



Every Child, Every Chance, Every Day

Yearly Overview for English – Year 5

Pacer of Termly Texts, Blocks, Links and Suggested Outcomes						
	Autumn		Spring		Summer	
Curriculum topics (History, Geography, Science)	<ul style="list-style-type: none"> Meet the Greeks Animals including humans 	<ul style="list-style-type: none"> Meet the Greeks Black History Month Forces 	<ul style="list-style-type: none"> Keen to be Green Living things and their habitats 	<ul style="list-style-type: none"> Keen to be Green Earth and Space 	<ul style="list-style-type: none"> Settlements – Vikings Properties of materials 	<ul style="list-style-type: none"> Settlements – Vikings Properties of materials
Narrative	Greek Myths and Legends (topic)	Short! – Mystery stories	Biographies and autobiographies	Classic Fiction	Drama and play scripts – Shakespeare Book week – whole school narrative study (various)	Author study: Betsy Byars
Non-fiction	Reports (topic link)	Explanation (science link)	Discussion/Persuasion (topic link)		Recount (topic link)	Instructions (topic link)
Poetry	Vocabulary building: The power of imagery	Vocabulary building: Poetry from other cultures (BHM)	Vocabulary building: Poems on a theme – Environmental Issues (Keen to Be Green) – Finding a voice Whole school poetry recital		Structure study: Narrative poems – The Highwayman	Poet study: Lewis Carroll

Core texts	<p>The Trojan Horse</p> <p>Daphne the girl who turned into a tree</p> <p>King Midas</p> <p>Theseus & the Minotaur, Icarus & Daedalus, Orpheus & Eurydice, Arachne versus Athene, Echo & Narcissus</p> <p>Perseus and Medusa, Jason and the Golden Fleece</p>	<p>Short! - Kevin Crossley-Holland</p> <p>Anansi the Spider (BHM)</p> <p>Under the moon and over the sea – poetry collection (John Agard and Grace Nichols)</p> <p>James Berry poems: Around the World in Eighty Poems</p> <p>A Nest Full of Stars</p>	<p>Hamilton Poetry – Keen to Be Green Poetry</p> <p>Boy and Going Solo by Roald Dahl, Singing for Mrs Pettigrew: a story-maker's journey, and Homecoming by Michael Morpurgo</p>	<p>The Hobbit – JRR Tolkien</p> <p>Wind in the Willows</p> <p>Alice in Wonderland (cohort specific)</p>	<p>E.g. Macbeth</p> <p>See also RSC plans</p> <p>Versions by : Michael Foreman</p> <p>Andrew Mathews</p> <p>Marcia Williams</p>	<p>The Midnight Fox</p> <p>The Eighteenth Emergency</p> <p>The Jabberwocky</p> <p>The Walrus and the Carpenter</p>
Suggested written outcome	<p><u>Narrative:</u></p> <p>Character studies.</p> <p>Letters in role.</p> <p>Storyboarding.</p> <p>Story writing own myth.</p> <p>Comparative analysis of story versions.</p> <p><u>Non-fiction:</u></p> <p>Write a report in the form of an information leaflet in which two or more subjects in ancient Greek life are compared.</p> <p>PowerPoint presentations – modern to Greece.</p> <p>Non-chronological report – tourists virtual tour – e.g. Greek museums – hyperlinks etc</p> <p><u>Poetry:</u></p> <p>Using a range of sea poems (provided) and The Convergence of the Twain by Thomas Hardy.</p> <p>Link to RE to write poems about the creation using powerful imagery.</p>	<p><u>Narrative:</u></p> <p>Writing a sequel</p> <p>Script for a scene</p> <p>Short!</p> <p>Oral story telling</p> <p><u>Non-fiction:</u></p> <p>Genre study.</p> <p>Write an explanation for a process in science (forces).</p> <p>Modern day technology.</p> <p>How does a parachute work/touch screen technology etc</p> <p><u>Poetry:</u></p> <p>BHM link.</p> <p>Read poems that describe a poet's home country.</p> <p>Create own poems to describe home country.</p>	<p><u>Narrative:</u></p> <p>Use biographies of Roald Dahl and Michael Morpurgo (both books and online) and their autobiographical writing to identify features of biographies and autobiographies. Use the texts to study dialogue, noun phrases and complex sentences.</p> <p>Write autobiographies online.</p> <p><u>Non-fiction:</u></p> <p>Links to narrative – discussion around our role on saving the planet.</p> <p>Balanced argument reports for an environmental issue for a magazine article.</p> <p>Letters to local newspapers.</p> <p>Taking care of the environment posters.</p> <p>Leaflets about 'Being Green'</p> <p><u>Poetry:</u></p> <p>Write poems that convey a powerful message about an environmental issue.</p>	<p><u>Narrative:</u></p> <p>Investigate settings, character development, dialogue and narrative style.</p> <p>Writing includes: dramatisation, playing with point-of-view and writing a 'Lost Tale'.</p> <p>Grammar includes: complex sentences, relative clauses and elaboration.</p> <p><u>Non-fiction:</u></p> <p>Links to narrative – discussion around our role on saving the planet.</p> <p>Balanced argument reports for an environmental issue for a magazine article.</p> <p>Letters to local newspapers.</p> <p>Taking care of the environment posters.</p> <p>Leaflets about 'Being Green'</p> <p><u>Poetry:</u></p> <p>Write poems that convey a powerful message about an environmental issue.</p>	<p><u>Narrative:</u></p> <p>Macbeth- Book Power</p> <p>Other plays from RSC plans.</p> <p>Create play scripts</p> <p>Write poetry from plays.</p> <p>Letter from Macbeth confessing.</p> <p>Modern day play script.</p> <p><u>Non-fiction:</u></p> <p>Vikings link – research on long houses.</p> <p>Write an advertisement to sell a long house.</p> <p>Viking Raids – link to ICT scratch animations.</p> <p>A day in the life...Viking/Villagers.</p> <p>link to topic.</p> <p>Diary entries.</p> <p>Newspaper report recounting a significant event.</p> <p><u>Poetry:</u></p> <p>The Highway Man – PNS unit</p>	<p><u>Narrative:</u></p> <p>Write stories with a problem or issue for character.</p> <p>Letter from one character to another.</p> <p>Diary entries.</p> <p>Letter to author.</p> <p>Book reviews.</p> <p>Book summaries.</p> <p><u>Non-fiction:</u></p> <p>Instructions and explanations for making Viking long ships.</p> <p>Detailed diagrams and plans.</p> <p>Detailed instructions with clear introduction and conclusion.</p> <p><u>Poetry:</u></p> <p>Read, illustrate and re-write poems by a famous poet.</p>

Extended writing focus	1. Whole school assessment piece at the beginning of each term – The Magic Door, The Lost key		8. Blogs for the website		15. Author visits – letters, re-tell stories etc		22. Write in the style of...		30. School trip recounts			
	2. Posters for the school environment to advertise an event		9. Songs for assembly		16. Letters to visitors – thank you letters, to request things		23. Comparative writing in history and geography		31. Opportunities for ‘free’ writing – children to choose genre/text type			
	3. Cooking week instructions		10. Radio scripts		17. Science week explanations		24. Easter/Christmas story news report or retell the story		32. Boxing Clever stories			
	4. Coding instructions (computing)		11. School council – wish lists, explanation of ideas, persuasive letters		18. RE prayers		25. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations		33. Story openings			
	5. Church productions – script writing		12. Virtual tours		19. Interviews with staff/visitors		26. Job descriptions – St Mark’s Saviours, Year 6 monitors		34. Story endings			
	6. Play scripts for assemblies		13. Letters to MPs - citizenship		20. Nativity story		27. Letters for Kentish Town partnership days		35. Show not tell			
	7. News items for the newsletter		14. Sports day recounts		21. Invitations to class assemblies/open afternoons		28. Persuasive letters to Steve Mr Henry e.g. a school trip etc		36. Science/Topic/RE/PSHE linked pieces			
							29. Sports events – recounts, news reports e.g. football team, sports day		37. English unit linked pieces			
Read aloud book list	The Dreamfighter and Other Creation Stories Just So Stories		The Firework Maker’s Daughter Other Phillip Pullman – Clockwork		A poem a day – poetry recital preparation		Northern Lights Anthony Horowitz		Shakespeare plays		Pig-Heart Boy Hacker Thief	
Suggested spoken outcomes	Hot seating Oral retell Presentation Vocabulary development games Class assembly		Freeze Frame Oral rehearsal of poems Vocabulary development games		Argument and debate Poetry Recital performance Vocabulary development games Class assembly		Argument and debate Hot seating Interviews Vocabulary development games		Drama and role play Debate Performing the play Vocabulary development games Class assembly		Oral instructions Vocabulary development games	

Spoken Language Statutory Requirements	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates articulate and justify answers, arguments and opinions consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> select and use appropriate registers for effective communication speak audibly and fluently with an increasing command of Standard English 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers gain, maintain and monitor the interest of the listener(s)
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<p>Reading statutory requirements -</p> <p>Word Reading Comprehension</p>	<ul style="list-style-type: none"> • making comparisons within and across books • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • retrieve, record and present information from non-fiction • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • recommending books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • provide reasoned justifications for their views 	<ul style="list-style-type: none"> • 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
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<p>Writing statutory requirements -</p> <p>Handwriting Composition Vocabulary, Grammar and Punctuation (see spelling for transcription)</p>	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • using passive verbs to affect the presentation of information in a sentence • using brackets, dashes or commas to indicate parenthesis • converting nouns and adjectives into verbs by use of suffix (-ate, -ise, -ify) and verb prefixes (di-, de-, mis-, over-, re-) • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • relative pronoun • use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • using expanded noun phrases to convey complicated information concisely • devises to build cohesion within a paragraph • linking ideas across paragraphs using adverbials (time, place, number, tense choice) • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task • using hyphens to avoid ambiguity
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Spelling statutory requirements by term	<p>Revisit Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession</p> <p>Rare GPCs Words with ‘silent’ letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose</i>)</p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
	<p>Year 5 and 6 objectives split between the two years. Some objectives can be revisited at the beginning of Year 6. Continue to emphasise the relationship between sounds and letters.</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <p>use a thesaurus.</p>		

Key Vocabulary, grammar and punctuation terminology to be specifically taught in **BLUE**

Curriculum Requirements across Year 5/6

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Comprehension

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

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, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

Writing

Handwriting and Presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task.

Composition: Pupils should be taught to:
plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling, Punctuation & Grammar

<p>Terminology for pupils</p> <p><i>subject, object</i></p> <p><i>active, passive</i></p> <p><i>synonym, antonym</i></p> <p><i>ellipsis, hyphen, colon, semi-colon, bullet points</i></p>	<p>Grammar</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsusing passive verbs to affect the presentation of information in a sentenceusing the perfect form of verbs to mark relationships of time and causeusing expanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibilityusing relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronounlearning the grammar for years 5 and 6 in English Appendix 2 <p>Punctuation</p> <ul style="list-style-type: none">indicate grammatical and other features by:<ul style="list-style-type: none">using commas to clarify meaning or avoid ambiguity in writingusing hyphens to avoid ambiguityusing brackets, dashes or commas to indicate parenthesisusing semi-colons, colons or dashes to mark boundaries between independent clausesusing a colon to introduce a listpunctuating bullet points consistently <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>								
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>									
Endings which sound like /ʃəs/ spelt –cious or –tious	Endings which sound like /ʃəl/	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Words ending in –able and –ible Words ending in –ably and –ibly	Adding suffixes beginning with vowel letters to words ending in –fer	Use of the hyphen	Words with the /i:/ sound spelt ei after c	Words with the /i:/ sound spelt ei after c	Words containing the letter-string ough	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the

									pronunciation of the word)
vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	official, special, artificial, partial, confidential, essential	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (subst <u>a</u> ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confident <u>i</u> al) assistant, assistance, obedient, obedience, independent, independence	adorable/adorably (adorat <u>i</u> on), applicable/applicably (applicat <u>i</u> on), considerable/considerably (considerat <u>i</u> on), tolerable/tolerably (tolerat <u>i</u> on) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliabl possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	co-ordinate, re- enter, co-operate, co-own	deceive, conceive, receive, perceive, ceiling	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	doubt, island, lamb, solemn, thistle, knight	