

All Saints C.E. Primary School
English Policy

It is our aim at All Saints' School to give all children, regardless of ethnic origin, background or gender the opportunity to develop to the fullest extent possible their capabilities in both written and spoken English. It is recognised that the ability to communicate and express oneself effectively both orally and in writing, is of vital importance in any child's development, and that the skills acquired in school are essential for adult life.

These principles aim to be met in the following ways:

1. Good quality planning and subject knowledge across all phases.
2. Write Away Together Program, used both as an intervention and within class based lessons. (Appendix 1)
2. Whole school phonics scheme - Big Cat Phonics used as teaching tool alongside Letters and Sounds. (Appendix 2 - Overview and Progression in Reading and Spelling)
3. School Reading Scheme and targets. (Appendix 3)
4. Handwriting Targets. (Appendix 4)
5. Spelling Targets. (Appendix 5)
6. Special Needs Programs.
7. Speaking and Listening activities.
8. Basic Skills programs.

Organisation:

All pupils have 5 English lessons a week plus extended writing session/s throughout a unit of work. Lessons are planned in blocks to ensure children have knowledge of the BIG PICTURE where their reading/writing is concerned. Throughout each block/unit the children are given the opportunity to experience their learning in different ways including drama and role play, speaking and listening, reading, comprehension, music and off site activities. Word, sentence and text level activities are planned for throughout blocks of work so that children are able to apply these skills to their written work.

Pupils are placed into ability sets according to the most recent assessments

and continued progress within lessons. However, as a result of ongoing monitoring and evaluation it may be deemed appropriate to form a more-able ability group and two parallel mixed ability groups.

Planning:

Planning is cross curricular and topic based, and covers all relevant types of texts and writing applicable to the year groups being taught. The Literacy Framework is used for organisation of Medium Term planning and to ensure coverage and progression of key skills. The key principles of AfL should underpin the planning of literacy so that tasks are well matched to all learners in order for learners to achieve expected progress.

Phonics:

All pupils in the EY and KS 1 take part in daily phonics sessions. (10 - 20 mins) In EY children are grouped according to their phonic ability/needs. These sessions are delivered during the English lesson in KS 1 and more discretely throughout the day in the Foundation Stage. In KS 2 phonics lessons are also delivered in this way for groups of children that have specific phonic needs. In other English groups phonics targets may be met through weekly spelling sessions. Phonics is taught using the teaching tool Big Cat Phonics and the Letters and Sounds Programme.

Reading:

Reading with accuracy and understanding is the most important skill a child can develop, as it is the key access to all other subjects of the curriculum. Therefore, the progress of all pupils is regularly tracked through the Salford (KS1) and the SPAR (KS2) reading assessments. Using this information enables teachers to set appropriate targets and monitor progress more closely. This may be done through English sessions and more regular independent reading throughout the week.

Initially, children are taught to read through the phonics scheme, learning sounds alongside sight vocabulary/tricky words. As their confidence increases the children can combine the sight vocabulary and sound skills to progress

with their reading through simple phonically targeted books.

Each pupil reads a book appropriate to his/her reading age, (Appendix 2) as determined by the Salford or SPAR test, though teachers may need to use their discretion if a child's ability in comprehension is considerably lower than the ability to read aloud accurately. Special schemes (e.g. Read On, Monster, Starpol, Flying Boot) are available for those children whose reading ability is significantly below their chronological age, the choice to be made in consultation with the SENCO - Mrs Amy Darby.

All children should read to the teacher on a regular basis, according to need, and a record kept in the child's reading diary. Parents are encouraged to hear children read regularly and are also expected to record this in the diary. In addition, children and parents can enter details of any other reading done on their own, either at home or at school. This could include a variety of reading material such as newspapers and magazines, as well as books.

All children in Key Stage 1 (and targeted children in KS2) should have a word book in which new words, together with similar sounding and/or similarly spelt words are recorded in lists. This book should be with the reading book at all times and children should read words in it at the same time as reading their book.

In the Foundation Class all pupils will follow a programme of basic skills designed to support and enhance pre-reading and early reading performance through increasing ability in auditory and visual memory, auditory and visual perception and auditory and visual sequencing.

Writing:

We believe that all children should be exposed to a variety of different writing styles and writing is taught with this in mind. Children read, discuss and analyse texts, take part in drama and practical activities prior to the writing process. This sequence of teaching enables pupils to see modelled writing, take part in shared writing and practise their writing skills before editing, improving and finalising their written work. This approach is used in all phases across the school. Extended writing forms an essential part of our

approach and as such is encouraged using a variety of stimulus such as a prop, music or film clips and personal experiences or events in order to develop ideas and language for writing.

A specific piece of written work is done by each child three times per year to be assessed and support teacher assessment. The results are recorded on a tracking sheet. The curriculum tracker is also be used to inform assessments. Pupils' individual targets for improvement in writing are set using these assessments as guidance, along with teacher assessment and ongoing progress reports. As children leave Key Stage 1 they should have acquired good spelling techniques, be beginning to use a cursive style of handwriting and consistently apply basic punctuation.

Speaking and Listening:

All Saints is committed to raising standards of listening skills and spoken language. The development of vocabulary knowledge, both intuitive and expressive is crucial for the child to access the curriculum. This is done through activities in 4 areas:

Listening: developing active listening strategies and critical skills of analysis
Activities - Listening,comprehending and following instructions, listening to others in discussions and debates without interrupting, repeating messages accurately.

Speaking: being able to speak clearly and develop and sustain ideas in talk
Activities - Answering questions appropriately, reading aloud, retelling stories, reporting back, describing situations and delivering messages accurately.

Group discussion and interaction:

taking different roles in groups, making a range of contributions and working collaboratively.
Activities - Cooperating with others, taking notes and reporting back, organising and fulfilling roles and responsibilities, coming to agreements, arriving at decisions, carrying out investigations, making plans.

Drama: improvising and working in role, scripting and performing, and responding to performances.

Activities - Assemblies, improvisation, discussing characters and settings, using voice to create different characters and situations, role play, performances.

Handwriting:

Handwriting should be taught with the aim of developing a neat, cursive style for every child. Expectations within written work should be of the pupil's best writing at all times. Pencil should be used for all written work unless children have achieved their 'Pen license' award.

The following points should be considered at any time when a child is writing:

Correct posture

Correct chair, table height and position/ feet on floor

Correct tripod pencil grip

Appropriate type of pencil, adequately sharpened.

In the Early Years Unit, opportunities for the development of written skills are provided on a daily basis, using varied types of medium e.g paint, sand trays, felts, crayons chalks etc. Initially pupils are encouraged to develop handwriting skills through the following pre writing activities:

Tracing, Colouring, Drawing, left to right patterns, and zigzag, curved, and straight lines as well as Write Dance.

Spelling Policy:

Teachers provide children with spellings to learn as homework on a regular

basis. These spellings could include:

Phonic spellings

High frequency words (Reception and Y1 /Y2 upwards.)

Medium frequency words (Y4/Y5)

Words based on specific curriculum areas.

(See Appendix 2 - Progression in reading and spellings)

School Special Needs Policy:

Children considered to have special needs in any aspect of English will be have an IEP to target their specific needs. Individual pupil difficulties are discussed regularly between class teacher and SENCO. Reading schemes are available to support pupils with reading difficulties and precision teaching techniques are used regularly.

Monitoring and Assessment:

Children's work should be assessed on a regular basis in order to inform planning. Marking should be carried out in accordance with the school marking policy and ensure that the marking is used to help children make progress in their learning. The following assessments are carried out:

1. Termly

Reading Assessments:

Salford (KS1)

SPAR(KS2)

Salford (Reception - Summer Term)

EJITS - YR 1 (Also to be completed by other year groups)

SATS - YR2 & YR 6 (Current Year past paper past paper - Autumn and Spring Terms, Current Year - Summer Term.)

Optional SATS - YR 3, 4 and 5 (Previous Year past paper - Autumn and Spring Terms, Current Year Group past paper - Summer Term.)

Writing Assessment -

A piece of independent writing will be assessed termly using the Ros Wilson Criteria for all year groups including Reception during the Summer Term.

EJITS - all year groups.

SATS - YR 2 & YR6 Summer Term.

Phonics Assessment -

Nursery, Reception and KS1 will complete the Sandwell Phonic assessments.

In KS2 phonics assessments will take place for those groups who have phonic targets or specific phonic needs.

Role of Subject Leader:

The Literacy Coordinator will be responsible for monitoring the standards of literacy across the whole school. Following monitoring the Literacy Coordinator will ensure that information is fed back to the Headteacher, SMT and Governors. Monitoring is carried out for a purpose and as a result of pupil progress meetings. Monitoring may include talking to children, scrutiny of learning and planning, lesson observations and learning walks but Literacy Leader, Headteacher or SMT.

Other areas of responsibility -

Quality of resources

Accessing training

Quality of display/learning environment

Lead in policy development

Supporting colleagues in planning and delivery of lessons

Keeping up to date with new initiatives

Facilitating interventions in conjunction with SENCo and measuring impact

Jayne Smart is the literacy co-ordinator working closely with all other members of staff.

Periodically, during staff meetings, current practice will be reviewed and with the support of all staff this policy has been agreed and implemented. The policy will be reviewed in light of any curriculum and policy changes as required.

Library:

All pupils have the opportunity of a weekly Library session at the end of which they choose a book to take away in order to widen their range of available reading material. Records of books borrowed are kept. Library books are changed on a weekly basis. All children also have the opportunity to attend a weekly Lunchtime Library session where they can enjoy having stories read to them by older pupils, change their library books or simply enjoy quiet time looking at the books. This is run by Year 5 Librarians.

In addition, children are encouraged to utilise classroom- based collections of books.

Book Fairs:

The school participates in two different 'Book Weeks', annually. Year 6 children are responsible for the running of the book fair, including setting up, taking money, giving change and ensuring children handle books with care during class time in the book fair, with supervision from the year 6 teacher.

Write Away Together

Key Principles

- Read aloud
- Praise
- Improve
- Plan

These principles should be incorporated into whole class sessions as the basis for improving children's work.

One to One sessions - 20 minute sessions twice a week for 10 weeks.

Group sessions - 30 minute sessions twice a week for 10 weeks.

Initial assessment is used to determine level and areas for improvement. Monitoring and paperwork to be completed by adult throughout the programme to ensure progress is being made and objectives are being met.

Reading Boxes with appropriate reading levels:

Appendix 3.

a	6.0	6.6
b	6.7	7.0
c	7.1	7.6
d.	7.7	8.0
e	8.1	9.0
f.	9.1	10.0
g	10.1	11.0
h	11.1+	

Advanced Readers available where appropriate.

Targets are progressive, with a recognition that certain children may be working at either a higher or lower level.

Establish dominant writing hand.

Hold pencil correctly with a comfortable tripod grip.

Know that writing goes from left to right.

Write own name correctly.

Know that spaces need to be left between words.

Form all 26 lower case letters correctly.

Leave spaces between words consistently.

Use ascenders and descenders correctly, with or without lines.

Use appropriate spacing top to bottom.

Be able to join 20 common words consistently within work.

Form all capital letters correctly.

Show regularity in shape and size of letters ("large" lower case letters not apparent).

Show regularity in spacing of letters, words and lines.

Use lower case letters and capitals correctly within sentences and words.

Join 50 common words correctly and begin to use joins within longer words.

Join writing consistently and appropriately.

Consistent, correct usage of capital letters for names and proper names and not within words generally.

Spelling Targets

Appendix 5

The current phonic system (Letters and Sounds), together with the learning of key words (using "look, cover, write, check") is the base to work from. Additional teaching of common spelling patterns, everyday words, word families and topic words should also be covered.

Spelling examples in progression order -

First name

10 key words

Full name

50 common words

Begin to use alphabetical order to find words in dictionaries.

Days of the Week

Name, address and birthday

100 key words

Using initial letter, check meanings of words in a dictionary.

Months of the Year

Seasons

Colours

150 key words

Use initial and subsequent letters to check spelling and word meanings in a dictionary, and other research books.

Numbers to 100

200 key words

2/3 syllable words

Use appropriate terminology e.g vowel/consonant.

Prefixes / suffixes

Changes to spellings by the addition of "ing", "ed" etc.

Letters and sounds Overview

Appendix 2

Phase	Aspect/Week	Activity
1		1. Environmental Sounds p9
		2. General Sound Discrimination - Instrumental Sounds p15
		3. General Sound Discrimination - Body Percussion p20
		4. Rhythm and Rhyme p25
		5. Alliteration
		6. Voice Sounds
		7. Oral Blending and Segmenting
2 (up to 6 weeks) Word Banks on p69	Week 1	s a t p (set 1) Practise letters/sounds and start to practise oral blending and segmenting p51
	Week 2	i n m d (set 2) Practise all letters and sounds learned so far p51 Practise oral blending and segmenting p55 Teach blending with letters (for reading) p58 Practise blending for reading p59 Practise blending and reading HFW is, it, in, at p64
	Week 3	g o c k (set 3) Practise all letters and sounds learned so far p51 Practise oral blending and segmenting p55 Teach segmentation for spelling p61 Teach blending and reading the HFW and p64 Demo reading captions using words with week 1 and 2 letters and and p67
	Week 4	ck e u r (set 4) Teach ck and it's use at the end of words and practise reading words ending in ck Teach the other 3 sounds p51 Practise all letters and sounds learned so far p51

		<p>Practise oral blending and segmenting p55</p> <p>Practise blending to read words p59</p> <p>Practise segmentation to spell words p61</p> <p>Teach reading tricky words to and the p64</p> <p>Reading and demo captions using week 1-4 sounds and and, the and to p66</p>
	Week 5	<p>h, b, f, ff, l, ll, ss (set 5)</p> <p>Teach week 5 sounds, explain endings of words p51</p> <p>Practise all letters and sounds learned so far p51</p> <p>Practise blending to read words p59</p> <p>Practise segmentation to spell words p61</p> <p>Teach reading tricky words no, go and I p64</p> <p>Reading and demo captions using week 1-5 sounds and no, go, I, and, the and to p66</p>
	Week 6	<p>Revise all letters and sounds taught so far.</p> <p>Continue to support children in reading words and captions.</p>
p	Week 1	<p>j v w x (set 6)</p> <p>Learn an alphabet song</p> <p>Teach set 6 sounds/letters p78</p> <p>Practise all sounds learned so far</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Practise reading HFW learned so far</p> <p>Read sentences using set 1 - 6 letters and sounds and no, go, I, and, the and to</p>
	Week 2	<p>y, z, zz, qu (set 7)</p> <p>Teach set 7 sounds/letters p78</p> <p>Point to the letters in alphabet while singing alphabet song p80</p> <p>Practise all letters/sounds learned so far</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the tricky words we, me, be p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing sentences using set 1 - 7 letters and sounds and no, go, I, and, the, to, we, me and be</p>
	Week 3	<p>sh, th, ch, ng</p>

		<p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Teach 4 consonant digraphs p81</p> <p>Point to the letters in alphabet while singing alphabet song p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the tricky words <i>he, she</i> p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
	Week 4	<p><i>ai, ee, oo, oa</i></p> <p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Teach 4 vowel digraphs</p> <p>Point to the letters in alphabet while singing alphabet song p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word <i>was</i> p91-93</p> <p>Teach spelling the tricky words <i>no</i> and <i>go</i> p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
	Week 5	<p><i>ar or igh ur</i></p> <p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Teach 4 vowel digraphs</p> <p>Point to the letters in alphabet while singing alphabet song p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word <i>my</i> p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
	Week 6	<p><i>ow oi ear er</i></p> <p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Teach 4 vowel digraphs</p> <p>Practise letter names p80</p>

	<p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word you p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
Week 7	<p>air ure</p> <p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Teach 4 vowel digraphs</p> <p>Practise letter names p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word they p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
Week 8	<p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Practise letter names p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word her p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
Week 9	<p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Practise letter names p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word all p91-93</p> <p>Practise reading and spelling HFW.</p> <p>Practise reading 2 syllable words p94</p> <p>Practise reading and writing captions and sentences p95-98</p>
Week 10	<p>Practise all previously learned GPCs (Grapheme - phoneme correspondence)</p> <p>Practise letter names p80</p> <p>Practise blending for reading p85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach the reading the tricky word are p91-93</p>

		Practise reading and spelling HFW. Practise reading 2 syllable words p94 Practise reading and writing captions and sentences p95-98
	Weeks 11- 12	More consolidation if necessary or move to phase 4.
4 (4 - 6 weeks) Words and sentence bank p126-128	Week 1	Practise recognition and recall of phase 2 and 3 graphemes and reading spelling CVC words p109 Teach and Practise reading CVCC words p111 Teach and Practise spelling CVCC words p112 Teach reading tricky words <i>said, so</i> Teach spelling the tricky words <i>he, she, me, we, be</i> Practise reading and spelling HFW p118 Practise reading (p122) and writing (p124) sentences
	Week 2	Practise recognition and recall of phase 2 and 3 graphemes and reading spelling CVC words p109 Teach and Practise reading CVCC words p111 Teach and Practise spelling CVCC words p112 Teach reading tricky words <i>have, like, some, come</i> Teach spelling the tricky words <i>was, you</i> Practise reading and spelling HFW p118 Practise reading (p122) and writing (p124) sentences
	Week 3	Practise recognition and recall of phase 2 and 3 graphemes p109-110 Practise reading and spelling words containing 2 adjacent consonants p113-115 Teach reading tricky words <i>were, there, little, one</i> Teach spelling the tricky words <i>they, all, are</i> Practise reading and spelling HFW p118 Practise reading (p122) and writing (p124) sentences
	Week 4	Practise recognition and recall of phase 2 and 3 graphemes p109-110 Practise reading and spelling words containing 2 adjacent consonants p113-115 Teach reading tricky words <i>do, when, out, what</i> Teach spelling the tricky words <i>my, her</i> Practise reading and spelling HFW p118 Practise reading (p122) and writing (p124) sentences
5 (Throughout YR 1)	Weeks 1 - 4	<i>ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e</i> Practise recognition and recall of phase 2, 3 and 4 graphemes Teach new graphemes (4 per week)p134

		<p>Practise R and Sp words with adjacent consonants and newly learned graphemes</p> <p>Learn new phoneme /zh/ in words such as treasure</p> <p>Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked p140</p> <p>Teach spelling the words said, so, have, like, some, come, were, there,</p> <p>Practise R and Sp HFW p140</p> <p>Practise R and Sp polysyllabic words p142 and 149</p> <p>Practise reading (p142) and writing (p149) sentences</p>
	Weeks 5 -7	<p>Practise recognition and recall of graphemes and different pronunciation of graphemes as they are learned p136</p> <p>Teach alternative pronunciations of graphemes for reading(4 per week)p136</p> <p>Practise R and Sp words with adjacent consonants and newly learned graphemes</p> <p>Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please p140</p> <p>Teach spelling the words little, one, do, when, what, out</p> <p>Practise R and Sp HFW p140</p> <p>Practise R and Sp polysyllabic words p142 and 149</p> <p>Practise reading (p142) and writing (p149) sentences</p>
	Weeks 8 - 30	<p>Practise recognition and recall of graphemes and different pronunciation of graphemes as they are learned p136</p> <p>Teach alternative spellings of phonemes p144-147</p> <p>Practise R and Sp words with adjacent consonants and newly learned graphemes</p> <p>Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked p140</p> <p>Practise R and Sp HFW p140</p> <p>Practise R and Sp polysyllabic words p142 and 149</p> <p>Practise reading (p142) and writing (p149) sentences</p>
6	Reading	<p>HFW p193-195</p> <p>Allow children to experience fluent reading by reading a range of shorter/easier texts to build confidence - fiction, poetry and non fiction</p> <p>Comprehension and review p168-9</p>
	Spelling Past tense	<p>Teaching the past tense - simple past tense orally first.</p> <p>Teach common verbs which have irregular past tense e.g. go - went, come - came, say - said p170</p>

	<p>Spelling Suffixes p189-191</p>	<p>Investigating and learning how to add suffixes p171 - 174 ed suffix for past tense ing added to verbs s and es added to nouns and verbs bushes/catches ful added to nouns e.g. careful er added to verbs and adjectives runner, reader, bigger est added to adjectives biggest, slowest ly added to adjectives to form adverbs sadly, happily, lately ment added to verbs to form nouns payment, advertisement ness added to adjectives to form nouns darkness, sadness y added to nouns to form adjectives funny, smoky, sandy Other spelling guidelines on p187-8</p>
	<p>Spelling Long words</p>	<p>How suffixes and prefixes change words Syllables</p>
	<p>Spelling Difficult bits</p>	<p>Parts of HFW which are commonly misspelt Strategies p192</p>
	<p>Spelling Independence</p>	<p>Proofreading Using dictionaries and spell checkers Links with handwriting</p>

Progression of reading and spellings using Letters and Sounds

<u>Phase</u>	<u>Tricky Words</u>	<u>Decodable/HFW Words and Spellings</u>
2	to, the, no, go, I, into	a, an, as, is, it, in, at, if, and, of, off, can, dad, had, back, get, big, him, his, not, got, up, mum, but, put
3	we, me, be, he, she, was, my, they, all, are, her, you	will, see, that, for, this, now, then, down, them, look, with, too to, the, no, go, I, into, a, an, as, is, it, in, at, if, and, of, off, can, dad, had, back, get, big, him, his, not, got up, mum, but, put, will, see, that, for, this, now, then, down, them, look, with, too
4	said, so, have, like, some, come, were, there, little, one, do when, out, what	went, it's from, children, just, help we, me, be, he, she, was, my, they, all, are, her, you, said, so, have, like, some, come, were, there, went, it's from, children, just, help
5	oh, their, people, Mr, Mrs, looked, called, asked, could, would water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please	don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very oh, their, people, Mr, Mrs, looked, called, asked, could, would, don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, little, one, do, when, what out
6	Next 200 common HFW (letters and Sounds, p195)	Past tense spellings and irregular past tense (p170) Suffixes and Prefixes Misspelt HFW Dictionary Work