



Bishop Ellis Catholic Voluntary Academy



English Intent

Reading

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, we intend for children to have the opportunity to develop spiritually, culturally, emotionally, intellectually and socially. Literature, particularly, plays a vital role in such development. We aim to develop their love of literature through widespread reading for enjoyment as modelled by adults. We also intend our reading curriculum to enable children both to acquire knowledge and to build on what they already know and have an appreciation for the rich, diverse and subject specific vocabulary that they will encounter throughout the rest of the Bishop Ellis curriculum and beyond into further study because we understand that reading extensively and frequently increases pupils' vocabulary because they meet words they would seldom hear or use in everyday speech. We intend our reading curriculum to fire children's imagination and create a genuine sense of awe and wonder in God's world.

Speaking and Listening.

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them. We recognise the significance of spoken language in children's development across the whole curriculum – spiritually, cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We intend that the quality and variety of language that pupils hear and speak enables them to develop their vocabulary and grammar and their understanding for reading and writing. We want children at Bishop Ellis to have the ability to explain their understanding of books and other reading, and to prepare their ideas before they write.

Writing.

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them. We intend children at Bishop Ellis to be highly proficient in the two domains of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We intend that our writing curriculum develops children's capability in these two dimensions. We teach children that writing down ideas fluently depends on spelling quickly and accurately through knowing the relationship between sounds that letters make (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. We teach that effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. We teach the children that this requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their writing. As vocabulary increases, we teach children (sometimes discreetly) how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. We intend children know how to work out and clarify the meanings of unknown words and words with more than one meaning. When appropriate, we teach children to control their speaking and writing consciously and to use Standard English. Throughout the curriculum, teachers teach pupils the vocabulary they need to discuss their writing. We aim to ensure that children learn the correct grammatical terms in English and that these terms are integrated within teaching.

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE A

TERM	ADVENT 1		ADVENT 2		LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction	Poetry	Fiction	Non-Fiction	Fiction	Poetry
STUDY												
UNIT OF WORK	Character Description 3 weeks Instruction Writing 3 weeks		Story Writing-Rosa Parks 3 weeks Traditional tales-Goldilocks 3 weeks Letter writing 2 weeks		Poetry-shape 2 weeks Explanation text 3 weeks		Story writing (including 1 week Setting Description) 4 weeks Poetry (Superhero – acrostic) 2 weeks		Animal adventure stories 3 weeks Persuasion text 2 weeks		Recount writing 3 weeks Poetry (The magic London bus) 2 weeks	
TEXTS	Beegu Character descriptions Instructions		I am Rosa Parks Goldilocks Stories Traditional tales Letters		Little Evie and the Wild Wood Poetry Explanations		Major Glad, Major Dizzy Stories Setting descriptions Poems		The Owl who was Afraid of the Dark Stories Persuasive texts		Naughty Bus Recount Writing Poetry	
Grammar	Y1 Sentence structure- CL/full stops/finger spaces Y2- use of CL/ full stops to demarcate sentences Y1 conjunction ‘and’ to join clauses Y2- Coordinating conjunctions – or, and, but, so Y2- Subordinating conjunctions – when, if, that, because Y2 - Sentence types: statement & command Y1- Regular plural noun suffixes (including the effect some of these have on the noun) Y2- formation of adjectives such as -ful & -less		Y1- question marks Y2 - Sentence types: statement, question , exclamation , command Y2- use of CL/ full stops/ ? and ! to demarcate sentences Y2- expanded noun phrases for description and specification Y1- sequencing sentences to form short narratives (text level)		Y1 - Suffixes – no change to the root verb – helping, helped, helper Y2- Using commas to separate items in a list Y2 – Past & present tense and ensuring it’s consistent in writing Y2- formation of nouns using suffixes such as -ness, -er & compound words		Y2 - present tense and ensuring it’s consistent in writing Y1- Prefix – un – how it changes the meaning of a word – unkind, untie Y2- use of the progressive form of verbs in the present and past tense (e.g: she is drumming, he was shouting) Y2- Apostrophes – missing letters (e.g. possession – the girl’s head) and contractions (it’s they’re you’re)		Y2-use of suffixes -er/ -est in adjectives and the use of -ly to turn adjectives in adverbs		Revision of grammar	
Spelling- see also phonics LTP	Recap phase 5/ 6 alternatives -kn/ gn -wr -soft c before e, i & y -dge/ ge -g as /j/ before e, i & y + before a, o & u		-/l/ sound as le -/l/ sound as el -/l/ sound as il & al -y at the end of words as /igh/ (cry) -ies to nouns and verbs ending in y		-Adding -ed, -er, -est to words ending in y, with a consonant before -Adding -ing to words ending in y -Adding ing, ed, er, est and y to words ending in e with a consonant before + doubling consonants -The sound /or/ spelt a before l & ll		-The sound u spelt o (mother/ other/come) -The sound /ee/ spelt ey -The /o/ spelt ‘a’ after w and qu (want/ quantity) -The stressed /er/ spelt ‘or’ after w (word) and /or/ spelt ‘ar’ after w (war) -The sound /zh/ spelt ‘s’ (treasure/ vision)		-Suffixes -ment, -ness, -full -Suffixes -less and -ly -Words ending -tion -Contractions -The possessive apostrophe		-Homophones -Near homophones +review	

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE B												
TERM	ADVENT 1		ADVENT 2			LENT 1		LENT 2	PENTECOST 1		PENTECOST 2	
STUDY	Fiction	Non-Fiction	Fiction	Poetry	Non-Fiction	Non-fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	non-Fiction	Non-Fiction
UNITS OF WORK	Story writing 3 weeks Character description 1 week Instructions 2 weeks		Story writing – ‘Lost and Found toy’ story 3 weeks Setting description- Night before Christmas 2 weeks Letter-Christmas 2 weeks			Non-chronological reports 3 weeks Animal poetry 2 weeks		Explanation text 2 weeks Recount- Diary writing- bean diary 2 weeks	Story writing 3 weeks Biography 3 weeks		Persuasive writing 3 weeks Story Writing: Traditional Tales with a Twist 3 weeks	
TEXTS	Toby and the Great Fire of London Stories Character description Instructions		Dogger Stories Night before Christmas Setting description			Lost and Found Non-chronological reports Poetry		The Last Tree Explanation text Diary entries	Handa’s Surprise Lila and the Secret of the Rain. Story writing Biography		Wild. Persuasive writing Traditional tales	
Grammar	Y1 terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop question mark, exclamation mark Y2 terminology Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma		Y1- question marks Y2 - Sentence types: statement, question, exclamation, command Y2- use of CL/ full stops/ ? and ! to demarcate sentences Y2- expanded noun phrases for description and specification Y1- sequencing sentences to form short narratives (text level)			Y1 - Suffixes – no change to the root verb – helping, helped, helper Y2- Using commas to separate items in a list Y2 – Past & present tense and ensuring it’s consistent in writing Y2- formation of nouns using suffixes such as -ness, -er & compound words		Y2 - present tense and ensuring it’s consistent in writing Y1- Prefix – un – how it changes the meaning of a word – unkind, untie Y2- use of the progressive form of verbs in the present and past tense (e.g: she is drumming, he was shouting) Y2- Apostrophes – missing letters (e.g. possession – the girl’s head) and contractions (it’s they’re you’re)	Y2-use of suffixes -er/ -est in adjectives and the use of -ly to turn adjectives in adverbs Y2- formation of adjectives such as -ful & -less Y2- formation of nouns using suffixes such as -ness, -er & compound words		Revision of all grammar	
Spelling	Recap phase 5/ 6 alternatives -kn/ gn -wr -soft c before e, i & y -dge/ ge -g as /j/ before e, i & y + before a, o & u		-/l/ sound as le -/l/ sound as el -/l/ sound as il & al -y at the end of words as /igh/ (cry) -ies to nouns and verbs ending in y			-Adding -ed, -er, -est to words ending in y, with a consonant before -Adding -ing to words ending in y -Adding ing, ed, er, est and y to words ending in e with a consonant before + doubling consonants -The sound /or/ spelt a before l & ll		-The sound u spelt o (mother/ other/come) -The sound /ee/ spelt ey -The /o/ spelt ‘a’ after w and qu (want/ quantity) -The stressed /er/ spelt ‘or’ after w (word) and /or/ spelt ‘ar’ after w (war) -The sound /zh/ spelt ‘s’ (treasure/ vision)	-Suffixes -ment, -ness, -full -Suffixes -less and -ly -Words ending -tion -Contractions -The possessive apostrophe		-Homophones -Near homophones +review	

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE A

TERM	ADVENT 1		ADVENT 2		LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
STUDY	Fiction	Non-fiction	Non-fiction	Fiction	Fiction	Non - Fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
UNIT OF WORK	Character description (1 week) Setting description (1 week) Fantasy narrative (2 weeks) Explanation text (2 weeks)		Persuasive letters (2 weeks) Diary entries (2 weeks) Newspaper reports (2 weeks) Playscripts (2 weeks)		Narrative – myths and legends (3 weeks) Tourist brochure. (3 weeks)		Poetry – based on mythical creatures (1 weeks) Character description (2 weeks)		Instructions (2 weeks) Information text (3 weeks) Setting description (2 weeks)		Biography (3 weeks) Poetry (2 weeks)	
TEXTS	Journey to the centre of the Earth The Street beneath my feet Character descriptions Setting descriptions Explanation texts		The day the crayons quit Escape from Pompeii Julius Caesar by Andrew Matthews (adapted Shakespeare play) Letters, Diaries Newspaper reports Playscripts		Greek Myths- Marcia Williams Who let the God’s out Myths and legends Tourist brochure		Falling out of the sky (Poetry Anthology) Poetry Character descriptions		How to wash a wooly mammoth Instructions Information texts Setting descriptions		The sound collector by Roger McGough (Poem) Biographies	
Grammar	Nouns and Pronouns Adjectives Adverbs Past tense Standard English Paragraphs Present tense, Clauses Coordinating conjunctions Subordinate clauses Prepositional phrases Expanded noun phrases Adverbs to express time and cause Inverted commas Direct speech Headings and subheadings		Possessive pronouns Apostrophes for possession Apostrophes Fronted adverbials Prepositions to show time and cause Inverted commas Direct speech Subordinate clauses Subordinating conjunctions A or an		Recap word classes Determiners Expanded noun phrases Adverbial phrases Homophones Present perfect tense Inverted commas Fronted adverbials		Recap conjunctions Claus/sentence structure Paragraphs Figurative language Word families		Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions Plural possessive apostrophes Present perfect tense Place and cause conjunctions Homophones		Paragraphs Conjunctions Subordinate clauses Adverbial phrases Figurative language Word families	
Spelling	Suffixes with vowel endings (ing, ed, er) Homophones ei, ey, eigh Prefixes in, im, il, ir		Suffixes sion, tion and cian ch – k and ch – s Suffixes sure and ture que and gue		sc, ce, ci Suffix – ly Y		Possessive apostrophe ous u – ou, u – o		Prefixes mis and dis Prefixes – inter, anti, auto, super Prefixes – ex, non		Prefixes – re, un Prefixes – bi, sub	

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE B

TERM	ADVENT 1			ADVENT 2		LENT 1		LENT 2		PENTECOST 1			PENTECOST 2		
STUDY	Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non - Fiction	Fiction	Poetry	Non-Fiction	Play script	Poetry	Non-Fiction
UNIT OF WORK	Character descriptions (1 week) Narrative writing (3 weeks) Information text about the human body (3 weeks)			Persuasive writing – visit Leicester (4 weeks) Character description (1 week) Recount – Diary entry (2 weeks)		Setting description (3 weeks) Recount – Newspaper report (4 weeks)		Narrative writing (3 weeks) Explanation text (2 weeks)		Setting descriptions (2 weeks) Poetry (2 weeks) Instructions (2 weeks)			Writing a play script (3 weeks) Poetry (1 week) Information text about how light travels. (2 weeks)		
TEXT	Giant – Kate Scott How the body works (Usbourne) Character descriptions Information texts			The Buildings that made London- David Long, Josie Shenay Paddington Persuasive texts Diary entries Character descriptions		Secrets of the Sun King Setting descriptions Newspaper reports		Cinderella of the Nile Until I met Dudley Explanation texts		The Promise – Nicola Davies I am the seed that grew the tree – Poetry anthology Setting descriptions Instructions			Orion and the dark-Emma Yarlett. My Shadow – Robert Louis Stevenson Playscripts Information texts		
Grammar	Nouns and Pronouns Adjectives Adverbs Past tense Standard English Subordinate clauses Prepositional phrases Expanded noun phrases Adverbs to express time and cause Subheadings and Headings Paragraphs Present tense Clauses Coordinating conjunctions			Possessive pronouns Apostrophes for possession Apostrophes Fronted adverbials Prepositions to show time and cause Present perfect tense Inverted commas Fronted adverbials Recap conjunctions Claus/sentence structure Paragraphs		Recap word classes Determiners Expanded noun phrases Adverbial phrases Homophones Inverted commas Direct speech Subordinate clauses Subordinating conjunctions A or an		Paragraphs Conjunctions Subordinate clauses Adverbial phrases Recap Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions		Recap Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions Plural possessive apostrophes Present perfect tense Place and cause conjunctions Homophones Figurative language Word families			Adverbial phrases Pronouns and nouns Figurative language Word families		
Spelling	Suffixes with vowel endings (ing, ed, er) Homophones ei, ey, eigh Prefixes in, im, il, ir			Suffixes sion, tion and cian ch – k and ch – s Suffixes sure and ture que and gue		sc, ce, ci Suffix – ly Y		Possessive apostrophes u – ou, u – o		Prefixes mis and dis Prefixes – inter, anti, auto, super Prefixes – ex, non			Prefixes – re, un Prefixes – bi, sub		

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE A

TERM	ADVENT 1	Advent 2			LENT 1	LENT 2		PENTECOST 1	PENTECOST 2	
STUDY	Fiction	Non Fiction	Fiction	Poetry	Non-fiction	Fiction	Non-Fiction	Non-Fiction	Poetry	Fiction- Play script
UNIT OF WORK	Character description (1.5 weeks) Setting description (1.5 weeks) Narrative story (2 weeks)	Persuasive writing (3 weeks) Biography (2 weeks) Poetry (2 weeks) Descriptive writing (3 weeks)	Non-chronological report. (2 weeks) Discussion text (2 weeks)	Narrative (integrating dialogue into narrative) (2 weeks) Explanation text (3 weeks)	Formal letter (2 weeks) Newspaper report (3 weeks)	Play script (2 weeks) Poetry (2 weeks)				
TEXT	Kensuke's Kingdom Setting description Character description Narrative story	Pig Heart Boy Persuasive writing Biography Polar Express Poems Descriptive writing	Tale from Arabian Nights Non-chronological report Discussion texts	The Man Who walked between 2 Towers- Mordecai Gerstein The Lost Words Narrative texts Explanation texts	Holes Newspaper Letters	Macbeth Poems Playscripts				
Grammar	conjunctions semi colons and dashes synonyms subjunctive forms of the verb 2 nd person modal verbs variety of punctuation speech punctuation apostrophes for contractions and plurals hyphenated words possessive pronouns expanded noun phrases/adjectives ambitious vocab	ambitious vocab paragraphs articles- a, an consonants vowels hyphens past/present and future tense prefixes and suffixes Possessive pronouns Singular and plural	ambitious vocab abstract nouns abstract and concrete nouns past/present and future tense prefixes and suffixes Possessive pronouns Singular and plural	variety of punctuation formal language brackets passive and active voice integrating dialogue indirect and direct speech apostrophes for contraction singular and plural speech punctuation pronouns with cohesion question and command conjunctions commas in lists expanded noun phrases ambitious vocab Passive and active voice Subject, verb and object	Fronted adverbials Direct Speech Possessive apostrophes and plurals Expanded noun phrases Pronouns/nouns Time related conjunctions Modal verbs ambitious vocab hyphens Formal vocab Statements, questions and commands	variety of punctuation conjunctions expanded noun phrases/adjectives ambitious vocab determiners ellipsis Indirect speech prefixes and suffixes Concrete and abstract nouns				
Spelling	Words ending in ence/ency Words ending in ance/ancy Hyphenated prefix words Words ending in able/ably Including words ending in e Homophones	Endings which sound like cious or tious Endings with sound like cial or tial Adding suffixes beginning with vowel letters to words ending in fer Homophones Apostrophe for contraction recap	Words with the i sound sound spelt ei after c Words containing the letter string ough Homophones	Words with silent letters – kn, gh and ch Words ending in ible and ibly Tricky words Words ending in ful, recap	Double consonant recap- verbs Prefix words recap- Micro, mini, re, dis Tricky words	Words that belong to the same word family- temper, light Tricky words Homophones				

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2		LENT 1			LENT 2		PENTECOST 1		PENTECOST 2	
STUDY	Non-fiction	Fiction	Non fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction
UNIT OF WORK	<p>Persuasive text (3 weeks)</p> <p>Explanation text (2 weeks)</p>	<p>Character description (2 weeks)</p> <p>Setting and atmosphere</p> <p>Narrative (historical) (2 weeks)</p> <p>Newspaper report (2 weeks)</p> <p>Balanced argument (2 weeks)</p>		<p>Character and setting description integrating dialogue (2 weeks)</p> <p>WW2 poetry (2 weeks)</p> <p>Biographies (1 week)</p>			<p>Narrative (2 weeks)</p> <p>Non-chronological reports (2 weeks)</p>		<p>Play Scripts (monologues) (2 weeks)</p> <p>Poetry (2 weeks)</p>		<p>Discussion text (2 weeks)</p> <p>Setting description (1 week)</p> <p>Formal letter (2 weeks)</p>	
TEXTS	<p>Jamie Drake Equation</p> <p>Persuasive texts</p> <p>Explanation texts</p>	<p>War Horse</p> <p>Character description</p> <p>Setting description</p> <p>Narratives</p> <p>Beowulf</p> <p>Newspapers</p> <p>Balanced arguments</p>		<p>The Silver Sword</p> <p>WW2 poetry</p> <p>Character and setting description integrating dialogue</p> <p>Poetry</p> <p>Biography</p>			<p>Treason</p> <p>Narrative</p> <p>Non-chronological reports</p>		<p>The Tempest</p> <p>The Lighthouse</p> <p>Play Scripts (monologues)</p> <p>Poetry</p>		<p>The Nowhere Emporium</p> <p>Discussion text</p> <p>Magazine article</p> <p>Formal letter</p>	
Grammar	<p>Subordinate clauses and punctuation</p> <p>Conjunctions</p> <p>Present perfect verbs</p> <p>Present, past and future tense</p> <p>Prepositions</p> <p>Conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Fronted adverbials</p> <p>Possessive apostrophe</p> <p>Possessive pronouns</p> <p>Common nouns</p> <p>Concrete and abstract nouns</p>	<p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Conjunctions</p> <p>Synonyms</p> <p>Possessive apostrophe</p> <p>Direct speech</p> <p>Parenthesis</p> <p>Modal verbs</p> <p>Semi-colons/colons /dashes</p> <p>Commas</p> <p>Collective nouns</p> <p>Parenthesis</p> <p>Modal Verbs</p> <p>Adverbs</p> <p>Relative clauses and relative pronouns</p> <p>Fronted adverbials</p> <p>Coordinating and subordinating conjunctions</p> <p>Pronouns/nouns</p> <p>Colons/semicolons</p> <p>Hyphens</p> <p>Past and present progressive tense</p> <p>Passive and active voice</p> <p>Subject, verb and object</p>		<p>inverted commas</p> <p>speech</p> <p>difference between narrative and speech</p> <p>indirect and direct speech</p> <p>contractions</p> <p>past and present, future tense</p> <p>first person</p> <p>informal language</p> <p>adverbials</p> <p>modal verbs</p> <p>paragraphs</p> <p>variety of punctuation</p> <p>sentence structure- clauses</p> <p>parenthesis</p> <p>bullet points</p> <p>using a colon before bullet points</p> <p>conjunctions</p> <p>expanded noun phrases/adjectives</p> <p>possessive apostrophes</p> <p>abstract and concrete nouns</p>			<p>Abstract nouns</p> <p>Determiners</p> <p>Ellipsis</p> <p>Exclamation mark</p> <p>Subjunctive form of the verb</p> <p>2nd person</p> <p>Passive and active voice</p> <p>Subject, verb and object</p> <p>Complex sentences</p>		<p>Relative clauses</p> <p>Embedded clauses</p> <p>Expanded noun phrases</p> <p>Figurative Language</p> <p>Adverbs</p> <p>1st, 2nd 3rd person</p> <p>Tenses</p> <p>Past, present and future</p> <p>Past and present perfect and progressive tense</p>		<p>Past and perfect progressive tense</p> <p>articles- a, an</p> <p>consonants</p> <p>vowels</p> <p>Proper nouns</p> <p>Passive and active voice</p> <p>Subject, verb and object</p> <p>Prefixes and suffixes</p> <p>Common nouns</p>	
Spelling	<p>Words ending in ence/ency</p> <p>Words ending in ance/ancy</p> <p>Hyphenated prefix words</p> <p>Words ending in able/ably</p> <p>Including words ending in e</p> <p>Homophones</p>	<p>Endings which sound like cious or tious</p> <p>Endings with sound like cial or tial</p> <p>Adding suffixes beginning with vowel</p> <p>letters to words ending in fer</p> <p>Homophones</p> <p>Apostrophe for contraction recap</p>		<p>Words with the i sound sound</p> <p>spelt ei after c</p> <p>Words containing the letter string ough</p> <p>Homophones</p>			<p>Words with silent letters – kn, gh and ch</p> <p>Words ending in ible and ibly</p> <p>Tricky words</p> <p>Words ending in ful, recap</p>		<p>Double consonant recap- verbs</p> <p>Prefix words recap- Micro, mini, re, dis</p> <p>Tricky words</p>		<p>Words that belong to the same word family- temper, light</p> <p>Tricky words</p> <p>Homophones</p>	

