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SPELLING, PUNCTUATION AND GRAMMAR PROGRESSION

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OXSPRING PRIMARY SCHOOL  
R Oldfield

## Oxspring Progression in SPAG

### Year 1

#### Grammar coverage

Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an “-s” or “-es”	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction “and”	Use a capital letter for “I”	Suffixes of verbs, adding “-ed” or “-ing”	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: “Alsatian” rather than “dog”
Finish the sentence with a full stop	Use connectives of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of “un-” to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”: <i>I/you/we have</i> <i>he/she has</i> <i>I/you/we do</i> <i>he/she does</i> <i>I am</i> <i>you/we are</i> <i>he/she is</i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in “-ly”		

#### Spelling

#### Sentence/grammar lessons

Singular and plural ( + “-s” or “-es” )

Conjunctions (*and, but, then, so*)

Adjectives (non-gradable) – colour, size, age

Pronouns (*I, he, she, you*)

Common nouns

Proper nouns – own names/days of the week

Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”

Verbs: Present tense for “to be”, “to do” and “to have” (*I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is*)

Connectives of sequence (*first, second, last, next, then*)

Determiners (*the, a, my, your, an, this, that, his, her, some, all*)

Simple adverbs ending in “-ly” (*nicely, madly*)

Prefix “un-” (*happy – unhappy, kind – unkind, tie – untie*)

Comparative and superlative adjectives where you add “-er” or “-est”

Prepositions

Days of the week

**It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.**

Writing simple sentences in the first, second and third person (subject-verb agreement) –  
*I am happy. You are happy. He is happy.*

Write a simple sentence starting with a proper noun

Noun phrases – adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun

Write a simple sentence, but add an adjective – *He has a red ball.*

Write a simple sentence and add an adverb of manner (“-ly”) – *I play nicely.*

Write a simple sentence with a regular simple past tense verb (adding –ed) – *He worked in the classroom.*

Write a sentence in simple present continuous tense (“to be” + “-ing”) – *He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.*

Use capital letters at the beginning of a sentence and full stops

Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (*I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is*)

Write a question with a question mark

Write a word/phrase or sentence with an exclamation mark

Capital letters – “I”, proper nouns, days of the week

Changing general nouns to specific nouns, eg, “car” to “Ferrari”

How to use prepositions in a sentence

Alliteration

Similes

Write a sentence using “and”

Year 2

Grammar coverage

Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier”	Similes using “like”: <i>...like hot chillies... ...cold like a glacier</i>
Compound nouns: noun + noun ( <i>football</i> ) adjective + noun ( <i>whiteboard</i> )	Coordinating conjunctions to create a compound sentence: <i>or and but</i>	Command, using the imperative form of a verb: <i>give... take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Temporal connectives: <i>next, last, an hour later</i>	Use the prepositional phrases: <i>behind, above, along, before, between, after</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>when if that because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>	Use first, second and third person with subject-verb agreement	Using determiners/generalisers: <i>most some all many much more</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun ( <i>the red balloon</i> ) determiner + noun + prepositional phrase ( <i>the cat in the basket</i> )	Use simple present tense, showing subject-verb agreement: <b>Infinitive (add “s” to the third person)</b> <i>I like he/she likes we like they like you like</i>	Apostrophes of omission: <i>he didn’t he couldn’t</i>	Onomatopoeia	
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i>	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: <b>“to be” + “-ing”</b> <i>I am playing he/she is playing they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Alliteration (verb + noun): <i>dancing dandelions hiding hyenas</i>	

Spelling

Sentence/ grammar lessons

<p><b>Suffixes</b> Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est”</p> <p><b>Compound nouns</b> Noun + noun = compound noun Adjective + noun = compound noun</p> <p><b>Adding “-ly”</b> Making an adjective into an adverb</p> <p><b>Conjunctions</b> <i>or, and, but, when, because, if, that</i></p> <p><b>Prepositions</b> <i>behind, above, along, before, between, after</i></p> <p><b>Generalisers/determiners</b> <i>most, much, more, many, some, all</i></p> <p><b>Verbs</b> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i></p> <p><b>Time connectives</b> <i>next, last, later</i></p> <p><b>Pronouns</b> <i>I, he, she, we, they, it, you</i></p> <p><b>Questions</b> <i>what, where, when, who, how</i></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>To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command – <i>Give me that pen.</i></p> <p>Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person</p> <p>To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i></p> <p>To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i></p> <p>Write a statement of fact with a capital letter and full stop</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>Poems using alliteration to describe either a picture or a painting.</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p> <p>Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i></p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i></p> <p>Prepositional phrases – <i>under the carpet..., above the whiteboard...</i></p> <p>Time connectives – <i>next, last, later</i></p> <p>Developing similes using the word “like”</p> <p>Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb</p> <p>Commas to separate lists</p> <p>Alliteration: verb + noun – <i>dancing dolphins</i></p> <p>Apostrophes of omission</p> <p>Write two simple sentences and join them together with “and”, “but” or “or”</p> <p>Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – <i>I bought a new car because my old one broke down.</i></p>
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Year 3

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: <b>Siamese cats are a variety that can live to a great age.</b> <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>
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Year 4

Grammar coverage

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

<p>Plural nouns of words ending in "o"</p> <p>Specific determiners</p> <p>Synonyms for verbs</p> <p>Progressive/continuous verbs</p> <p>Modal verbs</p> <p>Proper nouns – names of people, places, titles, languages, months and days</p> <p>Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-"</p> <p>Adjectives ending in "-ed"</p> <p>Verbs ending in "y": change "y" to "i" and add "-es"</p> <p>Noun plurals ending in "y": change "y" to "i" and add "-es"</p> <p>Comparative and superlative adjectives ending in "y": <i>happy – happier – happiest</i></p> <p>Prepositions</p> <p>Compound nouns using hyphens</p> <p>Specific determiners</p> <p>Possessive pronouns</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>Possessive apostrophe for singular and regular plurals</p> <p>Informal and formal language</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Inverted commas</p> <p>Use of pronouns for cohesion and to avoid repetition</p> <p>How to use specific determiners</p> <p>Past perfect continuous tense</p> <p>Change verbs in a sentence to give greater effect</p> <p>Starting a sentence with an "-ing" verb</p> <p>Write a drop-in clause with an "-ing" verb</p> <p>Modal verbs</p> <p>Know the difference between a preposition and an adverb</p> <p>Compound sentences</p> <p>Start a sentence with a preposition and a comma</p> <p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction</p> <p>How to use possessive pronouns</p>
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Year 5

Grammar coverage

<p><b>Suffixes:</b> converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p><b>Brackets for parenthesis</b></p>	<p>Developing technical language</p>	<p><b>Editing</b> sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p><b>Metaphors</b></p>
<p><b>Verb prefixes:</b> “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p><b>Dashes for parenthesis</b></p>	<p>Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause</p>	<p><b>Drop-in “-ed” clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p><b>Future tense verbs</b></p>	<p><b>Rhetorical questions</b></p>
<p>Indicating degrees of possibility using <b>modal verbs:</b> <i>might, should, will, must</i></p>	<p><b>Commas for parenthesis</b></p>	<p><b>Connectives</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>	<p><b>Indefinite pronouns:</b> <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p><b>Onomatopoeia</b></p>	<p><b>Personification</b></p>
<p>Indicating degrees of possibility using <b>adverbs:</b> <i>perhaps, surely</i></p>	<p><b>Relative pronouns:</b> <i>who, which, that, whom, whose</i></p>	<p><b>Start a sentence</b> 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 <b>adverbials</b> of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p><b>Colons</b> for play scripts and to start a list</p>	<p>Secure use of <b>compound sentences</b></p>
<p>Embellishing simple sentences</p>	<p><b>Relative clauses</b> to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Developing <b>fronted prepositional phrases</b> 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>Connectives 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><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></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>Editing sentences to either minimise or expand</p> <p>How to use indefinite pronouns</p>
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Year 6

Grammar coverage

<p><b>Informal and formal speech:</b>  <i>find out / discover</i>  <i>ask for / request</i>  <i>go in / enter</i>                      Using question tags for informality:  <i>He's in your class, isn't he?</i>                      Use the subjunctive for formal writing:  <i>If I were you...</i></p>	<p>Use <b>inverted commas</b> accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p><b>Dashes</b> to mark the boundary between clauses:  <i>It's raining – I'm fed up</i></p>	<p><b>Semicolons</b> to demarcate within a list</p>	<p><b>Simple sentences and how to embellish them</b></p>	<p><b>Modal verbs</b></p>
<p><b>Abstract nouns</b></p>	<p><b>Repetition for effect:</b> persuasion, suspense, emphasis</p>	<p><b>Colon and bullet points</b> for a list</p>	<p><b>Alliteration</b></p>	<p>Consolidating <b>compound sentences</b> and coordinating conjunctions</p>	<p><b>Auxiliary verbs</b></p>
<p><b>Synonyms:</b>                      Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p><b>Connectives</b> to signpost and create cohesion within a text:                      - order of sequence                      - time connectives                      - additional ideas                      - space and place                      - contrasting                      - exemplification                      - results                      - to summarise</p>	<p><b>Hyphens for compound words</b> to avoid ambiguity:  <i>man eating shark</i>                      or  <i>man-eating shark</i></p>	<p><b>Similes</b></p>	<p><b>Complex sentences</b> and subordinate conjunctions</p>	<p><b>Tense (past, present and future)</b></p>
<p><b>Antonyms:</b>                      using prefixes</p>	<p><b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the <b>subject and object</b> of the sentence</p>	<p><b>Metaphors</b></p>	<p>Combining <b>complex and compound clauses</b> to create a sentence</p>	<p><b>Pronouns: relative and possessive</b></p>
<p><b>Collective nouns</b></p>	<p><b>Colons</b> to mark the boundary between clauses:  <i>It's sunny: I'm going out to play.</i></p>	<p><b>Ellipses</b> to create suspense and to show missing words in a quote</p>	<p><b>Personification</b></p>	<p><b>Rhetorical questions</b></p>	<p><b>Relative clauses</b></p>
<p>The difference between <b>passive and active</b> sentence and when to use the passive</p>	<p><b>Semicolons</b> to mark the boundary between clauses:  <i>It's raining; I'm fed up</i></p>	<p><b>Antonyms</b> to create different effects in sentences</p>	<p><b>Fronted adverbials</b></p>	<p>Expanded <b>noun phrases:</b>  <i>The witch, who crashed her broom, is over there, feeling dazed.</i>                       A whole sentence can be a noun phrase</p>	<p><b>Determiners and generalisers</b></p>
<p><b>Imperative verb</b></p>					

Spelling	Sentence/ grammar lessons
Antonyms	Fronted adverbials
Synonyms	Expanded noun phrases
Informal and formal language	Determiners and generalisers
Conjunctions	Imperatives
Connectives	Semicolons
Relative pronouns	Colons
Possessive pronouns	Bullet points
Hyphens for compound nouns	Dashes
Collective nouns	Passive and active sentences
Modal verbs	Informal and formal language
Abstract nouns	Rhetorical questions
Imperative verbs	Personification
	Metaphors
	Alliteration
	Similes
	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex sentences
	Pronouns – relative and possessive
	Ellipses
	Relative clauses
	Subject and object of the sentence
	Layout devices (could also be used in guided reading)
	Past tense
	Present tense
	Future tense
	Auxiliary verbs
	Modal verbs
	Embellishing simple sentences
	Repetition for effect
	Inverted commas
<p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	