

# CONTENTS

## SECTION 1

### Tests 1 to 12, covering:

4

**Spelling:** Spelling unstressed endings (e.g. **ant/ent, ery/ory/ary**); rules for adding suffixes (e.g. **able/ible**, to words ending **fer**); **i** before **e**; words that are often misspelt.

**Word structure:** Using prefixes to change the meaning of words; prefixes with hyphens; using suffixes to change word class; word families; building words from root words, prefixes and suffixes.

**Vocabulary:** Words with more than one meaning (e.g. different word classes, everyday meaning and subject-specific meanings); meaning of technical words (using word structure); synonyms and antonyms; formal synonyms for informal words.

**Sentence structure:** Sentences with main and subordinate clauses, including relative clauses; varying sentences for effect (type, length, structure); parts of sentences (noun phrase, preposition phrase, adverbial, parenthesis); modal verbs and adverbs to show possibility.

**Punctuation:** Using apostrophes and inverted commas accurately; commas, dashes and brackets for parenthesis; commas; colon to introduce a list; a single dash between clauses.

**Grammar:** Word classes; subject and object of a sentence; active and passive voice; linking adverbials for cohesion; changing words to achieve a more formal tone; figurative language.

### Writing task 1: The happening

16

### Proofreading task 1: Flood alert

17

## SECTION 2

### Tests 1 to 12, covering all the above, plus:

18

**Spelling:** Using known words to spell other words (e.g. **ent/ence**); exceptions to spelling rules (e.g. **ie/ei, able/ible**); revising spelling patterns; words with silent letters; strategies for tricky words that are often misspelt.

**Word structure:** More prefixes and suffixes; compound words (formal conjunctions); using root words to help with spelling; common roots and their meaning.

**Vocabulary:** Meaning of older vocabulary; figures of speech; choosing appropriate synonyms (to clarify meaning).

**Sentence structure:** Composing multi-clause sentences (to develop and link ideas); using the passive voice to change the focus of a sentence; reordering clauses for effect; conditional sentences; question tags.

**Punctuation:** Using a colon, dash and semi-colon between independent clauses; use of colons and semi-colons in lists; using commas to clarify meaning and avoid ambiguity.

**Grammar:** Use of perfect form of verbs; features of informal speech and writing; personification; cohesive devices.

### Writing task 2: Moving day

30

### Proofreading task 2: The rainforest

31

## SECTION 3

### Tests 1 to 12, covering all the above, plus:

32

**Spelling:** Correcting spelling errors; using a dictionary to check spelling; double/single consonants; using word structure to spell words; homophones/words that are often confused.

**Word structure:** Words with related meanings.

**Vocabulary:** Word derivations; words with different meanings in different contexts; using a dictionary to check meanings; using a thesaurus.

**Sentence structure:** Editing sentences, making changes to enhance effect; forming a range of sentences to express ideas succinctly; use of ellipsis; using the passive for different effects.

**Punctuation:** Punctuating sentences to clarify meaning; using hyphens to avoid ambiguity; punctuating bullet points; punctuation for effect (ellipsis).

**Grammar:** Choosing vocabulary and grammar for formal writing; using the subjunctive.

### Writing task 3: Proposed road development

44

### Proofreading task 3: Alone in a crowd

45

### Progress chart

46