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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 verbs  Adverbs showing degrees of possibility  Connectives for exemplification, results and summary  Adjectives ending with “-ed”  Relative pronouns  Indefinite pronouns  Technical 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 obligation  Embellishing simple sentences  Brackets for parenthesis  Commas for parenthesis  Dashes/hyphens for parenthesis  Expanding 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 meaning  Relative clauses to add detail  Colons  Compound sentences  Complex sentences starting with a subordinate clause and separating the subordinate clause  Onomatopoeia  Metaphors  Personification  Rhetorical questions  Future tenses  Moving words, phrases and clauses in a sentence to create different effects  Editing sentences to either minimise or expand  How to use indefinite pronouns | | |