



'LEARNING TO LOVE, LOVING TO LEARN'

## Reading Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Talk-a-lot, read-a-lot nursery</b>  <b>Nursery rhymes and storytime</b>  <b>Planned talk throughout the day</b></p> <p>Understand the five key concepts about print: 1. print has meaning 2. the names of the different parts of a book- 3 print can have different purposes 4. page sequencing- we read English text from left to right and from top to bottom</p> <p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>					
	<p><b>Teaching Phonics</b>            Teach pure sounds:            Start teaching sounds in the term before starting YR:            Set 1 single letter sounds</p>					
<b>Reception</b>	<b>Set 1</b>	<b>Set 1</b> Read all set 1 single letter sounds.	<b>Set 1</b> Blend sounds to read words.	<b>Set 1</b> Read Red Storybooks	<b>Set 1</b> Read Green Storybooks	<b>Set 2</b> Read Green Storybooks



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	Read single letter set 1 sounds (first 16)	Blend sounds into words orally	Read short ditty stories.	Read set 1 special friends	Read 4 double consonants	Read first 6 set 2 sounds
<p><b>Reading</b></p> <p>Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p><b>EYFS ELG Reading:</b> children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>						
Year 1	<p><b>Set 2</b> Read purple Storybooks Read Set 2 sounds</p> <p><b>Comprehension</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can</p>	<p><b>Set 3</b> Read Pink Storybooks Read first 5 Set 3 sounds</p> <p><b>Comprehension</b> Discuss word meanings, linking new meaning to those already known.</p>	<p><b>Set 3</b> Read Orange Storybooks Read 11 Set 3 sounds</p> <p><b>Comprehension</b> Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Set 3</b> Read Yellow Storybooks Read 17 Set 3 sounds</p> <p><b>Comprehension</b> Become very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics.</p>	<p><b>Set 3</b> Read Yellow Storybooks Read 22 Set 3 sounds</p> <p><b>Comprehension</b> Learning to appreciate rhymes and poems and to recite some by heart.  Checking that the text makes sense to them as they read and</p>	<p><b>Set 3</b> Read Blue Storybooks Read all Set 3 sounds and additional graphemes.</p> <p><b>Comprehension</b> Explain clearly their understanding of what is read to them.</p>



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	<p>read independently.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Predicting what might happen next on the basis of what has been read so far.</p>	<p>Discussing the significance of the title and event.</p>			<p>correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p>	
Year 2	<p><b>Set 3</b> Read Blue Storybooks with increasing fluency and comprehension</p> <p><b><u>Comprehension</u></b></p>	<p><b>Set 3</b> Read Grey Storybooks</p> <p><b><u>Comprehension</u></b></p> <p>Discuss the sequence of events in books and how</p>	<p><b>Set 3</b> Read Grey Storybooks with fluency and comprehension</p> <p><b><u>Comprehension</u></b></p>	<p><b>Set 3</b> Read Grey Storybooks with increasing fluency and comprehension</p> <p><b><u>Comprehension</u></b></p>	<p><b>RWI Comprehension</b></p> <p><b><u>Comprehension</u></b></p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy</p>	<p><b>RWI Comprehension</b></p> <p><b><u>Comprehension</u></b></p> <p>Continue to build up a repertoire of poems learnt by heart appreciating these and reciting some, with</p>



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	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>items of information are related.</p> <p>Discussing their favourite words and phrases.</p>	<p>Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.</p> <p>Drawing on what is already known or on background information and vocabulary provided by the teacher.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p> <p>Answering and asking questions.</p>	<p>stories and traditional tales.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>appropriate intonation to make meaning clear.</p> <p>Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.</p>
Year 3	What can we learn from the Egyptians past and present?	Why do we have so many important	Who were the early invaders and settlers of Britain	How does archaeology help us find out about the past?	Where does our food come from?	Why are plants so important?



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	<p><b>Key text:</b> The Egyptian Cinderella</p>	<p>buildings in Wandsworth?</p> <p><b>Key text:</b> The Tin Forest</p>	<p>and what can we learn from them?</p> <p><b>Key text:</b> How to train your dragon</p>	<p><b>Key text:</b> Stone Age Boy</p>	<p><b>Key text:</b> The Enormous Crocodile</p>	<p><b>Key text:</b> Jack and the beanstalk and the three wishes</p>
<p>Listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally.</p> <p><b>Word reading:</b> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Reading Comprehension : Objectives to be taught</b></p> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>-Can answer questions beginning with who, what, where, when, how, why orally and in writing</li> <li>-Can read closely to obtain specific information e.g. what type of clothes someone was wearing</li> <li>-Can identify, select and highlight key words in a sentence to answer recall questions</li> <li>-Can identify the key features of different text types</li> <li>-Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc</li> <li>-Is beginning to skim e.g. to search for adjectives which describe a character</li> </ul> <p><b>Making Inferences</b></p> <ul style="list-style-type: none"> <li>-Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)</li> <li>-Can discuss the actions of the main characters and justify views using evidence from the text</li> <li>-Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text</li> <li>-Can identify the language used to create mood</li> </ul> <p><b>Making predictions</b></p> <ul style="list-style-type: none"> <li>-Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)</li> </ul>						



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	<p><b>Language in Context</b></p> <ul style="list-style-type: none"> <li>-Can discuss word meanings, linking new meanings to those they already know</li> <li>-Can recognise adjectives, adverbs/simple adverbial phrases and similes</li> <li>-Begin to identify synonyms within the text</li> <li>-Can use a dictionary to check the meaning of words they have read</li> </ul> <p><b>Responding to the Text</b></p> <ul style="list-style-type: none"> <li>-Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'</li> <li>-Is beginning to identify main ideas drawn from more than one paragraph</li> </ul> <p><b>Themes and Conventions</b></p> <ul style="list-style-type: none"> <li>-Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'</li> <li>-Can recognise some features of the text that relate to its historical setting or its social or cultural background</li> </ul>					
<p><b>Year 4</b></p>	<p>What was life like in Tudor Times?</p> <p><b>Key Text:</b> The Tempest</p>	<p>Why is electricity so important to modern living?</p> <p><b>Key Text:</b> Ice Palace</p>	<p>How did the Romans leave their mark on Britain?</p> <p><b>Key Text:</b> The Thieves of Ostia</p>	<p>Why is Amazonia so Precious?</p> <p><b>Key Text:</b> The Great Kapok Tree</p>	<p>Our wonderful bodies: Why are they so amazing?</p> <p><b>Key Text:</b> Krindlekrax</p>	<p>Who lives where and why?</p> <p><b>Key Text:</b> The Iron Man</p>
<p>Listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks</p> <p>Increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally.</p> <p><b>Word reading:</b> Further apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Reading comprehension: Objectives to be taught</b></p> <p><b>Retrieval</b></p>						



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- Understands and explains the main points from what they have read, with direct reference to the text
- Identify explicit details from the text through skimming and scanning, showing the section of the text they found the information
- Can talk about key differences between text types, including texts of the same type but written by different authors (two versions of Beowulf)
- Is able to explain how paragraphs have been used to organise a text
- Is able to explain how the format and presentation of a text impacts on the reader

#### **Making Inferences**

- Can make predictions orally and in writing based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas
- Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative
- Can summarise the main points from a section of text
- Can make inferences about characters' actions in a story based on evidence from the text
- Can empathise with a character's motives and behaviours

#### **Language in Context**

- Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc
- Can explain how vocabulary choices affect meaning in a range of text types
- Can identify language used to create atmosphere and discuss why this language has been chosen
- Uses new language from their own reading experiences in their written and spoken work
- Can discuss how the use of different sentence types changes the meaning of a passage

#### **Responding to the Text**

- Identifies the main purpose of a text
- Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening
- Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect.
- Discusses viewpoints in a text, where appropriate of more than one character
- Can evaluate the overall quality of a text, as well as the inclusion of specific features.

#### **Themes and Conventions**

- Uses their broad reading experiences to compare books by the same author or on a similar theme



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	Begins to recognise the importance of cultural or historical settings on how a text is composed					
Year 5	<p>What is true friendship?</p> <p><b>Key text:</b> War horse</p>	<p>Is there anybody out there?</p> <p><b>Key text:</b> Cosmic</p>	<p>Have the Greeks given us more than any other civilisation?</p> <p><b>Key text:</b> The Adventures of Odysseus</p>	<p>Why is water so precious?</p> <p><b>Key text:</b> Kasper Prince of Cats</p>	<p>How have the Victorians influenced our lives today?</p> <p><b>Key text:</b> Street child</p>	<p>How do I know that eating five portions of fruit and vegetables a day is good for me?</p> <p><b>Key text:</b> The Boy in the Girl's Bathroom</p>
	<p>Increasing their familiarity with a wide range of books, including traditional stories and fiction from our literary heritage. Reading books that are structured in different ways and reading for a range of purposes</p> <p><b>Word reading:</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Reading comprehension: Objectives to be taught</b></p> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text</li> <li>Identify explicit details from the text, using skimming and scanning techniques, to show exactly where in the text they found the information</li> <li>Can identify the text type according to key features</li> <li>Recognises common themes/styles in texts written by the same author</li> <li>Comments on the impact of organisational and presentational features of a text</li> </ul> <p><b>Making Inferences</b></p>					





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	<ul style="list-style-type: none"> <li>• Explains isolated events from a text, in the context of the whole narrative</li> <li>• Can summarise the main points from a whole text</li> <li>• Begins to use evidence from description, dialogue and action to support their ideas</li> <li>• Can empathise with a character's motives and behaviours</li> <li>• Gives feasible, reasoned predictions based on evidence</li> <li>• Can prove or disprove simple statements about a character by finding evidence in a text</li> </ul> <p><b>Language in Context</b></p> <ul style="list-style-type: none"> <li>• Explains clearly how vocabulary choices affect meaning in a range of text types</li> <li>• Confidently uses new language from their own reading experiences in their written and spoken work</li> <li>• Explains the use of sentence structures according to desired effect on the reader</li> <li>• Recognises a range of descriptive devices including figurative language</li> <li>• Comments upon language choices/structures of different authors (particularly in poetry)</li> </ul> <p><b>Responding to the Text</b></p> <ul style="list-style-type: none"> <li>• Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc</li> <li>• Compares the behaviour and feelings of different characters in a text</li> <li>• Selects information from across a text to explain or illustrate their ideas</li> </ul> <p><b>Themes and Conventions</b></p> <ul style="list-style-type: none"> <li>• Identifies key themes and styles in books and extracts by a range of authors</li> <li>• Can explain the importance of cultural or historical settings on how a text is composed</li> </ul>					
<p><b>Year 6</b></p>	<p>How does the Mayan civilization compare to ours?</p> <p><b>Key text:</b></p>	<p>How can light help us see?</p> <p><b>Key text:</b> Way Home</p>	<p>Why and how do living things adapt to their environment?</p>	<p>What was it like for children in WW2?</p> <p><b>Key text:</b> Goodnight Mr Tom</p>	<p>How do inspirational people change our attitudes towards discrimination?</p>	<p>How does our amazing body work?</p> <p><b>Key text:</b> Pig heart boy</p>



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	Firemaker's Daughter		<b>Key text:</b> Kensuke's Kingdom		<b>Key text:</b> The diary of Anne Frank	
<p>Increasing their familiarity with a wide range of books, including traditional stories and fiction from our literary heritage. Reading books that are structured in different ways and reading for a range of purposes</p> <p><b>Word reading:</b> Further apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Reading comprehension: Objectives to be taught</b></p> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>• Can retrieve key details and quotations to demonstrate understanding of character, events and information</li> <li>• Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text</li> <li>• Can identify whether statements from a text are fact or opinion</li> <li>• Can decide whether statements about a text are true or false, using direct reference to the text</li> <li>• Can provide developed explanations for key information, events, character actions and motivations.</li> <li>• Can provide straightforward explanations for the purpose of the language, structure and presentation of texts.</li> </ul> <p><b>Making Inferences</b></p> <ul style="list-style-type: none"> <li>• Can make developed inferences drawing on evidence from the text and wider personal experience</li> <li>• Can prove or disprove a statement about character or setting by finding evidence in the text</li> <li>• Can empathise with different characters' points of view</li> <li>• Can search for simple clues within the text to support 'reading between the lines'</li> <li>• Can use clues from action, dialogue and description to interpret meaning</li> <li>• Can explain and justify inferences, providing evidence from the text to support reasoning</li> </ul> <p><b>Summarising main ideas from more than one paragraph</b></p> <ul style="list-style-type: none"> <li>• Can accurately and selectively summarise main ideas, events, and information from fiction and non-fiction</li> <li>• Can identify key details and use quotes for illustration</li> </ul>						



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- Can use information from the whole text to answer questions e.g. true or false

**Predict what might happen from details stated and implied**

- Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text
- Can make developed predictions that are securely rooted in the text
- Can explain their prediction choices fully, using evidence from the text

**Identify/explain how information/narrative content is related & contributes to meaning as a whole**

- Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole
- Can identify key features such as setting, action, past events
- Can identify and comment on the presentational features of a text
- Can find and discuss evidence of themes and conventions in different genres and forms of text
- Can identify and comment on the grammatical features of text
- Can use text format and text features accurately to determine text type

**Identify/explain how meaning is enhanced through a choice of words and phrases**

- Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc
- Can comment upon the use and effect of the author's language on the reader
- Can explain the effect of figurative language upon the reader
- Can identify what impression a word/words give the reader
- Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader

**Make comparisons within the text**

- Can make accurate and appropriate comparisons within texts
- Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event



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### Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insects body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girls face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg.			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				

### Reception sight words

A	away	dad	go	is	mum
At	big	day	going	it	my
are	can	dog	he	like	no
am	cat	for	I	look	of
all	come	get	in	me	play
said	see	she	the	they	this
to	up	was	we	went	yes
you					



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## Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

## Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

the	we	pull
a	no	full
do	go	he
to	so	me
today	by	she
of	my	house
said	here	our
says	there	friend
are	where	school
were	love	put
was	come	push
is	some	you
his	one	your
has	once	they
I	ask	be



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## Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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

## Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht