

Grammar coverage					
Formation of nouns using <b>prefixes:</b> <i>auto- anti- super- under-</i>	Expressing time, place and cause, using <b>prepositions:</b> <i>before, after, during, in, because of</i>	<b>Exaggerated language:</b> <i>unbelievable, glorious, etc.</i>	To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	<b>Pronouns –</b> To know the difference between the subject and object with the personal pronoun	<b>Pronouns –</b> Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	<b>Verbs –</b> Present perfect: <b>“has/have” + past participle</b> <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age.</i> <i>The species has many unusual features for a feline.</i>	To make the <b>plural</b> for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i>  Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	<b>Quantifiers:</b> <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	<b>Verbs –</b> Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>
<b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	<b>Powerful verbs:</b> Synonyms for verbs such as “said” or “go” to create more powerful verbs	<b>Inverted commas:</b> Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	<b>Compound sentences</b> with co-ordinating conjunctions: <i>and but or so for nor yet</i>	The difference between a phrase and a clause	<b>Verbs –</b> Past perfect: <b>“had” + past participle</b>
Expressing time, place and cause using <b>conjunctions:</b> <i>when, before, after, while, so, because</i>	<b>Prepositions:</b> <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	<b>Complex sentences</b> using subordinate conjunctions: <i>until although even if</i>	Pattern of three for <b>persuasion:</b> <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear – bare pear – pair</i>
Expressing time, place and cause using <b>adverbs:</b> <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		

Spelling	Sentence/ grammar lessons
<p>Word families</p> <p>Prefixes – <i>auto-, anti-, super-, under-</i></p> <p>Conjunctions – <i>when, before, after, while, so, because</i></p> <p>Adverbs – <i>then, next, soon</i></p> <p>Synonyms for verbs to create more powerful vocabulary</p> <p>Prepositions – <i>next, though, during, throughout</i></p> <p>Homophones</p> <p>Quantifiers</p> <p>Plurals ending in “f” and “-fe”</p> <p>Plurals ending in “-sh”, “-ch”, “-x”, “-z”, “-s”</p> <p>Irregular past-tense verbs</p> <p>Possessive adjectives</p> <p>Exaggerated language</p> <p>Adverbs ending in “-ly”</p> <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	<p>Inverted commas</p> <p>Verbs – present perfect and past perfect</p> <p>Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)</p> <p>Pattern of three and exaggerated language for persuasion</p> <p>Complex sentences using: <i>until, although, even if</i>. The conjunction is found in the middle of the sentence.</p> <p>Compound sentences using: <i>and, but, for, yet, nor, so, or</i></p> <p>Difference between clause and phrase</p> <p>Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>)</p> <p>Personal pronouns (subject and object) and where to use them in the sentence</p> <p>Specific and technical vocabulary</p> <p>Knowing when to use “a” and “an”</p> <p>Identify all the word classes of a simple sentence</p> <p>Identify the subject of the sentence</p> <p>Inverted commas</p>