

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

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>Conjunctions 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 a subordinate clause 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>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	

	Editing sentences to either minimise or expand How to use indefinite pronouns
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