



## English Curriculum Map – Squirrel / Badger Class – 2024 - 2025

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Our Lives		Topic: Ancient Egypt		Topic: Invaders and Settlers	
<i>Lighthouse Texts: The Great Explorer- Chris Judge</i>		<i>Lighthouse Texts: The Story of Tutankhamun by Patricia Cleveland-Peck</i>		<i>Lighthouse Texts: Escape from Pompeii by Christina Balit</i>	
<i>George’s Marvellous Medicine- Roald Dahl</i>		<i>Ocean Meets the Sky by The Fan Brothers</i>		<i>Lots; The Diversity Of Life by Nicola Davies</i>	
Writing Focus: <ul style="list-style-type: none"> <li>• Setting Description</li> <li>• Narrative</li> <li>• Character description</li> <li>• Instructions</li> <li>• Report</li> <li>• Journalistic writing</li> <li>• Dialogue</li> <li>• 3rd person narrative</li> </ul>		Writing Focus: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Fact File</li> <li>• Diary entry</li> <li>• Newspaper Report</li> <li>• Setting description</li> <li>• Diary writing</li> <li>• Writing in Role</li> <li>• Poetry</li> </ul>		Writing Focus: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Recount</li> <li>• Character retelling</li> <li>• Setting description</li> <li>• Diary writing</li> <li>• Character Description</li> <li>• Figurative language</li> <li>• Description</li> <li>• Poetry</li> </ul>	
Film Stimulus: Zahra		Film Stimulus: Tadeo Jones		Film Stimulus: The Black Hat	
Poetry focus: Firework Night- Classical Poetry		Poetry focus: Year 3 Performance Poetry		Poetry focus: Apes to Zebras – Shape Poems	
<b>Vocabulary, Grammar and Punctuation: Progression Steps</b>					
<u>Lancashire learning and progression steps in writing:</u> Y2: Vocabulary, Grammar & Punctuation <ul style="list-style-type: none"> <li>• Say, write and punctuate simple and compound sentences using the joining words and and but (co-ordination).</li> </ul>		<u>Lancashire learning and progression steps in writing:</u> Y2: Vocabulary, Grammar & Punctuation <ul style="list-style-type: none"> <li>• Say, write and punctuate simple and compound sentences using the joining words so and or (co-ordination).</li> </ul>		<u>Lancashire learning and progression steps in writing:</u> Y2: Vocabulary, Grammar & Punctuation <ul style="list-style-type: none"> <li>• Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination).</li> </ul>	

<ul style="list-style-type: none"> <li>• Use sentences with different forms: questions and exclamations.</li> <li>• Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>• Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</li> <li>• Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.</li> <li>• Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that...</li> <li>• Identify, understand and select verbs to complete sentences.</li> <li>• Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book.</li> <li>• Use past tense accurately and consistently for narratives, recounts and historical reports.</li> <li>• Identify, understand and select nouns to complete sentences.</li> <li>• Generate, select and effectively use adjectives.</li> <li>• Identify, understand and select adverbs to complete sentences.</li> </ul> <p><i>Y3: Vocabulary, Grammar &amp; Punctuation</i></p> <ul style="list-style-type: none"> <li>• <i>Identify clauses in sentences.</i></li> <li>• <i>Explore and identify main and subordinate clauses in complex sentences.</i></li> <li>• <i>Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, before, after.</i></li> <li>• <i>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statements and commands.</li> <li>• With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</li> <li>• Use commas to separate items in a list.</li> <li>• Use subordination for time using before and after e.g. We ate our picnic before the rain came. Before the rain came, we ate our picnic.</li> <li>• Use subordination for reason using if e.g. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</li> <li>• Use the subordinating conjunction that in sentences and use in narrative writing, e.g. Dougal said that he would love to stay.</li> <li>• Generate, select, and effectively use verbs.</li> <li>• Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. He was singing at the top of his voice. They were flying through space.</li> <li>• Use present tense accurately and consistently for non-chronological reports and persuasive adverts.</li> <li>• Generate, select and effectively use nouns.</li> <li>• Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. the ferocious green dragon.</li> </ul> <p><i>Y3: Vocabulary, Grammar &amp; Punctuation</i></p> <ul style="list-style-type: none"> <li>• <i>Identify clauses in sentences.</i></li> <li>• <i>Explore and identify main and subordinate clauses in complex sentences.</i></li> <li>• <i>Explore, identify and create complex sentences using a range of conjunctions.</i></li> <li>• <i>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</i></li> <li>• <i>Generate and select prepositions for where.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.</li> <li>• Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</li> <li>• Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing.</li> <li>• Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll</li> <li>• Use apostrophes for singular possession in nouns, e.g. the girl's name.</li> <li>• Use subordination for time using when, before and after e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</li> <li>• Use subordination for reason using because and if e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</li> <li>• Use the subordinating conjunction that in sentences and use these in nonfiction writing such as a recount or letter, e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</li> <li>• Independently, edit and improve own writing by strengthening the use of verbs.</li> <li>• Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li> <li>• Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations.</li> </ul>
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<ul style="list-style-type: none"> <li>• Identify, understand and select prepositions to complete sentences.</li> <li>• Identify, understand and select adverbs to complete sentences.</li> <li>• Identify speech within a passage of text.</li> <li>• Identify, understand and select the perfect form of verbs to complete sentences.</li> <li>• Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</li> </ul> <p>Y4: Vocabulary, Grammar &amp; Punctuation</p> <ul style="list-style-type: none"> <li>• Create sentences with an adverb starter.</li> <li>• Create sentences with fronted adverbials for when.</li> <li>• Use inverted commas to punctuate direct speech (speech marks).</li> <li>• Identify, select and effectively use pronouns e.g. third person in narratives and newspapers.</li> <li>• Use nouns for precision.</li> <li>• Explore, identify and use Standard English verb inflections in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, generate and extend the use of adverbs.</li> <li>• Identify and use inverted commas (speech marks), to punctuate direct speech.</li> <li>• Use perfect form of verbs using have and has to indicate a completed action.</li> </ul> <p>Y4: Vocabulary, Grammar &amp; Punctuation</p> <ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters. Use a comma to separate the clauses.</li> <li>• Create sentences with fronted adverbials for where.</li> <li>• Use commas after fronted adverbials.</li> <li>• Use inverted commas and other punctuation to indicate direct speech.</li> <li>• Identify, select and effectively use pronouns.</li> <li>• Explore, identify, collect and use noun phrases.</li> <li>• Use Standard English verb inflections for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently, edit and improve own writing by strengthening the use of nouns.</li> <li>• Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification)</li> <li>• Independently, edit and improve own writing by strengthening the use of adverbs.</li> </ul> <p>Y3: Vocabulary, Grammar &amp; Punctuation</p> <ul style="list-style-type: none"> <li>• Explore and identify main and subordinate clauses in complex sentences.</li> <li>• Explore, identify and create complex sentences using a range of conjunctions</li> <li>• Use a comma to separate the clauses in complex sentences where the subordinate clause appears first.</li> <li>• Generate, select and effectively use prepositions in own writing.</li> <li>• Independently, edit and improve own writing by strengthening the use of adverbs.</li> <li>• Use inverted commas to punctuate direct speech (speech marks) in independent writing.</li> <li>• Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts.</li> </ul> <p>Y4: Vocabulary, Grammar &amp; Punctuation</p> <ul style="list-style-type: none"> <li>• Create and use complex sentences with adverb starters in own writing.</li> <li>• Create sentences with fronted adverbials for when and where.</li> <li>• Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</li> <li>• Identify, select and effectively use pronouns.</li> <li>• Explore, identify, collect and use noun phrases.</li> </ul>
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## Composition (Planning): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u> Y2: Composition: Planning</p> <ul style="list-style-type: none"> <li>Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</li> </ul> <p>Y3: <i>Composition: Planning</i></p> <ul style="list-style-type: none"> <li>Identify purpose and audience for writing. Discuss vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised into sections/paragraphs, past tense, adverbs to signal time.</li> <li>Discuss and record ideas for planning using a range of formats.</li> </ul> <p>Y4: Composition: Planning</p> <ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed.</li> </ul>	<p><u>Lancashire learning and progression steps in writing:</u> Y2: Composition: Planning</p> <ul style="list-style-type: none"> <li>Discuss and plan what to write about e.g. story mapping, innovating on a known story, extending vocabulary and ideas.</li> </ul> <p>Y3: <i>Composition: Planning</i></p> <ul style="list-style-type: none"> <li>Identify purpose and audience for writing. Discuss vocabulary, grammar and structural organisation needed.</li> <li>Discuss and record ideas for planning.</li> </ul> <p>Y4: Composition: Planning</p> <ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience of the writing. Consider the structure, vocabulary and grammar needed to support this.</li> <li>Discuss and record ideas for planning.</li> </ul>	<p><u>Lancashire learning and progression steps in writing:</u> Y2: Composition: Planning</p> <ul style="list-style-type: none"> <li>Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</li> </ul> <p>Y3: <i>Composition: Planning</i></p> <ul style="list-style-type: none"> <li>Identify purpose and audience for writing. Discuss vocabulary, grammar and structural organisation needed.</li> <li>Discuss and record ideas for planning.</li> </ul> <p>Y4: Composition: Planning</p> <ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience for the writing. Carefully consider the structure and vocabulary.</li> <li>Discuss and record ideas for planning.</li> </ul>
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## Composition (Drafting and Writing): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u> Y2: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>Orally rehearse each sentence prior to writing including simple and compound sentences.</li> <li>Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</li> </ul> <p>Y3: <i>Composition: Drafting and Writing</i></p>	<p><u>Lancashire learning and progression steps in writing:</u> Y2: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>Orally rehearse every sentence before writing, including those which have been extended.</li> <li>Identify purpose and audience for writing, e.g. to entertain our classmates with our explorer stories. Discuss structure needed, e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate.</li> </ul>	<p><u>Lancashire learning and progression steps in writing:</u> Y2: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>Drawing on sentence structures from known texts, orally rehearse every sentence before writing, e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!</li> <li>Identify purpose and audience for writing, e.g. to persuade children in Year 1 to visit our farm shop. Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</li> </ul>
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<ul style="list-style-type: none"> <li>• Create and develop characters for narrative.</li> <li>• Improve a passage prepared by the teacher (e.g. one written using simple sentences only) with a focus on different sentence structures.</li> <li>• Using facts provided by the teacher, group related material into paragraphs.</li> </ul> <p>Y4: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>• Develop character using action, dialogue and description.</li> <li>• Improvise and compose dialogue between two characters.</li> <li>• Improve a passage prepared by the teacher (e.g. one written using simple and compound sentences only) with a focus on different sentence structures.</li> <li>• Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when.</li> <li>• Link ideas across paragraphs using fronted adverbials for when and where.</li> </ul>	<p>Y3: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>• Improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs.</li> <li>• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created.</li> <li>• Group related material into paragraphs.</li> </ul> <p>Y4: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>• Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense.</li> <li>• Improvise and compose dialogue to show or give clues about how a character is feeling.</li> <li>• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created.</li> <li>• Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time.</li> <li>• Link ideas across paragraphs using fronted adverbials for where.</li> </ul>	<p>Y3: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>• Create and develop setting for narratives.</li> <li>• During and after composition, independently, edit and improve own writing by using different sentence structures.</li> <li>• Group related material into paragraphs, identifying suitable headings.</li> </ul> <p>Y4: Composition: Drafting and Writing</p> <ul style="list-style-type: none"> <li>• Plan and write an opening paragraph which combines setting and character/s.</li> <li>• Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech).</li> <li>• During and after composition, independently, edit and improve own writing by using different sentence structures.</li> <li>• Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where.</li> </ul>
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## Composition (Evaluating and Editing): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u></p> <p>Y2: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Edit and improve own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed?</li> <li>• Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul> <p>Y3: Composition: Evaluating and Editing</p>	<p><u>Lancashire learning and progression steps in writing:</u></p> <p>Y2: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Edit and improve own writing with some signposting from the teacher, e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?</li> <li>• Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing he walking to the shop to he walked to the shop.</li> </ul>	<p><u>Lancashire learning and progression steps in writing:</u></p> <p>Y2: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Edit and improve own writing in relation to audience and purpose.</li> <li>• Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.</li> </ul>
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<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own writing.</li> <li>• Discuss own writing with the teacher and make some improvements the light of evaluation.</li> </ul> <p>Y4: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own writing.</li> <li>• Discuss own writing with the teacher or a partner and make some improvements in the light of evaluation.</li> </ul>	<p>Y3: <i>Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>• Discuss and propose changes with partners and improve writing in the light of evaluation.</li> </ul> <p>Y4: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>• Discuss and propose changes to own and others' writing in light of evaluation.</li> </ul>	<p>Y3: <i>Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>• With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</li> </ul> <p>Y4: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>• With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in light of evaluation.</li> </ul>
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## Composition (Performing): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u></p> <p>Y2: Composition: Evaluating and Editing</p> <ul style="list-style-type: none"> <li>• Edit and improve own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed?</li> <li>• Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul> <p>Y3: <i>Composition: Performing</i></p> <ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul> <p>Y4: Composition: Performing</p> <ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<p><u>Lancashire learning and progression steps in writing:</u></p> <p>Y3: <i>Composition: Performing</i></p> <ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul> <p>Y4: Composition: Performing</p> <ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<p><u>Lancashire learning and progression steps in writing:</u></p> <p>Y3: <i>Composition: Performing</i></p> <ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul> <p>Y4: Composition: Performing</p> <ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing.</li> </ul>
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## Spelling Rules and Common Exception Words

### Spelling rules from the National Curriculum: English Appendix 1: Spelling – work for year 2

- The sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before e, i and y
  - The /s/ sound spelt ‘c’ before e, i and y
- The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words
  - The /r/ sound spelt ‘wr’ at the beginning of words
  - The /l/ or /əl/ sound spelt -le at the end of words
  - The /l/ or /əl/ sound spelt -el at the end of words
  - The /l/ or /əl/ sound spelt -al at the end of words
    - Words ending -il
    - The /ai/ sound spelt -y at the end of words
    - Adding -es to nouns and verbs ending -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
  - Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
  - The /ɔ:/ sound spelt ‘a’ before l and ll
    - The /ʌ/ sound spelt o
    - The /i:/ sound spelt -ey
  - The /ɒ/ sound spelt a after w and qu
    - The /ɜ:/ sound spelt or after w
    - The /ɔ:/ sound spelt ar after w
      - The /ɜ/ sound spelt s
  - The suffixes -ment, -ness, -ful, -less and -ly
    - Contractions
  - The possessive apostrophe (singular nouns)
    - Words ending in -tion
  - Homophones and near homophones
    - Common exception words

### Spelling rules from the National Curriculum: English Appendix 1: Spelling

- Adding suffixes beginning with vowel letter to words of more than one syllable.
- The ‘l’ sound spelt y elsewhere that at the end of words e.g. myth, pyramid.
  - The sound spelt ‘ou’.
  - Prefixes in- un- dis- mis-
  - Prefixes re- sub- inter- super-
    - Prefixes anti- auto-
    - Suffixes -ation -ly
- Words ending -ure and sounds as in ‘picture’, ‘nature’. Words ending with -sion spelling and sounding like ‘division’, ‘television’.
  - Suffix -ous
- Ending which sound the same but are spelt – tion -sion – ssion -cian.
  - Words with the /k/ sound spelt ch (chorus).
- Words with sound spelt ch as in ‘chef’, ‘chalet’, ‘machine’, ‘brochure’.
  - Sounds with the /s/ sound spelt sc e.g. ‘science’.
  - Words with the /ei/ sound spelt ei, igh or ey.
  - Possessive apostrophe with plural words.
  - Homophones and near-homophones

### Additional spellings (and rules) taken from Lancashire Learning and Progression in Reading: Key Learning: Y3/4

- Use knowledge of root words to understand meanings of words.
  - Use prefixes to understand meanings e.g. pre- im- in-



- Use suffixes to understand meanings e.g. -ious  
Use prefixes to understand meanings e.g. ir-

<u>Lancashire Y2 Word List for Reading and Spelling</u> <u>Learning and Progression Steps in Reading – Common</u> <u>Exception Words</u>	<u>Lancashire Y3 Word List for Reading and Spelling</u> <u>Learning and Progression Steps in Reading</u>	<u>Lancashire Y4 Word List for Reading and Spelling</u> <u>Learning and Progression Steps in Reading</u>
door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr. Mrs parents Christmas	accident(ally) century February length popular strange actual(ly) circle forward(s) library potatoes thought address decide fruit minute promise through answer describe heard naughty purpose weight arrive early heart notice quarter woman/women believe earth height occasion(ally) question bicycle eight /eighth history often reign centre enough learn perhaps sentence	appear continue grammar material possible suppose breadth different group medicine pressure surprise breathe difficult guard mention probably therefore build disappear guide natural recent though/although busy/business exercise imagine opposite regular calendar experience important ordinary remember caught experiment increase particular separate certain extreme interest peculiar special complete famous island position straight consider favourite knowledge possess(ion) strength