

Upper Key Stage 2 - Literacy

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Year 5 & 6 – Overview

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Reading Word

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.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Reading Comprehension

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.

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.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as

reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

In order to develop creative and imaginative writing pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally). They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Writing Transcription

Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Vocabulary, grammar and punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Speaking and listening

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading

Composition

Word Reading

Comprehension

Pupils should be taught to:

- Pupils should be taught to:
- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- 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.

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 they 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 (e.g. 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.

Transcription	Vocabulary, grammar and punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with 'silent' letters, e.g. 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 spelling document • 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 • use a thesaurus. 	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in TPS Grammar document by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar in column 1 of year 1 in TPS grammar document • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between main clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in TPS grammar document accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> ▪ Pupils should be taught to: <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (e.g. quick notes, letters).



Year 5

Punctuation.	Sentence Types	Word Structure	Parts of Speech.	Standard English
(Y5)Understand the need for punctuation as an aid to the reader. E.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.	(Y5)Investigate clauses through: Identifying the main clause in a long sentence. Investigating sentences which contain more than one clause examples of subjunctive clauses.	(Y5)Use affixes to convert word classes.	(Y5)Understand and use modal verbs or adverbs (can, could, may, might, must, shall, should, will, would 'It can be hard to...' 'You could ask someone...' 'She may be likely to...')	(Y5)Understand the basic conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs consistency of tense and subject avoidance of double negatives avoidance of non-standard dialect words
(Y5)Use commas to clarify meaning/avoid ambiguity.	(Y5)Understand how clauses are connected (e.g. by combining 3 short sentences into 1).	(Y5)Use affixes to change meanings.	(Y5)Understand and use adverbs . (perhaps, surely).	
(Y5)Use commas to mark grammatical boundaries within sentences. Link this to work on editing and revising own writing.	(Y5)Understand and use relative clauses : who, which, where, why, whose, that, used as connectives to link in a clause.		(Y5)Understand and use adverbs for cohesion.	
(Y5)Understand and use parenthetical brackets .	(Y5)Understand and use a subjunctive clause . the use of a 'that...' clause and a conditional 'if...' clause are examples of subjunctive clauses.		(Y5)Understand and use the relative pronoun .	
(Y5)Understand and use bullet points .	(Y5)Understand and use conditionals . (if, then, might, could, would)		(Y5)Understand and use determiners/articles* Often a noun needs a word in front of it to make the grammar correct. The most common determiners are 'a', 'an' and 'the'.	
(Y5)Understand and use semi colons . (In its simplest form, as an alternative to a full stop), e.g. I like chocolate; chocolate may be one of the most	(Y5)Investigate word order by examining how far the order of words in sentences can be changed:		(Y5)Identify, understand and use synonyms .	

<p>unhealthy foods on the planet.</p>	<p>Which words are essential to meaning Which can be deleted without damaging the basic meaning. Which words or groups of words can be moved into a different order. Identify and understand semantic cohesion. Identify and understand grammatical cohesion.</p>			
<p>(Y5) Understand and use colons. (In its simplest form, to use a colon before a list).</p>			<p>(Y5) Understand and use the term "preposition" appropriately and to understand the function of prepositions in sentences through: Searching for, identifying and classifying a range of prepositions Experimenting with substituting different prepositions and their effect on meaning.</p>	
<p>(Y5) Understand the difference between direct and reported speech (e.g. She said, " I am going " and She said she was going) e.g. through Finding and comparing examples from reading. Discussing contexts and reasons for using particular forms and their effects. Transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.</p>			<p>(Y5) Extend knowledge, understanding and use of verbs, focussing on: Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will Forms: active, interrogative, imperative Person: 1st, 2nd, 3rd. Identify and classify examples from reading. Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning. Identify the subject and object in a</p>	

			sentence.	
(Y5)Understand and use hyphens : to sub-divide words where two words are used as one (as in sub-divide) OR to mark boundaries between independent clauses as in 'I laughed – it really was funny.'	(Y5)Subject / verb agreement Grammar: Singular / plural noun / tense of verb match		(Y5)Identify the imperative form in instructional writing and the past tense in recounts. Can children use this awareness when writing for these purposes.	
(Y5)Understand and use parenthetical dashes .				



Capital letter, full stop, comma, question marks, exclamation, apostrophe, possessive apostrophe, speech marks, statement, question, exclamation, noun phrase, simple clause, coordination, subordinate clause, connective, adverb, adverbial, possessive pronoun, conjunction, connective, preposition, determiner, adjective, verb, fronted adverbial, semi colon, colon, hyphen, article, expressive, figurative, adjectival phrase, comparative, superlative, subject, object, singular, plural, parenthetical brackets, bullet points, **parenthetical dashes**, **direct and reported speech**, **affixes**, **modal verbs**, **relative pronoun**, **synonym**, **auxiliary verb**, **double negative**

Year 5 & 6

Spelling Pattern	Spelling Rule	Examples
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/ –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.	Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ʃ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an	. deceive, conceive, receive, perceive, ceiling

	initial /i:/ sound).	
Words containing the letter- string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	<p>In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. aisle: a gangway between seats (in a church, train, plane) isle: an island</p> <p>aloud: out loud allowed: permitted</p> <p>affect: usually a verb (e.g. The weather may affect our plans) effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business.).</p> <p>altar: a table-like piece of furniture in a church alter: to change</p> <p>ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun)</p> <p>bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse</p> <p>cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before the other</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit)</p> <p>descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun)</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>

Word list for years 5 and 6

accommodate	communicate	environment	identity	parliament	sacrifice
accompany	community	equip (–ped, – ment)	immediate(ly)	persuade	secretary
according	competition	especially	individual	physical	shoulder
achieve	conscience*	exaggerate	interfere	prejudice	signature
aggressive	conscious*	excellent	interrupt	privilege	sincere(ly)
amateur	controversy	existence	language	profession	soldier
ancient	convenience	explanation	leisure	programme	stomach
apparent	correspond	familiar	lightning	pronunciation	sufficient
appreciate	criticise (critic + ise) curiosity	foreign	marvellous	queue	suggest
attached	definite desperate	forty	mischievous	recognise	symbol
available	determined	frequently	muscle	recommend	system
average	develop	government	necessary	relevant	temperature
awkward	dictionary	guarantee	neighbour	restaurant	thorough
bargain	disastrous	harass	nuisance	rhyme	twelfth
bruise	embarrass	hindrance	occupy	rhythm	variety
category			occur		vegetable
cemetery			opportunity		vehicle
committee					yacht