

Grammar coverage					
<b>Suffixes:</b> converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”	<b>Brackets for parenthesis</b>	Developing technical language	<b>Editing</b> sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	<b>Metaphors</b>
<b>Verb prefixes:</b> “dis-”, “de-”, “mis-”, “over-” and “re-”	<b>Dashes for parenthesis</b>	Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause	<b>Drop-in “-ed” clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	<b>Future tense verbs</b>	<b>Rhetorical questions</b>
Indicating degrees of possibility using <b>modal verbs</b> : <i>might, should, will, must</i>	<b>Commas for parenthesis</b>	<b>Connectives</b> to build cohesions: <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>	<b>Indefinite pronouns:</b> <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	<b>Onomatopoeia</b>	<b>Personification</b>
Indicating degrees of possibility using <b>adverbs</b> : <i>perhaps, surely</i>	<b>Relative pronouns:</b> <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i>	<b>Start a sentence</b> with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	Linking ideas across paragraphs using <b>adverbials</b> of time ( <i>later</i> ), place ( <i>nearby</i> ) and sequence ( <i>secondly</i> )	<b>Colons</b> for play scripts and to start a list	Secure use of <b>compound sentences</b>
Embellishing simple sentences	<b>Relative clauses</b> to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing <b>fronted prepositional phrases</b> for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Speech in inverted commas		

Spelling	Sentence/ grammar Lessons
<p>Suffixes “-ate”, “-ise”, “-ify”</p> <p>Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”</p> <p>Modal verbs</p> <p>Adverbs showing degrees of possibility</p> <p>Connectives for exemplification, results and summary</p> <p>Adjectives ending with “-ed”</p> <p>Relative pronouns</p> <p>Indefinite pronouns</p> <p>Technical language</p>	<p>Modal verbs of possibility and obligation</p> <p>Embellishing simple sentences</p> <p>Brackets for parenthesis</p> <p>Commas for parenthesis</p> <p>Dashes/hyphens for parenthesis</p> <p>Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i></p> <p>Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning</p> <p>Relative clauses to add detail</p> <p>Colons</p> <p>Compound sentences</p> <p>Complex sentences starting with and separating the subordinate clause</p> <p>Onomatopoeia</p> <p>Metaphors</p> <p>Personification</p> <p>Rhetorical questions</p> <p>Future tenses</p> <p>Moving words, phrases and clauses in a sentence to create different effects</p> <p>Editing sentences to either minimise or expand</p> <p>How to use indefinite pronouns</p>
<p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	