
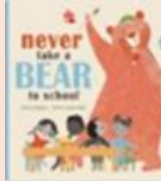
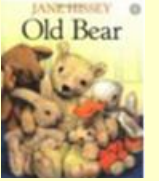




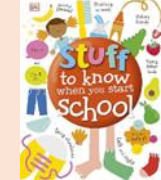


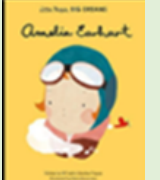
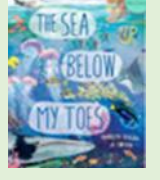










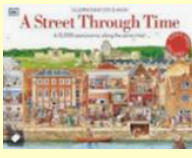



# PRAA SANDS WRITING SPINE

mYear A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>All about me!</b>	<b>All about my school</b>	<b>Toys</b>	<b>Weather</b>	<b>Flying High</b>	<b>The Seaside</b>
<b>Fiction text</b>	 <p>Stop! That's not my story - Smriti Halls &amp; Erika Meza</p>	 <p>Never bring a bear to school - Mark Spelling</p>	 <p>Old bear – Jane Hissy</p>	 <p>The rhythm of the rain – Grahame Baker-Smith</p>	 <p>Emma Jane's aeroplane - Katie Haworth &amp; Daniel Rieley</p>	 <p>The storm whale – Benji Davies</p>
<b>Non-fiction text</b>	 <p>Hello world - Jonathan Liffon &amp; L'Atelier Cartographik</p>	 <p>Stuff to know when you start school - DK</p>	 <p>Terrific toys – William Anthony</p>	 <p>Questions and answers about weather - Katie Daynes &amp; Marie-Eve Tremblay</p>	 <p>Amelia Earhart – Isabel Sanchez</p>	 <p>The sea below my toes - Charlotte Guillain &amp; Jo Empson</p>
<b>Writing genres</b>	<ul style="list-style-type: none"> <li>Poetry: Acrostic</li> <li>Autobiography</li> <li>Narrative – traditional tale</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Senses</li> <li>Narrative (Change setting and events)</li> <li>Newspaper reports</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Alliteration (Winter poems)</li> <li>Recounts</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Performance</li> <li>Fantasy stories</li> <li>Information text</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Haiku</li> <li>Postcards</li> <li>Biography</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Riddles</li> <li>Narrative writing</li> <li>Persuasive texts</li> </ul>
<b>Writing overview</b>	During this topic, the children will use Stop! That's not my story to become familiar with the language and structure used in traditional tales. They will write their own autobiography and then use themselves as a character in their own traditional tale. Poetry writing is inspired by 'Friends' by John P. 'B – is for Birthday' by Erika L. Shields.	Spoken language is a focus for this half-term. Through the text 'Never bring a bear to school' children will develop their use of descriptive language and conjunctions. They will retell the story changing the setting to Trannack and the events of the bear. Using their own stories children will then write scripts for a news report about a bear being in Trannack school.	During this topic the children will develop their use of descriptive language and commas in a list. Children will think about the various characters thoughts and feelings a different points during the story – they will then use emotive language to write a diary recount as a character of their choice. Children will also write instructions on how to rescue a bear using bullet points and imperative verbs.	Using the rhythm of the rain the children will develop their knowledge of onomatopoeia and descriptive language. Children will retell the story from the perspective of the rain as it makes its journey. Children will also develop their knowledge of information texts and will write a non-chronological report about the water cycle.	Using the text 'Emma Jane's aeroplane' the children visit a variety of different countries around the world. The children will write postcards from each of the destinations visited, comparing each place and using descriptive language to describe the sights and sounds in each. Children will also write a biography about Amelia Earhart.	Children will begin to develop thought and dialogue bubbles that occur during the story. They will then write the sequel to the story in which Noi meets the whale again. Children will then write persuasive speeches about the rights/wrongs of the keeping whales in captivity.
<b>End point</b>	<ul style="list-style-type: none"> <li><b>Poetry:</b> Displayed acrostic poems of children's names</li> <li><b>Autobiography:</b> Published as a whole class book 'Meet Praa Sands'</li> <li><b>Narrative –traditional tale:</b> Written up and read to older children in the school.</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry:</b> Displayed in class/writing display.</li> <li><b>Narrative:</b> Shared with parents, invited into school.</li> <li><b>News reports:</b> Children a filmed in the role of news anchors giving their news report of 'A bear in the school'.</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry:</b> Displayed in classroom</li> <li><b>Recounts - diary:</b> children filmed in the role of the character of their choice.</li> <li><b>Information texts – instructions:</b> published text displayed in class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry:</b> performed to peers (poetry assembly for poetry day 21<sup>st</sup> March?)</li> <li><b>Fantasy stories:</b> Shared with parents, invited into school.</li> <li><b>Information text:</b> Written up and displayed in class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry:</b> performed to peers and written up for display</li> <li><b>Recounts:</b> published for display in class</li> <li><b>Diaries:</b> published in a class book for display</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry:</b> performed to peers and written up for display</li> <li><b>Narrative writing:</b> Shared with parents, invited into school.</li> <li><b>Persuasive speeches:</b> children perform their speech for their peers also recorded.</li> </ul>
<b>Grammar</b>	<b>Year 1*</b> <ul style="list-style-type: none"> <li>Punctuate sentences using a capital letter (for the names of people, places, days of the week and the personal pronoun 'I')</li> <li>Use full stops</li> <li>How words can combine to make sentences</li> <li>Leave space between words</li> </ul> *Revision for Year 2	<b>Year 1</b> <ul style="list-style-type: none"> <li>Join words and joining clauses using 'and'</li> <li>Use question marks</li> <li>Exclamation marks</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, or because)</li> <li>Co-ordination (using or, and, or but)</li> <li>Commas for lists</li> <li>Apostrophes for contracted forms</li> <li>Apostrophes for the possessive (singular)</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify</li> </ul>	<b>Year 1*</b> <ul style="list-style-type: none"> <li>How the prefix un- changes the meaning of verbs and adjectives</li> <li>Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> </ul> *Revision for Year 2	<b>Year 2</b> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding</li> <li>Formation of adjectives using suffixes such as –ful, –less</li> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>Use the present and past tenses correctly and consistently</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> <li>Some features of written Standard English</li> </ul>
<b>Spelling</b>	<b>Year 1:</b> <ol style="list-style-type: none"> <li>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</li> <li>Words with the /k/ sound spelled 'k' and 'nk' spelling pattern</li> <li>Words with the 'tch' digraph</li> <li>Adding '-s' and '-es' to make plurals</li> <li>Adding the suffixes '-ing' and '-ed'</li> <li>Adding the prefix 'un-' and the suffixes '-er' and '-est'</li> </ol> <b>Year 2:</b> <ol style="list-style-type: none"> <li>Words where 'dge' makes a /j/ sound</li> <li>Words where 'ge' makes a /j/ sound</li> </ol>	<b>Year 1:</b> <ol style="list-style-type: none"> <li>Compound words and words with unstressed vowels</li> <li>Words with the digraphs 'ai' and 'oi'</li> <li>Words with the digraphs 'ay' and 'oy'</li> <li>Words with the split digraph 'a_e'</li> <li>Words with the split digraph 'e_e'</li> <li>Words with the split digraph 'i_e'</li> </ol> <b>Year 2:</b> <ol style="list-style-type: none"> <li>Words where 'wr' makes a /r/ sound at the beginning of words</li> <li>Words ending in 'le'</li> <li>Words ending in 'el'</li> <li>Words ending in 'al'</li> </ol>	<b>Year 1:</b> <ol style="list-style-type: none"> <li>Words with the split digraph 'o_e'</li> <li>Words with the split digraph 'u_e'</li> <li>Words with the digraph 'ar'</li> <li>Words with the digraph 'ee'</li> <li>Words where the digraph 'ea' makes an /ee/ sound</li> <li>Words where the digraph 'ea' makes an /e/ sound</li> </ol> <b>Year 2:</b> <ol style="list-style-type: none"> <li>Words where 'y' makes an /igh/ sound</li> <li>Words where '-es' is added to words ending in 'y'</li> </ol>	<b>Year 1:</b> <ol style="list-style-type: none"> <li>Words where the digraph 'er' is stressed</li> <li>Words where the digraph 'er' is unstressed</li> <li>Words with the digraphs 'ir' and 'ur'</li> <li>Words where the digraph 'oo' makes an /oo/ sound</li> <li>Words where the digraph 'oo' makes an /u/ sound</li> <li>Words where the digraphs 'oa' and 'oe' make an /oa/ sound</li> </ol> <b>Year 2:</b> <ol style="list-style-type: none"> <li>Words where '-er', '-est' and '-ed' is added to words ending in 'e'</li> </ol>	<b>Year 1:</b> <ol style="list-style-type: none"> <li>Words where the digraph 'ou' makes an /ow/ sound</li> <li>Words where the digraph 'ow' makes an /ow/ or /oo/ sound</li> <li>Words ending in 'y' /ee/ and 've' /v/</li> <li>Words with the digraphs 'ue' and 'ew'</li> <li>Words where the digraph 'ie' makes an /igh/ sound</li> <li>Words where 'ie' makes an /ee/ sound</li> </ol> <b>Year 2:</b> <ol style="list-style-type: none"> <li>Words where the digraph 'ey' makes an /ee/ sound</li> <li>Words where 'a' makes an /o/ sound</li> </ol>	<b>Year 1:</b> <ol style="list-style-type: none"> <li>Words with the trigraph 'igh'</li> <li>Words with the digraph 'or' and the trigraph 'ore'</li> <li>Words where the digraphs 'aw' and 'au' make an /or/ sound</li> <li>Words with the trigraphs 'air' and 'ear'</li> <li>Words where the trigraphs 'ear' and 'are' make an /air/ sound</li> <li>Words with the digraphs 'ph' and 'wh'</li> </ol> <b>Year 2:</b> <ol style="list-style-type: none"> <li>Words that are homophones</li> <li>Words that are homophones or near homophones</li> </ol>

# PRAA SANDS WRITING SPINE

	<ol style="list-style-type: none"> <li>3. Words where 'g' makes a /j/ sound</li> <li>4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</li> <li>5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</li> <li>6. Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>5. Words ending in 'ill' Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>3. Words where '-ed' is added to words ending in 'y'</li> <li>4. Words where '-er' and '-est' are added to words ending in 'y'</li> <li>5. Words where '-ing' is added to words ending in 'e'</li> <li>6. Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>2. Words where '-ing' is added to single syllable words</li> <li>3. Words where '-ed' is added to single syllable words</li> <li>4. Words where 'a' makes an /or/ sound</li> <li>5. Words where 'o' makes an /u/ sound</li> <li>6. Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>3. Words where 'or' and 'ar' make an /er/ or /or/ sound</li> <li>4. Words where 'si' and 's' makes an /zh/ sound</li> <li>5. Words ending in '-ment' and '-ness'</li> <li>6. Words ending in '-ful' and '-less'</li> </ol>	<ol style="list-style-type: none"> <li>3. Words ending in '-tion'</li> <li>4. Words with an apostrophe for contraction</li> <li>5. Words with an apostrophe for possession</li> <li>6. Challenge Words</li> </ol>
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# PRAA SANDS WRITING SPINE

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Holidays	My Country	School through time	Climate	Kings and Queens	China
<b>Fiction text</b>	 Granddad's Island - Benji Davies.	 Paddington's London story treasury – Michael Bond.	 If I built a school – Chris Van Dusen	 Meerkat mail – Emily Gravett	 The King's Pants – Nicholas Allen	 The magic paintbrush – Julia Donaldson.
<b>Non-fiction text</b>	 The picture atlas - Simon Holland & Jill Calder	 The Big Book of the UK - Imogen Russell Williams & Louise Lockhart	 A street through time - DK	 The story of climate change - Catherine Barr, Steve Williams, Amy Husband & Mike Love	 Kings and Queens from Alfred the Great to Charles III and everyone in between – Marcia Williams	 British Museum: Find Tom in Time, Ming Dynasty China
<b>Writing genres</b>	<ul style="list-style-type: none"> <li>Poetry: Acrostic</li> <li>Postcards</li> <li>Persuasive brochure</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Senses</li> <li>Narrative</li> <li>Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Alliteration (Winter poems)</li> <li>Diagrams/labels/captions</li> <li>Persuasive TV advert</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Performance</li> <li>Letters</li> <li>Fact-files</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Haiku</li> <li>Lost poster</li> <li>Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Riddles</li> <li>Narrative – traditional tales</li> <li>Recount - Diary</li> </ul>
<b>Writing overview</b>	Children study Grandad's Island using this to inspire setting and character descriptions and writing. Using the postcard Syd receives at the end of the story they will then write a postcard back to Grandad. Children then use their imaginations to design their own holiday island and write a persuasive brochure. Poetry writing is inspired by 'Friends' by John P. Read	Children will sequence and retell the story of Paddington bear. They will use descriptive language to describe Paddington and will then change the setting from London to Helston and the Brown family to their own. Children will then find out about landmarks of London and will write a factual report about a chosen landmark.	Using 'If I built a school' children will use their imaginations to decide on what they think the perfect school would be. They will then design their own school in detail, labelling their design features and writing descriptive paragraphs. Children will then write a TV advert aimed at parents, persuading them to sent their kids to their school.	Children learn about different climates about the world. Using 'Meerkat mail' as inspiration the children will write a letter to Sonny the main character of the book telling him what it would be like for him to move to Cornwall. Children will then use their knowledge to write fact files about an animal of their choice.	Children will develop their knowledge of British Monarchy over time during this topic. Using 'The King's pants' as inspiration the children will write design their own pants for King Charles III which are for a specific purpose they will then write detailed 'lost!' posters for their pants design. Children will then write a newspaper article about their pants design being found.	Children will learn about China's culture and become familiar with 'The magic paintbrush' a Chinese traditional tale. We will revise traditional tales and then use 'The magic paintbrush' as inspiration for writing our own traditional tale set in China. Children will then write a diary as the main character of the story – Sheny.
<b>End point</b>	<p><b>Poetry:</b> Displayed acrostic poems of children's names.</p> <p><b>Postcards:</b> Shared with peers/other classes.</p> <p><b>Persuasive brochure:</b> published text displayed in class</p>	<p><b>Poetry: Poetry:</b> Displayed in class/writing display.</p> <p><b>Narrative:</b> Children create 'books' complete with illustrations - displayed</p> <p><b>Non-chronological report:</b> Shared with peers/parents.</p>	<p><b>Poetry:</b> Displayed in classroom</p> <p><b>Designs/descriptions:</b> Displayed in class and shared with peers.</p> <p><b>Persuasive advert:</b> Children to be filmed performing their advert – shared via dojo.</p>	<p><b>Poetry:</b> performed to peers (poetry assembly for poetry day 21<sup>st</sup> March?)</p> <p><b>Letters:</b> Shared with parents, invited into school.</p> <p><b>Fact files:</b> Displayed in class.</p>	<p><b>Poetry: Poetry:</b> performed to peers.</p> <p><b>Information texts – Lost poster:</b> Displayed in classroom.</p> <p><b>Newspaper article:</b> Published in class newspaper 'The Praa Sands Post'</p>	<p><b>Poetry:</b> : performed to peers and written up for display</p> <p><b>Narrative – traditional tale:</b> Shared with parents, invited into school.</p> <p><b>Recount – diary:</b> Written up and read to older children in the school.</p>
<b>Grammar overview</b>	<p><b>Year 1*</b></p> <ul style="list-style-type: none"> <li>Punctuate sentences using a capital letter (for the names of people, places, days of the week and the personal pronoun 'I')</li> <li>Use full stops</li> <li>Use question marks</li> <li>Exclamation marks</li> <li>How words can combine to make sentences</li> <li>Leave space between words</li> </ul> <p>*Revision for Year 2</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Join words and joining clauses using 'and'</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, or because)</li> <li>Co-ordination (using or, and, or but)</li> <li>Commas for lists</li> <li>Apostrophes for contracted forms</li> <li>Apostrophes for the possessive (singular)</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Expanded noun phrases to describe and specify</li> </ul>	<p><b>Year 1*</b></p> <ul style="list-style-type: none"> <li>How the prefix un- changes the meaning of verbs and adjectives</li> <li>Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> </ul> <p>*Revision for Year 2</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as -ness, -er and by compounding</li> <li>Formation of adjectives using suffixes such as -ful, -less</li> <li>Use of the suffixes -er, -est in adjectives and the use of -ly in</li> <li>Standard English to turn adjectives into adverbs</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Use the present and past tenses correctly and consistently</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> <li>Some features of written Standard English</li> </ul>
<b>Spelling</b>	<p><b>Year 1:</b></p> <ol style="list-style-type: none"> <li>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</li> <li>Words with the /k/ sound spelled 'k' and 'nk' spelling pattern</li> <li>Words with the 'tch' digraph</li> <li>Adding '-s' and '-es' to make plurals</li> <li>Adding the suffixes '-ing' and '-ed'</li> <li>Adding the prefix 'un-' and the suffixes '-er' and '-est'</li> </ol> <p><b>Year 2:</b></p> <ol style="list-style-type: none"> <li>Words where 'dge' makes a /j/ sound</li> <li>Words where 'ge' makes a /j/ sound</li> <li>Words where 'g' makes a /j/ sound</li> </ol>	<p><b>Year 1:</b></p> <ol style="list-style-type: none"> <li>Compound words and words with unstressed vowels</li> <li>Words with the digraphs 'ai' and 'oi'</li> <li>Words with the digraphs 'ay' and 'oy'</li> <li>Words with the split digraph 'a_e'</li> <li>Words with the split digraph 'e_e'</li> <li>Words with the split digraph 'i_e'</li> </ol> <p><b>Year 2:</b></p> <ol style="list-style-type: none"> <li>Words where 'wr' makes a /r/ sound at the beginning of words</li> <li>Words ending in 'le'</li> <li>Words ending in 'el'</li> <li>Words ending in 'al'</li> <li>Words ending in 'il'</li> </ol>	<p><b>Year 1:</b></p> <ol style="list-style-type: none"> <li>Words with the split digraph 'o_e'</li> <li>Words with the split digraph 'u_e'</li> <li>Words with the digraph 'ar'</li> <li>Words with the digraph 'ee'</li> <li>Words where the digraph 'ea' makes a /ee/ sound</li> <li>Words where the digraph 'ea' makes an /e/ sound</li> </ol> <p><b>Year 2:</b></p> <ol style="list-style-type: none"> <li>Words where 'y' makes an /igh/ sound</li> <li>Words where '-es' is added to words ending in 'y'</li> <li>Words where '-ed' is added to words ending in 'y'</li> </ol>	<p><b>Year 1:</b></p> <ol style="list-style-type: none"> <li>Words where the digraph 'er' is stressed</li> <li>Words where the digraph 'er' is unstressed</li> <li>Words with the digraphs 'ir' and 'ur'</li> <li>Words where the digraph 'oo' makes an /oo/ sound</li> <li>Words where the digraph 'oo' makes an /u/ sound</li> <li>Words where the digraphs 'oa' and 'oe' make an /oa/ sound</li> </ol> <p><b>Year 2:</b></p> <ol style="list-style-type: none"> <li>Words where '-er', '-est' and '-ed' is added to words ending in 'e'</li> <li>Words where '-ing' is added to single syllable words</li> </ol>	<p><b>Year 1:</b></p> <ol style="list-style-type: none"> <li>Words where the digraph 'ou' makes an /ow/ sound</li> <li>Words where the digraph 'ow' makes an /ow/ or /oa/ sound</li> <li>Words ending in 'y' /ee/ and 've' /v/</li> <li>Words with the digraphs 'ue' and 'ew'</li> <li>Words where the digraph 'ie' makes an /igh/ sound</li> <li>Words where 'ie' makes an /ee/ sound</li> </ol> <p><b>Year 2:</b></p> <ol style="list-style-type: none"> <li>Words where the digraph 'ey' makes an /ee/ sound</li> <li>Words where 'a' makes an /o/ sound</li> </ol>	<p><b>Year 1:</b></p> <ol style="list-style-type: none"> <li>Words with the trigraph 'igh'</li> <li>Words with the digraph 'or' and the trigraph 'ore'</li> <li>Words where the digraphs 'aw' and 'au' make an /or/ sound</li> <li>Words with the trigraphs 'air' and 'ear'</li> <li>Words where the trigraphs 'ear' and 'are' make an /air/ sound</li> <li>Words with the digraphs 'ph' and 'wh'</li> </ol> <p><b>Year 2:</b></p> <ol style="list-style-type: none"> <li>Words that are homophones</li> <li>Words that are homophones or near homophones</li> <li>Words ending in '-tion'</li> </ol>

# PRAA SANDS WRITING SPINE

	<ol style="list-style-type: none"><li>4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</li><li>5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</li><li>6. Challenge Words</li></ol>	<ol style="list-style-type: none"><li>6. Challenge Words</li></ol>	<ol style="list-style-type: none"><li>4. Words where '-er' and '-est' are added to words ending in 'y'</li><li>5. Words where '-ing' is added to words ending in 'e'</li><li>6. Challenge Words</li></ol>	<ol style="list-style-type: none"><li>3. Words where '-ed' is added to single syllable words</li><li>4. Words where 'a' makes an /or/ sound</li><li>5. Words where 'o' makes an /u/ sound</li><li>6. Challenge Words</li></ol>	<ol style="list-style-type: none"><li>3. Words where 'or' and 'ar' make an /er/ or /or/ sound</li><li>4. Words where 'si' and 's' makes an /zh/ sound</li><li>5. Words ending in '-ment' and '-ness'</li><li>6. Words ending in '-ful' and '-less'</li></ol>	<ol style="list-style-type: none"><li>4. Words with an apostrophe for contraction</li><li>5. Words with an apostrophe for possession</li><li>6. Challenge Words</li></ol>
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