

Some help with grammar, spelling and punctuation in writing.

To achieve the 'expected level' in writing by the end of the year, the children need to be familiar with the following and show evidence of their understanding in independent writing. Technical stuff!

Mrs Daniels

	Year 4	Year 5
Word	<p>The difference <u>between plural and possessive –s</u> <i>The boy's football. The boys' football.</i></p> <p><u>Verb inflections</u> We was We were I do. I did</p>	<p>Convert nouns or adjectives into verbs, by using <u>suffixes</u> eg –ate, -ise, -ify authorise advertise classify captivate</p> <p><u>Verb prefixes</u> eg dis- de- mis- over- re- disappear defrost mistake replay</p>
Sentence structure	<p><u>Expanded noun phrases</u> The teacher <i>The strict teacher with crazy hair</i></p> <p><u>Fronted adverbials</u> Later that day, Mrs Daniels explained to the class about the project.</p>	<p><u>Relative clauses</u>. These usually begin with <i>who, which, when, where, whose, that</i> <i>Class 5, who were great scientists, counted the percentage of seeds that had germinated.</i></p> <p><u>Modal verbs</u>: eg. might, should, will <i>The red packet might contain the space seeds.</i> or <u>adverbs to show degrees of possibility</u>: <i>perhaps, surely</i></p>
Writing complete texts	<p>Use of <u>paragraphs</u> to organise ideas. New paragraph for a shift in time, place or theme.</p>	<p><u>Cohesion</u> within a paragraph (using words such as then, after that, firstly)</p> <p>Link paragraphs using <u>adverbials</u> of time (eg later...) place (nearby...) and number (secondly...)</p>
Punctuation	<p><u>Inverted commas</u> to indicate direct speech with a comma after the reporting clause. <i>Mrs Daniels muttered, "Who has not sharpened their pencil into the bin?"</i></p> <p>Apostrophes for plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p><u>Brackets, dashes or commas</u> to indicate parenthesis. <i>A word or phrase inserted (as an afterthought or explanation) in a sentence.</i></p> <p>Use of <u>commas</u> to clarify meaning and avoid ambiguity <i>Let's eat Grandma.</i> <i>Let's eat, Grandma.</i></p>
Terminology	<p>Determiner: a car, the car, this car, those cars, every car Pronouns: I, me, you, he, my, they Possessive pronoun: mine, yours, his, hers, ours Adverbial: explains how, where, with whom or why something happened</p>	<p>Noun, adjective, verb Suffix, prefix Modal verb Relative pronoun (who, which, that) Relative clause Parenthesis, bracket, dash Cohesion, ambiguity</p>