

Grammar coverage					
<p>Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i></p>	<p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p>Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs</p>
<p>Abstract nouns</p>	<p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	<p>Auxiliary verbs</p>
<p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p>Connectives to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise 	<p>Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i></p>	<p>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future)</p>
<p>Antonyms: using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>
<p>Collective nouns</p>	<p>Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i></p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Personification</p>	<p>Rhetorical questions</p>	<p>Relative clauses</p>
<p>The difference between passive and active sentence and when to use the passive</p>	<p>Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i></p>	<p>Antonyms to create different effects in sentences</p>	<p>Fronted adverbials</p>	<p>Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i></p>	<p>Determiners and generalisers</p>

				A whole sentence can be a noun phrase	
Imperative verb					
Spelling			Sentence/ grammar lessons		
Antonyms				Fronted adverbials	
Synonyms				Expanded noun phrases	
Informal and formal language				Determiners and generalisers	
Conjunctions				Imperatives	
Connectives				Semicolons	
Relative pronouns				Colons	
Possessive pronouns				Bullet points	
Hyphens for compound nouns				Dashes	
Collective nouns				Passive and active sentences	
Modal verbs				Informal and formal language	
Abstract nouns				Rhetorical questions	
Imperative verbs				Personification	
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.				Metaphors	
				Alliteration	
				Similes	
				Compound sentences	
				Complex sentences	
				Combining complex and compound clauses	
				Relative clauses to create complex sentences	
				Pronouns – relative and possessive	
				Ellipses	
				Relative clauses	
				Subject and object of the sentence	
				Layout devices (could also be used in guided reading)	
				Past tense	
				Present tense	
				Future tense	
				Auxiliary verbs	
				Modal verbs	
				Embellishing simple sentences	
				Repetition for effect	
				Inverted commas	