

# CONTENTS

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	<b>Teacher's notes</b>	<b>2</b>
<b>SECTION 1</b>	<b>Tests 1 to 12, covering:</b>	<b>4</b>
	<b>Spelling:</b> Homophones and words that are often confused; tricky letter strings and spelling patterns; silent letters; words that are often misspelt ( <b>s</b> sound spelt <b>c</b> , <b>j</b> sound spelt <b>g</b> , unstressed vowels); rules for adding suffixes, <b>i</b> before <b>e</b> , plurals.	
	<b>Word structure:</b> Identifying roots, prefixes and suffixes; meaning of prefixes; word families; adding suffixes to change words.	
	<b>Vocabulary:</b> Synonyms and antonyms; word meanings in different contexts; older vocabulary.	
	<b>Sentence structure:</b> Varying sentence types, length, construction; using sentences with more than one clause to develop and link ideas; use of parenthesis; using the passive voice; using modal verbs (e.g. in conditional sentences); expanded noun phrases for effect; question tags.	
	<b>Punctuation:</b> Marking sentence boundaries; using commas to mark clauses or phrases within sentences; using a colon, dash and semi-colon in sentences.	
	<b>Grammar:</b> Using tense and verb forms; choosing grammar and vocabulary for effect; use of grammatical terms (subject, object); cohesion (narrative).	
	<b>Writing task 1 assessment sheet: After hours club</b>	<b>16</b>
	<b>Completed proofreading task 1: My favourite place</b>	<b>17</b>
<b>SECTION 2</b>	<b>Tests 1 to 12, covering all the above, plus:</b>	<b>18</b>
	<b>Spelling:</b> Spelling rules, patterns and exceptions; choosing endings (e.g. <b>able, ible, cial, tial, cious, tious</b> ); common confusions (single/double consonants).	
	<b>Word structure:</b> Prefixes with hyphens; suffixes to form verbs, adjectives and nouns.	
	<b>Vocabulary:</b> Inferring meaning of unknown words using word structure and context; using a dictionary or thesaurus.	
	<b>Sentence structure:</b> Subordinate clauses with conjunctions, relative pronouns, non-finite verbs to convey information succinctly; modal verbs to modify meaning; uses of adverbs; uses of the passive voice.	
	<b>Punctuation:</b> Colons and semi-colons to link ideas in main clauses; colons and semi-colons in lists; punctuating a parenthesis; commas and hyphens to clarify meaning and avoid ambiguity.	
	<b>Grammar:</b> Selecting grammar for types of text; pronouns and avoiding ambiguity; Standard English; text cohesion (non-fiction); similes and personification.	
	<b>Writing task 2 assessment sheet: The nervous cyclist</b>	<b>30</b>
	<b>Completed proofreading task 2: Why we must go green</b>	<b>31</b>
<b>SECTION 3</b>	<b>Tests 1 to 12, covering all the above, plus:</b>	<b>32</b>
	<b>Spelling:</b> Spelling tricky parts of words; subject-specific homophones and words that are often confused; identifying misspellings.	
	<b>Word structure:</b> Building words with multiple suffixes; relating words to known words (for spelling and meaning).	
	<b>Vocabulary:</b> Understanding word meanings; using new vocabulary; formal and informal vocabulary.	
	<b>Sentence structure:</b> Sentences to create effects; editing – avoiding ambiguity and repetition (ellipsis).	
	<b>Punctuation:</b> Punctuation to clarify meaning in longer, more complex sentences; punctuation to create effects; ellipsis.	
	<b>Grammar:</b> Standard and non-Standard English; word confusions; cohesive devices; differences between informal spoken and written English; formal structures; the subjunctive.	
	<b>Writing task 3 assessment sheet: Launchpad local</b>	<b>44</b>
	<b>Completed proofreading task 3: Megan's mystery</b>	<b>45</b>