

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
National Curriculum Composition: Pupils should be taught to: Plan their writing by:	Week	NC - Coverage Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. - using the present perfect form of verbs in contrast to the past tense - using prepositions to express time and cause	Skills Taught I can use fronted adverbials. I can use commas for clarity after openers. I can use expanded noun phrases with post-modifiers. I can proof-read my work for spelling and grammar errors I can use verbs correctly to show past and present tense	Activity outline Diary Entry Review and summarise events during given days in the life of Erik and his crew. List in chronological order. Elicit from pupils possible emotional responses characters may experience from each of these events. Use these responses to: - Develop rich, selected vocabulary - Model 'Show; don't tell' activities T to lead a guided write, explicitly discussing the features expected (introduction, chronology, emotional responses, past tenses). T to demonstrate how using fronted adverbials will allow pupils to place action in time and place. T to demonstrate how expanded noun phrases with modifiers details action, setting and characters clearly for the reader.

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Pupils should be taught to:		Plan their writing by:	I can think about the use of	Persuasive Letter
		 discussing writing similar to that which they 	vocabulary to enhance	Letters from the children to the Erik about why Erik
Develop their understanding of the concepts set out in English		are planning to write in order to understand	meaning.	should consider them to join his crew of Vikings.
Appendix 2 by:		and learn from its structure, vocabulary and		Present verbal arguments before writing, thinking
	3	grammar	I can distinguish between	about the difference between written and spoken
extending the range of sentences with more than one clause		- discussing and recording ideas	language when I am speaking	language.
by using a wider range of conjunctions, including when, if,		Draft and write by:	and writing.	Analysis of example; practise skills and use them in
because, although 🜲 using the present perfect form of verbs in		- composing and rehearsing sentences orally		context; plan and shared ideas; draft writing using
contrast to the past tense A choosing nouns or pronouns		(including dialogue), progressively building a varied and rich vocabulary and an increasing		previously taught skills; proof-read and edit work using
appropriately for clarity and cohesion and to avoid repetition		range of sentence structures		editing pens with support from teacher and peers;
	4	- in narratives, creating settings, characters and		rewrite a finished version.
 using conjunctions, adverbs and prepositions to express 		plot		Other curriculum links: Use Votes for Schools for
time and cause & using fronted adverbials		Evaluate and edit by:		interesting arguments that can be adapted to a
		- assessing the effectiveness of their own and		persuasive letter. Use scenarios relevant to children and
Learning the grammar for years 3 and 4 in English Appendix 2		others' writing and suggesting improvements		their lives.
and indicate grammatical and other features by:		- proposing changes to grammar and		
using commas after fronted adverbials * indicating		vocabulary to improve consistency, including		
possession by using the possessive apostrophe with plural		the accurate use of pronouns in sentences		
nouns & using and punctuating direct speech & use and		 proof-read for spelling and punctuation errors 		
understand the grammatical terminology in English Appendix 2		 organising paragraphs around a theme 		
accurately and appropriately when discussing their writing and		- extending the range of sentences with more		
reading.		than one clause by using a wider range of		
		conjunctions, including when, if, because,		
S&L		although		
		- using the present perfect form of verbs in		
Pupils should be taught to: listen and respond appropriately		contrast to the past tense		
to adults and their peers ask relevant questions to extend		 listen and respond appropriately to adults and 		
their understanding and knowledge use relevant strategies		their peers		
to build their vocabulary articulate and justify answers,		- give well-structured descriptions,		
		explanations and narratives for different		
arguments and opinions give well-structured descriptions,		purposes, including for expressing feelings		
explanations and narratives for different purposes, including				
for expressing feelings maintain attention and participate				
actively in collaborative conversations, staying on topic and		Plan their writing by:	I can extend my sentences	Narrative (Description)
initiating and responding to comments use spoken language		- discussing writing similar to that which they	, using a range of conjunctions.	
to develop understanding through speculating, hypothesising,	5	are planning to write in order to understand		Discuss the structure of each chapter and how Eric Idle
imagining and exploring ideas speak audibly and fluently		and learn from its structure, vocabulary and	I can use expanded noun	creates a short story for each one - each has the
with an increasing command of Standard English participate		grammar	phrases with post-modifiers.	discovery of a geographical feature, a problem
5 5 1				

in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.	6	 discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, in narratives, creating settings, characters and plot Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors using a wider range of conjunctions, including when, if, because, although indicating possession by using the possessive apostrophe with plural nouns using commas after using fronted adverbials varying the position of adverbial phrases accurately using and punctuating direct speech maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments consider and evaluate different viewpoints, attending to and building on the contributions of others articulate and justify answers, arguments and opinions participate in discussions, presentations, performances, role play, improvisations and debates 	I can use past and present tense correctly. I can proof-read my work for spelling and grammar errors I can accurately use inverted commas for direct speech.	 (monster or other character), the issue is then resolved by dint of a particular skill or trait one of the crew has. They all then make their escape to the next location. Fit chapters of the book into these categories. Provide pupils with their own outline based on these headings. They must then create their own: Geographical location: go into as much detail as possible (plants, animals, other features, weather). Discovery of a problem: think carefully of how the location links to the problem which arises. Encourage children to think forwards. How could this problem be resolved? Which skills or traits will the crew member who comes to the rescue here need? Resolution: How does the crew member save the day? Detail the action in a way which is clear to the reader. Escape: does everyone escape unharmed? How? Where do they go to? Break down the narrative, writing a short chunk each day and then editing / upleveling as they go. T to lead detailed SPaG on speech punctuation before main writing begins.
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	Plan their writing by:	I can use simple	Book Report
	- discussing writing similar to that which they	organisational devices	
	are planning to write in order to understand	organisational devices	Provide pupils with a number of point for discussion:
	and learn from its structure, vocabulary and	I can avoid repetition by using	
	grammar	the correct nouns/pronouns.	- Favourite / least favourite character (provide at least
	- discussing and recording ideas		three well-explained reasons)
7	Draft and write by:	I can use the past tense	
	-composing and rehearsing sentences orally	consistently.	- Favourite / least favourite chapter (provide at least
	(including dialogue), progressively building a	consistentity.	three well-explained reasons)
	varied and rich vocabulary and an increasing	I can participate in	
	range of sentence structures	performances and reading of	- Scariest moment
	- in non-narrative material, using simple		
	organisational devices [for example, headings	play scripts.	- Favourite / least favourite location (provide reasons)
	and sub-headings]		
			- Score for the whole book our of 5 (provide detailed
	Evaluate and edit by:		reasons)
	- listen and respond appropriately to adults and		Ask children to prepare a short presentation in small
	their peers		groups about the book including information they have
			discussed above.
	- ask relevant questions to extend their		
	understanding and knowledge		T to lead guided write detailing how we can use
			pronouns to avoid repetition. Use subheadings to
	- use relevant strategies to build their		organise information:
	vocabulary - articulate and justify answers,		
	arguments and opinions		- Characters
			- Chapters
	- give well-structured descriptions, explanations		- Locations
	and narratives for different purposes, including		- Scariest Moments
	for expressing feelings		
			Score
	- participate in discussions, presentations,		
	performances, role play, improvisations and		
	debates		
	choosing nouns or pronouns appropriately for		
	clarity and cohesion and to avoid repetition		

Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre,
	century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise,
	experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine,
	increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often
	opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question
	recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through
	various weight woman/women

		Spelling and handwriting practice to take place da	aily TEXT:	The Hobbit
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its	1	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by:	I can vary openers, using fronted adverbials. I can use commas for clarity after openers.	Character DescriptionUse a familiar character from The Hobbit to build vocabulary and ideas. Use a silhouette to separate personality traits and outward appearance and movement.Progress to introducing a character at the opening of a
structure, vocabulary and grammar & discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	2	 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements 		story. Analyse features from a WAGOLL and use them in context; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.
 organising paragraphs around a theme <pre>4 in narratives,</pre> creating settings, characters and plot <pre>4 in non-narrative</pre> material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: A assessing the effectiveness of their own and others'		 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition extending the range of sentences with more 		
writing and suggesting improvements & proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences & proof-read for spelling and punctuation errors & read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and		than one clause by using a wider range of conjunctions, including when, if, because, although - indicating possession by using the possessive apostrophe with plural nouns - using the present perfect form of verbs		
 volume so that the meaning is clear. Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of 	3	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by:	I can use adverbs to express time and cause.	Biography Discuss the entomology of the word 'Biography' – bio life, graph to write or draw. Explain that a popular gen of books are biographies about famous or otherwi

<pre>conjunctions, including when, if, because, although & using the present perfect form of verbs in contrast to the past tense & choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition & using a range of conjunctions, adverbs and prepositions to express time and cause & using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: using commas after fronted adverbials</pre>	4	 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using adverbs using and punctuating direct speech 	I can build and use a varied and rich vocabulary. I can use the present perfect form of verbs in contrast to the past tense.	 interesting people. Pupils will begin by writing a biography about J. R. R. Tolkein. T to provide a range of facts about him. Pupils must organise them into categories in pairs. Early life First work in Media / TV Fame Children's Author Encourage pupils to consider a category of their own. Explain that these will become subheadings.
use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on	5	 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	 include more than one clause by using a wider range of conjunctions, including: when, if, because, although. I can choose nouns or pronouns appropriately to avoid repetition. Using the possessive apostrophe with plural nouns. I can develop a wide range of vocabulary. I can write to describe 	Discuss appearance and personality of Bilbo Baggins. Discuss his character traits. Go into detail about clothe, facial features, hair, etc. Ask children to make their ideas as clear as possible. Children to write a character description of Bilbo Baggins with T to lead a guided write modelling how we will focus in detail on one feature per paragraph, linking into the next. Model use of conjunctions to extend sentences. Model use of possessive apostrophes when talking about things the characters have or own (Bilbo's fear ofthe hobbit's *,* home).

the contributions of others select and use appropriate registers for effective communication.		listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary participate in discussions, presentations, performances, role play, improvisations and debates		Setting description: T to revel a choice of three fantasy settings. Pupils to detail their features under given headings. T to provide vivid, descriptive vocabulary. T to lead guided write on a setting (LA to all use the same image – T to lead using this one). Provide pupils with a story mountain and explain its use. Ask chd to discuss their story mountain with a partner and then present to group. Audience to comment of sequence and plot.
				 Pupils to write a narrative, stage by stage, led by T. Pupils to ensure they edit after reading one another's work.
	7		I can use headings and subheadings. I can extend my sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although. I can use adverbs to show when, how long or how often something has happened. I can use my knowledge of paragraphs to create verses. I can read aloud my poem using intonation, volume and rhythm. I can use a timeline to develop a chronological ballad (versed poem).	PoetryDiscuss the use of poetry and song in The Hobbit – it is used for cultural / historical purposes, allowing the dwarves in particular to record and recall their heritage.Look at the structure of the rhyme in the dwarves' poems with rhyming words sitting at the end of each sentence. Ask pupils to review last half term's work where they wrote a fantasy narrative. Ask pupils to imagine that they are going to capture the achievements of the protagonist of their narratives in poetry.Pupils to list the achievements / adventures of their protagonists and begin to list vocabulary to describe these. T to model how we might list rhyming words and construct lines with paired rhyming words on the ends of every other sentence.Pupils to write their poems. Perform to an audience.

Vocabulary:	century experie increase ordinar reign re	, certain, circle, complete, consider, continue, decince, experiment, extreme, famous, favourite, Februare, important, interest island knowledge learn length likey particular peculiar perhaps popular position posses	ide, describe, different, difficult, ary, forward(s), fruit, grammar, g prary material medicine mention r s(ion) possible potatoes pressure	h, breathe, build, busy/business, calendar, caught, centre, disappear, early, earth, eight/eighth, enough, exercise, roup, guard, guide, heard, heart, height, history, imagine, ninute natural naughty notice occasion(ally) often opposite probably promise purpose quarter question recent regular refore though/although thought through various weight

Subject English – Year 4 Spring 1 MTP Covered once/ Covered twice / Revisited/ S&LY4

Spelling and handwriting practice to take place daily TEXT: The Demon Dentist					
National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline	
Composition: Pupils should be taught to:	1	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and	l can vary openers, using fronted adverbials.	Character Description Use a familiar character from The Demon Dentist to	
 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its 	1	learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by:	I can use commas for clarity after openers.	build vocabulary and ideas. Use a silhouette to separate personality traits and outward appearance and movement.	
structure, vocabulary and grammar & discussing and recording ideas	_	 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing 	I can proof-read my work for spelling and grammar errors.	Progress to introducing a character at the opening of a story . Analyse features from a WAGOLL and use them in	
Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich	2	range of sentence structures Evaluate and edit by: - assessing the effectiveness of their own and		context; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished	
 vocabulary and an increasing range of sentence structures organising paragraphs around a theme + in narratives, creating settings, characters and plot + in non-narrative 		others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate		version.	
material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by:		use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and			
 assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, 		controlling the tone and volume so that the meaning is clear.			
including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors aloud their own writing, to a group or the whole class,		 organising paragraphs around a theme choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 			
using appropriate intonation and controlling the tone and volume so that the meaning is clear.		listen and respond appropriately to adults and their peers consider and evaluate different viewpoints,			
Vocabulary, grammar and punctuation:		attending to and building on the contributions of others			

Pupils should be taught to:		Plan their writing by:	I can use fronted adverbials	Non-Chronological Reports
A develop their understanding of the concepts set out in		- discussing writing similar to that which they are	and adverbial phrases.	
English Appendix 2 by: \clubsuit extending the range of sentences		planning to write in order to understand and		
with more than one clause by using a wider range of		learn from its structure, vocabulary and grammar		T to provide a range of reports for children to review.
conjunctions, including when, if, because, although & using	3	- discussing and recording ideas		Elicit the features which make reports:
		Draft and write by:		Liter the reactives which make reports.
the present perfect form of verbs in contrast to the past		 composing and rehearsing sentences orally (including dialogue), progressively building a 		- Headings
tense + choosing nouns or pronouns appropriately for		varied and rich vocabulary and an increasing		Culture dia se
clarity and cohesion and to avoid repetition 🐣 using		range of sentence structures,		- Subheadings
conjunctions, adverbs and prepositions to express time	4	Evaluate and edit by:		- Scientific facts
and cause & using fronted adverbials & learning the	4	- assessing the effectiveness of their own and		
grammar for years 3 and 4 in English Appendix 2 🌲 indicate		others' writing and suggesting improvements		- Bullet points
grammatical and other features by: 🌲 using commas after		 proposing changes to grammar and vocabulary 		- Image with caption
fronted adverbials A indicating possession by using the		to improve consistency, including the accurate		
possessive apostrophe with plural nouns & using and		use of pronouns in sentences - proof-read for spelling and punctuation errors		 Annotated diagram
punctuating direct speech & use and understand the		 using and punctuating direct speech 		
grammatical terminology in English Appendix 2 accurately		 in narratives, creating settings, characters and 		
and appropriately when discussing their writing and		plot		Explain that we will write a report about teeth. Elicit 5
reading.		 using adverbs to express time and cause 		possible subheadings. Add facts under each bullet
S&L		 using fronted adverbials 		point.
Pupils should be taught to: listen and respond		- using commas after fronted adverbials		T to load guided write, expanding on each hullet point
appropriately to adults and their peers ask relevant		articulate and justify answers, arguments and		T to lead guided write, expanding on each bullet point
questions to extend their understanding and knowledge		opinions give well-structured descriptions,		with detailed sentences. Model use of fronted
use relevant strategies to build their vocabulary		explanations and narratives for different		adverbials to aid explanation – 'At the back of the
articulate and justify answers, arguments and opinions		purposes, including for expressing feelings		mouth, First thing in the morning,' T to provide
give well-structured descriptions, explanations and				sentence stems and model the use of these.
narratives for different purposes, including for expressing		speak audibly and fluently with an increasing		
feelings maintain attention and participate actively in		command of Standard English participate in		
collaborative conversations, staying on topic and initiating		discussions, presentations, performances, role		
and responding to comments use spoken language to		Plan their writing by:	I can use fronted adverbials.	Diary Entry
develop understanding through speculating, hypothesising,		- discussing writing similar to that which they are	i can use nonceu duverbidis.	
imagining and exploring ideas speak audibly and fluently	5	planning to write in order to understand and	I can use commas for clarity	Review and summarise events during given days in the
with an increasing command of Standard English	-	learn from its structure, vocabulary and grammar	after openers.	life of Alfie Griffith. List in chronological order. Elicit
		 discussing and recording ideas 		from pupils possible emotional responses characters

participate in discussions, presentations, performances,		Draft and write by:	I can use expanded noun	may experience from each of these events. Use these
role play, improvisations and debates gain, maintain and		 composing and rehearsing sentences orally 	phrases with post-modifiers.	responses to:
monitor the interest of the listener(s) consider and	6	(including dialogue), progressively building a		
evaluate different viewpoints, attending to and building on		varied and rich vocabulary and an increasing	I can proof-read my work for	 Develop rich, selected vocabulary
the contributions of others select and use appropriate		range of sentence structures, Evaluate and edit by:	spelling and grammar errors	- Model 'Show; don't tell' activities
registers for effective communication.		 assessing the effectiveness of their own and 	I can use verbs correctly to	
		others' writing and suggesting improvements	show past and present tense	
		 proposing changes to grammar and vocabulary 		T to lead a guided write, explicitly discussing the
		to improve consistency, including the accurate		features expected (introduction, chronology,
		use of pronouns in sentences		emotional responses, past tenses).
		- proof-read for spelling and punctuation errors		enotional responses, past tenses).
		using adverbs to express time and cause.		
		 using the present perfect form of verbs 		
				T to demonstrate how using fronted adverbials will
				allow pupils to place action in time and place.
				T to demonstrate how expanded noun phrases with
				modifiers details action, setting and characters clearly for
				the reader.
		consider and evaluate different viewpoints,		Book Report
		attending to and building on the contributions of		
		others		Provide pupils with a number of point for discussion:
		others		
				- Favourite / least favourite character (provide at least
				three well-explained reasons)
	7			
				- Favourite / least favourite chapter (provide at least
				three well-explained reasons)
				- Scariest moment
				- Funniest moment
			1	

			 Score for the whole book our of 5 (provide detailed reasons) Ask children to prepare a short presentation in small groups about the book including information they have discussed above.
			T to lead guided write detailing how we can use pronouns to avoid repetition. Use subheadings to organise information:
			 Characters Chapters Scariest Moments Funniest moment
			Score
Vocabulary:	century experied increase ordinary reign re	d list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, b , certain, circle, complete, consider, continue, decide, describe, different, diffi nce, experiment, extreme, famous, favourite, February, forward(s), fruit, gramma e, important, interest island knowledge learn length library material medicine menti y particular peculiar perhaps popular position possess(ion) possible potatoes press emember sentence separate special straight strange strength suppose surprise /women	cult, disappear, early, earth, eight/eighth, enough, exercise, r, group, guard, guide, heard, heart, height, history, imagine, on minute natural naughty notice occasion(ally) often opposite ure probably promise purpose quarter question recent regular
	.Text sp	ecific: soliloquy, standard English	

		Spelling and handwriting practice to take place	ce daily TEXT: Fi	ve on a Treasure Island
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar & discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	2	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements	I am use a comma after fronted adverbials. I use expanded noun phrases and post modifiers. I am beginning to use paragraphs to organise my ideas when writing a setting description.	Setting Description Setting descriptions of scenes from the Five on a Treasure Island, eg: the setting of Kirrin Island/the storm and wha the storm did, etc. What might the children see, hear smell, taste and touch? Analysis of example; practise skills and use them ir context; plan ideas and share them with others; draf ideas using previous taught skills; proof read and edi using green editing pens with support from the teache and children then write published version.
 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements in proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences including the accurate use of pronouns in sentences aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and 		 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors using the present perfect form of verbs in contrast to the past tense organising paragraphs around a theme extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although indicating possession by using the possessive apostrophe with plural nouns 		
volume so that the meaning is clear. Vocabulary, grammar and punctuation: Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:	3	Plan their writing by: Draft and write by - composing and rehearsing sentences orally (including dialogue), progressively building a	I can use commas after fronted adverbials for when and where	Instructions T to provide examples of instruction – recipes, self-hel guides, user manuals. Ask pupils what are the ingredient

		and a discussion of the second budgets and the second second second second second second second second second s	1	under and a construction in star string of the star in the
extending the range of sentences with more than one		varied and rich vocabulary and an increasing	I can use prepositions to	which make instruction instructions. Elicit and correct
clause by using a wider range of conjunctions, including		range of sentence structures.	express time and cause.	any responses.
when, if, because, although & using the present perfect		Evaluate and edit by:		Querieu
form of verbs in contrast to the past tense 🌲 choosing	4	- assessing the effectiveness of their own and	I can accurately use inverted	- Overview
nouns or pronouns appropriately for clarity and cohesion	-	others' writing and suggesting improvements	commas for direct speech	- Things you need / Ingredients
and to avoid repetition & using a range of conjunctions,		 proposing changes to grammar and vocabulary 		 Method Numbered points
adverbs and prepositions to express time and cause		to improve consistency, including the accurate		- Imperative verbs
using adverbials in varying places in sentences 🌲 learning		use of pronouns in sentences		- Adverbial (time) phrases.
the grammar for years 3 and 4 in English Appendix 2 *		- proof-read for spelling and punctuation errors		- Auverbiai (time) phrases.
indicate grammatical and other features by: 🌲 using		- discussing writing similar to that which they are		Pupils will be writing instruction:
commas after fronted adverbials & indicating possession		planning to write in order to understand and learn		
		from its structure, vocabulary and grammar		- How to get to Kirrin Island
by using the possessive apostrophe with plural nouns *		- discussing and recording ideas		- How to use a map
using and punctuating direct speech & use and understand				
the grammatical terminology in English Appendix 2		Plan their writing by:	I can use simple	Narrative (Dilemma)
accurately and appropriately when discussing their writing		- discussing writing similar to that which they are	organisational devices.	
and reading.	5	planning to write in order to understand and learn		Unpack the meaning of the word 'Dilemma'. Elicit the key
S&L		from its structure, vocabulary and grammar	I can use a range of	choices the main characters have to make in Five on a
Pupils should be taught to: listen and respond		-discussing and recording ideas	conjunctions, adverbs and	Treasure Island. Discuss what they are thinking / feeling
appropriately to adults and their peers ask relevant		Draft and write by:	prepositions.	during these moments when they are choosing – this is
questions to extend their understanding and knowledge		- composing and rehearsing sentences orally		what we need to try and capture (tension, drama,
use relevant strategies to build their vocabulary	6	(including dialogue), progressively building a	I can use and punctuate	agonising) in our writing.
articulate and justify answers, arguments and opinions		varied and rich vocabulary and an increasing	direct speech.	
give well-structured descriptions, explanations and		range of sentence structures evaluate and edit by:		Take pupils back to a key moment in the chapter they are
narratives for different purposes, including for expressing		 - assessing the effectiveness of their own and 	I can edit work to improve	reading. Pupils must rewrite these moments from the
feelings maintain attention and participate actively in			content.	perspective of the character who is making the choices.
collaborative conversations, staying on topic and initiating		others' writing and suggesting improvements		
and responding to comments use spoken language to		- proposing changes to grammar and vocabulary		T to lead guided write which captures the drama of the
develop understanding through speculating, hypothesising,		to improve consistency, including the accurate		moment of decision. Work backwards from the point of
imagining and exploring ideas speak audibly and fluently		use of pronouns in sentences		decision in order to create three prior paragraphs.
with an increasing command of Standard English		- proof-read for spelling and punctuation errors		
participate in discussions, presentations, performances,		in non-narrative material, using simple		
role play, improvisations and debates gain, maintain and		organisational devices [for example, headings and		
monitor the interest of the listener(s) consider and		sub-headings]		
evaluate different viewpoints, attending to and building on				
evaluate unterent viewpoints, attending to and building on		- extending the range of sentences with more		
		than one clause by using a wider range of		

the contributions of others - solast and use appropriate		conjunctions including when if because	I can use headings and	Poetry
the contributions of others select and use appropriate registers for effective communication.		conjunctions, including when, if, because, although - using and punctuating direct speech - using conjunctions, adverbs and prepositions to express time and cause	I can use headings and subheadings. I can extend my sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although.	Poetry Look at the structure of the rhyme in poems about the beach, with rhyming words sitting at the end of each sentence. Ask pupils to imagine that they are going to capture the achievements of the protagonist of their narratives in poetry. Pupils to list the achievements / adventures of their
			I can use adverbs to show when, how long or how often something has happened. I can use my knowledge of paragraphs to create verses. I can read aloud my poem using intonation, volume and rhythm. I can use a timeline to develop a chronological ballad (versed poem).	 Pupils to list the achievements / adventures of their protagonists and begin to list vocabulary to describe these. T to model how we might list rhyming words and construct lines with paired rhyming words on the ends of every other sentence. Pupils to write their poems. Perform to an audience.
Vocabulary:	century, experier increase ordinary	certain, circle, complete, consider, continue, dec nce, experiment, extreme, famous, favourite, Febru , important, interest island knowledge learn length li particular peculiar perhaps popular position posses member sentence separate special straight strang women	ide, describe, different, difficult ary, forward(s), fruit, grammar, g brary material medicine mention s(ion) possible potatoes pressure	th, breathe, build, busy/business, calendar, caught, centre, c, disappear, early, earth, eight/eighth, enough, exercise, group, guard, guide, heard, heart, height, history, imagine, minute natural naughty notice occasion(ally) often opposite probably promise purpose quarter question recent regular erefore though/although thought through various weight

Subject English – Year 4 Summer 1 MTP Covered once/ Covered twice / Revisited/ S&LY4

Spelling and handwriting practice to take place daily TEXT: The Indian in the Cupboard					
National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline	
Composition: Pupils should be taught to: Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar & discussing and recording ideas Draft and write by: dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme & in narratives, creating settings, characters and plot & in non-narrative	Week 1 2	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate 	I can use the present tense consistently. I can use formal language, relevant to the topic. I can organise paragraphs around a theme/topic. I can develop a balanced argument. I can write a persuasive letter, representing views and opinions.	Activity outline Non-Chronological Reports T to provide a range of reports for children to review. Elicit the features which make reports: - Headings - Subheadings - Historical facts - Bullet points - Image with caption - Annotated maps	
material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements & proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences & proof-read for spelling and punctuation errors & read aloud their own writing, to a group or the whole class,	es - proof- -read al whole o control meanin	 use of pronouns in sentences proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. organise paragraphs around a theme use relevant strategies to build their vocabulary 		 Explain that we will write a report about the Roma Empire. Elicit 5 possible subheadings. Add fact under each bullet point. T to lead guided write, expanding on each bullet point with detailed sentences. Model use of fronted adverbials to aid explanation – 'During th 3rd Centuary BC, In the West,,' T to provid sentence stems and model the use of these. 	

using appropriate intonation and controlling the tone and		Plan their writing by:	I can think about the use of	Persuasive Letter
volume so that the meaning is clear.		- discussing writing similar to that which they are	vocabulary to enhance	
		planning to write in order to understand and learn	meaning.	Present verbal arguments before writing, thinking about
Vocabulary, grammar and punctuation:		from its structure, vocabulary and grammar		the difference between written and spoken language. Analysis of example; practise skills and use them in
	3	 discussing and recording ideas 	I can distinguish between	context; plan and shared ideas; draft writing using
Pupils should be taught to:		Draft and write by:	language when I am speaking and writing.	previously taught skills; proof-read and edit work using
Develop their understanding of the concepts set out in		- composing and rehearsing sentences orally		editing pens with support from teacher and peers;
English Appendix 2 by:		(including dialogue), progressively building a		rewrite a finished version.
extending the range of sentences with more than one		varied and rich vocabulary and an increasing		
clause by using a wider range of conjunctions, including	4	range of sentence structures.		
when, if, because, although & using the present perfect	-	Evaluate and edit by:		
form of verbs in contrast to the past tense 🜲 choosing		- assessing the effectiveness of their own and		
nouns or pronouns appropriately for clarity and cohesion		others' writing and suggesting improvements		
and to avoid repetition 🌲 using conjunctions, adverbs and		- proposing changes to grammar and vocabulary		
prepositions to express time and cause & using fronted		to improve consistency, including the accurate		
adverbials *		use of pronouns in sentences		
Learning the grammar for years 3 and 4 in English		 proof-read for spelling and punctuation errors 		
Appendix 2		- using conjunctions, adverbs and prepositions to		
Indicate grammatical and other features by:		express time and cause		
using commas after fronted adverbials indicating				
possession by using the possessive apostrophe with plural		- extending the range of sentences with more		
nouns & using and punctuating direct speech & use and		than one clause by using a wider range of		
understand the grammatical terminology in English		conjunctions, including when, if, because,		
Appendix 2 accurately and appropriately when discussing		although		
their writing and reading.				
S&L		- using commas after fronted adverbials using		
Pupils should be taught to: listen and respond		fronted adverbials		
appropriately to adults and their peers ask relevant				
questions to extend their understanding and knowledge		Plan their writing by:	I can develop a wide range of	<u>Narrative</u>
use relevant strategies to build their vocabulary	-	- discussing writing similar to that which they are	vocabulary.	Pupils to write narrative about a cupboard or other place
articulate and justify answers, arguments and opinions	5	planning to write in order to understand and learn		which changes one of their toys into real life and the
give well-structured descriptions, explanations and		from its structure, vocabulary and grammar		

narratives for different purposes, including for expressing		- discussing and recording ideas	I can use my knowledge of	drama which unfolds from there. Ask pupils to discuss
feelings maintain attention and participate actively in	6	Draft and write by:	paragraphs to create verses.	and complete a story mountain, beginning:
collaborative conversations, staying on topic and initiating		- composing and rehearsing sentences orally	I can read aloud my poem	- Place where toy is changed (how did that place
and responding to comments use spoken language to		(including dialogue), progressively building a	using intonation, volume and	appear?)
develop understanding through speculating, hypothesising,		varied and rich vocabulary and an increasing	rhythm.	
imagining and exploring ideas speak audibly and fluently		range of sentence structures	,	 Toy (features, where did it come from?)
with an increasing command of Standard English		Evaluate and edit by:		- Types of problems or issues children might have
participate in discussions, presentations, performances,		- assessing the effectiveness of their own and		
role play, improvisations and debates gain, maintain and		others' writing and suggesting improvements		creating a real life person from a toy.
monitor the interest of the listener(s) consider and		- proposing changes to grammar and vocabulary		
evaluate different viewpoints, attending to and building on		to improve consistency, including the accurate		
the contributions of others select and use appropriate		use of pronouns in sentences		Pupils complete story mountain. T to lead guided write.
registers for effective communication.		- proof-read for spelling and punctuation errors		- Protagonist introduction
		 in non-narrative material, using simple 		
		organisational devices [for example, headings		 Protagonist receives / finds toy
		and sub-headings]		- Protagonist receives / finds cupboard
		 using commas after fronted adverbials using 		
		fronted adverbials		- Protagonist accidently transforms toy (emotional
		- using the present perfect form of verbs in		response to discovery)
		contrast to the past tense		Problems, dilemmas, issues which unfold keeping toy
		- speak audibly and fluently with an increasing		alive and a secret
		command of Standard English		
		- participate in discussions, presentations,		
		performances, role play, improvisations and		
		debates		
		-gain, maintain and monitor the interest of the		
		listener(s)		
		consider and evaluate different viewpoints,	I can use paragraphs and	Poetry
		attending to and building on the contributions of	headings/subheadings to	
	7	others	group material.	Poetry inked to the idea of Friendship. Analyse examples
			Broop material.	with pupils. Discuss their likes and dislikes about each
			I can use adverbial phrases to	poem, observing form and structure ie rhyming couplets,
			show where, when, and how.	metre, verse, repetition. Analysis of example; practise
				skills and use them in context; plan ideas and share them
				with others; draft ideas using previous taught skills; proof
	1			that earliers, and the dot doing previous taught skins, proor

			I can consistently use present tense.	read and edit using perfecto pens with support from the teacher and children then write published version. Pupils to perform their poems to the class and other audiences.
Vocabulary:	century experied increase ordinary reign re woman, Text spe	, certain, circle, complete, consider, continue, decince, experiment, extreme, famous, favourite, Februa e, important, interest island knowledge learn length lik y particular peculiar perhaps popular position possess emember sentence separate special straight strang /women	ide, describe, different, difficult, ary, forward(s), fruit, grammar, g orary material medicine mention r s(ion) possible potatoes pressure e strength suppose surprise the	h, breathe, build, busy/business, calendar, caught, centre, , disappear, early, earth, eight/eighth, enough, exercise, group, guard, guide, heard, heart, height, history, imagine, minute natural naughty notice occasion(ally) often opposite probably promise purpose quarter question recent regular erefore though/although thought through various weight

Subject English – Year 4 Summer 2 MTP Covered once/ Covered twice / Revisited/ S&LY4

Spelling and handwriting practice to take place daily TEXT: Thieves of Ostia					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
Composition:		organising paragraphs around a theme	I can use paragraphs and	Narrative (Historical)	
Pupils should be taught to: Plan their writing by: discussing writing similar to that which they are planning	1	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because,	verses. I can use a range of conjunctions.	Explain that this genre requires the use of narrative organisation alongside the setting / characters embedded in historical facts. Elicit how characters in	
to write in order to understand and learn from its structure, vocabulary and grammar & discussing and recording ideas Draft and write by:	2	although indicating possession by using the possessive apostrophe with plural nouns	I can use ambitious adjectives, adverbs and verbs.	Thieves of Ostia are different from characters which might appear in contemporary literature. Organise narrative structure around an agreed dramatic	
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	-	plan their writing by: to that which they are planning to write in order to understand and learn from its structure.		event which takes place in Ostia. Pupils to discuss and complete story mountain.	
 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, 		vocabulary and grammar & discussing and recording ideas & draft and write by: composing and rehearsing sentences orally		T to provide sentence stems which model conjunction use and ambitions language, capturing drama and tension of the narrative genre.	
headings and sub-headings] Evaluate and edit by <mark>:</mark> ♣ assessing the effectiveness of their own and others'		(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. A evaluate and			
writing and suggesting improvements & proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences &		edit by: A assessing the effectiveness of their own and others' writing and suggesting improvements A proposing changes to grammar and vocabulary to improve consistency, including			
proof-read for spelling and punctuation errors * read		the accurate use of pronouns in sentences A proof-read for spelling and punctuation errors			

aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Vocabulary, grammar and punctuation: Pupils should be taught to:		ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary		
Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: § extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although & using the present perfect form of verbs in contrast to the past tense & choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition & using conjunctions, adverbs and prepositions to express time and cause & using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: & using commas after fronted adverbials & indicating possession by using the possessive apostrophe with plural nouns & using and punctuating direct speech & use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. S&L Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary	3	in non-narrative material, using simple organisational devices [for example, headings and sub-headings and , in poetry, verses using and punctuating direct and reported speech choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using the present perfect form of verbs in contrast to the past tense plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use	I can use the past tense correctly. I can use paragraphs to effectively organise material. I can organise paragraphs around a topic and linked sentence. I can use subordinating conjunctions	Newspaper Reports Allow chn to read several exemplar newspaper reports. Elicit features of these reports: - Headline - Lead - Subheadings - Caption below image - Facts - Eye-witness quote T must lead guided write here, especially to capture the tone – sensational yet factual – and the order of the lead – what, when, who, where (why).
articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating		of pronouns in sentences + proof-read for spelling and punctuation errors		Text: The Thieves of Ostia Poetry – * developing vocabulary * completing poems about sea creatures, use non chron devices, discuss, plan, record

and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.				Dilemma Stories - *building vocabulary (underwater description) * planning dilemma story *Adding tension (narrative, setting, character, lot, speech, add tension with variety of sentences eg short sentences) Biographies: *identifying features (Jacques Costeau, plan, discus, record) * Checking and editing (evaluate, asses and edit) * Completing biographies (final redraft for presentation – handwriting focus) Persuasive letters: *Representing our views (discuss, plan record, opposing views of environmental agency and tourist agency) * Evaluating argument – writing a persuasive letter, paragraphs around theme * Poster of for /against arguments
	6	organising paragraphs around a theme extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although articulate and justify answers, arguments and opinions participate in discussions, presentations, performances, role play, improvisations and debates plan their writing by: A discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar A discussing and	I can use simple organisational devices I can avoid repetition by using the correct nouns/pronouns. I can use the past tense consistently. I can participate in performances and reading of play scripts.	Book Report Provide pupils with a number of point for discussion: - Favourite / least favourite character (provide at least three well-explained reasons) - Favourite / least favourite chapter (provide at least three well-explained reasons) - Scariest moment - Favourite / least favourite location (provide reasons)
		recording ideas A draft and write by: A composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures evaluate and edit by: A assessing the effectiveness of their own and		- Score for the whole book our of 5 (provide detailed reasons)

	others' writing and suggesting improvements + proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences + proof-read for spelling and punctuation errors		Ask children to prepare a short presentation in small groups about the book including information they have discussed above. T to lead guided write detailing how we can use pronouns to avoid repetition. Use subheadings to organise information: - Characters - Chapters - Locations - Scariest Moments Score
7		I can use headings and subheadings. I can extend my sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although. I can use adverbs to show when, how long or how often something has happened. I can use my knowledge of paragraphs to create verses. I can read aloud my poem using intonation, volume and rhythm. I can use a timeline to develop a chronological ballad (versed poem).	Poetry Poetry inked to the idea of mystery. Analyse examples with pupils. Discuss their likes and dislikes about each poem, observing form and structure ie rhyming couplets, metre, verse, repetition. Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using perfecto pens with support from the teacher and children then write published version. Pupils to perform their poems to the class and other audiences.

Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, app century, certain, circle, complete, consider, continue, de experience, experiment, extreme, famous, favourite, Febru increase, important, interest island knowledge learn length I ordinary particular peculiar perhaps popular position posses reign remember sentence separate special straight strang woman/women Text specific:, See more: https://www.vocabulary.com/lists/6069	cide, describe, different, difficult hary, forward(s), fruit, grammar, g brary material medicine mention (ion) possible potatoes pressure ge strength suppose surprise the	, disappear, early, earth, eight/eighth, enough, exercise, group, guard, guide, heard, heart, height, history, imagine, minute natural naughty notice occasion(ally) often opposite probably promise purpose quarter question recent regular