverbials
- Use expanded noun phrases to convey complicated information concisely
- Link ideas across paragraphs using adverbials
- Commas after fronted adverbials
- Apply persuasive language
- Use clear organisational features
- Use modal verbs or adverbs to indicate degrees of possibility
- Plan writing by identifying audience and purpose
- Use brackets, dashes or commas to indicate parenthesis

Link ideas across paragraphs using a wider range of cohesive devices

Use clear organisational features

Enhance meaning through selecting appropriate grammar and vocabulary

Use expanded noun phrases to convey complicated information concisely

Use modal verbs and adverbs to indicate degrees of possibility

Use brackets, dashes or commas to indicate parenthesis

Use concise word choices

• Select language to appeal to the reader

• Use a formal tone

• Provide well-developed factual information for the reader

• Use the reader

• Manipulate style for specific purpose and audience

Clarify technical vocabulary

• Adapt formality to suit purpose and audience

• Provide well-developed factual information for the reader

• Include a summarising statement

friction  
benevolence  
compassion  
angst  
authority  
conflict  
dispute  
timidly  
pounding  
invaded

Christmas TV advert



A Tiger in the Zoo



Lord of the Forest

The Eagle in the Snow



Can we Save the Tiger?

Reading comprehension:

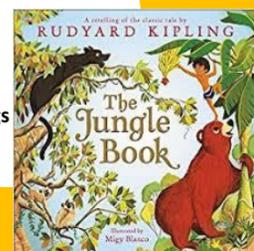
- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications

Use expanded noun phrases to convey complicated information concisely (recap from Y5)

• Use passive verbs

• Link ideas across paragraphs using a wider range of cohesive devices

• Integrate dialogue to convey character and advance the action

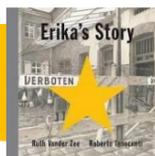


The Jungle Book

Jew  
Jewish  
holocaust  
Nazi occupation  
apartment  
thread  
keyhole  
Madame  
Monsieur  
community  
recognise  
restaurant  
sacrifice  
soldier  
symbol

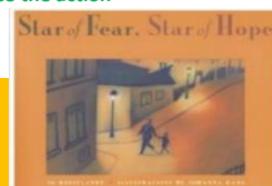
aggressive  
cemetery  
convenience  
desperate  
immediately  
necessary  
neighbour  
occupy  
prejudice  
queue

Fantastically Great Women who Changed the World



Erika's Story

Star of Fear  
Star of Hope



Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)

• Use of inverted commas and other punctuation to punctuate direct speech

• Use a variety of verb forms consistently and correctly

• Organise paragraphs around a theme

Use devices to build cohesion within a paragraph

• Link ideas across paragraphs using adverbials of time, place and number

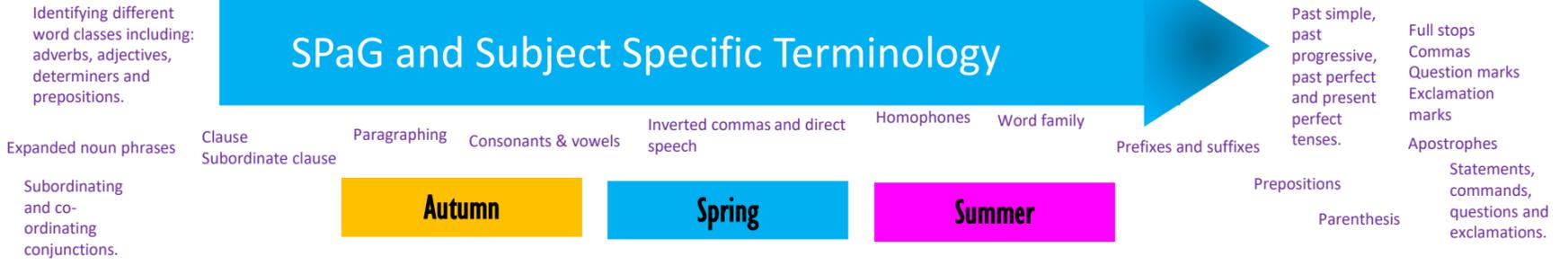
• Use of inverted commas and other punctuation to punctuate direct speech

• Use Y5 standard punctuation

• Use consistent and correct tense

# Year 3/4 Writing Journey

## SPaG and Subject Specific Terminology

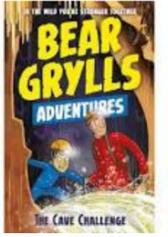


### Reading skills

- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas from paragraphs (Y3)
- Identify main ideas drawn from more than one paragraph and summarise (Y4)
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

### Non-chronological report

- Use language to explain a process or how something works
- Use some technical vocabulary
- Use simple present tense
- Use causal conjunctions (but, because, after, before, so, although)
- Use connecting adverbs (however, consequently, in addition, therefore, as a result)
- Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart



### Explanation



Amazon basin



The boy who fished the world

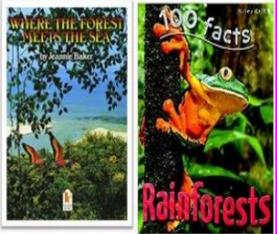


Blue John

Bear Grylls

- Use facts from research
- Write with clear and precise description
- Write in the present tense
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
- Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams

- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal
- Use precision in technical vocabulary
- Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams



Where the Forest Meets the Sea and 100 Facts Rainforests



Ariki and the Island of Wonders



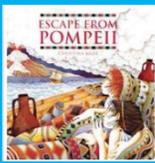
Journey to the centre of the Earth



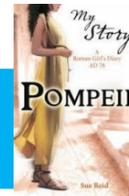
### Fiction - Historical narrative from character's point of view

- Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)
- Use Standard English for verb inflections
- Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)
- Use and punctuate direct speech (using dialogue to show the relationship between characters)

- Add historical detail to describe characters, setting and events
- Write a sequence of events to follow the structure of the model story
- Write an opening paragraph and further paragraphs for each stage
- Create dialogue between characters that shows their relationship with each other
  - Use 3rd or 1st person consistently
  - Use tenses appropriately



Escape from Pompeii



When the Giant Stirred

appear  
describe  
disappear  
famous  
favourite  
guide  
heard  
heart  
imagine

impatient  
lantern  
fidget  
twitch  
swish  
lurch  
awkward  
applause  
astonishment  
majestic

material  
occasion  
popular  
regular  
sentence  
special  
although  
through  
various



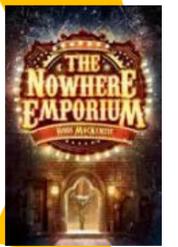
Christmas Poems



The lost lost property office

- Use noun phrases and prepositions to add detail
- Group related ideas into paragraphs
- Use conjunctions and adverbs to express, time, place and cause
- Use a or an according to whether the next word begins with a vowel or consonant
- In narratives, create settings, characters and plot
- Build a varied and rich vocabulary
- Indicate possession by using the possessive apostrophe with singular nouns

- Develop character and setting
- Use conjunctions to express time, place and cause
- Build an increasing range of sentence structures
- Use Standard English forms for verb inflections
- Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- Build a varied and rich vocabulary
- Indicate possession by using the possessive apostrophe with plural nouns
- Recognise the difference between plural and possessive 's'



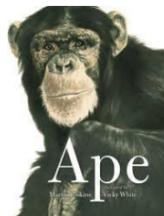
mention  
occasionally  
often opposite  
ordinary  
peculiar  
remember  
strange  
surprise  
weight  
actual  
arrive  
busy  
certain  
enough  
fruit  
height  
obsession  
dejected  
tingle  
impression  
awesome  
bluff  
charge  
glance  
loungue  
theme

Writeaway: Independent writing  
Pupils reflect and evaluate their learning.

- Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases Write expanded noun phrases for description and specification (Y2)
- Use prepositions to express time, place and cause
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech

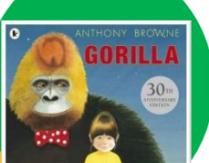


Gorilla Journal



- Reading comprehension:
- Read for a range of purposes
  - Identify themes and conventions
  - Discuss words and phrases that capture the reader's interest and imagination
  - Check text makes sense
  - Explain meaning of words in context
  - Ask questions to improve understanding of a text
  - Draw inferences (characters' feelings, thoughts and motives); justify with evidence
  - Predict what might happen from what is stated and implied
  - Retrieve and record information from non-fiction
  - Participate in discussion about books

- Listen and respond
- Maintain attention and participate actively in collaborative conversations
  - Ask relevant questions
  - Use spoken language: speculating, hypothesising, imagining and exploring ideas
  - Participate in discussions, presentations, performances, role play, improvisations and debates
  - Consider and evaluate different viewpoints



Narrative unit  
Gorilla

# Years 1,2 Writing Journey

## SPaG and Subject Specific Terminology

Full stops  
Commas  
Question marks  
Exclamation marks

expanded noun phrases  
Use subordination

Vocabulary

adjectives Nouns verbs subordination plural tense apostrophe homophone contracted suffixes prefixes

Autumn

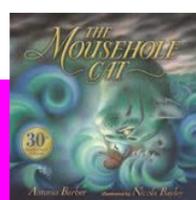
Spring

Summer

who  
told  
sure  
eye(s)  
because  
people  
old  
prove  
could  
should(n't)  
great  
again

Answer and ask questions  
Predict what might happen on the basis of what has been read so far  
Participate in discussion about books, poems and other works  
Explain and discuss understanding of books, poems and other material

### The mousehole cat



Join words and clauses using **and**

- Use simple description
- Use a capital letter for places and days of the week
- Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Use present and past tenses correctly and consistently including the progressive form

- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use expanded noun phrases to describe and specify
- Add suffixes to spell longer words e.g. -ment, -ful

Fiction – Story with a moral focus Writing outcome:

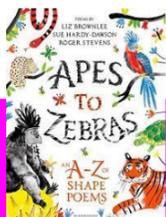
To write own version of the story with a focus on morals and acceptance of others



### Grandad's Secret Giant

Fiction- moral focus narrative

### Non-Fiction Apes to Zebras



Read non-fiction books that are structured in different ways  
To write a letter in role persuading characters to save the trees

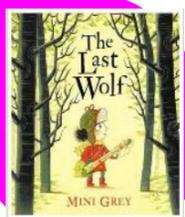
Join words and clauses using **and**

- Change the meaning of verbs and adjectives by adding prefix un
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est

Use subordination (if, that)

- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly – apostrophes for contracted forms

### The Last Wolf



Join words and clauses using **and**  
Add suffixes to verbs where no change is needed to the root  
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

### Major Glad, Major Dizzy

Non-fiction- recount (diary)

Recount - Diary writing

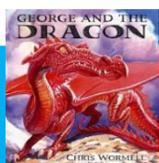
To write a recount of historical events from the text from Major Glad's point of view

- Use the progressive form of verbs in the present and past tense
- Use present and past tenses correctly and consistently
- Use subordination (apply because, when; introduce that)
- Use punctuation correctly introduce apostrophe for the possessive (singular)

Continue to build up a repertoire of poems learnt by heart

### Poems from Around the World

### The Dragonsitter



Discuss word meanings, linking new meanings to those already known  
Understand both the books that can be read accurately and fluently and those listened to  
Draw on what they already know  
Check that the text makes sense

Correct inaccurate reading  
Discuss the significance of the title and events  
Make inferences on the basis of what is being said and done  
Predict what might happened on the basis of what as been read so far  
Participate in discussion about what has been read to them  
Explain clearly understanding of what is read to them

Outcome: Fiction – Story with adventure focus Writing outcome:

To write a story based upon the model text using own ideas for a change of character and machine

### The Dragon machine

Fiction- adventure narrative

Join words and clauses using **and**

- Add suffixes to verbs where no change is needed to the root
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Write sentences with different forms: statement, question, exclamation, command

- Use subordination (apply because, introduce when)
- Use present and past tenses correctly and consistently (some progressive)
- Use punctuation correctly - exclamation marks, question marks

### The Owl who was afraid of the dark



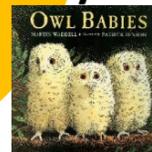
Non-fiction- recount

- Use plural noun suffixes -s and -es
- Punctuate sentences using a capital letter and a full stop
- Join words using **and** Write in the present tense
- Link ideas through subject or pronoun e.g. Bats are black. They fly at night

Become familiar with key stories, fairy tales and traditional tales  
Retell stories and consider their particular characteristics  
Recognise and join in with predictable phrases

Outcome: Non-chronological report  
To write a fact sheet about owls using information gathered from the text

### Owl babies



- Specific vocabulary linked to the topic
- Clear and precise description
  - Present tense
  - Title
  - Sub-Headings
  - Introduction
  - Grouped information
  - Facts from research

Use co-ordination (but, or)

- Add -ly to turn adjectives into adverbs
- Write for different purposes
- Use commas to separate items in a list

### Trolls go home



### Troll Swap - Fiction character focus narrative

### Troll Swap

To write a story based upon the model text using the pupils' ideas for characters

- Plan or say out loud what is going to be written about
- Use punctuation correctly – full stops, capital letters
- Use expanded noun phrases to describe and specify
- Use subordination (because) and coordination (and)

Listen to and discuss a wide range of stories  
Link what is read or heard to own experiences

- Combine words to make sentences
- Begin to join words using and
- Punctuate sentences using a capital letter and a full stop
- Use a capital letter for names of people and the personal pronoun 'I'

last  
behind  
path  
door  
child  
old  
could  
eye(s)  
find  
wild  
plant

every(where)  
break(ing)  
great  
would  
beautiful  
last  
should

a  
the  
they  
to  
of  
house  
love  
has  
you  
be  
were  
where  
said  
are

would  
every  
who  
both  
most  
parents  
because

fast  
hour  
hold  
after  
class  
could  
many  
even  
eye(s)  
whole  
past  
would  
floor  
old



Learn to appreciate rhymes and poems

Recite some rhymes and poems by heart



### The Owl and the Pussycat

# EYFS- Nursery, Reception Bespoke Pathway

Revisit gaps identified from the assessment)

a-e – ea – i-e – o-e – u-e –  
aw – are – ur – er – ow – ai  
– oa – ew – ire – ear – ure  
– tious – tion  
School Books – Yellow Set  
5, Blue Set 6, Grey Set 7



Home



Hattie Peck



The Journey Home

Phonics Assessment

Lists.  
Labelling maps.  
Sentence writing.  
Postcard writing.  
**ENHANCEMENT** dress up day  
Creating own JOURNEY stories  
based on book.  
Hot seating.

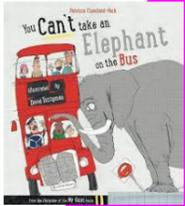
Share various JOURNEY themed stories.

Writing story picture sentences.  
Guided writing group sessions.  
Sentence order and un-jumble.  
Scaffolded sentence writing.  
Shared reading of text. Predicting skills

Story sequencing.  
Orally re-telling the story.

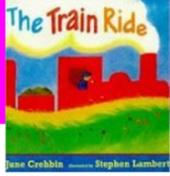
Non-fiction life cycle labelling.  
Writing CVC words and sentences.  
Story writing in guided sessions for some chn.

On the road



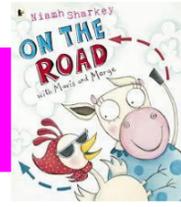
You can't take an elephant on the bus!

The train ride



The Hungry Caterpillar

Father's Day Cards



Shared reading. Joining in with repeated phrases.  
Making up own stories (orally) with their own twist on it.  
Fruit labelling.  
Caption/sentence writing about fruit tasting.  
\* Look at photos to magnify the diversity of the continent Africa to ensure stereotypes are not made.

Puppet story telling.  
Story sequencing and Pie Corbett style story map with labels.  
Writing story picture sentences.  
Guided writing group sessions.  
Writing a bean diary.

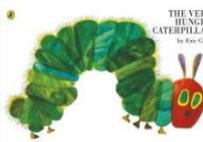
Phonics Assessment

Writing in cards

Easter cards



Naughty Bus

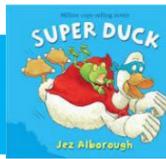


**ENHANCEMENT** – cooking bread.  
Instruction writing.  
Story writing for some chn in guided/supported sessions.  
Modelled/shared activities.  
CVC/sentence writing.  
Speech bubbles "I will help".

Vocabulary focus meaning of words



Supertato



Super Duck



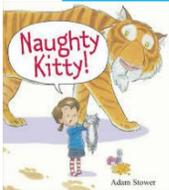
The Gigantic Turnip

Little Red Hen



Focus in instructional language. First, then, next. You must, You need. etc.  
Reading labels and captions

Naughty Kitty



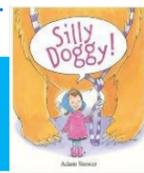
Writing lists.  
story map.  
Oral re-telling.  
Drama/role play with real box etc.

Shared reading of big books.  
Speech bubbles discussed.  
Various other texts by same author shared.  
Re-tell story orally.  
CVC word writing –labelling pictures.  
Thank you card writing.

ay – ee – igh – ow – oo – oo – ar  
– or – air – ir – ou – oy  
School Books – Pink Set 3,  
Orange Set 4  
Home books – Pink Level 4  
Phonics Assessment



Silly Doggy!



The Nativity Story

Read book together modelling reading strategies.  
Character discussion.

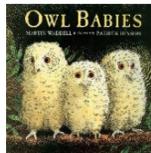
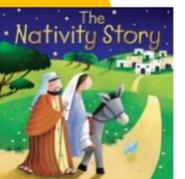
Various versions of same story shared. Readings strategies modelled.  
Recipe reading for cooking.



Poster layout discussed.  
Shared caption writing.  
Initials sounds and supported CVC word writing focus.

Shared and modelled reading.  
Strategies shared.

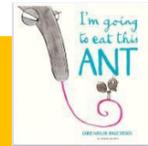
Shared reading of big book.  
Tracking text.  
Predicting and inferring skills from pictures.  
Speech marks and speech bubbles.  
Caption writing.  
**ENHANCEMENT** – owl visit from Shropshire falconry.



Owl Babies



I'm going to eat this Ant



Firework Theme

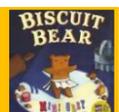
Diwali



Name writing.  
Pencil grip.  
Letter formation.  
Using puppet/figures/small world tray to re-tell story orally.  
**ENHANCEMENT** walk to FOREST SCHOOL to re-tell and share their story.

How to handle a book, turning pages, listening skills, share an interest in our favourite stories.

Reading poster together.  
Modelling stopping at full stops.



The Gingerbread Man



On-Entry



Label writing.  
Name writing.  
Pencil grip  
Letter formation.  
Non-fiction discussion – elephants

Story sequencing.  
story map created.  
Using repetitive story language.  
Shared reading of big book – tracking text.  
Joining in with repeated phrases from the text.

Writing our names  
Pencil grip  
Letter formation

ALL AUTUMN TERM = Kinetic letters and dough gym for identifies groups.

Writing Phonics Reading



Autumn	Spring	Summer
the	can	no
and	are	mum
to	up	one
said	had	them
in	my	do
he	her	me
of	what	down
it	there	dad
was	out	big
you	this	when
they	have	get
on	went	see
she	be	looked
is	like	very
for	some	look
at	so	him
his	not	come
but	then	will
that	were	into
with	go	back
all	little	from
we	as	just



Autumn	Spring	Summer
door	every	sure
floor	everybody	sugar
poor	even	eye
because	great	could
find	break	should
kind	steak	would
mind	pretty	who
behind	beautiful	whole
child	after	any
children	fast	many
wild	last	clothes
climb	past	busy
most	father	people
only	class	water
both	grass	again
old	pass	half
cold	plant	money
gold	path	Mr
hold	bath	Mrs
told	Hour	parents
Christmas	move	prove
called	don't	improve



Autumn	Spring	Summer
<i>accident</i>	<i>extreme</i>	<i>often</i>
<i>actual</i>	<i>February</i>	<i>ordinary</i>
<i>address</i>	<i>forward</i>	<i>perhaps</i>
<i>appear</i>	<i>fruit</i>	<i>position</i>
<i>believe</i>	<i>grammar</i>	<i>possess</i>
<i>build</i>	<i>group</i>	<i>possible</i>
<i>busy</i>	<i>heard</i>	<i>potatoes</i>
<i>caught</i>	<i>heart</i>	<i>question</i>
<i>circle</i>	<i>important</i>	<i>regular</i>
<i>complete</i>	<i>interest</i>	<i>remember</i>
<i>consider</i>	<i>island</i>	<i>sentence</i>
<i>decide</i>	<i>learn</i>	<i>separate</i>
<i>different</i>	<i>length</i>	<i>strange</i>
<i>early</i>	<i>material</i>	<i>surprise</i>
<i>earth</i>	<i>minute</i>	<i>though</i>
<i>eight</i>	<i>natural</i>	<i>thought</i>
<i>enough</i>	<i>occasion</i>	<i>woman</i>
<i>experiment</i>		



Autumn	Spring	Summer
<i>accidentally</i>	<i>eighth</i>	<i>particular</i>
<i>actually</i>	<i>exercise</i>	<i>peculiar</i>
<i>answer</i>	<i>experience</i>	<i>possession</i>
<i>arrive</i>	<i>famous</i>	<i>pressure</i>
<i>breath</i>	<i>favourite</i>	<i>probably</i>
<i>breathe</i>	<i>guard</i>	<i>promise</i>
<i>business</i>	<i>guide</i>	<i>quarter</i>
<i>bicycle</i>	<i>height</i>	<i>recent</i>
<i>centre</i>	<i>history</i>	<i>reign</i>
<i>century</i>	<i>imagine</i>	<i>special</i>
<i>certain</i>	<i>increase</i>	<i>straight</i>
<i>continue</i>	<i>knowledge</i>	<i>strength</i>
<i>calendar</i>	<i>library</i>	<i>suppose</i>
<i>describe</i>	<i>medicine</i>	<i>therefore</i>
<i>difficult</i>	<i>mention</i>	<i>although</i>
<i>disappear</i>	<i>naughty</i>	<i>through</i>
<i>notice</i>	<i>occasionally</i>	<i>various</i>
	<i>opposite</i>	<i>weight</i>
		<i>women</i>



Autumn	Spring	Summer
according	develop	prejudice
achieve	excellent	privilege
aggressive	embarrass	profession
attached	explanation	programme
available	familiar	queue
average	forty	recognise
awkward	government	recommend
bruise	harass	rhyme
category	identity	secretary
committee	interrupt	suggest
communicate	lightning	symbol
community	marvellous	system
competition	muscle	temperature
correspond	necessary	twelfth
criticise	nuisance	variety
curiosity	occupy	vegetable
definite	occur	physical
		desperate



Autumn	Spring	Summer
accommodate	environment	opportunity
accompany	equipment	parliament
amateur	especially	persuade
ancient	exaggerate	pronunciation
appreciate	existence	signature
apparent	foreign	sincerely
bargain	frequently	soldier
cemetery	guarantee	sufficient
conscience	immediately	sacrifice
conscious	interfere	shoulder
controversy	individual	relevant
convenience	language	restaurant
determined	leisure	stomach
dictionary	mischievous	thorough
disastrous	neighbour	vehicle
		yacht