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| **Grammar coverage** |
| **Suffixes:**converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify” | **Brackets for parenthesis** | Developing technical language | **Editing** sentences by either expanding or reducing for meaning and effect | Moving parts of sentences around to create different effects | **Metaphors** |
| **Verb prefixes:**“dis-”, “de-”, “mis-”, “over-” and “re-” | **Dashes for parenthesis** | Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause | **Drop-in “-ed” clauses:***Poor Tom, frightened by the fierce dragon, ran home.* | **Future tense verbs** | **Rhetorical questions** |
| Indicating degrees of possibility using **modal verbs**:*might, should, will, must* | **Commas for parenthesis** | **Connectives** to build cohesions:* Exemplification
* Results
* To summarise
* To sequence
 | **Indefinite pronouns:***somebody, something,**someone, nobody, nothing, no-one, everything, anything, nothing*  | **Onomatopoeia** | **Personification** |
| Indicating degrees of possibility using **adverbs**: *perhaps, surely*  | **Relative pronouns:***who**which**that**whom**whose* | **Start a sentence** with an expanded “-ed” clause:*Frightened of the dark, Tom hid under the bed all night.* | Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*) | **Colons** for play scripts and to start a list | Secure use of **compound sentences** |
| Embellishing simple sentences | **Relative clauses** to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”,or an omitted relative pronoun | Developing **fronted prepositional phrases** for greater effect:*Throughout the stormy winter…* *Far beneath the frozen soil…* | Speech in inverted commas |  |  |
| **Spelling** | **Sentence/ grammar Lessons** |
| Suffixes “-ate”, “-ise”, “-ify”Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”Modal verbsAdverbs showing degrees of possibilityConnectives for exemplification, results and summaryAdjectives ending with “-ed”Relative pronounsIndefinite pronounsTechnical language**It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.**  | Modal verbs of possibility and obligationEmbellishing simple sentencesBrackets for parenthesisCommas for parenthesisDashes/hyphens for parenthesisExpanding phrases starting with an adjective and ending in “-ed” − *Frightened and confused, Tom…*Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaningRelative clauses to add detailColonsCompound sentencesComplex sentences starting with a subordinate clause and separating the subordinate clauseOnomatopoeiaMetaphorsPersonificationRhetorical questionsFuture tensesMoving words, phrases and clauses in a sentence to create different effectsEditing sentences to either minimise or expandHow to use indefinite pronouns |