



Curriculum Knowledge & Skills Progression

Writing

Emily Holland Revised Jan 2025

Writing

At Hollinhey Primary School, we believe that ability to write is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond. Our curriculum has been designed to ensure that pupils enjoy writing and have passion and enthusiasm for it. Our aim is to ensure that pupils write clearly, accurately and coherently; write in different styles and for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group.

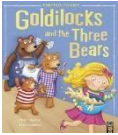


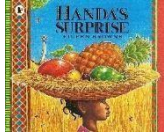

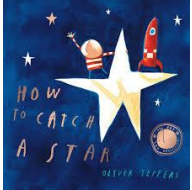
We carefully choose rich texts which inspire the children to write and allow the different skills to be taught. Each writing unit is planned in accordance with the national curriculum objectives, whilst considering the purpose of writing and forms part of our writing progression document which ensures all skills are taught. Two pieces of work are linked to the current text, so that children can benefit from the links and deepen their understanding of the skills taught.

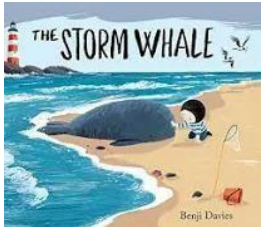
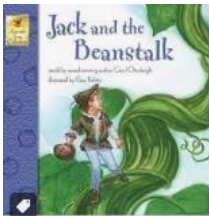
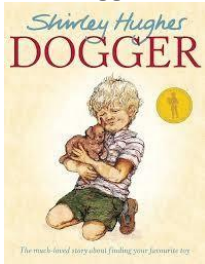
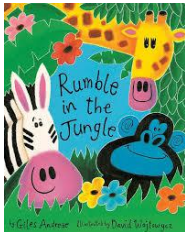
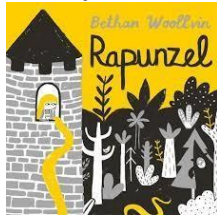
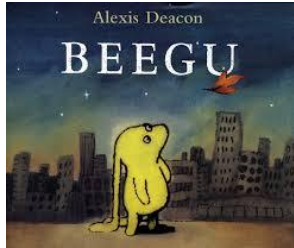
As all aspects of English are an integral part of the curriculum, cross curricular writing standards will also improve as the skills taught in the English lesson will be transferred into other subjects; showing a consolidation of skills and a deeper understanding of how and when to use specific punctuation and grammar objectives. Children are taught to self-correct, edit and improve their writing and that of others and evidence of this can be found in books, in purple pen. Children will feel that they are suitably challenged, yet also know that they will be well supported where needed.

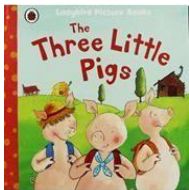
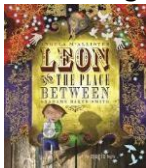
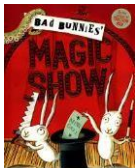
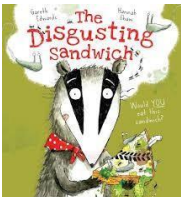
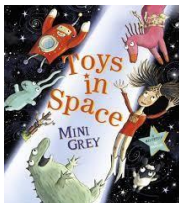

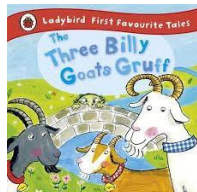
This Progression Document from Reception to Y6 includes:

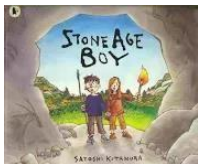

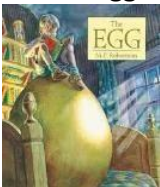


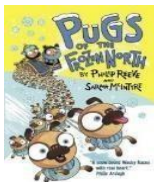
- **Writing Progression linked to specific texts including a range of text types, purpose, and formats**
- **Links to the Herts for Learning Writing Progression and Assessment**
- **Handwriting, Grammar & Punctuation Progression**
- **Phonics Progression linked to Read, Write Inc**
- **Spelling Progression linked to Spelling Shed**

Reception

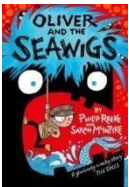
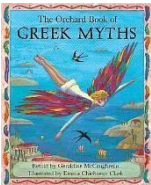
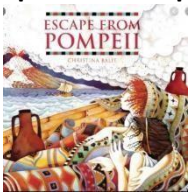
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
Goldilocks and the Three Bears 	The Little Red Hen 	The Gingerbread Man 	Handa's Surprise 	The Very Hungry Caterpillar 	How to catch a star 
Writing Outcome and Writing Purpose					
Use images to sequence the story of <i>Goldilocks...</i>	Create a list of characters from the story.	Who else could <i>The Gingerbread Man</i> run away from?	What fruit did Handa take to her friend?	Innovate the story <i>The Very Hungry...</i>	A list poem of what is in space.
Orally describe the Goldilocks and the three bears.	Words that rhyme with HEN.	How could we catch <i>The Gingerbread Man.</i>	What is happening at this part of the story?	What did I eat? Written as if I were <i>The Very Hungry Caterpillar.</i>	Describing either the rocket or the boy from the story.
Main half term focus					
Writing our name Recognising and hearing initial letters in sounds that have been taught during phonics. Writing initial letters in words.	Continuation of initial letters. Beginning to write CVC and CVCC/ CCVC words Sequencing familiar stories Letter formation	Continuation of writing CVC and CVCC/ CCVC words. Generating our own ideas. Letter formation	Writing short sentences. Letter formation	Orally using: first, then, last. Short sentences which may include fingers. Letter formation	Describing familiar objects Independently thinking of our own ideas and using these to form short sentences.

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
The Storm Whale 	Jack and The Beanstalk 	Dogger 	Rumble in the Jungle 	Rapunzel 	Beegu 
Writing Outcome and Writing Purpose					
Captions to describe characters from the story.	Retelling the beginning of the story.	A wanted poster describing <i>Dogger</i> . Use of the word <i>and</i> to connect adjectives.	Create our own riddle about a familiar animal.	Retelling part of the story	Write a character profile of Beegu.
A speech bubble from the <i>Storm Whale</i> .	Describing the giant or the bean stalk	Write about what happened to Dogger when he was lost.	Recount of our visit to Peak Wildlife.	Describe the story setting.	Write a diary entry as if you were Beegu.
Year 2					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
The Three Little Pigs 	Leon and the Place Between & Bad Bunnies Magic Show  	The Disgusting Sandwich 	Toys in Space 	The Secret of Black Rock 	The Three Billy Goats Gruff 
Writing Outcome and Writing Purpose					
Purpose: To entertain Text: Narrative Form: An alternative ending	Purpose: To inform Text: Explanation Form: An invitation to the magic show.	Purpose: To entertain Text: Narrative Form: Innovating part of the story.	Purpose: To inform Text: Recount Form: Recount of school trip.	Purpose: To entertain Text: Narrative Form: Retelling part of the story.	Purpose: To entertain Text: Narrative Form: Innovation of the story (characters, setting)
Purpose: To inform Text: Instructions Form: Recipe for Wolf stew.	Purpose: To entertain Text: Narrative Form: Character description of Leon	Purpose: To entertain Text: Letter Form: A letter of apology from a character apologising to the boy.	Purpose: To entertain Text: Non-Chron Form: A description of a lost toy.	Purpose: To entertain Text: Narrative Form: A postcard from a character.	Poetry: Excuses – Allan Ahlberg Purpose: To entertain Text: Poetry (Quatrain ABAB) Form: Rewriting the poem using our own excuses.
Year 3					

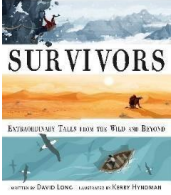

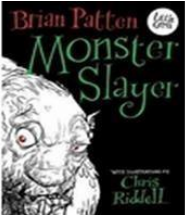
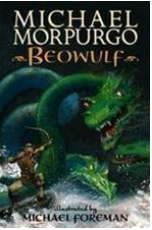

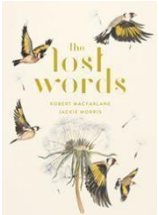
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
Stone Age Boy 	Iron Man 	The Egg 	Marcy and the Riddle of the Sphinx 	The Secret Sky Garden 	Treasure Island 
Writing Outcome and Writing Purpose					
Purpose: To entertain Text: recount Form: Diary entry, recounting part of the story	Purpose: To entertain Text: narrative Form: A character description of the <i>Iron Man</i>	Purpose: To inform Text: instructions Form: instructions on how to keep a dragon	Purpose: To Inform Text: Narrative - description Form: A description of something from the story.	Purpose: To persuade Text: persuasive letter Form: persuasive letter asking to create a wild garden.	Purpose: To entertain Text: Narrative Form: an adventure story. An alternative character finds the treasure
Purpose: To entertain Teacher Text: narrative Form: Own portal story beginning.	Purpose: To entertain Text: narrative Form: A letter of apology.	Poetry: Sound Collector – Roger McGough Purpose: To entertain Text: Poetry Form: Rewriting the poem.	Purpose: To inform Text: Non-chronological report Form: Wikipedia page on own God.	Purpose: To inform Text: narrative Form: An alternative chapter to the story, including speech.	Poetry: Seaview – John Foster Purpose: To entertain Text: poetry Form: Haiku

Year 4

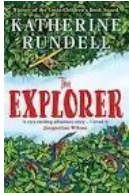
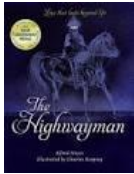

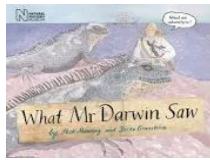
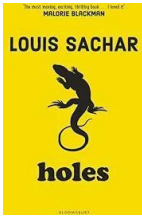
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
The Tin Forest 	Oliver and the Seawigs 	The Orchard Book of Greek Myths 	The Barnabus Project 	A World of Food 	Escape from Pompeii 
Writing Outcome and Writing Purpose					
Purpose: To entertain Type: Narrative Form: Descriptive, alternative opening	Purpose: To inform Type: Recount Form: Diary entry by Oliver Crisp on his first day of moving into his new house.	Purpose: To entertain Type: Narrative Form: creation of their own myth based upon the Midas Touch.	Purpose: To entertain Type: Narrative - description Form: Description of one of the scenes from the story.	Poetry Purpose: To entertain Type: Poetry Form: Creating our own version of the poems in the book.	Purpose: To inform Type: Non-chronological report Form: An explanation of how you escaped from Pompeii during the eruption of Vesuvius.
Purpose: To persuade Type: Persuasion Form: persuasive speech to convince people to help endangered animal.	Purpose: To entertain Type: Instructions Form: A set of instructions on how to make your own Seawig!	Purpose: To inform Type: Non-chronological report Form: A report on a character from one of the Greek myths.	Purpose: To Persuade Type: Persuasion Form: A letter from one of the failed projects asking to be let out of the bell jar.	Purpose: To persuade Type: Persuasion Form: a leaflet persuading people to visit Modern Greece.	Purpose: To inform Type: Recount Form: An eyewitness account of the factual events of Pompeii.

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Vehicle Text

Survivors	Windrush Child	Monster Slayer	Beowulf	Blackberry Blue & Fairy Tales	Lost Words
					
Writing Outcome and Writing Purpose					
Purpose: To entertain Text: Narrative Form: Setting description of sandstorm	Purpose: To inform Text: Recount Form: Biography of Windrush person or character Or Diary entry from the perspective of one of the characters	Purpose: To inform Text: Non-chronological report Form: Encyclopaedia entry on mythological beast.	Purpose: To entertain Text: Narrative Form: Norse Myth – inc character description and setting	Purpose: To entertain Text: Narrative Form: Introduction to short story in a local setting/Modern Fairy tale	Purpose: To entertain Text: Poetry Form: Own 'Lost Words' Poem – range of style including simile, metaphor and personification.
Purpose: To inform Text: Narrative Form: Retelling a story of survival (focus on language features)	Purpose: To persuade Text: Persuasion Form: Letter to persuade local council to erect a new monument to commemorate Windrush generation.	Purpose: To persuade Text: Persuasive Letter Form: A letter to the king arguing that they should be the one to take on Grendel	Purpose: To discuss Text: Discussion Form: Debate - Would you rather have been an Anglo-Saxon, Viking or Norman?	Purpose: To inform Text: Explanation Form: Guidebook – to a traditional tale setting.	Purpose: To inform Text: Speech Form: A speech about a current topic.

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
<p>The Explorer & The Greek Kapok Tree</p> 	<p>WW1 Poem & The Highway Man</p> 	<p>The Chocolate Tree & The Rain Player</p> 	<p>What Darwin Saw & When Darwin Sailed the Sea</p> 	<p>Holes</p> 	
Writing Outcome and Writing Purpose					
<p>Purpose: To entertain</p> <p>Text: Narrative Cliffhanger</p> <p>Form: Descriptive opening to a story about finding themselves in the Amazon Rainforest.</p>	<p>Purpose: To entertain</p> <p>Text: Poetry</p> <p>Form: Performance Poetry to perform on Armistice Day</p>	<p>Purpose: To inform</p> <p>Text: Instructions</p> <p>Form: Instructions How to play Pok-a-Tok</p>	<p>Purpose: To entertain</p> <p>Text: Fictional Recount</p> <p>Form: Diary/Journal of Syms Covington, Cabin Boy on the HMS Beagle</p>	<p>Purpose: To entertain</p> <p>Text: Narrative</p> <p>Form: Missing Chapter</p>	<p>Purpose: To persuade or discuss</p> <p>Text: Speech</p> <p>Form: Balanced or Biased argumentative speech to perform on subject of own choosing.</p>
<p>Purpose: To inform</p> <p>Text: Non-Chronological Report</p> <p>Form: Encyclopaedic Page on an Animal of the Amazon</p>	<p>Purpose: To inform</p> <p>Text: Recount</p> <p>Form: Newspaper Report on Events in The Highwayman</p>	<p>Purpose: To entertain</p> <p>Text: Narrative</p> <p>Form: Creation story re-telling</p>	<p>Purpose: To explain</p> <p>Text: Explanation</p> <p>Form: Explanation of Geneticons and their Evolution and migration</p>	<p>Purpose: To inform</p> <p>Text: Recount</p> <p>Form: Informal Letter Home</p>	<p>Text: Explanation</p> <p>Form: Formal letter to explain and persuade about changes needed at Camp Green Lake</p>



Progression in text type -

Progression in knowledge and skills –



writing-planning-plat
forms-y1.pdf

Year 1



writing-planning-plat
forms-y2.pdf

Year 2



writing-planning-plat
forms-y3.pdf

Year 3



writing-planning-plat
forms-y4.pdf

Year 4



writing-planning-plat
forms-y5.pdf

Year 5



writing-planning-plat
forms-y6.pdf

Year 6



hfl-writing-teacher-a
ssessment-framework

Assessment for writing Years 1-6

Hollinhey HPG Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology					
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, noun, verb, adjective.	All terminology from All year group/s below plus: Verb, tense (past, Word conjunction, adverb, preposition, direct conjunction (co-commas, subordinating), clause, compound, suffix, clause adverb, apostrophe possession), comma, command, question.	terminology from All year group/s below plus: family, Determiner, possessive pronoun, adverbial expanded noun prefix, ordinating and subordinate (contraction and Statement, exclamation,	terminology from year group/s below plus: pronoun, present, future), adjective, noun, phrase, speech, inverted consonant, vowel,	All terminology from year below plus: year group/s Relative clause, modal relative pronoun, voice, bracket, object, hyphen, colon, semi- ambiguity,	All terminology from group/s below plus: Active and passive verb, subject and parenthesis, dash, cohesion, synonym, simile colon, bullet points, antonym
Punctuation					
I can separate words with finger spaces.	I can use capital letters, full stops, question marks and exclamation marks to accurately demarcate sentences	I can use inverted commas to punctuate direct speech.	I can use inverted commas and other punctuation to indicate direct speech. I can use a new line for a new speaker when writing direct speech.	I can use brackets, dashes or commas to indicate parenthesis.	I can use the semi- colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]
I can punctuate sentences with a capital letter, full stop, question mark and exclamation mark. I can ask and write questions using: who, what, where, why, when and how.	I can use commas to separate items in a list		I can use apostrophes to mark plural possession.	I can use commas to clarify meaning or avoid ambiguity.	I can use the colon to introduce a list and use of semi-colons within lists

I can punctuate the days of the week, names of people or places personal pronoun "I" with a capital letter.	I can use apostrophes to mark where letters are missing (for contraction) and to mark singular possession.		I can use commas after fronted adverbials.		How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-
---	--	--	--	--	--

Grammar- word level					
I can identify nouns. I can use regular plural noun suffixes –s or –es.	I can form nouns using suffixes such as –ness, – er and by compounding [for example, whiteboard, superman]	I can form nouns using a range of prefixes [for example super–, anti–, auto–]	I can understand grammatical difference between plural and possessive –s	I can convert nouns or adjectives into verbs using suffixes [for example, –ate; – ise; –ify]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>]
I can identify verbs. I can add suffixes to verbs where no change is needed in the spelling of root words	I can form adjectives using suffixes such as – ful, –less	I can use a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	I can use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	I can use verb prefixes [for example, dis–, de–, mis–, over– and re–]	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
I can identify adjectives. I can understand how the prefix <i>un–</i> changes the meaning of verbs and adjectives	I can use of the suffixes– <i>er</i> , – <i>est</i> in adjectives and the use of – <i>ly</i> in standard English to turn adjectives into adverbs	I can make and understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
Grammar- sentence level					
I can combine words to make sentences	I can use subordination (using when, if, that, because) and co- ordination (using or, and, but).	I can express time, place and cause using conjunctions [for example, when, before, after, while, so, because] I can use subordinating conjunctions (when, before, after, until, while and since) at the start of and within my sentences.	I can use technical nouns for precision. I can use pronouns or nouns appropriately within And across sentences. I can use phrases expanded by the addition of modifying adjectives, nouns and preposition phrases can combine words to make sentences (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	I can use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

I can join words and clauses using and, but, so and or.	I can use expanded noun phrases.	I can use adverbs [for example, then, next, soon, therefore]	I can use fronted adverbials for when and where [for example, Later that day, I heard the bad news.]	I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	I can understand the difference between structures typical of informal speech and formal speech and apply appropriately in writing [for example, the use of question
	I can identify and use statements, questions exclamations or commands.	I can use prepositions [for example, before, after, during, in, because of]	I can create complex sentences with adverb starters.	I can create and use complex sentences using 'ing' / 'ed' opening clauses.	I can identify and use statements, questions exclamations or commands.
Grammar- text level					
I can sequence sentences to form short narratives	I can correctly and consistently use present and past tense throughout my writing	I can use paragraphs as a way to group related material	I can use paragraphs to organise ideas around a theme	I can use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]	I can link ideas across paragraphs using a wider range of cohesive devices such repetition of a word or phrase.
	I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	I can use headings and subheadings to aid presentation	I can recognise and use 1st person, 2nd person and 3rd person nouns.	I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	I can use headings and subheadings to aid presentation
		I can use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			I can use layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] to organise my writing.
Handwriting					
I can sit correctly at a table, holding a pencil comfortably and correctly. I can begin to form lowercase letters in the correct direction, starting and finishing in the right place	I can form lower-case letters of the correct size relative to one another. I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	I can write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

I can form capital letters correctly. I can form digits 0-9. I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	adjacent to one another, are best left unjoined. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflects the size of the letters.	I can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	I can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Choosing the right implement that is best suited for a task.	Choosing the right implement that is best suited for a task.
---	--	--	--	--	--

Progression of Phonics through Read, Write, Inc































Group A	The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words
Group B	The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds.
Group C	The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.
Ditty Group	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu A new ditty is taught each day.
Red Group	The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds.

Green Group	The children are able to Fred Talk real and alien words and also read a range of real words speedily Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The children practise the Speed Sounds and Green Words. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally.
Purple Group	The children are able to read most words speedily. Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.
Pink Group	The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)
Orange Group	The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious
Yellow Group	The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds.
Blue Group	The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds
Grey Group	The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds. They can read a text at 90 words per minute

[illegible]











Progression in sounds

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and swirl
Speed Sounds Set 3			ou  shout it out	oy  toy for a boy

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'	Step 7: Compound words and words with unstressed vowels	Step 13: Words with the split digraph 'o_e'	Step 19: Words where the digraph 'er' is stressed	Step 25: Words where the digraph 'ou' makes an /ow/ sound	Step 31: Words with the trigraph 'igh'
Words	puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back	pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish	home, those, woke, hope, hole, mole, spoke, joke, bone, phone	herb, verb, her, term, person, germ, stern, perch, fern, mermaid	out, mouth, sound, proud, shout, about, around, found, mound, count	high, night, light, bright, right, sight, tight, mighty, fright, midnight
Objective	Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern	Step 8: Words with the digraphs 'ai' and 'oi'	Step 14: Words with the split digraph 'u_e'	Step 20: Words where the digraph 'er' is unstressed	Step 26: Words where the digraph 'ow' makes an /ow/ or /oa/ sound	Step 32: Words with the digraph 'or' and the trigraph 'ore'
Words	bank, honk, tank, pink, think, kit, skin, mask, sketch, basket	rain, point, oil, wait, train, coin, join, paid, afraid, soil	June, rude, tube, flume, huge, rule, use, tune, flute, plume	better, summer, sister, after, never, under, winter, brother, ever, river	down, town, frown, how, brown, own, grow, show, blow, snow	forty, morning, north, torn, horse, more, score, before, wore, shore
Objective	Step 3: Words with the 'tch' trigraph	Step 9: Words with the digraphs 'ay' and 'oy'	Step 15: Words with the digraph 'ar'	Step 21: Words with the digraphs 'ir' and 'ur'	Step 27: Words ending in 'y' /ee/ and 've' /v/	Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound
Words	catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch	day, play, cowboy, enjoy, stay, toy, joy, clay, say, way	car, jar, park, arm, garden, hard, dark, stars, art, shark	girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday	very, happy, funny, party, family, give, have, love, shove, dove	saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut
Objective	Step 4: Adding '-s' and '-es' to make plurals	Step 10: Words with the split digraph 'a_e'	Step 16: Words with the digraph 'ee'	Step 22: Words where the digraph 'oo' makes an /oo/ sound	Step 28: Words with the digraphs 'ue' and 'ew'	Step 34: Words with the trigraphs 'air' and 'ear'
Words	flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches	made, take, came, mistake, same, safe, awake, snowflake, rake, plate	feel, tree, green, meet, week, see, free, sheet, feet, seek	food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom	Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new	air, pair, chair, fairy, hairy, ear, hear, year, near, clear
Objective	Step 5: Adding the suffixes '-ing' and '-ed'	Step 11: Words with the split digraph 'e_e'	Step 17: Words where the digraph 'ea' makes an /ee/ sound	Step 23: Words where the digraph 'oo' makes an /u/ sound	Step 29: Words where the digraph 'ie' makes an /igh/ sound	Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound
Words	looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed	even, complete, delete, Chinese, these, evening, eve, athlete, extreme	each, peach, reach, teach, lead, leaf, leap, beak, squeak, real	book, cook, foot, wood, good, shook, brook, stood, took, wool	lie, tie, pie, cried, tried, died, spied, fried, dried, tied	bear, wear, pear, bare, care, scare, share, hare, mare, dare
Objective	Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'	Step 12: Words with the split digraph 'i_e'	Step 18: Words where the digraph 'ea' makes an /e/ sound	Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound	Step 30: Words where 'ie' makes an /ee/ sound	Step 36: Words with the digraphs 'ph' and 'wh'
Words	fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock	five, ride, like, time, side, slide, spike, trike, fire, mine	head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf	goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat	chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief	dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where 'dge' makes a /j/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /igh/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 31: Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	Step 2: Words where 'ge' makes a /j/ sound	Step 8: Words ending in 'le'	Step 14: Words where '-es' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /o/ sound	Step 32: Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'el'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound	Step 33: Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Step 10: Words ending in 'al'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /or/ sound	Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 34: Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'o' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful' and '-less'	Step 36: Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'ai'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ie'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'ie'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
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
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'i' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	Step 4: with the prefix 'sub-' meaning 'below' or further divided	Step 10: Words ending '-lly'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between or among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and '-eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-lous'	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-explain
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
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, 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
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix '-over'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cial'/shuhl/ after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tial'/shul/	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical