



Phonics

Inspire. Aspire. Achieve.

Inspiring a life-long commitment to learning

School vision

Inspire - 'Inspire' to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire".

Aspire - 'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach.

Achieve - 'Achieve' is to ensure that all of our pupils successfully reach their academic goals through sheer hard work, determination and persistence.

Curriculum Vision –

To know about the world – the children are given opportunities to build reading as a key life skill, which underpins access to the rest of the curriculum

To have high levels of oracy – the children will have the ability to develop a lifelong love of reading as they move through school.

To have ambition – children will be given the transferable tool set to use in all subjects. Our objective is to provide creative and engaging lessons which consolidate prior knowledge and encourage independence within reading and writing.

Decoding

Fluency

The vision is achieved through studying the key concepts.

Phonics Key Concepts:

Intent:

At Cogenhoe Primary school, we know that Phonics is a key skill needed by children to be able to confidently read and write. We aim for children to read words and simple sentences by the time they leave Reception, we also aim for them to become successful, fluent readers by the end of Key Stage 1 and develop a love of reading as they transition through school. The systematic teaching of synthetic phonics, using the Essential Letters and Sounds programme, is a high priority throughout Early Years and Key Stage 1. The children need to learn key phonic knowledge and develop skills in segmenting and blending to complete the phonics check at the end of Year 1 and as part of developing fluency in reading. We also value and encourage pupils to read for enjoyment.

End of year group expectations

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i> Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, ccvcv, ccvccv • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Implementation:

Through the teaching of phonics following the Essential Letters and Sounds Phonics programme, the children are taught the essential skills needed for reading.

Phonics is taught daily to all children in Reception and KS1. Phonics teaching is systematic, engaging and interactive. Each phonics lesson includes the following elements:

- Review – review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words
- Teach – teach a new sound
- Practise – reading and writing words
- Apply – reading decodable books and writing phrases and sentences
- Review - Using grapheme cards, a flipchart and word cards, review all the learning from the lesson

Year 2 also follow daily phonics lessons; these lessons follow a similar structure using the Year 2 Spellings. Extra support is provided to those in Year 2 (and in Year 3 where appropriate) who have not passed phonics screening in Year 1 and interventions are planned for those children.

Impact:

Quality first phonic teaching and high expectations enable our children to become confident, fluent readers and increasingly accurate spellers. Children at Cogenhoe will respond speedily with the correct sound to graphemes for all taught phonemes, and also recognise alternative sounds for graphemes. They will be confident blending sounds in unfamiliar words. Children will read aloud books that are initially consistent with their developing knowledge, progressing to become independent readers. Their secure knowledge of phonics will ensure our children not only hold the keys to the rest of the wider curriculum but also raise self-esteem. At Cogenhoe, we want all pupils to be able to read fluently, with confidence and comprehension in any subject.

National Curriculum Threads

EYFS	KS1 National Curriculum	KS2 National Curriculum
<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least ten digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Write recognizable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<p>Year 1:</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between 	<p>LKS2</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

- Write simple captions and sentences that can be read by others.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

spelling and sound and where these occur in the word.

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Year 2:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

UKS2:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet
- 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

spelling and sound and where these occur in the word

- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading
- Spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]

- 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
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	<ul style="list-style-type: none"> • distinguishing between homophones and near-homophones - add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly - apply spelling rules and guidance - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
<p>Vocabulary: Blend, consonant, decoding, diagraph, grapheme, phoneme, segment, split diagraph, trigraph, vowel diagraph</p>	<p>Vocabulary: Two-syllables, alternative spelling, alternative pronunciation, vowel, consonant, verb, present tense, past tense, suffix, root</p>	

Long term plan

Pre-school Teaching Overview

Children will be following this plan however it is flexible, dependent on the intake that year.

The phase and set of Letters & Sounds Project X books to relate to sound

	Term 1	Term 2	Term 3
	To be covered: <u>Aspect 1</u> Environmental sounds <u>Aspect 2</u> Instrumental sounds <u>Aspect 3</u> Body percussion <u>Aspect 4</u> Rhythm & rhyme Ph1 S1	To be covered: <u>Aspect 5</u> Alteration <u>Aspect 6</u> Voice sounds <u>Phase 2</u> one sound a week Ph1 S1 Ph2 S1-5	To be covered: <u>Aspect 7</u> Oral blending & segmenting phase 2 Ph2 S1-5

ELS Term-by-term Progression

Reception Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /l/ <l> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/ss/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /ow/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/aɪ/ <a> (acorn) /aɪ/ <ey> (they) /aɪ/ <ea> (great) /aɪ/ <eigh> (weight) /ɑː/ <a> (father) /ee/ <e> (he) /ɪŋ/ <i> (find) /ɪŋ/ <y> (by)	/oʊ/ <o> (go) /ɒ/ <a> (was) /ʊ/ <u> (push) /j/ <oo/ <u> (music) /ɔː/ <ch> (school) /ʃ/ <ch> (chef) /e/ <ea> (head)	/ɜː/ <or> (world) /ɜː/ <ear> (learn) /oo/ <ou> (soup) /oʊ/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /ɪ/ <y> (gym)	Assess and review week Y1:9	/aɪə/ <are> (care) /aɪə/ <ere> (there) /aɪə/ <ear> (pear) /tʃ/ <tch> (catch)
		here, sugar, friend	because		

Year 1 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ɑː/ <al> (half) /ɔː/ <augh> (caught) /ʃ/ <ssi> (session) /ʒ/ <si> (vision) /ʃ/ <ti> -tious (scrumptious) /ʃ/ <ci> (delicious) -ous, -ion, -ian

Year 1 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

Year 3 Teaching Overview

	Term 1	Term 2	Term 3
1	Rule: Words with the long /ay/ sound spelt with 'ei'	Rule: Short /i/ sound spelt with a 'y'	Rule: All these words end in 'ary'.
2	Rule: Words with the long /ay/ sound spelt with 'ey'	Rule: Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (unstressed last syllable) DO NOT double the final consonant	Rule: Words contain a short /u/ sound spelled with the letter 'o'. (With the exception of the word, 'woman' which has the /oo/ sound as in 'book').
3	Rule: Words with the long /ay/ sound spelt with 'ai' Straight	Rule: Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable) double the final consonant	Rule: Words contain a short /u/ sound spelled with the letters 'ou'. enough
4	Rule: Words with /ur/ sound spelt with 'ear'	Rule: To use the prefix mis- to create a negative verb misspell	Rule: Word families based on common words, showing how words are related in form and meaning
5	Rule: Homophones and near homophones	Rule: To use the prefix dis- to create a negative meaning	Rule: Word families based on common words, showing how

		Dislike	words are related in form and meaning (another two word families)
6	Rule: Homophones and near homophones	Rule: To use the letters 'ch' to create the /ck/ sound scheme	Rule: Word families based on common words, showing how words are related in form and meaning (another two word families)
7	Rule: Creating adverbs using the suffix -ly (no change to root word)	Rule: Homophones and near homophones	Rule: Words ending in the suffix -al natural
8	Rule: Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Rule: Homophones and near homophones	Rule: Words ending with an /zhuh/ sound spelt 'sure'
9	Rule: Creating adverbs using the suffix -ly (root word ends in 'le')	Rule: To add prefix of bi- or prefix of re-	Rule: Words ending with an /chuh/ sound spelt 'ture'
10	Rule: Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Rule: Words ending in /g/ sound spelt as 'gue' and the /k/ sound spelt as 'que'.	Rule: Words ending with an /cher/ sound spelt 'ture'

11	Rule: Creating adverbs using the suffix –ly (exceptions to the rules)	Rule: Words with a /sh/ sound spelled with the letters ‘ch’.	Rule: Silent letters revision
12	<i>Rule: Statutory spellings – Challenge words</i>	There is no rule to these words, they form part of our statutory spelling list for Years 3 and 4.	Rule: Silent letters revision

Year 4 Teaching Overview

	Term 1	Term 2	Term 3
1	Words with /aw/ spelt with augh and au	Homophones & Near Homophones	Adding the prefix inter- (meaning ‘between’ or ‘among’)
2	Adding the prefix in- (meaning ‘not’ or ‘into’)	Homophones & Near Homophones	Adding the prefix anti- (meaning ‘against’)
3	Adding the prefix im- (before a root word starting with ‘m’ or ‘p’)	Nouns ending in the suffix -ation information	Adding the prefix auto- (meaning ‘self’ or ‘own’)

4	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Nouns ending in the suffix -ation	Adding the prefix ex- (meaning 'out')
5	Homophones & near homophones	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Adding the prefix non- (meaning 'not')
6	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Plural Possessive Apostrophes with plural words	Words ending in -ar/ -er
7	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with the /s/ sound spelt with 'sc'	Adding the suffix -ous (No change to root word)

8	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a 'soft c' spelt with 'ce'	Adding the suffix -ous (No definitive root word)
9	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a 'soft c' spelt with 'ci'	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')
10	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Word families based on common words, showing how words are related in form and meaning	Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')
11	Words with 'ough' to make a long /o/, /oo/ or /or/	Word families based on common words, showing how words are related in form and meaning	Adverbials of frequency and possibility
12	Statutory Spellings Challenge Words	Statutory Spellings Challenge Words	Adverbials of manner

	Term 1	Term 2	Term 3
1	Words with endings that sound like /shuhs/ spelt with -cious	Creating nouns using -ity suffix	Words containing the letter string 'ough'
2	Words with endings that sound like /shuhs/ spelt with -tious or -ious	Creating nouns using -ness suffix	Words containing the letter string 'ough'
3	Words with the short vowel sound /i/ spelt with y	Creating nouns using -ship suffix	Adverbials of time
4	Words with the long vowel sound /i/ spelt with y	Homophones & Near Homophones	Adverbials of place
5	Homophones & near homophones	Homophones & Near Homophones	Words with an /ear/ sound spelt 'ere'
6	Homophones & near homophones	Homophones & Near Homophones	Statutory Spelling Challenge Words
7	Words with 'silent' letters	Words with an /or/ sound spelt 'or'	Unstressed vowels in polysyllabic words
8	Words with 'silent' letters	Words with /or/ sound spelt 'au'	Adding verb prefixes de- and re-
9	Modal verbs	Convert nouns or adjectives into verbs using the suffix -ate	Adding verb prefix over-
10	Words ending in 'ment'	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or verbs into adjectives using suffix -ful

11	Adverbs of possibility and frequency	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or verbs into adjectives using suffix -ive
12	Statutory Spelling Challenge Words	Convert nouns or adjectives into verbs using the suffix -en	Convert nouns or verbs into adjectives using suffix -al

Year 6 Teaching Overview

	Term 1	Term 2	Term 3
1	Ambitious Synonyms: Adjectives	Adding suffixes beginning with vowel letters to words ending in -fer	Word families based on common words, showing how words are related in form and meaning
2	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Words with a long/e/ sound spelt 'ie' or 'ei' after c (and exceptions)	<i>Words that can be nouns and verbs</i>
3	Adjectives ending in -ant into nouns ending in -ance/ -ancy	Words with a long/e/ sound spelt 'ie' or 'ei' after c (and exceptions)	<i>Words that can be nouns and verbs</i>
4	Adjectives ending in -ent into nouns ending in -ence/ -ency	Word families based on common words, showing how words are related in form and meaning	<i>Words with a long /o. sound spelt 'ou' or 'ow'</i>
5	Hyphens: To join a prefix ending in a vowel to a root	Word families based on common words, showing how words	<i>Words ending in -ible</i>

	word beginning with a vowel.	are related in form and meaning	
6	Hyphens: To join compound adjectives to avoid ambiguity	Statutory spellings Challenge words	Words ending in –ibly
7	Words ending in -able	Words with endings that sound like ‘shuhl’ after a vowel letter	<i>Synonyms & Antonyms</i>
8	Words ending in -able	Words with endings that sound like ‘shuhl’ after a consonant letter	<i>Synonyms & Antonyms</i>
9	Words ending in -ably	Words with a ‘soft c’ spelt /ce/	<i>Synonyms & Antonyms</i>
10	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	<i>Synonyms & Antonyms</i>
11	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	<i>Synonyms & Antonyms</i>
12	Creating diminutives using	<i>Recap & review</i>	<i>Synonyms & Antonyms</i>

	prefixes micro-or mini		
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