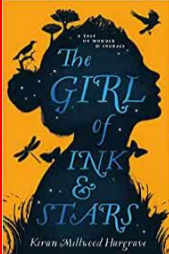

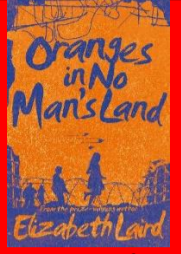
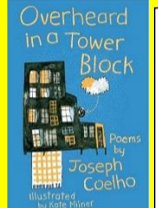


Year 5 and 6 Mixed year group Reading Curriculum



Coding: C = Coverage N = New Learning R = Recall of prior learning
 WR= Word reading PoS C= Comprehension PoS

Year 5 and Year 6 learners have very different curricular expectations of them, although the same text can be used, guided reading should be done in year group specific groups with separate outcomes expected as laid out in the plan..

Terms	Autumn		Spring		Summer		
Coverage: Texts	Narrative	 <p>Mystery, legend, adventure... Explore - Myths and legends – explore key tales from UK culture including Arthurian legend, Robin Hood, look at their initial purpose and then how stories have been changed over time to suit the author.</p>		 <p>A book from our literary heritage</p>		 <p>A story torn from the heart of the conflict in Beirut</p>	
	Non-fiction	<p>Diaries: - extracts and abridged whole texts, link extracts with topic work</p> <ul style="list-style-type: none"> Anne Frank Samuel Pepys Captain Robert Falcon Scott 		<p>Magazines and Periodicals – with contents pages, <u>glossary</u> etc:</p> <ul style="list-style-type: none"> Magazines from interest groups such as motoring or travel Newspapers both broadsheet and tabloid (carefully chosen) to compare. 		<p>Letters: How to convey meaning in writing, use of vocabulary, fact or opinion.</p> <ul style="list-style-type: none"> War letters (WW1); Jane Austen Bible letters in NT i.e. Paul Historical letters from queens i.e. Mary Queen of Scots and Elizabeth 1 	
	Rhyme/poetry/play	<p>Classic Poems - Ballads and monologues-</p> <ul style="list-style-type: none"> The Lady of Shallott – Alfred Tennyson Poems on Slavery – Henry adsworth Longfellow The Ballad of the White Horse – GK Chesterton 		<p>Classic Poems: Old Possum’s Book of Practical Cats, look at how the poet uses language, metaphor and simile to unpick the individual characteristics of each cat. Select at least three to study.</p>		 <p>Gazing at the stars from five storeys up, smelling the bins from five storeys below. Overheard arguments, overheard laughter. A disappearing father and a Mermaid-Queen mother; statues that sing for flesh and blood; bullies who kick you under the table; perfect red trainers - and the things that lurk in the library...Award-winning poet Joseph Coelho's astonishing new collection is a powerful and moving poetic narrative about growing up in the city.</p>	
Author study	<p style="text-align: center;">Charles Dickens</p> <p>Match with play scripts and look at Oliver Twist as a play. Link with historical study and revise learning related to poverty in Victorian England.</p>		<p style="text-align: center;">News Journalists</p> <p>Focus on key pieces of work from female and male journalists who have broken key stories and written important historical pieces through the 20/21 century. Teacher to choose</p>		<p style="text-align: center;">Terry Pratchett – read from a selection of texts from these (including selected passages):</p> <ul style="list-style-type: none"> The carpet people The Amazing Maurice 		
Coverage: Key skills	Retrieval Prediction	Retrieval Prediction Word Meaning	Retrieval Prediction Work Meaning Inference	Retrieval Prediction Work Meaning Inference Sequencing	Retrieval Prediction Work Meaning Inference Sequencing Summarising Authorial intent	Retrieval Prediction Work Meaning Inference Sequencing Summarising Authorial intent Reading for Performance	
Ongoing word reading	<p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>By the beginning of year 6, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p>						
Ongoing non-statutory guidance	<p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p>						
Weeks							
Week 1							
Year 5	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text (e.g. I wonder why the character...) C: PREDICTION -predict what might happen from details stated and implied (e.g. about the consequences of a character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations) C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) - read silently for a sustained period of time C: WORD MEANING -discuss word meanings, linking new meanings to those already known C: PREDICTION -make predictions based on the mood/atmosphere changes that the author has created (e.g. predict that something bad is about to happen because the mood changes when all goes quiet and the lights go out) -predict what might happen from details stated and implied C: RETRIEVAL -answer literal questions C: NAVIGATING -skim a fiction text for gist in order to see if the text is relevant and/or locate the appropriate section for close reading C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes C: UNDERSTANDING TEXT - distinguish between statements of fact and opinion C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (e.g. use knowledge of a character to infer how they have changed and suggest reasons for this) C: WORD MEANING -use dictionaries to check the meaning of words that they have read C: CONVENTIONS & CONTENT -increase familiarity with a wide range of books, including myths and legends, and retell some of these orally C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes C: CONVENTIONS & CONTENT -identify and discuss themes and conventions in and across a wide range of writing (e.g.: loss; heroism; friendship; the conventions of different types of non-fiction writing [e.g. 5Ws in newspaper reports]; how a common theme is presented in different genres [e.g. pollution in poetry, narrative and other media]) C: UNDERSTANDING TEXT -use active reading strategies including: checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding; modifying questions to refine thinking - distinguish between statements of fact and opinion C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes C: SUMMARISING -summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. 'The character is evil because...'; 'Clitheroe Castle is a worthwhile place to visit because...'[details come from across the text]) C: UNDERSTANDING TEXT --sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes C: CONVENTIONS & CONTENT -make comparisons within books (e.g.: settings; themes; different characteristics of main characters; characters' viewpoints of same events) C: UNDERSTANDING TEXT --sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology- C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	

	Year 6	<p>WR: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p>C: RANGE OF READING -Listen to and discuss a range of fiction (including whole novels) from a wide range of authors and genres which they might not choose to read for themselves</p> <p>C: UNDERSTANDING TEXT -Activate prior knowledge and draw on what they already know or on background information and vocabulary provided -Use active reading strategies including: checking the book makes sense to them; discussing their understanding; exploring meaning of words in context; asking questions to improve understanding; reading ahead to locate clues to support understanding</p> <p>C: PREDICTIONS -Predict what might happen from details stated and implied (e.g. <i>how a change of setting or situation within a story may affect how a character behaves; predict events in stories from other cultures using knowledge of customs and beliefs [e.g. predict that Anne Frank's fortunes will change for the worse based on knowledge of the treatment of Jews in WWII]</i>)</p>	<p>WR: -Apply their growing knowledge of root words, prefixes and suffixes -Read silently for sustained period of time</p> <p>C: RANGE OF READING -Read and discuss range of fiction books (including reading longer texts with sustained stamina and interest)</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including modern fiction -Identify and discuss themes and conventions in writing -Make comparisons within and across books</p> <p>C: WORD MEANINGS -Use dictionaries to check the meaning of words that they have read -Use morphological and etymological knowledge to work out the meanings of unknown words</p> <p>C: UNDERSTANDING LANGUAGE -Identify, discuss and collect words and phrases that capture the reader's interest and imagination</p> <p>C: UNDERSTANDING TEXT -Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously provide reasoned justifications for their views [by making point + giving evidence + elaboration]</p>	<p>C: RANGE OF READING -Recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these) -Read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words)</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including fiction from our literary heritage</p> <p>C: WORD MEANINGS -Infer meanings of unfamiliar words</p> <p>C: UNDERSTANDING TEXT -Answer literal, inferential and evaluative comprehension questions [by making point + giving evidence + elaboration]</p> <p>C: INFERENCE -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, justifying inferences with evidence (e.g. <i>focus on interactions between characters and what this shows about their relationships, thoughts, motives etc. [e.g. a character nodding in agreement, sounding concerned/interested when they are planning on doing the exact opposite but do not want to be suspected]</i>)</p> <p>C: NAVIGATING -Use a combination of skimming for gist, scanning and close reading across a text to locate specific detail</p>	<p>C: RANGE OF READING -Make personal reading choices, explain reasons for these (e.g. <i>style, genre etc.</i>) -Reflect on reading preferences (including in reading groups) and habits and plan personal reading goals</p> <p>C: UNDERSTANDING TEXT -Identify how language, structure and presentation contribute to meaning -Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining focus on the topic and using notes where necessary</p> <p>C: UNDERSTANDING STRUCTURE -Recognise that different text types use different features to support the structure</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including books from other cultures and traditions -Identify and discuss themes and conventions in and across a wide range of writing -Make comparisons within and across books</p>	<p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including myths, legends -Identify and discuss themes and conventions in and across a wide range of writing -Make comparisons within and across books</p> <p>C: SUMMARISING -Summarise main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. <i>This section of the text is the build-up, leading up to the problem which is all based around mistaken identity.</i>; <i>Camels are adaptable animals because... [giving 1/2/3 reasons from across a text]</i>) -Summarise and present a familiar story in their own words -Summarise information from more than one text</p>	<p>C: RANGE OF READING -Continue to read and discuss an increasingly wide range of fiction books -Read for a range of purposes -Recommend books that they have read to their peers, giving reasons for their choices</p> <p>C: CONVENTIONS & CONTENT Increase 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</p> <p>C: UNDERSTANDING TEXT -Checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding -Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously - Provide reasoned justifications for their views</p>
	Year 5	<p>WR: C: WORD MEANING -read silently for a sustained period of time -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p>C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text</p> <p>C: CONVENTIONS & CONTENT -increase 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</p> <p>C: RETRIEVAL -answer literal questions</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p>C: UNDERSTANDING TEXT STRUCTURE -sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (e.g. <i>flashbacks and 'time-slip'</i>)</p> <p>C: RETRIEVAL -answer literal questions</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: CONVENTIONS & CONTENT -increase familiarity with a wide range of books, including myths and legends, and retell some of these orally</p> <p>C: UNDERSTANDING TEXT STRUCTURE - distinguish between statements of fact and opinion in non-fiction texts</p> <p>C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use dictionaries to check the meaning of words that they have read</p> <p>C: CONVENTIONS & CONTENT -identify themes and conventions in a wide range of books</p> <p>C: NAVIGATING -skim a fiction text for gist in order to see if the text is relevant and/or locate the appropriate section for close reading</p> <p>C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p>C: SUMMARISING -summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>WR: - apply reading further new prefixes and suffixes</p> <p>C: WORD MEANING -use dictionaries to check the meaning of words that they have read</p> <p>C: UNDERSTANDING TEXT -activate prior knowledge -use active reading strategies - distinguish between statements of fact and opinion in non-fiction texts</p> <p>C: CONVENTIONS & CONTENT -make comparisons within books (e.g.: <i>settings; themes; different characteristics of main characters; characters' viewpoints of same events</i>)</p> <p>C: UNDERSTANDING LANGUAGE -identify why authors have used particular language</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>
Week 2	Year 6	<p>WR: -Apply their growing knowledge of root words, prefixes and suffixes -Read silently for sustained period of time</p> <p>C: RANGE OF READING -Listen to and discuss a range of fiction</p> <p>C: UNDERSTANDING TEXT -Activate prior knowledge and draw on what they already know -Use active reading strategies</p> <p>C: UNDERSTANDING STRUCTURE -Read books that are structured in different ways -Sequence main events in longer stories into the five stages. Identify how writers use more complex structures that do not have simple linear chronology (e.g. <i>flash-forward, back-story, parallel narratives</i>)</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including traditional stories -Make comparisons within and across books (e.g.: <i>settings; themes; different accounts of similar events in different books [such as being an evacuee in 'Carrie's War' and 'Goodnight Mr. Tom']; viewpoints of different authors of the same event</i>)</p> <p>C: PREDICTIONS -Predict what might happen from details stated and implied -Make predictions using experience of reading books by the same author or similar genres (e.g. <i>predict how characters will act in a 'classic' text based on understanding of the period in which the story is set</i>)</p>	<p>C: RANGE OF READING -Read and discuss range of fiction books</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books -Identify and discuss themes and conventions in and across a wide range of writing -Make comparisons within and across books</p> <p>C: WORD MEANINGS -Use dictionaries to check the meaning of words that they have read -Use morphological and etymological knowledge to work out the meanings of unknown words</p> <p>C: UNDERSTANDING LANGUAGE -Identify, discuss and collect words and phrases that capture the reader's interest and imagination</p> <p>C: UNDERSTANDING TEXT -Participate in discussions about books -Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining focus on the topic and using notes where necessary</p>	<p>C: RANGE OF READING -Recommend books that they have read to their peers, giving reasons for their choices</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including fiction from our literary heritage -Identify and discuss themes and conventions in and across a wide range of writing -Make comparisons within and across books</p> <p>C: WORD MEANINGS -Infer meanings of unfamiliar words</p> <p>C: UNDERSTANDING TEXT -Answer literal, inferential and evaluative comprehension questions [by making point + giving evidence + elaboration]</p> <p>C: INFERENCE -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, justifying inferences with evidence</p> <p>C: NAVIGATING -Use a combination of skimming for gist, scanning and close reading across a text to locate specific detail</p>	<p>C: RANGE OF READING -Make personal reading choices, explain reasons for these (e.g. <i>style, genre etc.</i>) -Reflect on reading preferences (including in reading groups) and habits and plan personal reading goals</p> <p>C: UNDERSTANDING TEXT -Identify how language, structure and presentation contribute to meaning -Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining focus on the topic and using notes where necessary</p> <p>C: UNDERSTANDING STRUCTURE -Recognise that different text types use different features to support the structure</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including books from other cultures and traditions -Identify and discuss themes and conventions in and across a wide range of writing -Make comparisons within and across books</p>	<p>C: UNDERSTANDING LANGUAGE -Identify, discuss and collect words and phrases that capture the reader's interest and imagination -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. <i>explore, recognise and use the terms personification, analogy, style and effect; explain the effect of unusual, surprising or dramatic language choices</i>)</p> <p>C: CONVENTIONS & CONTENT -Increase familiarity with a wide range of books, including myths, legends -Identify and discuss themes and conventions in and across a wide range of writing -Make comparisons within and across books</p> <p>C: SUMMARISING -Summarise main ideas drawn from more than one paragraph, identify key details that support the main ideas -Summarise and present a familiar story in their own words -Summarise information from more than one text</p>	<p>C: RANGE OF READING -Continue to read and discuss an increasingly wide range of fiction books -Read for a range of purposes -Recommend books that they have read to their peers, giving reasons for their choices</p> <p>C: CONVENTIONS & CONTENT Increase 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</p> <p>C: UNDERSTANDING TEXT -Checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding -Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously - Provide reasoned justifications for their views</p>
Week 3	Year 5	<p>WR: -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) - read silently for a sustained period of time</p> <p>C: CONVENTIONS & CONTENT -increase 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</p> <p>C: RETRIEVAL -answer literal questions</p> <p>C: PREDICTION -make predictions using experience of reading books by the same author or similar genres (e.g. <i>predict the plot structure of an adventure story and what might happen to the main characters based on reading of other adventure stories</i>)</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p>C: UNDERSTANDING TEXT STRUCTURE -sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology</p> <p>C: RETRIEVAL -answer literal questions</p> <p>C: PREDICTION -make predictions using experience of reading books by the same author or similar genres</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use dictionaries to check the meaning of words that they have read</p> <p>C: CONVENTIONS & CONTENT -increase familiarity with a wide range of books, including myths and legends, and retell some of these orally</p> <p>C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use dictionaries to check the meaning of words that they have read</p> <p>C: NAVIGATING -skim a fiction text for gist in order to see if the text is relevant and/or locate the appropriate section for close reading</p> <p>C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p>C: SUMMARISING -summarise and present a familiar story in their own words</p> <p>summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>	<p>C: WORD MEANING -use dictionaries to check the meaning of words that they have read</p> <p>C: CONVENTIONS & CONTENT -make comparisons within books (e.g.: <i>settings; themes; different characteristics of main characters; characters' viewpoints of same events</i>)</p> <p>C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text</p> <p>C: UNDERSTANDING LANGUAGE -identify why authors have used particular language</p> <p>C: RANGE OF READING -listen to and discuss a wide range of fiction</p>

		reading across a text to locate specific detail	(individually or in groups) and debates, maintaining focus on the topic and using notes where necessary C: NAVIGATING -Retrieve, record and present information from non-fiction [from more than one point of reference in the text] (e.g. use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the ones that are relevant])	-Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining focus on the topic and using notes where necessary C: NAVIGATING -Retrieve, record and present information from non-fiction [from more than one point of reference in the text] (e.g. use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the ones that are relevant]) -Apply information retrieval skills in other subjects and for own personal use/research	-Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining focus on the topic and using notes where necessary	-Distinguish between statements of fact and opinion -Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining focus on the topic and using notes where necessary
Terminology check	prefix, suffix, scan, skim, paragraph, retrieval, prediction, evidence	prefix, suffix, scan, skim, paragraph, retrieval, prediction, evidence	prefix, suffix, inverted commas (speech marks), paragraph, retrieve, inference, imply, suggest, impression	prefix, suffix, inverted commas (speech marks), paragraph, retrieve, inference, imply, suggest, impression	prefix, suffix, inverted commas (speech marks), paragraph, retrieve, inference, summarise, evidence	prefix, suffix, inverted commas (speech marks), evidence, paragraph, retrieve, inference, authorial intent
Reading check	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience* conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly) individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice secretary, shoulder, signature, sincere(ly,) soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht					

