



Letters and Sounds

Phonics Progression of Teaching Overview

## Phonics at a Glance

Phonics is .....

**Skills of  
segmentation and  
blending**



**Knowledge of  
the alphabetical  
code**

### Phonics consists of:

- identifying sounds in spoken words;
- recognising the common spellings of each phoneme (sound);
- blending phonemes into words for reading;
- segmenting words into phonemes for spelling.

### HELP!!!! (some terminology explained):

**Phoneme:** a sound  
in a word

**Grapheme:** a letter or sequence of  
letters that represent a phoneme.

1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters. We refer to these as **sound buttons** e.g.  
kn igh t

**Segmenting:** means  
breaking words down into  
their phonemes to spell  
e.g. c/a/t

**Blending:** is the reverse of seg-  
menting. When you blend you  
build words from their pho-  
nemes to read.

### Grapheme Key Vocabulary:

Digraph  
2 letters making one  
sound (ai, ee, oo)

Trigraph  
3 letters making one  
sound (igh, dge)

Split Digraph  
Where the two letters are not  
adjacent (a-e, e-e)

### Something to Think About!

The English language is tricky and just when children have mastered the graphemes that correspond with the phonemes (e.g. p-l-ay) they then realise that there can be many choices as to which grapheme to use. Here is an example:

a—paper  
ay—play  
ey—they  
a-e—spade  
eigh—eight  
ei—vein  
ai— plain

So, the more support and opportunities they have to practice their 'Letters and Sounds' the better!

## Overview of phonic phases

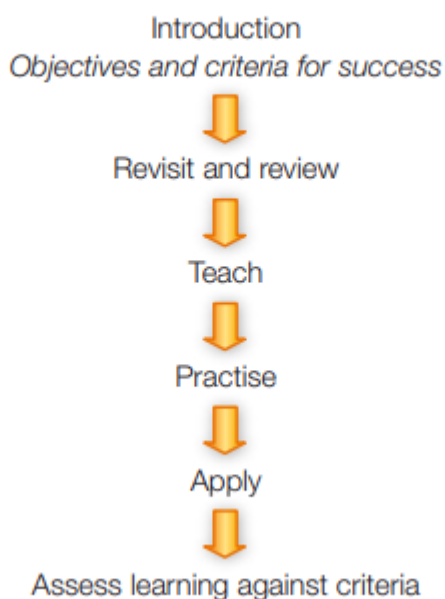
Letters and Sounds	Approximate stage / age	Phonics teaching	Tricky words
Phase 1	Nursery / Reception – ongoing	Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting	
Phase 2	Autumn term of reception	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.	the, to, l, no, go
Phase 3	Autumn 2 and Spring term of Reception.  Autumn Year 1 term 1 revise.	Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’) - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words	he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	Summer term of reception (revisited in Autumn 1, Year 1)	The children learn to read and spell words containing adjacent consonants o Children to revise and recall all Phase 2 and 3 phonemes. o Children to read and write CCVC and CVCC words.	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 5	Spring and Summer Term Year 1. Revise Autumn 1 Year 2.	The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. <i>Sounds:</i> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e	oh, their, people, Mr, Mrs, looked, called, asked
Phase 6	Throughout Year 2 and beyond	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc	

## Greeholm Primary School - Weekly Phonics Teaching Overview KS1

Monday	Tuesday	Wednesday	Thursday	Friday
Focus: Word Reading. Introduce new sound/sounds. Teach blending for reading with new sounds and previous sounds learnt.	Focus: Application of word reading within sentences.	Focus: Segmenting for spelling with GPCs and previous GPCs taught.	Focus: Spelling words within sentences including GPCs taught so far and tricky words.	Teach reading and spelling of tricky words.
Guided Reading – The focus in reception and year 1 is purely on the application of their phonics skills in phonically decodable matched to each week and phase of learning. Once pupils are secure in Phase 5 part 1 teachers should select appropriate texts to match their reading level.				

Each lesson should follow the teaching sequence outlined in the Letters and Sounds programme of study. Words and sentences each week should only include GPCs and tricky words/Common exception words that have been taught so far.

### Sequence of teaching in a discrete phonics session





# Letters and Sounds Progression of Teaching

(Refer to Letters and Sounds document for full list of words)

<b>Phase 2</b>			
<b>Week</b>	<b>GPC</b>	<b>Word Examples</b>	<b>High Frequency Words</b>
1	s-a-t-p	sat, tap, pat	as, a, at
2	-i-	sit, pit, tip, pip, sip	is, it
	n-/-n	pan, pin, tin, tan, nap	in, an
	m-/-m	man, mat, map	am
	d-/-d	sad, dip	dad, did, and
3	g-/-g	pig, dig, gas, gap	
	-o-	pot, top, dog, pop	got, on, not
	c-	cot, cap, cat, cod	can
	k-	kid, kit	
	-ck	pack, sack, kick, pick, sick	
4	-e-	pet, ten, net, pen, peg, men, neck	get
	-u-	run, mug, cup, sun, mud	mum, up, put
	r-	rat, rag, ram, rug, tot, rip, rim	
	h-	hot, hut, hop, hit, hum, hug	had, him, his, has
	TRICKY WORDS	to, the (reading and spelling)	
5	b-	bad, bag, bed, bug, bus, bat	big, back, but
	f-/-ff	fan, fit, fat, fun, fog, puff, huff	of, off, if

	l-/-ll	lap, leg, lit, bell, fill, doll, sell, tell	let
	-ss	less, hiss, mess, miss, boss, fuss, kiss	
	TRICKY WORDS	no, go, I, into (reading and spelling)	
6 and 7	REVISE PHASE 2 - READING AND SPELLING END OF PHASE 2 ASSESSMENT TO BE COMPLETED.		

### Phase 3

Week	GPC	Word Examples	High Frequency Words
1	j-	jam, jab, jug, job, jet	
	v-	van, vet, vat	
	w-	win, wig, wag, web, wax	will
	-x	mix, fix, box, tax, six	
	TRICKY WORDS	Revise Phase 2 - I, go, no, to, the, into (READING AND SPELLING)	
2	y-	yes, yet, yap, yell	
	z-	zip, zigzag	
	-zz	buzz, jazz	
	qu-	quit, quiz, quixk, quack	
	TRICKY WORDS	we, me (READING AND SPELLING)	
3	ch-/-ch	chop, chin, chip, check, such, rich,much	
	sh-/-sh	ship, shop, shed, shell, fish, cash, rash, rush	
	th-/-th	thin, thick, moth	that, this, them, then, with
	-ng	ring, rang, hang, song, wing, king, long, sing	
	TRICKY WORDS	he, she, be (READING AND SPELLING)	



4	-ai-	wait, hail, pain, aim, sail, main, tail, rain, bait	
	-ee-	feel, weep, feet, jeep, ,eet, week, deep, keep	see
	-igh-	high, sigh, light, might, night, right, sight, fight, tight	
	-oa-	coat, load, goat, loaf, road, soap, oak, toad	
	TRICKY WORDS	Revise we, me, he, she and be and teach was. (READING AND SPELLING)	
5	-oo- (long)	zoo, boot, hoof, zoom, cool, food, root, moon	too
	-oo- (short)	foot, cook, good, book, took, wood, wool	look
	-ar	bar, car, bark, card, cart, hard, jar, park	
	-or	fork, cork, sort, born, worn, fort, torn, short	for
	-ur-	fur, burn, burp, curl, hurt, surf, turn.	
	TRICKY WORDS	Revise he, she, be. Teach my.	
6	-oi-	oil, boil, coil, coin, join, soil	
	-air	air, chair, fair, hair, pair	
	-ear	ear, dear, fear, hear, gear, near, year, tear	

	TRICKY WORDS	Revise all TW do far and teach you, all, are. (READING AND SPELLING)	
7	-er (u)	hammer, letter, ladder, bigger, dinner, boxer, summer	
	-ure	sure, pure, cure, manure	
	-ow	owl, cow, how, town	down, now
	TRICKY WORDS	Revise reading and spelling of all phase 2 and 3 tricky words.	
8-12	REVISE PHASE 3 - READING AND SPELLING END OF PHASE 3 ASSESSMENT TO BE COMPLETED.		

## Phase 4

Week	GPC	Word Examples	High Frequency Words
1 CVCC words	Know the alphabet. Know that every letter has a name and sound. Identify vowels and consonants.		
	-st	nest, best, chest, toast	just
	-nd	band, land, pond, wind	
	-mp	lamp, damp, camp, burnt	
	-nt	tent, dent, paint, think	went
	-nk	bank, thank, chunk, sink	
	TRICKY WORDS	Revise phase 2 and 3. Teach said and so. (READING AND SPELLING)	
2 CVCC words	-ft	gift, lift, shift, soft	
	-sk	ask, task, tusk, husk,	
	-lt	belt, felt, melt, shelter	
	-lp	gulp, help, helper	help
	Others include: golf (lf), milk (lk), kept (pt), next (xt).		
	TRICKY WORDS	Revise: said and so. Teach: have, you, like, come. (READING AND SPELLING)	
3 CCVC CCVCC words	tr-	trip, tree, train, trunk	
	dr-	drank, drift, drain	
	gr-	grab, green, groan	
	cr-	creep, crash, crisp	

	br -	bring, brush, brown	
	fr-	frog, fresh, frown	from
	TRICKY WORDS	Revise: said, so, have, you, like, come. Teach: were, there, little, one. (READING AND SPELLING)	
4 CCVC CCVCC words	bl-	bleed, blend, blink	
	fl-	flag, float, flight	
	gl-	glad, glass, glint	
	pl-	plan, plum, plain	
	cl-	clamp, clown, clear	
	sl-	slept, slant, slipper	
	TRICKY WORDS	Revise: said, so, have, you, like, come, were, there, little, one. Teach: do, when, out, what (READING AND SPELLING)	
5 CCVC CCVCC words	sp-	spot, spoil, spoon	
	st-	stop, steep, stairs	
	tw-	twin, twist,	
	sm-	smell, smart, smear	
	Others include: printer (pr-), scoop (sc-), skunk		
	TRICKY WORDS	Revise all phase 4 tricky words. (READING AND SPELLING)	
6 CCCVC CVCCC Words	-nch	bench, drench, crunch	
	scr-	scrunch, scrap	
	shr-	shrink	
	str-	strap, string, street	
	thr-	thrust, thrush, thrill	
	TRICKY WORDS	Revise all phase 4 tricky words. (READING AND SPELLING)	
7	Polysyllabic words		

and 8	TRICKY WORDS	Revise all phase 4 tricky words. (READING AND SPELLING)
8	REVISE PHASE 4 - READING AND SPELLING END OF PHASE 4 ASSESSMENT TO BE COMPLETED.	

## Phase 5

### PHASE 5 PART 1

Week	GPC	Word Examples	High Frequency Words
1	-ay	play, tray, stray, spray	day
	-ou-	out, cloud, proud, sprout	about, house
	-ie	pie, lie, tie, cried, fried	
	-ea-	sea, meat, treat, least	
	TRICKY WORDS	Revise: phase 3 and 4. Teach: oh, their (READING AND SPELLING)	
2	-oy	boy, joy, destroy, enjoy	
	-ir	girl, bird, skirt, third	
	-ue	clue, blue, glue, tissue	
	-ue	cue, due, argue, rescue	
	-aw	paw, raw, yawn, law	saw
	TRICKY WORDS	Revise: oh, their Teach: people, Mr, Mrs (READING AND SPELLING)	
3	wh-	when, which, wheel,	
	ph-	phonics, dolphin, elephant	
	-ew	blew, chew, screw, threw	
	-ew	stew, few, new, dew	
	-oe	toe, goes, doe, foe	goes
	-au-	haul, launch, August	
	TRICKY WORDS	Revise: oh, their, people, Mr, Mrs Teach: looked, called (READING AND SPELLING)	
4	a-e	Take, game, race, snake	
	e-e	these, even, theme	
	i-e	pine, ripe, shine, prize,	time
	o-e	bone, pole, home, those	

	u-e	June, flute, rude, rule	
	TRICKY WORDS	Revise: oh, their, people, Mr, Mrs, looked, called. Teach: asked, could (READING AND SPELLING)	
5 and 6	Revise reading and spelling all phase 5 GPC taught so far within single syllable and polysyllabic words.		
	Complete Phase 5 Phonics Assessment Part 1.		
	TRICKY WORDS	Revise: All phase 5 tricky words. (READING AND SPELLING)	
<b>PHASE 5 PART 2</b>			
7 Alternative Pronunciation of graphemes.	a	hat (a), acorn (ai), fast (ar - depending on regional pronunciation), was (o).	
	e	bed (e), he (ee)	
	i	tin (i), mind (igh)	
	o	hot (o), no (oa)	
	u	but (u), unit (yoo)	
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)		
8 Alternative Pronunciation of graphemes.	ow	down (ow), slow (oa)	
	ie	pie (igh), chief (ee)	
	ea	sea (ee), head (e)	
	er	farmer (u), her (er)	
	ou	out (ow), you (oo), could (u), mould (oa)	
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)		
9 Alternative Pronunciation of graphemes.	y	yes (y), by (igh), gym (i), happy (ee)	
	ch	chin (i), school (c), chef (sh)	
	c	cat (c), cell (s)	
	g	got (g), magic (j)	
	ey	money (ee), they (ai)	

	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
10	Revision of all alternative pronunciation of graphemes.	
12	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
13 Alternative spellings	<b>Phonemes</b>	<b>Examples of each spelling...</b>
	ch	picture (ture), match (tch)
	j	fudge (j)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
14 Alternative spellings	m	lamb (mb)
	n	gnat (gn), knit (kn)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
15 Alternative spellings	r	wrap (wr)
	s	listen (st), house (se)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
16 Alternative spellings	z	please (se)
	u	some (o)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
17 Alternative spellings	ear	here (ere), beer (eer)
	ar	father (a), half (al)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
	air	there (ere), pear (air), care (are)
	or	all (al), four (our), naughty (augh)



	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
19 Alternative spellings	ur	learn (ear), word (or)
	oo (short)	could (oul),
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
20 Alternative spellings	ai	day (ay), came (a-e)
	igh	pie (ie), by (Y), like (i-e)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
21 Alternative spellings	ee	sea (ea), these (e-e), happy (y), chief (ie), key (ey)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
22 Alternative spellings	oa	low (ow), toe (oe), bone (o-e)
	(y) oo	value (ue), tune (u-e), stew (ew)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
23 Alternative spellings	oo	clue (ue), June (u-e), blew (ew)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
24 Alternative spellings	sh	special (ci), station (ti), sure/passion (s/ss), chef (ch)
	zh	treasure, casual (s)
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
25 Alternative spellings	Revision of Alternative spellings of phonemes.	
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)	
26	Revision of Alternative spellings of phonemes.	

Alternative spellings	Complete End of Phase 5 Part 2 Assessment.
	Teach Reading and Spelling of all Year 1 CEW (x 2 each week)

## Phase 6

**Key objectives linked to reading to be focused on throughout phase...**

\*Ensure regularly review GPCs from phase 2 - 5.

\*Develop decoding of words quickly and silently - sounding out and blending automatically.

\*Teach how to read fluently with pace and expression, without overt sounding out of age appropriate texts.

\*Develop stamina for reading of longer, less familiar texts.

\*Increase the number of words read automatically. (300 HF words page 193-195/ Year 2 common exception words)

Week	Practise reading and spelling words with the following spelling rules...	Word Examples
1 Aut 2	The sounds /n/ spelt 'kn' and 'gn' at the beginning of words.	knock, know, knee, knitting, knife gnat, gnaw, gnash, gnome, gnarled
	<b>COMMON EXCEPTION WORDS</b>	after, again, bath, path
2	The sounds /r/ spelt 'wr' at the beginning of words.	write, written, wrote, wrong, wrap, wrist, wreck, wrestle, wriggle, wren
	<b>COMMON EXCEPTION WORDS</b>	any, many, busy, climb
3	The sound /s/ spelt 'c' before e, i and y.	race, ice, cell, city, fancy, face, space, bicycle, circle, spicy
	<b>COMMON EXCEPTION WORDS</b>	kind, behind, find, mind,
4	The sound /j/ spelt with '-dge' and 'ge' at the end of words.	badge, edge, bridge, dodge, fudge age, huge, change, charge, village
	<b>COMMON EXCEPTION WORDS</b>	because, break, steak, great
5	The /j/ often spelt with g before e, i and y.	gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust
	<b>COMMON EXCEPTION WORDS</b>	hold, old, gold, cold, told
6	The sound /l/ spelt with '-le' at the end of words.	table, apple, bottle, little, middle, able, wobble, multiple, dazzle, riddle

	<b>COMMON EXCEPTION WORDS</b>	both, most, only
7 Spring 1	The sound /l/ spelt with '-el' at the end of words.	camel, tunnel, squirrel, travel, towel, tinsel, bagel, hazel, vowel, jewel
	<b>COMMON EXCEPTION WORDS</b>	child, wild, children, beautiful
8	The sound /l/ spelt with '-il' and '-al' at the end of words.	pencil, fossil, nostril, pupil metal, pedal, capital, hospital, animal, oval
	<b>COMMON EXCEPTION WORDS</b>	Christmas, class, grass, pass
9	The sound /igh/ spelt with '-y' at the end of words.	cry, fly, dry, try, reply, sly, shy, terrify, sky, multiply
	<b>COMMON EXCEPTION WORDS</b>	could, should, would, clothes
10	The sound /or/ spelt 'a' before l or ll.	all, ball, call, small, wall, fall walk, talk, always, altogether
	<b>COMMON EXCEPTION WORDS</b>	door, floor, poor, even
11	Revise rules for adding -s or -es to verbs and nouns.	rocks, chairs, hits, talks benches, foxes, watches, mixes
	<b>COMMON EXCEPTION WORDS</b>	every, everybody, people, water
12	Adding -ies to nouns and verbs ending in -y.	flies, tries, replies, copies, babies, carries, cries, dries, marries, families
	<b>COMMON EXCEPTION WORDS</b>	eye, fast, last, past
13 Spring 2	Adding -ed, -er and -est to a word ending in -y with a consonant before it.	copier, copied, happier, happiest, cried, replied, tried, dried, driest, funnier
	<b>COMMON EXCEPTION WORDS</b>	father, half, hour, money
14	Adding -ing to a word ending in -y with a consonant before it.	copying, crying, replying, marrying, carrying, flying, trying, drying
	<b>COMMON EXCEPTION WORDS</b>	improve, move, prove, plant

15	Adding -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it.	hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring
	<b>COMMON EXCEPTION WORDS</b>	Mr, Mrs, parents, pretty
16	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny
	<b>COMMON EXCEPTION WORDS</b>	sugar, sure, whole, who
17	The suffixes -ment, -ness and -ful.	enjoyment, sadness, careful, playful, plainness, argument, merriment, happiness, plentiful, cheerful
	Revise reading and spelling of all common exception words.	
18	The suffixes -less and -ly.	badly, hopeless, penniless, happily, lovely, joyless, slowly, quickly, careless, fearless
	Revise reading and spelling of all common exception words.	
19 Summer 1	Contractions	Can't, didn't, hasn't, couldn't, it's, wouldn't, shouldn't, wasn't
	Revise reading and spelling of all common exception words.	
20	The possessive apostrophe.	Megan's, Rabi's, the girl's, the child's, the woman's, the school's, a dog's, a teacher's Gus'
	Compound words- lunchbox, sandcastle, sunflower, sunset, lunchtime etc...	
21	Words ending in -tion.	station, fiction, motion, national, section, addition, subtraction, potion, option, introduction
	Question words - who, why, what, how, which, where, when	
22	The sound /u/ spelt 'o'.	other, mother, brother, nothing, Monday, cover, honey
	Time words - hour, second, quarter, month, second, year...	

23	The sounds /ee/ spelt with '-ey'.	Key, donkey, monkey, chimney, valley, trolley, turkey, hockey, parsley, journey
Irregular verbs in the past tense - wrote, ran, was, were, sang, began, went...		
24	The sound /o/ spelt 'a' after w and qu.	want, watch, wander, quantity, squash, quality, squabble, squad, quad, quarrel
Spelling strategies - teach pupils ways to learn and remember words by looking at: *mnemonics * analogy *base (root) words * breaking into syllables (multisyllabic words) * looking at tricky parts of words *common prefixes and suffixes and the effect of them on meaning (Page 180 L and S doc)		
25 Summer 2	The stressed /er/ spelt 'or' after w and the sound /or/ spelt 'ar' after w.	word, work, worm, world, worth, worst war, warm, towards, ward
Spelling strategies - teach pupils ways to learn and remember words by looking at: *mnemonics * analogy *base (root) words * breaking into syllables (multisyllabic words) * looking at tricky parts of words *common prefixes and suffixes and the effect of them on meaning (Page 180 L and S doc)		
26	The sound /zh/ spelt 's'.	television, treasure, usual, division, vision, pleasure, measure, occasion, usually, leisure
Spelling strategies - teach pupils ways to learn and remember words by looking at: *mnemonics * analogy *base (root) words * breaking into syllables (multisyllabic words) * looking at tricky parts of words		

	*common prefixes and suffixes and the effect of them on meaning (Page 180 L and S doc)	
27	Homophones and near homophones	there, their, they're, here, hear, sea, see, to, two, too, one, won, whole, hole
	Spelling strategies - teach pupils ways to learn and remember words by looking at: *mnemonics * analogy *base (root) words * breaking into syllables (multisyllabic words) * looking at tricky parts of words *common prefixes and suffixes and the effect of them on meaning (Page 180 L and S doc)	
28	Homophones and near homophones	be, bee, quite, quiet, bare, bear, son, sun, of, off, night, knight, blew, blue
	Spelling strategies - teach pupils ways to learn and remember words by looking at: *mnemonics * analogy *base (root) words * breaking into syllables (multisyllabic words) * looking at tricky parts of words *common prefixes and suffixes and the effect of them on meaning (Page 180 L and S doc)	
29	Days of the week	Monday, Tuesday, Wednesday...
	Spelling strategies - teach pupils ways to learn and remember words by looking at: *mnemonics * analogy *base (root) words * breaking into syllables (multisyllabic words) * looking at tricky parts of words *common prefixes and suffixes and the effect of them on meaning (Page 180 L and S doc)	
30	Months of the year.	January, February, March...
	Spelling strategies - teach pupils ways to learn and remember words by looking at:	

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>*mnemonics</li><li>* analogy</li><li>*base (root) words</li><li>* breaking into syllables (multisyllabic words)</li><li>* looking at tricky parts of words</li><li>*common prefixes and suffixes and the effect of them on meaning</li></ul> <p>(Page 180 L and S doc)</p> |
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