



Year 5 English Progression Document

Term	Autumn 1 (7 ½ weeks)		Autumn 2	(7 weeks)	Spring 1	(6 weeks)	Spring 2	(6 weeks)	Summer	1 (6 weeks)	Summer 2	(7 weeks)
Theme	e Time Detectives		Alpine A	dventure	Earth ar	space	Ancient Greeks		Oceans and Seas		Tudor England	
Text Drivers	Boy: Tales of Childhood		dhood Chronicles of Narnia: The Lion, the Witch and the Wardrobe		ke Equation	Percy Jackson and the Lightning Thief		Flotsam		The Boy at the Back of the Class		
Link Texts			Survivors – Da	vid Long	The Many Wo	rlds	Greek Myths		Malamander		Tudor Tales	
Mini / Short Writing Outcome(s) and purpose	Short mini writes about events from their lives.		Setting descriptions from other settings in the text or using similar Al generated settings.	Retelling conversation between two characters	Set of instructions for a piece of space artwork	Fight scene between hero and monster (dialogue)	Re-writing short sections of Percy Jackson.	Write about history learned linked to Ancient Greece.	Descriptions using the illustrations from the book.	Introduction to a persuasive letter	Diary entry from a different character's perspective.	Re-write one of the existing scenes.
Longer / Main Writing Outcome(s) and purpose	Recount: Autobiograp hical recount of a life event, inspired by Boy: The Tales of Childhood.	Explanation: science or DT write up depending on children's engagement	Narrative: setting description of when Lucy finds Narnia	Narrative: Retelling a key scene in the story.	Instructions: How to make a model solar system	Narrative: sci-fi short story	Narrative: Percy Jackson inspired story	Report: Non- chronologica I report about life in Ancient Greece.	Poetry: linked to Flotsam Narrative: setting description from Flotsam	Persuasive: Letter to prevent ocean pollution	Recount: Diary entry from the perspective of one of the characters from the book	Narrative: write an additional scene from the book
Audience	Publish their autobiograp hy to share with their parents/care rs.	Make a display to present their DT/Science investigation s.	Share with a younger partner year group to encourage them to read the rest				For fans of Percy Jackson.	Share with parents/care rs at Ancient Greece showcase.	To display with their poems linked to Flotsam.	To the government.		For fans of the original book.

hair (noun modified with preposition).

Fronted adverbials can be used e.g. During the night, in a distant field frose field frose g. During the night, in a distant field free should be punctuated using a comma. co		preposition).	preposition).	preposition).	preposition).	e.g. During	preposition).
Fronted adverbials can be used e.g. During the night, in a distant field		preposition).	preposition).	ргерозиюну.	ргерозіцопу.		preposition).
Fronted adverbials can be used e.g. During the night, in a distant field These should be punctuated using a comma. These should be punctuated using a comma. Verbs and Verbs and adverbs should be sh							
adverbials can be used e.g. During the night in a distant field		Fronted	Fronted	Fronted	Fronted		Fronted
can be used e.g. During the night, in a distant field field.							
e.g. During the night, the night, in a distant field the night, in a distant field These These These should be punctuated punctuated using a comma. Comma. Verbs and verbs and adverbs adverbs should be should be chosen for effect e.g. effect e.g. shoulde field e.g. bring ttered instead of instead of instead of instead of said; angrily/quiet ty etc. to show rather than tell thow how characters feel and behave. Create Create Create Create Create through the use of nouns and							
the night, in a distant field fie							
in a distant field field These These Should be punctuated using a comma. Verbs and adverbs should be should be punctuated using a comma. Verbs and adverbs should be should be chosen for comma. Verbs and adverbs should be should		-				_	
field These should be should be should be punctuated using a comma. Verbs and adverbs adverbs should be chosen for comma. Verbs and adverbs should be should be should be should be should be using a comma. Verbs and adverbs should be chosen for comma. Verbs and adverbs should be chosen for effect e.g. should be chosen for effect e.g. should be chosen for effect e.g. should be should be chosen for effect e.g. should be				_	-	Comma.	
These should be should be punctuated using a comma. Verb and adverbs of should be chosen for comma. Verbs and adverbs should be chosen for effect e.g. should be chosen for effect e.g. should be chosen for effect e.g. shouled/mut treed instead of said; angrily/quiet ly etc. to show rather than tell how characters feel and behave. Verbs and adverbs should be chosen for effect e.g. shouled/mut treed instead of said; angrily/quiet ly etc. to show rather than tell how characters feel and behave. Create Create cohesion through the use of nouns and						Vorbs and	
should be punctuated using a comma. Comma. Verbs and adverbs should be chosen for using a comma. Verbs and adverbs should be chosen for effect e.g. should function of instead of instead of instead of instead of said; angrily/quiet ly etc. to show rather than tell obave. behave. The proposed of the pronouns. Should be chosen for effect e.g. should be chosen for effect e.g. should function of the pronouns. Should be punctuated using a comma. Verbs and adverbs should be chosen for effect e.g. should be verbs and adverbs should be verbs and adverbs should be verbs and adverbs should be verbs and effect e.g. should function of the pronouns of the pronouns. Should be punctuated using a comma. Verbs and adverbs should function of said; angrily/quiet should be verbs and adverbs and pronouns. Verbs and of said; angrily/quiet should be verbs and adverbs and pronouns. Should be chosen for effect e.g. should function of said; angrily/quiet should be verbs and adverbs and pronouns. Should be chosen for effect e.g. should be verbs and adverbs angrily/quiet should be verbs and adverbs and pronouns. Should be verbs and adverbs and pronouns. Should be verbs and of said; angrily/quiet should be verbs and pronouns. Should be verbs and adverbs angrily/quiet should be verbs angrily/quiet comma. Verbs and of said; angrily/quiet should be verbs angrily/quiet should be verbs angrily/quiet command tell observed that tell how show rather than tell observed the pronouns characters feel and behave. Create characters behave. Create characters behave. Create characters feel and behave. Create characters feel and behave. Create characters of a command tell of a com							
punctuated using a comma. Comma. Verbs and comma. Verbs and adverbs should be should be chosen for effect e.g. shouted/mut ttered instead of said; angrily/quiet ly etc. to show rather than tell how characters feel and behave. Create Cohesion through the use of nouns and pronouns. and verbs and adverbs should be chosen for effect e.g. shouted/mut ttered instead of said; angrily/quiet ly etc. to show characters feel and behave. Create Cohesion through the use of nouns and pronouns. and verbs and adverbs should be effect e.g. comma. Verbs and adverbs shouted of said; and seffect e.g. shouted/mut ered instead of said; angrily/quiet ly etc. to show characters feel and behave. Using a comma. Verbs and adverbs shouted of said; angrily/quiet ly etc. to show characters feel and behave. Using a comma. Verbs and of said; and swerbs should be verbs and of said; angrily/quiet ly etc. to show characters feel and behave. Using a comma. Verbs and adverbs should be effect e.g. to show chasen for rather than ell flow chosen for rather than effect e.g. to show characters tered instead of instead of instead of instead of said; angrily/quiet ly etc. to show rather than tell low characters feel and behave. Use to chesion through the use of nouns and pronouns. Using a comma. Verbs and adverbs and effect e.g. Verbs and of effect e.g. Verbs and of said; angrily/quiet ly etc. to show characters tered feel effect e.g. Verbs and of said; angrily/quiet ly etc. to show characters feel and behave. Use to chesion through the use of nouns and pronouns. Using a comma. Verbs and effect e.g. Verbs and of said; angrily/quiet ly etc. to show characters feel and behave. Use of nouns and pronouns. Using a comma. Verbs and adverbs and of said; angrily/quiet ly etc. to show characters feel and behave. Use of nouns and pronouns.							
using a comma. Using				'			'
comma. comma. verbs and Verbs and adverbs adverbs should be should be should be chosen for effect e.g. shouted/mu tered shouted/mu tered instead of said; angrily/quiet shouted/mu tered instead of said; angrily/quiet lever. I y etc. to show rather show rather than tell how how how how how characters feel and behave. Create Cohesion through the use of nouns and nor more consume and and sand comma. comma. shouted/mut ered ered instead of said; angrily/quiet lever to shouted/mu tered feel and behave. comma. shouted/mut ered instead of said; angrily/quiet lever to show rather than tell how shouted/mu tered feel and behave. comma. shouted/mut ered instead of said; angrily/quiet lever tered feel and instead of said; angrily/quiet lever. shouted/mu characters tered feel and instead of said; angrily/quiet lever. shouted/mu characters tered feel and instead of said; angrily/quiet lever. shouted/mu characters tered feel and instead of said; angrily/quiet lever. shouted/mu characters tered feel and behave. shouted/mu characters tered feel and behave. shouted/mu characters tered tere. shouted/mu characters tered feel and behave. shouted/mu characters tered tered. shouted/mu characters tered tered feel and behave. shouted/mu characters tered tered feel and behave. shouted/mu characters tered tered. shouted/mu chara		1 -	'	ŭ	'		_
Verbs and adverbs adverbs should be chosen for deffect e.g. shouted/mu ttered instead of said; angrily/quiet ly etc. to show rather than tell how characters feel and behave. Create cohesion through the use of nouns and mad adverbs adverbs should be chosen for effect e.g. shouted/mu ttered instead of said; angrily/quiet ly etc. to show rather than tell cohesion through the use of nouns and and mad shouted is said through the use of nouns and and pronouns. Verbs and adverbs adverbs should be chosen for chosen for rather than effect e.g. should be vy etc. to show chosen for rather than effect e.g. tell how shouted/mu ttered feel and instead of said; angrily/quiet ang		_		COIIIIIa.	_		Comma.
Verbs and adverbs adverbs should be should be should be should be should be chosen for effect e.g. of chosen for effect e.g. shouted/mu ttered shouted/mu ttered instead of instead of instead of instead of instead of said; angrily/quiet ly etc. to show rather than tell than tell than tell than tell than tell characters feel and behave. Create Cohesion through the use of nouns and mand		comma.	comma.	Manhaand	comma.		Vanha and
adverbs should be should be chosen for chosen for effect e.g. shouted/mu tered tered tered instead of said; angrily/quiet ly etc. to show shouted/mu tered tered instead of said; angrily/quiet ly etc. to show characters tered instead of said; angrily/quiet ly etc. to show characters tered instead of said; angrily/quiet ly etc. to show rather than tell than tell than tell how characters feel and behave. behave. Create Create Cohesion through the use of nouns and and		Manha and	Manha and		Manhaanal		
should be chosen for effect e.g. chosen for effect e.g. shouted/mut tered shouted/mut tered instead of instead of said; angrily/quiet ly etc. to show rather than tell than tell how how characters feel and behave. Create Create Cohesion through the use of nouns and characters feel and self-mut had and through the use of nouns and cohesion through the use of nouns and cohesion through the use of nouns and characters and chosen for effect e.g. shouted/mut tered shouted/mut tered shouted/mut tered shouted/mu characters feel and instead of said; angrily/quiet ly etc. to show rather show rather show rather than tell how show rather than tell was of nouns and shouted/mu tered shouted						, , , , , , , , , , , , , , , , , , ,	
chosen for effect e.g. effect e.g. shouted/mu tered shouted/mu ttered instead of said; angrily/quiet ly etc. to show rather than tell than tell than tell how characters feel and behave. Create chesion through the use of nouns and mand Create cohesion through the use of nouns and Croate effect e.g. shouted/mu tered shouted/mu tered shouted/mu ttered instead of said; shouted/mu ttered instead of said; angrily/quiet ly etc. to show rather than tell was of nouns and pronouns. Effect e.g. shouted/mu tered shouted/mu ttered feel and instead of said; angrily/quiet ly etc. to show rather ly etc. to show rather than tell was of nouns and pronouns. Effect e.g. the lossen for effect e.g. shouted/mu tered shouted/mu ttered feel and instead of said; angrily/quiet ly etc. to said; angrily/quiet ly etc. to show rather than tell how characters than tell was of nouns instead of said; angrily/quiet ly etc. to show rather than tell was of nouns and pronouns. Effect e.g. tell how shouted/mu ttered instead of said; angrily/quiet ly etc. do said; angrily/quiet ly etc. to show rather than tell was of nouns and pronouns. Effect e.g. tell how characters feel and instead of said; angrily/quiet ly etc. to cohesion through the use of nouns and pronouns.							
effect e.g. shouted/mu ttered shouted/mu ttered shouted/mu ttered shouted/mu ttered instead of instead of said; angrily/quiet ly etc. to show rather than tell how characters feel and behave. Show rather than tell how characters feel and behave. Create cohesion through the use of nouns and and withrough the use of nouns and pronouns.						I *	
shouted/mu ttered ttered instead of instead of instead of said; angrily/quiet ly etc. to show rather than tell on the than tell how characters feel and behave. Shouted/mu ttered instead of said; angrily/quiet ly etc. to show rather than tell on the than tell on the than tell on the cohesion cohesion through the tuse of nouns and							_
ttered instead of instead of instead of said; angrily/quiet angrily/quiet ly etc. to show rather than tell than tell than tell thow how feel and behave. The said of said; angrily/quiet ly etc. to show rather than tell than te				· · · · · · · · · · · · · · · · · · ·			
instead of said; said; angrily/quiet ly etc. to show rather than tell how than tell how characters feel and behave. Create cohesion Create Create Create Cohesion through the use of nouns and model of the pronouns. Instead of said; angrily/quiet said; angrily/quiet ly etc. to show rather than tell how characters fool and through the use of nouns and said; angrily/quiet ly etc. to show rather than tell how characters feel and behave. Create cohesion through the use of nouns and pronouns.			I I				
said; angrily/quiet angrily/quiet ly etc. to show rather show rather than tell how than tell how characters how how feel and behave. Create cohesion through the cohesion through the use of nouns through the use of nouns and through the cohesion through the use of nouns and pronouns. Create cohesion through the use of nouns and pronouns. In the pronouns and through the use of nouns and pronouns. In the pronouns and pronouns and pronouns.							
angrily/quiet ly etc. to show rather than tell show characters how how characters feel and behave. Create cohesion Create Cohesion Create Create Cohesion through the use of nouns and and And And Create Cohesion through the use of nouns and and Through the use of nouns and And Through the use of nouns and Through the Use of Through the Use of Through the Use of Through the Thro				· · · · · · · · · · · · · · · · · · ·		behave.	
ly etc. to show rather than tell show rather than tell than tell than tell how characters feel and behave. Create Create cohesion through the cohesion through the use of nouns and and through the use of nouns and through the use of nouns and through the use of nouns and through the use of nouns through the u			· · · · · · · · · · · · · · · · · · ·		,		
show rather than tell than tell than tell how characters how how characters feel and behave. Create cohesion through the use of nouns and seed and behave. Create cohesion through the use of nouns and seed and through the use of nouns and through the use of nouns and through the use of nouns and seed and behave. Create cohesion through the use of nouns and throug				ly etc. to		Create	
than tell how how characters feel and how characters feel and behave. Create cohesion through the use of nouns and characters feel and and behave through the use of nouns and characters feel and and behave. Create cohesion through the use of nouns and and and characters feel and behave. Create cohesion through the use of nouns and and and and and characters feel and behave. Create cohesion through the use of nouns and and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and through the use of nouns and pronouns.		ly etc. to	ly etc. to	show rather	, ,	cohesion	
how characters characters feel and behave. Create cohesion Cohesion through the use of nouns and and behave. Create cohesion through the use of nouns and and behave. Create cohesion through the use of nouns and and and behave. Create cohesion through the use of nouns and and characters feel and behave. Create cohesion through the use of nouns and characters feel and behave. Use of paragraphs to organise ideas. Use of paragraphs to organise ideas. use of nouns and pronouns.		show rather	show rather	than tell how	show rather	through the	than tell how
characters feel and behave. Create Create Cohesion through the use of nouns and use of nouns and and cohesion and and cohesion and characters feel and behave. Create Characters feel and behave. Create cohesion through the use of nouns and characters feel and behave. Create cohesion through the use of nouns and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and characters feel and behave. Create cohesion through the use of nouns and through the use of nouns and pronouns.		than tell	than tell	characters	than tell	use of nouns	
feel and behave. Create cohesion Create Create cohesion Croesion cohesion through the use of nouns and and feel and behave. Create cohesion through the use of nouns and and feel and behave. Use of paragraphs to organise ideas. Use of paragraphs to organise ideas. Use of paragraphs to organise ideas. use of nouns and pronouns.		how	how	feel and	how	and	feel and
behave. Create cohesion Create Create Cohesion Create Organise ideas. Use of paragraphs to organise ideas. Use of paragraphs to organise use of nouns and pronouns and pronouns.		characters	characters	behave.	characters	pronouns.	behave.
Create Create cohesion through the cohesion through the use of nouns and and cohesion cohesion through the use of nouns and and cohesion through the cohesion through the use of nouns and through the use of nouns and cohesion through through the use of nouns an		feel and	feel and		feel and		
Create Create cohesion through the use of nouns and and cohesion cohesion through the use of nouns and and cohesion cohesion through the use of nouns and through the use of nouns and cohesion through the use of nouns and through the use of nouns and cohesion through the use of nouns and through the use of nouns and use of nouns and cohesion through the use of nouns and through the use of nouns and use of nouns a		behave.	behave.	Create	behave.	Use of	Create
cohesion through the use of nouns and cohesion through the use of nouns and and cohesion through the use of nouns and cohesion through throu				cohesion		paragraphs to	cohesion
cohesion through the use of nouns and cohesion through the use of nouns and and cohesion through the use of nouns and cohesion through throu		Create	Create	through the	Create		through the
through the use of nouns and through the use of nouns and and through the use of nouns and and through the use of nouns and through the use of nouns.						_	
use of nouns and use of nouns and pronouns. use of nouns and pronouns.							
and and and		_			_		
							, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		pronouns.	pronouns.		pronouns.		

			Use of paragraphs to organise ideas.	Use of paragraphs to organise ideas.		Use of paragraphs to organise ideas.	Use of paragraphs to organise ideas.					Use of paragraphs to organise ideas.
Grammati cal	Use of past perfect	Indicate degrees of	Relative clauses can	Relative clauses can	Parenthesis can be used	Past progressive	Past	Create cohesion	Adverbs of possibility to	Modals can be used to suggest	Use of past perfect	Relative clauses can
Features	tense	possibility	be used to	be used to	to add	tense.	progressive tense.	within	used to	degrees of	tense	be used to
1 5 5 5 5 5	10.100	using	add further	add further	additional			paragraphs	suggest the	possibility		add further
	Modals can	adverbs and	information,	information,	advice	Dashes to	Dashes to	using	possibility of	,	Modals can	information,
	be used to	modal verbs	this should	this should		emphasise	emphasise	adverbials	what may	Create cohesion	be used to	this should
	indicate		include the	include the	Relative	the thoughts	the thoughts		have	within	indicate	include the
	degrees of	Use layout	use of	use of	clauses can	of the	of the	Parenthesis	happened to	paragraphs	degrees of	use of
	possibility	devices to provide	commas when	commas when	be used to add further	characters.	characters.	can be used to add	the camera on the	using adverbials	possibility	commas when
	Create	additional	required	required	information	Adverbials to	Adverbials	additional	journey.		Create	required
	cohesion	information				create	to create	information	,		cohesion	
	within	and guided	Past perfect	Past perfect	Modals can	cohesion	cohesion	Use layout	Relative		within	Past perfect
	paragraphs	the reader	and past	and past	be used to	across	across	devices to	clauses used		paragraphs	and past
	using		perfect .	perfect	suggest	paragraphs.	paragraphs.	provide	to add		using	perfect
	adverbials	Create cohesion	progressive tense.	progressive tense.	degrees of possibility	Modals used	Modals	additional information	further information.		adverbials	progressive tense.
		within	terise.	terise.	possibility	to suggest	used to	and guide	illioilliation.			terise.
		paragraphs	Adverbials	Adverbials	Use layout	degrees of	suggest	the reader	Revisit past			Adverbials to
		using	to create	to create	devices to	possibility.	degrees		perfect and			create
		adverbials	cohesion	cohesion	provide		of		past perfect			cohesion
			across	across	additional		possibilit		progressive			across
		Relative	paragraphs.	paragraphs.	information		у.		tense.			paragraphs.
		clauses can be used to			and guided the reader							
		add further			the reader							
		information										
		Parenthesis										
		can be used										
		to add										
		clarification										
		of technical words										
		words										

Stage 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate co-ordinate, co-own, re educate, re-energise, re-enter, re evaluate, re-examine, re-explair
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in '-fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though

Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34 Revision words
	circumstantial,	comfortable,	knife, knight, knowledge,	although, bough,	cereal, serial,	conscious, constant,
	confidential, essential,	dependable, enjoyable,	knuckle, mnemonic,	dough, doughnut,	complement,	controversy,
	impartial, influential,	horrible, incredible,	pterodactyl,	enough, plough, rough,	compliment, principal,	comfortably, earlier,
Words	potential, preferential,	possible, reasonable,	wreath, wreckage, wrestler,	though, tough, toughen	principle, stationary,	elegance,
	residential, substantial,	reliable, terrible,	writer		stationery, wary,	fictitious, frequent,
	torrential	understandable			weary	manageable,
						understandable
	Step 5:	Step 11:	Step 17:	Step 23:	Step 29: Words that	Step 35: Revision
Objective	Words ending in	Words ending in	Words with 'silent' letters	Adverbs of	are homophones or	words
Objective	'-cial' and '-tial'	'-ably' and '-ibly'		possibility and	near homophones	
				frequency		
	commercial,	comfortably,	ascend, autumn, build,	certainly, definitely,	affect, effect, dessert,	ascend, awkward,
	controversial,	dependably, horribly,	disciple, doubt, island,	frequently, infrequently,	desert, draft, draught,	conscience, dough,
	controversially, financial,	incredibly, legibly,	lamb, receipt, solemn,	obviously, occasionally,	precede, proceed,	probably,
Words	financially, initial, initially,	possibly,	thistle	often,	who's, whose	receive, species,
	palatial, provincial, spatial	reliably, sensibly, terribly,		probably, possibly,		thought, transferring,
		visibly		rarely		writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
	appreciate, cemetery,	accommodate,	ancient, amateur,	accompany,	achieve, apparent,	aloud, community,
	conscious, convenience,	available, controversy,	awkward, criticise,	communicate,	bargain, bruise,	complement, desert,
Words	environment,	dictionary, marvellous,	equipment, excellent,	conscience, desperate,	community,	device, heard, muscle,
Words	immediately, language,	opportunity, secretary,	foreign, pronunciation,	disastrous, interfere,	mischievous, muscle,	precede, principle,
	sufficient, thorough,	sincerely, suggest, twelfth	symbol, yacht	nuisance, queue,	necessary, vehicle,	stationary
	vegetable			restaurant, rhythm	system	

-							
	Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
			•	• •		•	·
- 1							