

| Grammar coverage | | | | |
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| Possessive apostrophes for regular singular and plural nouns | Using either a pronoun or the noun in sentences for cohesion and to avoid repetition | Prepositions: <i>at, underneath, since, towards, beneath, beyond</i> | Compound nouns using hyphens | Repetition to persuade: <i>Fun for now, fun for life</i> |
| Informal and formal language | Possessive pronouns: <i>yours, mine, theirs</i> <i>ours, hers, his, its</i> | Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i> | Starting a sentence with "-ing" , using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i> | Drop-in clause with an "-ing" verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause. |
| Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i> | Specific determiners: <i>their, whose, this, that, these, those, which</i> | Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i> | Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i> | A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i> |
| Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed" | Verbs – Past perfect continuous: "had" + past participle + "-ing" | Know the difference between a preposition and an adverb | Capital letters for proper nouns: names, places, days of the week, months, titles and languages | Prefixes to give the antonym: "im-", "in-", "ir-", "il-" |
| Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es" | Powerful verbs Find synonyms of words to up-level sentences and give a greater effect | Verbs – Modal verbs: <i>could, should, would</i> | Compound sentences using all the co-ordinating conjunctions | Adjectives ending in "-ed": <i>frightened, scared, etc.</i> |
| Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said. | | | | |

| Spelling | Sentence/ grammar lessons |
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| Plural nouns of words ending in “o” | Possessive apostrophe for singular and regular plurals |
| Specific determiners | Informal and formal language |
| Synonyms for verbs | Expanded noun phrases |
| Progressive/continuous verbs | Fronted adverbials |
| Modal verbs | Inverted commas |
| Proper nouns – names of people, places, titles, languages, months and days | Use of pronouns for cohesion and to avoid repetition |
| Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-” | How to use specific determiners |
| Adjectives ending in “-ed” | Past perfect continuous tense |
| Verbs ending in “y”: change “y” to “i” and add “-es” | Change verbs in a sentence to give greater effect |
| Noun plurals ending in “y”: change “y” to “i” and add “-es” | Starting a sentence with an “-ing” verb |
| Comparative and superlative adjectives ending in “y”: <i>happy – happier – happiest</i> | Write a drop-in clause with an “-ing” verb |
| Prepositions | Modal verbs |
| Compound nouns using hyphens | Know the difference between a preposition and an adverb |
| Specific determiners | Compound sentences |
| Possessive pronouns | Start a sentence with a preposition and a comma |
| It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum. | Repetition to persuade |
| | Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction |
| | How to use possessive pronouns |

