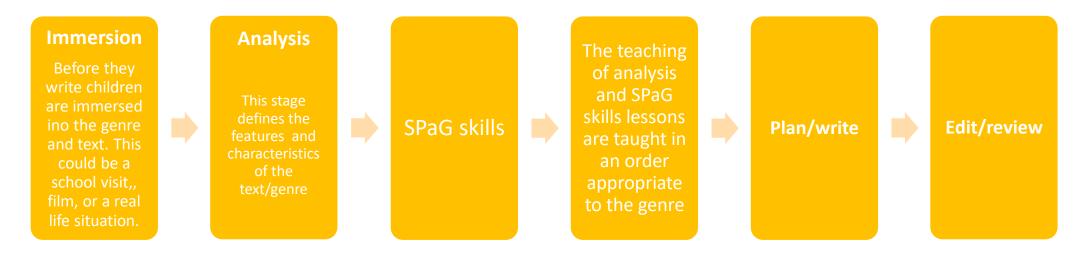
Writing- Curriculum Map 2024

At Dobcroft Junior School, it is our intent to provide pupils with a high-quality education in English lessons to ensure that by the end of KS2, pupils can communicate effectively in the world in which we live. Here at Dobcroft Junior School, we are lucky enough to educate incredibly creative and articulate children. With this in mind, our vision is to equip our pupils with the necessary language structures, tools and creativity to express themselves in a way that meets their full individual potential. In order to achieve this, we build on KS1 learning and progress by teaching the high quality transcription and composition. We pride ourselves in providing inspiring opportunities for written and spoken language across a rich and broad curriculum in which children are immersed. We strive to encourage a love for writing and most importantly, foster creativity in order to generate lifelong writers. We ensure that this teaching extends into other areas of the curriculum, allowing children to regularly practise their English skills embedding our mastery style of teaching. Each year group's punctuation and grammar objectives are taught in the autumn term and mastered throughout the year. The end goal is to ensure children are ready and energised for the KS3 curriculum.

The writing process at Dobcroft Junior School



Term	Year 3	Year 4	Year 5	Year 6
A-1	Narrative - Linear Genre: Science Fiction/Fantasy Purpose: To create imagery for the reader Core Stimulus: The Iron Man Ted Hughes Model Texts: Forms: 1. Setting description 2. Character description 3. Dialogue, action paragraph	Narrative - Viewpoint Genre: fantasy (different world) Purpose: To create imagery for the reader Core Stimulus: Journey Aaron Becker Model Texts: Forms: 1.Setting description 2.First person retell of a story 3. Setting description (assessed)	Narrative – Non Linear Genre: Inspirational change Purpose: To create imagery Core Stimulus: The Promise Nicola Davies Model Texts: Forms: 1. Setting description 2. Diary Entry 3. Sequel to story	Narrative - Viewpoint Genre: Sci-Fi (post-apocalyptic world) Purpose: To create imagery for the reader Core Stimulus: Ruin (literacy shed video) Model Texts: Philip K Dick Hunger Games Maze Runner Boy in the Tower Divergent Ian M Banks Forms:
-2	Non-Fiction Genre: Non-Chronological Report Purpose: To inform Core Stimuli Hodgeheg (WCR), Stone Age Boy Model Texts:	Non-Fiction Genre: Persuasion – single view point Purpose: To persuade Core Stimulus: Plastic Pollution – videos and images Model Texts:	Non-Fiction- Genre: Non-chronological report Purpose: To Inform Core Stimulus: Pandora (literacy shed video) Model Texts: Literacy Shed Wagolls	 Setting description Character description Internal monologue Non-Fiction- Genre: Persuasion Purpose: To persuade with evidence Core Stimulus: Can we save the tiger? Model Texts: Can we save the tiger? Martin Luther King
	Selection of animal non-chronological reports (not hedgehogs) Forms: 1. Hedgehog or children's animal of choice 2. Stone Age (Assessed)	Real life posters e.g. army adverts Grammarsaurus Roman poster Forms: 1. Speech 2. Persuasive poster 3. Persuasive report 3. Written speech (assessed)	 Forms: Non-chronological based on Pandora (hexapods) Non-chronological based on their own fictional creature (assessed) 	Greta Thunberg Posters from WWF Polar bear wagoll Grammarsaurus formal persuasive letters Forms: 1. Persuasive poster 2. Speech 3. Formal letter

Sp-1	Narrative -Linear	Narrative-Linear	Narrative - Viewpoint Genre Historic/Archaic	Narrative - Viewpoint
	Genre: Adventure Purpose: Building suspense Core Stimulus: Flat Stanley Jeff Brown Model Texts: Forms: 1.Character description 2.Child created narrative (single problem)	Genre: Fantasy portal story (different world) Purpose: To show contrasting settings and characters Core Stimulus: The Lion, The Witch & The Wardrobe CS Lewis Model Texts: The Lion, The Witch & The Wardrobe CS Lewis + BFG – dialogue Land of Roar	Purpose: To transport the reader to another period of time (imagery)Core Stimulus: The Highwayman Alfred NoyesModel Texts:Forms: 1.Atmospheric setting description 2.Character description 3.Retell from Bess' point of view	Genre: Issues and dilemmas narrative Purpose: To create an emotional response Core Stimulus: The Unforgotten Coat Frank Cottrell Boyce Model Texts: The Unforgotten Coat Frank Cottrell Boyce Anne Frank Howard Carter Grammarsaurus
Sp-2	Non-Fiction Genre: Letter writing Purpose: Complaint/Persuade Core Stimulus: The Day the Crayons Quit	Forms: 1.Setting description 2. Dialogue between characters 2.Character description 3.Create portal story (movement from one place to another) 4. Character description (assessed)	Poetry Haikus Renga Non-Fiction- Genre: Discussion <u>balanced argument</u> Purpose: To present different viewpoints 	Forms: 1. Re-telling events from another character's perspective (diary?) 2. Recount 3. Own issues and dilemma narrative (The unforgotten??) Assess middle section of the story. and dilemma narrative
	 Sub-forms: 1. Letter of complaint/persuade (classroom object) 2. Letter of complaint/persuade related to a real life issue 	Poetry 1. Kennings 2. Limericks	 Core Stimuli: Newsround Model Texts: First News Forms: Would you rather? Should (topic can change depending on relevance) ideas – pollution, recycling 	
S-1	Narrative - QuestGenre: Quest mythPurpose: SuspenseCore Stimulus: The Orchard Book of GreekMythsModel Texts: The Orchard Book of GreekMyths * Perseus & Medusa, * Theseus &the minotaur *Jason & the ArgonautsForms:1. Character description with action2. Write a quest myth (double story mountain)	Non-Fiction Genre: Non-chronological report Purpose: To Inform with elements of persuasion Core Stimuli: Model Texts: Tourist brochures/leaflets/ webpages e.g Lego house Forms: 1. Website content 2. Leaflet	Narrative - Linear Genre: Fairy tales Purpose: Morals Core Stimulus: The Lost Happy Endings Carroll Ann Duffy - https://fliphtml5.com/gfrec/gonz/basic Model Texts: Grimm Tales (Philip Pullman) + Traditional tales Forms: 1Retelling fairy tale alternative ending 2.Y6 (change of atmosphere + language) Prequel to The Lost Happy Endings (Literacy Tree)	Non-Fiction Genre: diary, persuasive, balanced argument Purpose: Core Stimulus: Guardian Three Little Pigs (literacy Shed), Forms: 1a. newspaper – biased towards Wolf 1b. newspaper – biased towards pig (assessed) 2a. Defence case pig 2b. Defence case wolf (assessed) 3a. Balanced argument 3b. Balanced argument

S-2	Non-Fiction	Narrative - Viewpoint	Non-Fiction	Narrative
	Genre: Recounts	Genre: Story in a familiar setting	Genre: Recount – biography	Genre: Mystery
	Purpose: Inform	Purpose: To entertain	Purpose: Informative entertainment	Purpose:
	Core Stimulus:	Core Stimulus: Voices in the Park Anthony Brown	Core Stimulus: Stories for Rebel Girls,	Core Stimuli: Alma (literacy Shed), Harris
	Model Texts TBC:	Model Texts TBC:	Stories for Rebel Boys	Burdock images,
	Forms:		Model Texts TBC:	Model Texts: Assassin, Dreams snatche
	1. Diary Entry of a school trip	Forms:		
	2. Short news reading	1. Diary entry retelling event from a different	Forms:	Forms:
		view point	1. Biography (currently relevant)	1. Atmospheric setting
	Present perfect tense focus	2. Creating a duel viewpoint story	2. Biography (personal choice)	2. Paragraphs building tension
				3. Mystery story
		Non-Fiction		
		Genre: Explanations		
		Purpose: To educate and inform		
		Core Stimulus: Chocolate book		
		Model Texts TBC:		
		Forms:		
		1. Geography explanation - chocolate		
		2. Scientific explanation – digestion		

	Word	Sentence	Text	Punctuation	Terminology for pupils
· 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out</i> – <i>discover; ask for</i> – <i>request; go in</i> – <i>enter</i>) How words are related by meaning as synonyms and antonyms (e.g. <i>big,</i> <i>large, little</i>)	Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the</i> <i>window in the greenhouse</i> versus <i>The window in the</i> <i>greenhouse was broken [by</i> <i>me])</i> The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your</i> <i>friend, isn't he?</i> , or the use of subjunctive forms such as <i>If</i> <u>I</u> <i>were</i> or <u>Were they</u> to come in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other</i> <i>hand, in contrast,</i> or <i>as a</i> <i>consequence</i>), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>)	 subject object active passive synonym antonym antonym ellipsis hyphen colon semi-colon bullet points
ır 5	Converting nouns or adjectives into verbs using suffixes (e.g. – <i>ate; –ise; –ify</i>) Verb prefixes (e.g. <i>dis–, de–, mis–,</i> <i>over– and re–</i>)	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Using the perfect form of verbs to mark relationships of time and cause	Devices to build cohesion within a paragraph (e.g. <i>then</i> , <i>after</i> <i>that</i> , <i>this</i> , <i>firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	 modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity

Year 4	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	Using expanded noun phrases to convey complicated information concisely Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the</i> <i>teacher</i> expanded to: <i>the strict</i> <i>maths teacher with curly hair</i>) Fronted adverbials (e.g. <u>Later</u> <u>that day</u> , I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!") Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials	 determiner pronoun possessive pronoun adverbial
Year 3	Formation of nouns using a <u>range</u> of prefixes , such as <i>super–</i> , <i>anti–</i> , <i>auto–</i> Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i> , <i>an_open box</i>) Word families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution,</i> <i>solver, dissolve,</i> <i>insoluble</i>)	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone</i> <i>out to play</i> contrasted with <i>He</i> <i>went out to play</i>)	Introduction to inverted commas to punctuate direct speech To consolidate - Apostrophes to show singular possession.	 adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas

	Spellings								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Year 6	 Challenge Words Challenge Words 	8. Challenge Words 9. Challenge Words	15. Spelling Rules: Words which can be nouns and verbs.	21. Spelling Rules: Words with unstressed vowel sounds.	27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.	33. Spelling Rules: Adjectives to describe character			
	 Challenge Words Challenge Words 	10. Challenge Words 11. Spelling Rules:	16. Spelling Rules: Words with an /o/ sound spelled 'ou' or	22. Spelling Rules: Words with endings	28. Spelling Rules: Changing '-ent' to '– ence.'	34. Grammar Vocabulary 35. Grammar Vocabulary			
	5. Challenge Words 6. Challenge Words	Words with the short vowel sound /i/ spelled y	'ow.' 17. Spelling Rules: Words with a 'soft c'	/shuhl/ after a vowel letter 23. Spelling Rules:	29. Spelling Rules: -er, - or, -ar at the end of words.	36. Mathematical Vocabulary			
	7. Challenge Words	12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	spelled /ce/. 18. Spelling Rules: Prefix dis, un, over, im. Each	Words with endings /shuhl/ after a consonant letter.	30. Spelling Rules: Adverbs synonymous with determination.				
		13. Spelling Rules: Adding the prefix '- over' to verbs.	have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.	31. Spelling Rules: Adjectives to describe settings				
		14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'	19. Spelling Rules: Words with the /f/ sound spelled ph.	25. Spelling Rules: Words ending in '- ably.'	32. Spelling Rules: Vocabulary to describe feelings.				
			20. Spelling Rules: Words with origins in other countries	26. Spelling Rules: Words ending in '-ible'					
Year 5	1. Words ending in '-ious.'	8. Words ending in '- ance.' '-ance' Is used if there is an 'a' or	15. Adding suffixes beginning with vowel letters to words ending	21. Words containing the letter string 'ough'	27. These words are homophones or near homophones. They have	33. Revision: Year 5 words34. Revision: Year 5 words			

cous:/if the root word ends in -ce the sound is usually spelled 'cious'.'right place.if the -fer is still stressed when the ending is added. If the fer is not stressed then the is n't doubled./aw/.but different spellings and/or meanings.35. Revision: Year 5 words and/or meanings.3. Ending 'cial' and 'tial' After a vowel 'cial' is most common and '-itial' after a cosonant. But there are many exceptions.10. Words ending in 'able' and 'tible.'' 'able' and 'tible.'' 'able' and 'tible.''10. Words ending in 'able' and 'tible.'' 'able' and 'tible.''13. Challenge Words the 'sable' and 'tible.'' 'able' and 'tible.''23. Adverbs of a in boat or 'ow' as in b zomody.note on near homophones. They have the same pronunciation b predicted from the pronunciation of the word)23. Adverbs of a and/or meanings.35. Revision: Year 5 words and/or meanings.4. Ending 'cial' and 'tial' 'After a vowel 'cial' is most common and '-itial' after consonant. But there are many exceptions.10. Words ending in 'able' and 'tible.'' '1. Words ending in '1. Words ending in '1. Words ending in '1. Words ending in '1. Words set if a complete root word end end heffore it. 'y' endings complet with previously leared rules and is rely >reliably'18. Challenge Words if's or a'y sound in the rely >reliably'18. Challenge Words if's if's yound in the rely >reliably'30. Challenge Words if's if	2. Words ending in '-	'ay' sound in the	in –fer. The r is doubled	where the sound is	the same pronunciation	
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common and '-itial' after a consonant. But there ar many exceptions.16. Words with 'silent' letters at the start.cow.the same pronunciation but different spellings and/or meanings.4. Ending '-cial' and '-tial.' After a vowel '-cial' is most consonant. But there are many exceptions.10. Words ending in 'able' and '-tible'.' able' is used where there is a related word ending 'n able' and '-tibl.'10. Words ending in 'able' and '-tible'.' able' and '-tible'.' able' and '-tible'.'10. Words ending in 'able' and '-tible'.' able' and '-tible'.'10. Words ending in 'able' and '-tible'.' able' and '-tible'.'11. Words ending in 'able' and '-tible'.' able' and '-tible'.' able' and '-tible'.'13. Words ending in 'a'n' fur y sound in the replaced with ''a sin 'a'n' fur y sound in the right place.16. Words with 'silent' letters at the start.'cow.the same pronunciation but different spellings and/or meanings.7. Words ending in '-ant.' 'a'n' fur y sound in the right place.10. Words ending in 'a'n' fur y sound in the right place.13. Words ending in 'a'n' fur y sound in the right place.13. Words ending in 'a'n' fur y sound in the ending in '-able' if this is being added to a roct word ending in '-able'.13. Words ending in 'a'n' fur y sound in the ending in '-able'.13. Words ending in 'a'n' fur y sound in the after the c13. Words ending in 'a'n' fur y sound in the after the c13. Words ending in 'a'n' fur y sound in the after the c13. Words ending in 'a'n' fur y sound in the after the c13. Words ending in 'a'n' fur y sound in the after the c13. Words ending in 'a'n' fur y sound in the after the c <td>3. Ending '-cial' and '-tial.'</td> <td>sound), soft g (/j/</td> <td>the r isn't doubled.</td> <td>where the sound is /o/</td> <td>homophones or near</td> <td></td>	3. Ending '-cial' and '-tial.'	sound), soft g (/j/	the r isn't doubled.	where the sound is /o/	homophones or near	
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		14. Adverbs of time (temporal adverbs)				
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		develop chronology				
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Year	1. These words are	8. The suffix '-ation'	15. The suffix '-ous.' The	21. The suffix '-ion'	27. Some words have	33. Revision – spelling rules
4	homophones or near	is added to verbs to	final 'e' of the root word	becomes '-ssion' when	similar spellings, root	we have learned in Stage 4.
	homophones. They have	form nouns.	must be kept if the	the root word ends in	words and meanings. We	
	the same pronunciation		sound of 'g' is to be	'ss' or 'mit.'	call these word families.	34. Revision – spelling rules
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	and/or meanings.	Remembering words	16. The 'ee' sound	used instead of '-sion'	woru ranniy	35. Revision – spelling rules
	2. The prefix 'in-' can	ending in '-y'	spelled with an 'i.'	when the root word	28. Some words have	we have learned in Stage 4.
	mean both 'not' and	become '-ily' and	spence with an 1.	ends in 'c' or 'cs'	similar spellings, root	we have learned in stage 4.
	'in'/'into.' In these	words ending in '-le'	17. The suffix '-ous.' If		words and meanings. We	36. Revision – spelling rules
	spellings the prefix 'in-'	become '–ly.'	there is an 'ee' sound	23. Adding '-ly' to	call these word families.	we have learned in Stage 4.
	means 'not.'		before the '-ous'	create adverbs of	'phon word family' and	<u> </u>
		10. Adding '-ly' to to	ending, it is usually	manner. These	'sign word family'	
	3. Before a root word	turn an adjective	spelled as i, but a few	adverbs describe how		
	starting with I, the 'in-'	into an adverb when	words have e.	the verb is occurring.	29. Prefixes – 'super-'	
	prefix becomes 'il-'. Before	the final letter is 'l.'			'anti' and 'auto.'	
	a root word starting with r		18. Challenge Words	24. Challenge Words		
	the prefix 'in-' becomes 'ir-	11. Word with the	10 The (au' diament		30. The prefix bi- meaning	
		'sh' sound spelled ch. These words are	19. The 'au' digraph	25. Homophones – words which have the	two.	
	4. The prefix 'sub-' which	French in origin.	20. The suffix '-ion'	same pronunciation	31. Challenge Words	
	means under or below. 5.		when the root word	but different meanings	32. Plural possessive	
	5. The prefix 'inter-' means	12. Challenge Words	ends in 't' or 'te' then	and/or spellings.	apostrophes	
	between, amongst or	Ŭ	the suffix becomes '-			
	during.	13. Adding the suffix	tion.'	26. The /s/ sound		
		'–ion.' When the		spelled c before 'i' and		
	6. Challenge Words	root word ends in		'e'.		
		'd,' 'de' or 'se' then				

	7. The suffix '-ation' is	the suffix '-ion'				
	added to verbs to form	needs to be '-sion.'				
	nouns.					
		14. Adding the suffix				
		–ous.' Sometimes				
		the root word is				
		obvious and the				
		usual rules apply for				
		adding suffixes				
		beginning with vowel				
		letters. Sometimes				
		there is no obvious				
		root word though.				
Year	1. The /ow/ sound spelled	8. The prefix 'dis-'	15. The long /a/ vowel	21. Adding the suffix '-	27. Words ending with	32. Revision – spelling rules
3	'ou.' Found often in the	which has a negative	sound spelled 'ey.'	ly' when the root word	the /g/ sound spelled '-	we have learned in Stage 3.
	middle of words,	meaning. It often		ends in '-le' then the '-	gue' and the /k/ sound	
	sometimes at the	means 'does not' as	16. Adding the suffix –	le' is changed to '-ly.'	spelled '–que.' These	33. Revision – spelling rules
	beginning and very rarely	in does not agree =	ly. Adding the –ly suffix		words are French in	we have learned in Stage 3.
	at the end of words.	disagree.	to an adjective turns it	22. Adding the suffix	origin.	
			into an adverb.	'-ally' which is used		34. Revision – spelling rules
	2. The /u/ sound spelled	9. The prefix 'mis-'		instead of '-ly' when	28. Words with the /s/	we have learned in Stage 3.
	'ou.' This digraph is only	This is another prefix	17. Homophones –	the root word ends in	sound spelled 'sc' which	
	found in the middle of	with negative	words which have the	'–ic.'	is Latin in its origin.	35. Revision – spelling rules
	words.	meanings.	same pronunciation but			we have learned in Stage 3.
			different meanings	23. Adding the suffix –	29. Homophones: Words	
	3. Spelling Rule: The /i/	10. Adding suffixes	and/or spellings.	ly. Words which do	which have the same	36. Revision – spelling
	sound spelled with a 'y.'	beginning with vowel		not follow the rules.	pronunciation but	rules we have learned in
		letters to words of	18. Challenge Words		different meanings	Stage 3.
	4. Words with endings	more than one	10 The /l/ second	24. Challenge Words	and/or spellings.	
	that sound like /ze/ as in	syllable. The	19. The /l/ sound	25 Mards anding in (20 Challanga Words	
	measure are always spelled with '-sure.'	consonant letter is not doubled if the	spelled '-al' at the end of words.	25. Words ending in '- er' when the root	30. Challenge Words	
	spelled with -sure.		of words.	word ends in (t)ch.	21 The suffix (sign'	
	5. Words with endings	syllable is unstressed.	20. The /l/ sound		31. The suffix '–sion' pronounced /ʒən/	
	that sound like /ch/ is	unstresseu.	spelled '-le' at the end	26. Words with the	pronounced / 301/	
	often spelled – 'ture'	11. Adding suffixes	of words.	/k/ sound spelled		
	unless the root word ends	beginning with vowel		'ch.' These words		
	in (t)ch.	letters to words of		have their origins in		
				nave their origins in		

	more than one	the Greek language.	
6. Challenge words	syllable. If the last		
	syllable of a word is		
7. Words with the prefix	stressed and ends		
're-' 're-' means 'again' or	with one consonant		
'back.'	letter which has just		
	one vowel letter		
	before it, the final		
	consonant letter is		
	doubled.		
	12. Challenge words		
	13. The long vowel		
	/a/ sound spelled 'ai'		
	14. The long /a/		
	vowel sound		
	spelled 'ei.		