

Terminology	
inverted commas, possessive pronoun, pronoun, apostrophe	fronted adverbials, commas
Word	
The difference between plural and possessive-s	
<i>Use more sophisticated connectives (although, however, nevertheless, despite, contrary to, as well as)</i>	
Spelling	
<p>The suffix <b>-ous</b></p> <ul style="list-style-type: none"> <li>- if the root word is obvious, the usual rules apply for adding suffixes beginning with vowel letters. (poisonous, dangerous)</li> <li>- words with no obvious root word (tremendous, enormous, jealous)</li> <li>- <b>our</b> is changed to <b>-or</b> before <b>-ous</b> (humorous, glamorous)</li> <li>- a final 'e' of the root word must be kept if the sound of 'g' is to be kept courageous, outrageous</li> <li>- if there is an 'e' sound before the <b>-ous</b> ending, it is usually spelt as <b>l</b> but a few words have <b>e</b> (serious, obvious, courteous)</li> </ul>	Words with the <b>sh</b> sound spelt <b>ch</b> (mostly French in origin) (chef, chalet)
	Words ending with the <b>g</b> sound spelt <b>-gue</b> and the <b>k</b> sound spelt <b>que</b> (French in origin) e.g. league, tongue, antique
	Words the <b>s</b> sound spelt <b>sc</b> (Latin in origin) (science, scene)
<p>Endings with <b>-tion, -sion, -ssion, -cian.</b></p> <ul style="list-style-type: none"> <li>- <b>-tion</b> is used if the root word ends in <b>t</b> or <b>te</b> (invention, completion)</li> <li>- <b>ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> (expression, admission)</li> <li>- <b>sion</b> is used if the root word ends in <b>d</b> or <b>se</b> (expansion, comprehend) exceptions: attend, intend</li> <li>- <b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> (musician, politician)</li> </ul>	
Words with the <b>k</b> sound spelt <b>ch</b> (Greek in origin) e.g. scheme, chorus	
Punctuation	
Correct use of inverted commas and speech punctuation	Use of commas after fronted adverbials

<b>Planning Writing</b>	
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	
Discuss and record ideas	
Compose and rehearse sentences orally	
<b>Text</b>	
Use of paragraphs to organise ideas around a theme	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
In narratives create settings, characters and plot	
In non-narrative use simple organisational devices e.g. headings and sub-headings.	
Assess the effectiveness of their own and others' writing and suggesting improvements.	
Proof read for punctuation and spelling errors	
Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume.	
<i>Write in a lively and coherent style</i>	