

# YEAR 1

GRAMMAR AND PUNCTUATION		SPELLING	
GRAMMAR STRAND	STATUTORY REQUIREMENTS	SPELLING STRAND	STATUTORY REQUIREMENTS
TEXT COHESION	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	PHONEMIC KNOWLEDGE	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes</li> <li>Name the letters of the alphabet:                             <ul style="list-style-type: none"> <li>Naming the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>Division of words into <b>syllables</b></li> <li>Further <b>phonemic spelling</b> objectives:                             <ul style="list-style-type: none"> <li>'n' before 'k' e.g. as in bank, think</li> <li>'tch' e.g. as in catch, fetch</li> <li>'v' at the end of words e.g. have, live, give</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Leave spaces between words</li> <li>Joining words and joining clauses using 'and'</li> </ul>		
PUNCTUATION	<ul style="list-style-type: none"> <li>Begin to punctuate sentences using capital letters, full stops, question marks, exclamation marks</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>		
WORD CHOICE AND MODIFICATION	<ul style="list-style-type: none"> <li>Regular plural noun suffixes '-s' or 'es' including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of the root word e.g. helping, helped, helper</li> <li>How the prefix 'un-' changes the meaning of verbs and adjectives e.g. untie, undoing, unkind</li> </ul>	MORPHOLOGICAL KNOWLEDGE	<ul style="list-style-type: none"> <li>Add <b>prefixes</b> and <b>suffixes</b> using:                             <ul style="list-style-type: none"> <li>The spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>The prefix un-</li> <li>-ing, -ed, -er, and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, quicker, quickest)</li> </ul> </li> <li><b>Compound</b> words</li> </ul>
		APPLICATION	
<b>TERMINOLGY</b>			
letter   capital letter   word   singular   plural   sentence   punctuation   full stop   question mark   exclamation mark			

# YEAR 2

GRAMMAR AND PUNCTUATION		SPELLING		
GRAMMAR STRAND	STATUTORY REQUIREMENTS	SPELLING STRAND	STATUTORY REQUIREMENTS	
<b>TEXT COHESION</b>	<ul style="list-style-type: none"> <li>▪ Correct choice and consistent use of present and past tense</li> <li>▪ Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ul>	<b>PHONEMIC KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>▪ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly                             <ul style="list-style-type: none"> <li>○ Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling</li> <li>○ 'kn' and (less often) 'gn' at the beginning of words</li> <li>○ 'wr' at the beginning of words</li> <li>○ 'le' spelling at the end of words e.g. table, apple</li> <li>○ 'el' spelling at the end of words e.g. camel, tunnel</li> <li>○ 'al' at the end of words e.g. metal, animal</li> <li>○ 'a' before 'l' and 'll' e.g. all and walk</li> <li>○ /o/ phoneme represented by 'a' after 'w' and 'qu' e.g. want, quantity</li> <li>○ /er/ phoneme represented by 'or' after 'w' e.g. word</li> <li>○ /or/ phoneme represented by 'ar' after 'w' e.g. war</li> </ul> </li> <li>▪ Learn spellings of common homophones</li> <li>▪ Distinguishing between homophones and near-homophones</li> </ul>	
<b>SENTENCE STRUCTURE</b>	<ul style="list-style-type: none"> <li>▪ Sentences with different forms: statement, question, exclamation, command and their grammatical patterns</li> <li>▪ Subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and' or 'but')</li> </ul>		<b>MORPHOLOGICAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>▪ Adding -es to nouns</li> <li>▪ Adding -ed, -er, -est and -y to words ending in -e with a consonant before it</li> <li>▪ Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>▪ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>▪ Words ending in -tion e.g. station</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>▪ Use of capital letter, full stops, question marks and exclamation marks to demarcate sentences</li> <li>▪ Commas to separate items in a list</li> <li>▪ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns(e.g. the girl's name)</li> </ul>			<b>PUNCTUATION</b>
<b>WORD CHOICE AND MODIFICATION</b>	<ul style="list-style-type: none"> <li>▪ Expanded noun phrases to describe and specify e.g. 'the blue butterfly'</li> <li>▪ Formation of nouns using suffixes such as '-ness', '-er' and by compounding (e.g. whiteboard, superman)</li> <li>▪ Formation of adjectives using suffixes such as '-ful', '-less' (<i>Refer to English Appendix 1 p.46</i>)</li> <li>▪ Use of the suffixes '-er', '-est' in adjectives and the use of '-ly' to turn adjectives into adverbs</li> </ul>	<b>COMMON EXCEPTION WORDS</b>	<ul style="list-style-type: none"> <li>▪ Learning to spell common exception words</li> </ul>	
		<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>▪ Apply simple spelling rules/ guidance (see Appendix 1)</li> <li>▪ Write from memory simple dictated sentences that include words using GPCs, common exception words, punctuation taught so far</li> </ul>	

## TERMINOLGY

noun   noun phrase   statement   question   exclamation   command   compound   suffix   adjective   adverb   verb   tense (past, present)   apostrophe   comma

# YEAR 3

## GRAMMAR AND PUNCTUATION

## SPELLING YEARS 3 & 4

GRAMMAR STRAND	STATUTORY REQUIREMENTS	SPELLING STRAND	STATUTORY REQUIREMENTS	
<b>TEXT COHESION</b>	<ul style="list-style-type: none"> <li>▪ Introduction to paragraphs as a way to group related material</li> <li>▪ Headings and sub-headings to aid presentation</li> <li>▪ Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</li> <li>▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<b>PHONEMIC KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>▪ Spell further homophones including near homophones (see App 1)</li> <li>▪ Further <b>phonemic/grapheme</b> objectives:                             <ul style="list-style-type: none"> <li>○ /i/ phoneme represented by 'y' elsewhere than at the end of words e.g. myth</li> <li>○ Words with /ay/ phoneme spelt 'ei', 'eigh' or 'ey' e.g. vein, eight, obey</li> </ul> </li> </ul>	
<b>SENTENCE STRUCTURE</b>	<ul style="list-style-type: none"> <li>▪ Expressing time, place and cause using:                             <ul style="list-style-type: none"> <li>○ conjunctions (e.g. 'when', 'before', 'after', 'while', 'so', 'because')</li> <li>○ adverbs (e.g. 'then', 'next', 'soon', 'therefore')</li> <li>○ prepositions (e.g. 'before', 'after', 'during', 'in' 'because of')</li> <li>○ Use of direct speech</li> </ul> </li> </ul>	<b>MORPHOLOGICAL KNOWLEDGE</b>	<p>Use further prefixes and suffixes and understand how to add them:</p> <ul style="list-style-type: none"> <li>▪ <b>Suffixes</b> beginning with vowel letters to words of more than one syllable i.e. double or not doubled e.g. forgetting, gardening re stressed/unstressed vowel</li> <li>▪ More <b>prefixes</b>, for example:                             <ul style="list-style-type: none"> <li>○ prefix 'in' before a root word starting with:                                     <ul style="list-style-type: none"> <li>▪ 'l' becomes 'il' e.g. illegal</li> <li>▪ 'm' or 'p' becomes 'im-' e.g. immature</li> <li>▪ 'r' becomes 'ir-' e.g. irregular</li> </ul> </li> <li>○ prefixes 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</li> <li>○ <i>N.B. emphasis on meaning of each prefix</i></li> </ul> </li> <li>▪ More <b>suffixes</b>, for example:                             <ul style="list-style-type: none"> <li>○ '-ation' added to verbs to form nouns e.g. information</li> <li>○ '-ly' added to an adjective to form an adverb e.g. sadly</li> <li>○ '-ly' can be added to most root words because it starts with a consonant but exceptions (see English Appendix 1)</li> <li>○ '-ous' - sometimes root word is obvious e.g. poisonous, but sometimes no obvious root word, e.g.                                     <ul style="list-style-type: none"> <li>▪ '-our' is changed to '-or' before '-ous' is added e.g. humorous</li> <li>▪ final 'e' of root word must be kept if the phoneme /dg/ is to be kept e.g. courageous</li> <li>▪ if there is an /i/ phoneme before the '-ous' suffix, it is usually spelt as 'i' but a few words have 'e' e.g. serious, hideous</li> </ul> </li> </ul> </li> <li>▪ <b>Endings</b> which sound like and spelt as '-tion', '-sion', '-ssion' and '-cian':                             <ul style="list-style-type: none"> <li>○ Strictly speaking the suffixes are '-ion' and '-ian'. Clues about whether to put 't', 's', 'ss' or 'c' before these suffixes often come from the last letter or letters of the root word:                                     <ul style="list-style-type: none"> <li>▪ '-tion' is the most common spelling used if the root word ends in 't' or 'te' e.g. invention, hesitation</li> <li>▪ '-ssion' is used if the root word ends in 'ss' or '-mit' e.g. expression, permission</li> <li>▪ '-sion' is used if the root word ends in 'd' or 'se' e.g. expansion, tense</li> <li>▪ '-cian' is used if the root word ends in 'c' or 'cs' e.g. musician. Politician</li> </ul> </li> </ul> </li> <li>▪ <b>Etymology:</b> <ul style="list-style-type: none"> <li>○ /k/ phoneme spelt 'ch' e.g. scheme, chorus (Greek origin)</li> <li>○ /sh/ phoneme spelt 'ch' e.g. chef, machine (French origin) /s/ phoneme spelt 'sc' e.g. science, fascinate (Latin origin)</li> </ul> </li> </ul>	
<b>PUNCTUATION</b>	Inverted commas to punctuate direct speech		<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>▪ Place the <b>possessive apostrophe</b> accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</li> </ul>
<b>WORD CHOICE AND MODIFICATION</b>	<ul style="list-style-type: none"> <li>▪ Formation of nouns using a range of prefixes (e.g. 'super-', 'anti-', 'auto-')</li> <li>▪ Use of 'a' or 'an' according to whether the next word begins with a consonant or a vowel</li> <li>▪ Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</li> </ul>		<b>COMMON EXCEPTION WORDS</b>	<ul style="list-style-type: none"> <li>▪ Spell words that are often misspelt (English Appendix 1 p. 54)</li> </ul>
			<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>▪ Apply simple spelling rules and guidance (English Appendix 1)</li> <li>▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</li> <li>▪ Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently</li> <li>▪ Pupils should learn to spell new words correctly and have plenty of practice in spelling them</li> </ul>

## TERMINOLGY

Conjunction    word family    prefix    clause    subordinate clause    direct speech    consonant    consonant letter    vowel    vowel letter    inverted commas (or 'speech marks')

# YEAR 4

## GRAMMAR AND PUNCTUATION

## SPELLING YEARS 3 & 4

GRAMMAR STRAND	STATUTORY REQUIREMENTS	SPELLING STRAND	STATUTORY REQUIREMENTS
<b>TEXT COHESION</b>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<b>PHONEMIC KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Spell further homophones including near homophones (see App 1)</li> <li>Further <b>phonemic/grapheme</b> objectives:                             <ul style="list-style-type: none"> <li>/i/ phoneme represented by 'y' elsewhere than at the end of words e.g. myth</li> <li>Words with /ay/ phoneme spelt 'ei', 'eigh' or 'ey' e.g. vein, eight, obey</li> </ul> </li> </ul>
<b>SENTENCE STRUCTURE</b>	<ul style="list-style-type: none"> <li>Fronted adverbials (e.g. <i>Later that day, I heard the good news.</i>)</li> <li>The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done')</li> </ul>	<b>MORPHOLOGICAL KNOWLEDGE</b>	<p>Use further prefixes and suffixes and understand how to add them:</p> <ul style="list-style-type: none"> <li><b>Suffixes</b> beginning with vowel letters to words of more than one syllable i.e. double or not doubled e.g. forgetting, gardening re stressed/unstressed vowel</li> <li>More <b>prefixes</b>, for example:                             <ul style="list-style-type: none"> <li>prefix 'in' before a root word starting with:                                     <ul style="list-style-type: none"> <li>'l' becomes 'il' e.g. illegal</li> <li>'m' or 'p' becomes 'im-' e.g. immature</li> <li>'r' becomes 'ir-' e.g. irregular</li> </ul> </li> <li>prefixes 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</li> <li>N.B. emphasis on meaning of each prefix</li> </ul> </li> <li>More <b>suffixes</b>, for example:                             <ul style="list-style-type: none"> <li>'-ation' added to verbs to form nouns e.g. information</li> <li>'-ly' added to an adjective to form an adverb e.g. sadly</li> <li>'-ly' can be added to most root words because it starts with a consonant but exceptions (see English Appendix 1)</li> <li>'-ous' - sometimes root word is obvious e.g. poisonous, but sometimes no obvious root word, e.g.                                     <ul style="list-style-type: none"> <li>'-our' is changed to '-or' before '-ous' is added e.g. humorous</li> <li>final 'e' of root word must be kept if the phoneme /dg/ is to be kept e.g. courageous</li> <li>if there is an /i/ phoneme before the '-ous' suffix, it is usually spelt as 'i' but a few words have 'e' e.g. serious, hideous</li> </ul> </li> </ul> </li> <li><b>Endings</b> which sound like and spelt as '-tion', '-sion', '-ssion' and '-cian':                             <ul style="list-style-type: none"> <li>Strictly speaking the suffixes are '-ion' and '-ian'. Clues about whether to put 't', 's', 'ss' or 'c' before these suffixes often come from the last letter or letters of the root word:                                     <ul style="list-style-type: none"> <li>'-tion' is the most common spelling used if the root word ends in 't' or 'te' e.g. invention, hesitation</li> <li>'-ssion' is used if the root word ends in 'ss' or '-mit' e.g. expression, permission</li> <li>'-sion' is used if the root word ends in 'd' or 'se' e.g. expansion, tense</li> <li>'-cian' is used if the root word ends in 'c' or 'cs' e.g. musician. Politician</li> </ul> </li> </ul> </li> <li><b>Etymology:</b> <ul style="list-style-type: none"> <li>/k/ phoneme spelt 'ch' e.g. scheme, chorus (Greek origin)</li> <li>/sh/ phoneme spelt 'ch' e.g. chef, machine (French origin) /s/ phoneme spelt 'sc' e.g. science, fascinate (Latin origin)</li> </ul> </li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>the conductor shouted, "Sit down!"</i>)</li> <li>Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>)</li> <li>Use of commas after fronted adverbials</li> </ul>		
<b>WORD CHOICE AND MODIFICATION</b>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying objectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</li> </ul>		
		<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Place the <b>possessive apostrophe</b> accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</li> </ul>
		<b>COMMON EXCEPTION WORDS</b>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1 p. 54)</li> </ul>
		<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>Apply simple spelling rules and guidance (English Appendix 1)</li> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</li> <li>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently</li> <li>Pupils should learn to spell new words correctly and have plenty of practice in spelling them</li> </ul>

### TERMINOLOGY

determiner      pronoun      possessive pronoun      adverbial

# YEAR 5

GRAMMAR AND PUNCTUATION		SPELLING YEARS 5 & 6	
GRAMMAR STRAND	STATUTORY REQUIREMENTS	SPELLING STRAND	STATUTORY REQUIREMENTS
TEXT COHESION	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</li> <li>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)</li> </ul>	PHONEMIC KNOWLEDGE	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Words containing the letter-string 'ough'</li> <li>Words with the /i/ phoneme spelt 'ei' after 'c'</li> <li>Words with 'silent' letters</li> </ul>
	<ul style="list-style-type: none"> <li>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)</li> <li>Using relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or with an implied (i.e. omitted) relative pronoun</li> <li>Using expanded noun phrases to convey complicate information concisely</li> </ul>		MORPHOLOGICAL KNOWLEDGE
PUNCTUATION	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	COMMON EXCEPTION WORDS	
WORD CHOICE AND MODIFICATION	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</li> <li>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</li> </ul>		APPLICATION
<b>TERMINOLOGY</b>			
modal verb    relative pronoun    relative clause    parenthesis    bracket    dash    cohesion    ambiguity			



# YEAR 6

GRAMMAR AND PUNCTUATION		SPELLING YEARS 5 & 6	
GRAMMAR STRAND	STATUTORY REQUIREMENTS	SPELLING STRAND	STATUTORY REQUIREMENTS
<b>TEXT COHESION</b>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</li> <li>Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</li> </ul>	<b>PHONEMIC KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Words containing the letter-string 'ough'</li> <li>Words with the /i/ phoneme spelt 'ei' after 'c'</li> <li>Words with 'silent' letters</li> </ul>
<b>SENTENCE STRUCTURE</b>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken [by me]</i>)</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</li> <li>Using expanded noun phrases to convey complicate information concisely</li> </ul>	<b>MORPHOLOGICAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them:               <ul style="list-style-type: none"> <li>Word endings:                   <ul style="list-style-type: none"> <li>'-cious' and '-tious' e.g. <i>vicious</i>, <i>ambitious</i></li> <li>'-cial' and '-tial' e.g. <i>official</i>, <i>partial</i></li> <li>'-ant', '-ance/-ancy', '-ent', '-ence/-ency'</li> <li>'-able', '-ible', '-ably', '-ibly'</li> </ul> </li> <li>Adding suffixes beginning with vowel letters to words ending in '-fer'</li> <li>Use of hyphen to join a prefix to a root word</li> </ul> </li> <li>Spell some words with 'silent' letters (e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i>)</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</li> </ul>	<b>COMMON EXCEPTION WORDS</b>	<ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul>
<b>WORD CHOICE AND MODIFICATION</b>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover</i>; <i>ask for - request</i>; <i>go in - enter</i>)</li> <li>How words are related by meaning as synonyms and antonyms (e.g. <i>big</i>, <i>large</i>, <i>little</i>)</li> </ul>	<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>Apply simple spelling rules and guidance (Appendix 1)</li> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</li> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both <b>read aloud</b> and to understand the <b>meaning of new words</b> that they meet</li> <li>Use dictionaries to check the spelling/meaning of words</li> <li>Use first three or four letters of a word to check spelling, meaning or both of these in dictionaries</li> <li>Use a thesaurus</li> </ul>
<b>TERMINOLGY</b>			
subject   object   active   passive   synonym   antonym   ellipsis   hyphen   colon   semi-colon   bullet points			