

Year Group	EYFS		
Knowledge Milestones	Autumn	Spring	Summer
<p>Nursery Two - Three Year Comprehension objectives Word reading Objectives Communication and language objective</p>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> Enjoys songs and rhymes, turning in and paying attention Join in within sings and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Enjoying sharing books with an adult. Have favourite books and seeks them out, to share with an adult, with another children, or to look at alone. 	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> Sing songs and say rhymes independently, for example, singing whilst playing. Develop play around favourite stories using props. Pay attention and responds to the pictures or the words. Repeat words and phrases from familiar stories. Listen to other people's talk with interest, but can easily be distracted by other things. (Listening, attention and understanding) 	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> Ask questions about the book. Make comments and shares their own ideas. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Listen to simple stories and understand what is happening, with the help of pictures. (Listening, attention and understanding)
<p>Nursery Three -Four Years Comprehension objectives Word reading Objectives Communication and language objective</p>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> Ask questions about the book. Make comments and shares their own ideas. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand simple questions about who, what and where (but generally not why). (Listening, attention and understanding) <p><u>Three to four Years</u></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can; spot and suggest rhyme, count or clap syllables in a word. Recognise words with the same initial sound. Sing a large repertoire of songs. (Listening, attention and understanding) 	<p><u>Three to four Years</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can; spot and suggest rhyme, count or clap syllables in a word. Recognise words with the same initial sound. Enjoy listening to longer and stories and can remember much of what happened (Listening, attention and understanding) Can find it difficult to pay attention to more than one thing at a time. (Listening, attention and understanding) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (Listening, attention and understanding) 	<p><u>Three to four Years</u></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can; spot and suggest rhyme, count or clap syllables in a word. Recognise words with the same initial sound. Understand why questions, like why do you think the caterpillar got so fat? (Listening, attention and understanding)

<p style="text-align: center;">Reception Individual reading, Book talk, guided reading (spring 2) Comprehension objectives Word reading Objectives Communication and language objective</p>	<p>Three to four Years</p> <ul style="list-style-type: none"> • Understand the five key concepts about print; Print had meaning, print can have different purpose, we read English from left to right top to bottom, the names of the different parts of the book, Page sequencing. • Develop their phonological awareness, so that they can; spot and suggest rhyme, count or clap syllables in a word. Recognise words with the same initial sound. <ul style="list-style-type: none"> • Understand why questions, like why do you think the caterpillar got so fat? (Listening, attention and understanding) <p>Reception</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read individual letters by saying the sounds for them. • Read some letter groups that each represent one sound and say sounds for them. (Phase 2 secure). • Read a few common exception words matched to the school's phonics programme. • Listen to and talk about stories to build familiarity and understanding. (Listening, attention and understanding) • Engage in story times. (Listening, attention and understanding) • Engage in non-fiction books. (Listening, attention and understanding) 	<p>Reception</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Phase 3 secure) • Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. • Listen to and talk about selected non-fictions to develop a deep familiarity with new knowledge and vocabulary. (Listening, attention and understanding) 	<p>ELG</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read words consistent with their phonic knowledge by sound-blending (Phase 4 secure). • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Make comments about what they have heard and ask questions to clarify their understanding. (Listening, attention and understanding) • Hold conversations when engaged in back and forth exchanged with their teacher and peers. (Listening, attention and understanding) <p>ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. • Say a sound for each letter of the alphabet and at least 10 digraphs. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (Listening, attention and understanding)
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Year Group	Year 1 – All previous milestones plus		
Knowledge Milestones	Autumn	Spring	Summer
DECODING	<ul style="list-style-type: none"> Read the Reception high frequency word list. Apply phonic knowledge and skills as the route to decode words. 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. Recognise and blend to read with the phase 5 graphemes taught so far 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read books to build up their fluency and confidence in word reading. Recognise and blend to read with phase 5 graphemes 	<ul style="list-style-type: none"> read aloud many words quickly and accurately without overt sounding and blending read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences(GPCs)* read many common exception words* sound out many unfamiliar words accurately read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* Begin to use expression to show awareness to punctuation. ? ! and changes voice accordingly ACHIEVE EXPECTED PASS MARK ON PHONICS SCREENING CHECK
READING COMPREHENSION (appropriate to age-related texts)	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them, recognising and joining in with predictable phrases. Discuss word meanings, linking new meanings to those already known. Check that the text makes sense to them as they read. Discuss the significance of the title and events within a book. Find the beginning, middle and end of a simple narrative Participate in discussion about what is read to them, taking turns and listening to other views. Begin to make predictions based on the title, blurb and/or pictures. 	<ul style="list-style-type: none"> answer questions in discussion with the teacher and make simple inferences link what they read or hear read to their own experiences consider the particular characteristics of what they read and hear read. predict what might happen on the basis of what has been read so far. correct inaccurate reading when prompted. explain clearly their understanding of what is read to them. answer simple questions/find information in response to a direct, literal question. contribute to discussion expressing opinions about main events and characters in the story identify the main features of a non-fiction text (contents, index, glossary) BOLD TEXT INDICATES STATUTORY ASSESSMENT (KS1 WORKING TOWARDS)

Year Group	Year 2 - All previous milestones <u>plus</u>		
Knowledge Milestones	Autumn	Spring	Summer
DECODING	<ul style="list-style-type: none"> ALL OF END OF YEAR ONE MILESTONES PLUS Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Apply phonic knowledge and skills as the route to decode words; however, may need support when reading long vowel phonemes that have several representations (ai, a_e) or graphemes that have more than one sound (bread, read, beach). Use voice to respond to punctuation when reading aloud. Re-read familiar texts to build up fluency. 	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Recognises and effortlessly decodes alternative sounds for graphemes. Read accurately words of two or more syllables. Read words containing common suffixes. Can read most of the year 1-2 high frequency word list. Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,) 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables. Read most words containing common suffixes Read most Y2 common exception words In age appropriate texts, read most words accurately without overt sounding and blending Sound out most unfamiliar words accurately, without undue hesitation <p>BOLD TEXT IS STATUTORY END OF KEY STAGE EXPECTATION</p>

READING COMPREHENSION

- Demonstrate understanding of a wide range of poetry, stories and non-fiction that has been read and listened to.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.
- Recognise simple recurring literary language in stories and poetry.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Answer and ask simple retrieval questions.
- Is developing reading stamina; can read independently a familiar text for increasing amounts of time.

- Show their understanding of what they have read by taking part in discussions and answering retrieval and basic inference questions.
- Discuss the sequence of events in books
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Discuss how different words and phrases affect meaning.
- Participate in discussion about books, poems and other works that are read to them and those that they have read themselves, taking turns and listening to what others say.
- Locates specific information on a given page in response to a direct question.
- Explain the difference between fiction and non-fiction

- **Check their reading makes sense to them, correcting any inaccurate reading**
- **Answer questions and make some inferences**
- **Explain what has happened so far in what they have read**
- Predict some key events on the setting described in the story opening.
- Offer alternative endings or plotlines.
- Read quietly or silently to self, sustaining attention across longer sentences and paragraphs.
- Discuss effective language (Slimy is a good word because...) and (The glossary is easy to scan because...)
- Refer back to the text for evidence. May look back through the text to help them to remember.
- Show some empathy with characters

BOLD TEXT IS STATUTORY END OF KEY STAGE EXPECTATION

Year Group	Year 3 - All previous milestones plus		
Knowledge Milestones	Autumn	Spring	Summer
WORD READING	<ul style="list-style-type: none"> Read independently using a range of strategies appropriately, including decoding to establish meaning. Can read some Year 3/4 common exception words list (20 words plus approximately) 	<ul style="list-style-type: none"> Read approximately half of the Year 3/4 common exception words list (50 words plus) Read aloud with expression and intonation, taking into account '?,! ' for contractions; as well as inverted commas (" ") for dialogue. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Can read aloud with intonation and expression taking into account a higher standard punctuation including ... () – Can read many of the Year 3/4 common exception words list (50%+) Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 2), both to read aloud and to understand the meaning of new words they meet.
READING COMPREHENSION	<ul style="list-style-type: none"> With support, use dictionaries to check the meaning of words that they have read. Make plausible predictions based on knowledge from the text and wider connections. Understand the job of different punctuation marks and use them to help with tone and expression. Summarise and explain the main points from a text, referring back to the text where necessary to support this. Identify the words and phrases that an author has chosen to create mood and build tension. Begin to comment on grammatical features of different text types (adjectives in description, imperative verbs in instructions, short sentences for suspense) 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use contents, indexes and subheadings to find information. Discuss the effect of language on mood and tension. Begin to predict what will happen and why events and actions have happened using evidence from the text. Compare texts with others by the same author. Understand the purpose of a paragraph and chapter. Have increased reading stamina; be able to read for a period of 20/30 minutes and pick up where they left off. Use knowledge of the alphabet to locate information (dictionary or index) Identify the main features of different genres and text-types. Begin to distinguish between fact and opinion. Begin to identify difference between different fiction genres. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 2), both to read aloud and to understand the meaning of new words they meet. Predict what might happen from details stated and implied. Read texts that are structured in different ways for a range of purposes. Work out the meaning of unfamiliar words by using context clues as well as their knowledge of word structure and similar words. Retrieve and record information from non-fiction. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence. Locate words in a dictionary using first 2 or 3 letters. Read most of the Y4 high frequency word list. Show evidence of use of inference Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year Group	Year 4 - All previous milestones plus		
Knowledge Milestones	Autumn	Spring	Summer
WORD READING	<ul style="list-style-type: none"> • Read a range of standard appropriate texts fluently and accurately. • Read more than half of the Year3/4 common exception words list • Skim and scan to identify key ideas in a text. • Read a range of level-appropriate texts fluently and accurately. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes when reading new words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Read aloud with pace, fluency and expression, taking punctuation and author's intent into account. • Read most of the Year3/4 common exception words list • Understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 2, both to read aloud and to understand the meaning of new words they meet. • Read vast majority if not all of the Year3/4 common exception words list
READING COMPREHENSION	<ul style="list-style-type: none"> • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Use headers and footers in a dictionary to aid efficient research. • Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary. • Show evidence that they can interpret meaning and/or explain what characters are thinking/feeling and the way they act. • Compare and talk about the structure and features of different texts. • Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Locate information quickly and effectively from a range of sources. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes when reading new words. • Use dictionaries to check the meaning of words that they have read, independently. • Discuss words and phrases that capture the reader's interest and imagination. • Discuss the effects of different words and phrases. • Skim and scan longer texts for specific information. • Begin to use inference to identify how characters develop and change across a text. • Quote directly from a text to support their viewpoint. • Have an opinion on the effects of particular use of language in a text. • Identify the point of view from which a story is told and how this affects the reader's response (author's bias). • Distinguish between fact and opinion. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Identify how language, structure, and presentation contribute to meaning. • Identify themes and conventions in a wide range of books. • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Ask questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Read most of the Y5 high frequency word list. • Identify the ways in which paragraphs are linked(connecting adverbs, pronoun for character continuation) • Skim and scan short texts for specific information. • Can discuss the work of some established authors and poets. • Understand how figurative language creates images for the reader.

Year Group	Year 5 - All previous milestones <u>plus</u>		
Assessment Milestones	Autumn	Spring	Summer
WORD READING	<ul style="list-style-type: none"> Work out the meaning of unknown words by the way they are used in context. Understand and explain the function of punctuation ... () – apostrophe for omission and possession and "" for direct speech. Read some of the Year 5/6 common exception words list (20 words approx.) <ul style="list-style-type: none"> Read aloud with pace, fluency and expression, taking punctuation and author's intent into account. 	<ul style="list-style-type: none"> Fluently and effortlessly read a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books. Understand and explain the function of sophisticated punctuation ... () apostrophe for omission and possession and "" for direct speech. Read approximately half of Year 5/6 common exception words list (50 words approx.) 	<ul style="list-style-type: none"> Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1. Can read approximately half of common exception words list (50 words approx.) Can understand and explain the function of sophisticated punctuation : ; -
READING COMPREHENSION	<ul style="list-style-type: none"> Make comments supported by some generally relevant textual reference or quotation. Identify some basic features of organisation at text level. Make simple comments on writer's choices. Comment on overall effect on reader Predict what might happen from details stated. Skim and scan nonfiction at speed for research. 	<ul style="list-style-type: none"> Recommend books that they have read to their peers, giving reasons for their choices. Make comparisons within books. Identify some basic features of writers' use of language. Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint. Begin to identify features common to different texts or versions of the same text. Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content. Understand the difference between open and closed questions Retrieve, record and present information from nonfiction sources. 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Make confident inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Deduce meaning based on evidence drawn from different points in the text. Prepare 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. Recognise irony and comment on the writer's intention (sarcasm or insincerity) Comment on the effect that the reader's or writer's context has on the meaning of texts. Refer to the text to support opinions and to elaborate. <ul style="list-style-type: none"> Summarise what they have read, found or discussed.

Year Group	Year 6 - All previous milestones <u>plus</u>		
Assessment Milestones	Autumn	Spring	Summer
WORD READING	<ul style="list-style-type: none"> Fluently and effortlessly read a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books. Can read <u>more than half</u> of Year 5/6 common exception words list (50+ words) 	<ul style="list-style-type: none"> Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Can read <u>majority</u> of Year 5/6 common exception words list (80+ words) 	<ul style="list-style-type: none"> Determine the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 2. Read <u>vast majority if not all</u> of the Year 5/6 common exception words list Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 2, both to read aloud and to understand the meaning of new words that they meet.
READING COMPREHENSION	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Make comparisons within and across books. Identify viewpoint in text, with some, often limited, explanation. Skim read a text to get the general gist Ask questions to improve their understanding. Identify and explain the writer's view point. Learn a wider range of poetry by heart. Provide reasoned justifications for their views. Increase 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. 	<ul style="list-style-type: none"> Identify various features relating to organisation at text level, with some explanation. Read books that are structured in different ways and read for a range of purposes. Identify similarities and differences between texts, or versions, with explanation. 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. 	<ul style="list-style-type: none"> Draw on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. Recite a wide range of poetry by heart. Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph, from different viewpoints and across a range of texts. Explain how language, structure and presentation contribute to meaning and effect of a text. Comment on how language, including figurative language and irony, is used to contribute to meaning 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. Identify and discuss themes and conventions in and across a wide range of writing. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 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. Combine information from different reading sources with increasing precision to produce meaningful information. Explain in detail why an author has used different language features and explain the impact of this.

Reception words for reading: a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up, down, for, look, now, see, that, them, this, then, too, will, with, went, children, its, just, from, help, the, to, no, go, I, all, are, be, he, her, me, my, she, they, was, we, you, went, children, it's, just, from, help, come, do, have, like, little, one, said, so, some, there, were what, when

Year One Common Exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year Two Common Exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year Three and Four Word list:

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Year Five and Six Word List: 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