

| Terminology   |  |
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| subject, object, ellipsis, hyphen, colon, semi-colon, bullet points synonym and antonym   | active, passive, determiner, article   |
| Word  |  |
| How words are related by meaning as synonyms and antonyms   | Vocabulary typical of informal and formal speech   |
|   | To know the difference between determiners eg articles (the, a or an); demonstrative (this, those); possessive (my, your) and quantifiers (some, every)  |
| Spelling  |  |
| Use of the hyphen. Used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. (coordinate, re-enter, co-own) | Words with silent letters (doubt/island/lamb/solemn/thistle/knight)  |
| Words with 'e' sound spelt <b>ei</b> after 'c'. The l before e except after c applies (deceive, conceive, receive, perceive)<br>Exceptions: protein, caffeine, seize)           | Homophones and other words that are often confused<br>- nouns end in <b>-ce</b> and verbs end <b>-se</b> (advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy) |
| Words containing the letter string- <b>ough</b> . Investigate all of the sounds that this letter string makes (e.g. ought, rough, though, thorough, plough)                     |  |
| Punctuation   |  |
| Use of semi colon, colon, dash to mark the boundary between independent clauses   |  |
| Use of colon to introduce a list  |  |
| Use of semi-colons within list  |  |
| Punctuation of bullet points to list information  |  |
| Hyphens to avoid ambiguity e.g. man-eating shark  |  |

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|  | Structures typical of informal speech and formal speech e.g. question tags<br>He's your friend, isn't he?       |
|  | Use of subjunctive forms in very formal speech and writing e.g. <u>If I were</u> or <u>Were they</u> to come in |

## Planning Writing

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| Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |  |
| Noting and developing initial ideas, drawing on reading and research where necessary.   |  |
| In narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.                 |  |

## Text

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| Link ideas across a paragraph using cohesive devices such as repetition of word or phrase, adverbials and ellipsis               | Précising longer passages   |
| Layout devices e.g. headings, sub-headings, columns, bullets and tables to structure a text.                                     |   |
| Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning                         | <i>Use a wide range of conventions appropriately e.g. paragraphs, sub and side headings, addendum, footnote, contents)</i>  |
| In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |   |
| Assess the effectiveness of their own and others' work   | <i>Use a range of techniques to interact or show awareness of audience (action, dialogue, quotation, aside, suspense, tension, comment)</i>   |
| Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.                                   |   |
| Proofread for spelling and punctuation errors  | <i>Use stylistic features to create effect: rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal</i> |
| <i>Use appropriate informal and formal styles (conversational, colloquial, dialectic, Standard English)</i>                      |   |