KLIPs
Key Learning Indicators of Performance
English - Reading

Lancashire County Council

Guidance for Using KLIPs:
English

These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary English in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

What are the KLIPs?

The KLIPs, or **Key Learning Indicators of Performance**, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading and writing for each year group. These key learning grids for each year group can be used to provide:

- detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance** (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance** (KLIPs) play a particularly significant role in the assessment process.

How Do I Use KLIPs to Support Assessment in English?

The KLIPs approach is intended to be used for periodic assessment, in other words 'stepping back', perhaps termly, and asking the question 'How is this pupil performing in reading?' or 'How is this pupil performing in writing?'

The Process

- Consider the pupil's performance in relation to **all** of the key learning statements not just the KLIPs (the ones which have been underlined).
- Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements. If statements are highlighted termly, consider using different coloured highlighters each term to indicate where progress has been made.
- A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to **demonstrate and apply** the skill or knowledge **independently in different subjects or contexts**.
- When assessing writing, consider a range of evidence including narrative writing, non-fiction and pieces completed in other subjects. Think about the child as a writer; how effective is his/her writing in relation to its purpose and audience? Avoid merely 'spotting techniques' used, or using the key learning grid as a checklist.
- Assessing reading involves examining pupils' competence in both word reading and comprehension. Rich opportunities to gather evidence include guided reading sessions, phonics sessions, shared reading, drama, and use of reading journals. Look out also for wider opportunities to gather evidence such as reading in other subjects, class assemblies and personal reading. Texts need to be suitable for the age-related grid which is being used. For example, if a Year Three key learning grid is being used, texts would need to be Year Three appropriate.
- Assessment information, highlighted on the grids, should be used to inform the teacher's planning so that gaps and next steps can be addressed.

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Making a Summative Judgement Using the KLIPs Approach

- Make a judgement about the child's current position in learning, based on a balance of strengths and aspects that need further learning opportunities. Consider whether the child is 'on track' to achieve the year group expectations by the end of the academic year.
- The three definitions used here are offered as guidance to teachers making 'best fit' judgements, at the end of each term:
  - **Entering** - starting to demonstrate some of the features of this year group's expectations (although these may not yet be evident in independent writing). Typically what would be expected if a child was on track at the end of the autumn term in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be 'entering, Y3').
  - **Developing** – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations. Typically what would be expected if a child was on track at the end of the spring term in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be 'developing, Y3').
  - **Secure** - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the **key learning indicators of performance** (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is **embedded**. Typically what would be expected if a child was on track at the end of the summer term in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be 'secure, Y3').
- There are no set percentages or numbers of statements which need to be highlighted in order to determine whether a child is entering, developing or secure in relation to a particular age group expectation. Profiles of children judged to be 'developing' for instance could be very different.

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English
Key Learning Indicators of Performance in Reading: Year 1

Word Reading	Comprehension
As above and: ▶ Read aloud accurately books that are consistent with their developing phonic knowledge. ▶ Apply phonic knowledge and skills as the route to decode words. ▶ Respond speedily with the correct sound to grapheme for the 44 phonemes. ▶ Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow.* ▶ Read accurately by blending sounds in unfamiliar words. ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing *–s, -es, -ing, -ed, -er, -est* endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. ▶ Read more challenging texts using phonics and common exception word recognition.	As above and: **Developing pleasure in reading and motivation to read** ▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. ▶ Recognise and join in with language patterns and repetition. ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.* ▶ Enjoy and recite rhymes and poems by heart. ▶ Make personal reading choices and explain reasons for choices. **Understanding books which they can read themselves and those which are read to them** ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Activate prior knowledge e.g. *what do you know about minibeasts?* ▶ Check that texts make sense while reading and self-correct. ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ Give opinions and support with reasons e.g. *I like the Little Red Hen because she…* ▶ Explain clearly their understanding of what is read to them. ▶ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ▶ Identify and discuss the main events in stories. ▶ Identify and discuss the main characters in stories. ▶ Recall specific information in fiction and non-fiction texts. ▶ Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.* ▶ Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.* ▶ Make basic inferences about what is being said and done. ▶ Make predictions based on what has been read so far. **Participating in discussion** ▶ Listen to what others say. ▶ Take turns.

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English
Key Learning Indicators of Performance in Reading: Year 2

Word Reading	Comprehension
As above and: ▸ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▸ Re-read books to build up fluency and confidence in word reading. ▸ Read frequently encountered words quickly and accurately without overt sounding and blending. ▸ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▸ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.* ▸ Read longer and less familiar texts independently. ▸ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▸ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*. ▸ Read words containing common suffixes e.g. *–ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.* ▸ Read further common exception words, noting tricky parts (see below).	As above and: **Developing pleasure in reading and motivation to read** ▸ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▸ Orally retell a wider range of stories, fairy tales and traditional tales. ▸ Sequence and discuss the main events in stories and recounts. ▸ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▸ Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away…*). ▸ Learn and recite a range of poems using appropriate intonation. ▸ Make personal reading choices and explain reasons for choices. **Understanding books which they can read themselves and those which are read to them** ▸ Identify, discuss and collect favourite words and phrases. ▸ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▸ Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* ▸ Uses tone and intonation when reading aloud. ▸ Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?* ▸ Check that texts make sense while reading and self-correct. ▸ Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions. ▸ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because…* ▸ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▸ Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* ▸ Make predictions based on what has been read so far. ▸ Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* ▸ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. **Participating in discussion** ▸ Participate in discussion about what is read to them, taking turns and listening to what others say. ▸ Make contributions in whole class and group discussion. ▸ Consider other points of view. ▸ Listen and respond to contributions from others.

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English
Key Learning Indicators of Performance in Reading: Year 3

Word Reading	Comprehension
As above and: ▸ Read books at an age appropriate interest level. ▸ Use knowledge of root words to understand meanings of words. ▸ Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-*. ▸ Use suffixes to understand meanings e.g. *-ly, -ous*. ▸ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: **Developing pleasure in reading and motivation to read** ▸ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.* ▸ Regularly listen to whole novels read aloud by the teacher. ▸ Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*. ▸ Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* ▸ Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* ▸ Sequence and discuss the main events in stories. ▸ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.* ▸ Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* ▸ Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* ▸ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. **Understanding the text** ▸ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▸ Explain the meaning of unfamiliar words by using the context. ▸ Use dictionaries to check meanings of words they have read. ▸ Use intonation, tone and volume when reading aloud. ▸ Take note of punctuation when reading aloud. ▸ Discuss their understanding of the text. ▸ Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* ▸ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▸ Make predictions based on details stated. ▸ Justify responses to the text using the PE prompt (**P**oint + **E**vidence). ▸ Discuss the purpose of paragraphs. ▸ Identify a key idea in a paragraph. ▸ Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc. **Retrieving and recording information from non-fiction** ▸ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▸ Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* ▸ Quickly appraise a text to evaluate usefulness. ▸ Navigate texts in print and on screen. ▸ Record information from a range of non-fiction texts. **Participating in discussion** ▸ Participate in discussion about what is read to them and books they have read independently. ▸ Develop and agree on rules for effective discussion. ▸ Take turns and listen to what others say. ▸ Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

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English
Key Learning Indicators of Performance in Reading: Year 4

Word Reading	Comprehension
As above and: ▸ Read books at an age appropriate interest level. ▸ Use knowledge of root words to understand meanings of words. ▸ Use prefixes to understand meanings e.g. *in- , ir–, sub–, inter–super–, anti–, auto–*. ▸ Use suffixes to understand meanings e.g. –ation, - tion, –ssion, –cian, -sion. ▸ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below.	As above and: **Developing pleasure in reading and motivation to read** ▸ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.* ▸ Regularly listen to whole novels read aloud by the teacher. ▸ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▸ Learn a range of poems by heart and rehearse for performance. ▸ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▸ Orally retell a range of stories, including less familiar fairy stories, myths and legends. **Understanding the text** ▸ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* ▸ Explain the meaning of key vocabulary within the context of the text. ▸ Use dictionaries to check meanings of words in the texts that they read. ▸ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▸ Make predictions based on information stated and implied. ▸ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▸ Justify responses to the text using the PE prompt (**P**oint + **E**vidence). ▸ Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* ▸ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▸ Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.* ▸ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▸ Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings.* **Retrieving and recording information from non-fiction** ▸ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▸ Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▸ Record information from a range of non-fiction texts. ▸ Scan for dates, numbers and names. ▸ Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* ▸ Explain how paragraphs are used to order or build up ideas, and how they are linked. **Participating in discussion** ▸ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▸ Develop, agree on and evaluate rules for effective discussion. ▸ Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.*

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English
Key Learning Indicators of Performance in Reading: Year 5

Word Reading	Comprehension
As above and: ▸ Read books at an age appropriate interest level. ▸ Use knowledge of root words to understand meanings of words. ▸ Apply knowledge of prefixes to understand meaning of new words, e.g. *dis-, re-, pre-, mis-, over-*. ▸ Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably*. ▸ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below	As above and: **Maintaining positive attitudes to reading** ▸ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▸ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▸ Explore themes within and across texts e.g. *loss, heroism, friendship*. ▸ Make comparisons within a text e.g. characters' viewpoints of same events. ▸ Recommend books to their peers with reasons for choices. ▸ Read books and texts that are structured in different ways for a range of purposes. ▸ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▸ Learn a wider range of poems by heart. ▸ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. **Understanding texts they read independently and those which are read to them** ▸ Explain the meaning of words within the context of the text. ▸ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▸ Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* ▸ Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.* ▸ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▸ Predict what might happen from information stated and implied. ▸ Through close reading of the text, re-read and read ahead to locate clues to support understanding. ▸ Scan for key words and text mark to locate key information. ▸ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▸ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation. ▸ Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*. ▸ Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech*. **Evaluating the impact of the author's use of language** ▸ Explore, recognise and use the terms metaphor, simile, imagery. ▸ Explain the effect on the reader of the authors' choice of language. ▸ Distinguish between statements of fact or opinion within a text. **Participating in discussion and debate** ▸ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. ▸ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▸ Prepare formal presentations individually or in groups. ▸ Use notes to support presentation of information. ▸ Respond to questions generated by a presentation. ▸ Participate in debates on an issue related to reading (fiction or non-fiction).

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English
Key Learning Indicators of Performance in Reading: Year 6

Word Reading	Comprehension
As above and: ▸ Read books at an age appropriate interest level. ▸ Work out unfamiliar words by focusing on all letters in the word, *e.g.* not reading *invitation* for *imitation*. ▸ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*. ▸ Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial*. ▸ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. ▸ Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*.	As above and: **Maintaining positive attitudes to reading** ▸ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▸ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▸ Independently read longer texts with sustained stamina and interest. ▸ Recommend books to their peers with detailed reasons for their opinions. ▸ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▸ Learn a wider range of poems by heart. ▸ Prepare poems and play scripts to read aloud and perform using dramatic effects. **Understanding texts they read independently and those which are read to them** ▸ Explain the meaning of new vocabulary within the context of the text. ▸ Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* ▸ Use a reading journal to record on-going reflections and responses to personal reading. ▸ Explore texts in groups and deepen comprehension through discussion. ▸ Provide reasoned justifications for their views. ▸ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation. ▸ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation. ▸ Predict what might happen from information stated and implied. ▸ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▸ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. ▸ Compare characters within and across texts. ▸ Compare texts written in different periods. ▸ Recognise themes within and across texts e.g. *hope, peace, fortune, survival*. ▸ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▸ Skim for gist. ▸ Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.* ▸ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▸ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▸ Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*. ▸ Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*. **Evaluating the impact of the author's use of language** ▸ Explore, recognise and use the terms personification, analogy, style and effect. ▸ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. **Participating in discussion and debate** ▸ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. ▸ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▸ Prepare formal presentations individually or in groups. ▸ Use notes to support presentation of information. ▸ Respond to questions generated by a presentation. ▸ Participate in debates on issues related to reading (fiction/non-fiction).

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Key Learning Indicators of Performance in Reading

Word Lists

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English
Key Learning Indicators of Performance in Reading: Word Lists

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
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	– and/or others according to the programme used	

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English
Key Learning Indicators of Performance in Reading: Word Lists

Year 3					
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	

Year 4					
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	

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English
Key Learning Indicators of Performance in Reading: Word Lists

Year 5					
apparent	**cemetery**	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	**secretary**	ancient	community	**dictionary**	**foreign**
leisure	persuade	shoulder	**available**	**conscience***	environment
forty	lightning	**physical**	soldier	**average**	**convenience**
equip (-ped, -ment)	**government**	muscle	programme	stomach	bargain
curiosity	excellent	**hindrance**	neighbour	queue	**temperature**
bruise	**desperate**	**existence**	individual	**nuisance**	recognise
twelfth	rhyme	**vegetable**			

Year 6					
accommodate	**category**	disastrous	**immediate(ly)**	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	**profession**	sufficient
according	**competition**	**especially**	marvellous	pronunciation	suggest
achieve	**conscious***	exaggerate	**mischievous**	recommend	symbol
aggressive	controversy	**frequently**	**necessary**	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	**criticise (critic + ise)**	harass	parliament	sacrifice	variety
awkward	**definite**	identity	prejudice	**signature**	vehicle
yacht					

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