

	main clause	fronted adverbial	speech	adverbial clause	non-finite clause	relative clause	appositive	punctuation
1	<p>Compose a simple statement sentence where the predicate is:</p> <p>■ ■ ■ verb The moon <u>shone</u>. + object The boy <u>opened</u> the gate.</p> <p>Add a where or when adverbial to a simple statement sentence:</p> <p>■ ■ ■ The moon <u>shone</u> in the sky. The moon <u>shone</u> all night.</p> <p>Join 2 subjects with a coordinating conjunction</p> <p>■ △ ■ ■ ■ The boy and his dog <u>entered</u> the old house.</p> <p>Join 2 predicates with a coordinating conjunction</p> <p>■ ■ △ ■ ■ The boy <u>trembled</u> but <u>stepped</u> into the hall.</p>							<p>Start a sentence with a capital letter</p> <p>The moon shone in the sky.</p> <p>Complete a sentence with a full stop</p> <p>The boy opened the gate.</p> <p>Complete a sentence with an exclamation mark</p> <p>A scream suddenly filled the air!</p> <p>Complete a question with a question mark</p> <p>Who made that terrible sound?</p>
2	<p>Join 2 main clauses with a coordinating conjunction</p> <p>■ ■ △ ■ ■ ■ ■ The clouds <u>covered</u> the moon so the night <u>turned</u> black.</p> <p>Compose a simple command that starts with a verb</p> <p><u>Look</u> out for ghosts.</p> <p>Use the following question words to compose a question</p> <p>how what when where which who whose why</p> <p>Use 'how' and 'what' to compose an exclamation</p> <p>What a spooky house this <u>is</u>. How dark it <u>is</u> in here.</p>	<p>Begin a sentence with a fronted adverbial (an adverb or adverbial phrase) of time (when), place (where) or manner (how)</p> <p>■ ■ ■ ■ ■ That night the moon <u>shone</u>. In the sky the moon <u>shone</u>. Silently a bat <u>flew</u> across the sky.</p>	<p>Use direct speech in a sentence, punctuating with inverted commas (speech marks)</p> <p>■ ■ ■ ■ ■ "It's dark tonight" the boy <u>said</u>.</p>	<p>Use an adverbial clause after a main clause</p> <p>■ ■ ■ ■ ■ The gate <u>creaked</u> when the boy <u>pushed</u> it.</p> <p>Start a sentence with an adverbial clause</p> <p>■ ■ ■ ■ ■ When the boy <u>pushed</u> it the gate <u>creaked</u>.</p>				<p>Use a comma between 2 adjectives</p> <p>Thick, grey cobwebs covered everything.</p> <p>Use commas in a list of nouns or noun phrases</p> <p>The room was covered with dust, cobwebs and mould.</p> <p>Show omission with an apostrophe</p> <p>James wasn't scared.</p> <p>Use an apostrophe to mark singular possession</p> <p>The boy's heart pounded in his chest.</p>
3	<p>Understand a main clause as a clause that may function independently as a sentence</p> <p>Join 3 predicates with a comma and a coordinating conjunction</p> <p>■ ■ △ ■ △ ■ ■ ■ ■ The boy <u>fumbled</u> through his bag, <u>found</u> the old key and <u>pushed</u> it into the lock.</p>	<p>Separate a fronted adverbial with a comma</p> <p>That night, the moon <u>shone</u>.</p> <p>Begin a sentence with a linking adverb</p> <p>■ ■ ■ ■ ■ Soon the sky <u>was</u> as black as pitch.</p> <p>Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma</p> <p>■ ■ ■ ■ ■ Like a ghost, the moon <u>drifted</u> across the sky. As quiet as a mouse, the boy <u>tiptoed</u> across the garden.</p>	<p>Use direct thought in a sentence, punctuating with inverted commas (speech marks)</p> <p>■ ■ ■ ■ ■ "Is it safe in here?" the boy <u>wondered</u>.</p>	<p>Understand an adverbial clause as a subordinate clause that starts with a subordinating conjunction</p> <p>Separate an adverbial clause with a comma when it starts a sentence</p> <p>■ ■ ■ ■ ■ When the boy <u>pushed</u> it, the gate <u>creaked</u>.</p>	<p>Understand a non-finite clause as a subordinate clause that starts with a verb</p> <p>Use an -ing non-finite clause after a main clause, separating with a comma</p> <p>■ ■ ■ ■ ■ The moon <u>hung</u> in the sky, <u>casting</u> a sickly light over the world.</p> <p>Start a sentence with an -ing non-finite clause, separating with a comma</p> <p>■ ■ ■ ■ ■ <u>Casting</u> a sickly light over the world, the moon <u>hung</u> in the sky.</p>			<p>Use an apostrophe to mark plural possession</p> <p>Rats' eyes glittered in the darkness.</p>
<p>Understand a subordinate clause as a clause that does not function independently as a sentence</p>								

determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction																
1	<p>Understand an adjective as a single word that describes a noun</p> <p>Use adjectives of colour red white blue orange black</p> <p>Use adjectives of size tiny small little large gigantic</p> <p>Use an adjective before a noun a black cat the huge dog</p>	<p>Understand a noun as a single word that names a person, place or thing</p> <p>Distinguish between singular and plural nouns, adding -s and -es suffixes to form plural nouns</p> <p>singular cat dog box -s plural cats dogs cakes es plural boxes dishes</p> <p>Capitalise proper nouns (people) The house was watching James.</p>		<p>Understand a verb as a single word that describes an action</p> <p>Use the suffixes -s and -es to write verbs in the 3rd person present tense -s lifts smiles jumps -es buzzes pushes mixes</p> <p>Use the -ed suffix to write verbs in the simple past tense waited watched sniffed</p>	<p>Understand a preposition as a single word that describes time (a when word) or place (a where word)</p> <p>Know and use the following prepositions: after at before behind beside between down in inside near off on outside up with</p>		<p>Understand a conjunction as a single word that joins (a joining word)</p> <p>Know and use the following coordinating conjunctions: and but</p> <p>Coordinate 2 nouns or two adjectives using the conjunction and cats and dogs egg and chips black and blue cold and wet</p>																
<p>Understand a subject as who or what performs the action in a simple sentence</p> <p>who or what did the chasing? The dog chased the cat. who or what did the eating? Jim ate a huge cake.</p> <p>Understand an object as who or what receives the action in a simple sentence</p> <p>who or what was chased? The dog chased the cat. who or what was eaten? Jim ate a huge cake.</p>				<p>Use prepositions to compose simple adverbial phrases of time (when phrase) and place (where phrase)</p> <p>time on Tuesday at night in the morning place on the desk with Jim outside the house</p>																			
2	<p>Use adjectives of shape flat round narrow straight</p> <p>Use adjectives of character cruel kind wicked brave</p> <p>Use 2 adjectives before a noun the wise, old king a sad, lonely elf</p> <p>Use comparative and superlative adjectives, adding the suffixes -er and -est comparative colder hotter superlative coldest hottest</p>	<p>Capitalise proper nouns (places) The house stood at the end of Grey Street.</p>		<p>Understand to be and to have as verbs to be am is are was were to have have has had</p> <p>Use the past and present progressive tense to form actions in progress, using the form: to be + -ing am eating are eating is eating was eating were eating</p> <p>Use the past and present tense consistently</p> <p>Use imperative verbs to form commands Wait for me outside! Don't eat the cake.</p>	<p>Know and use the following prepositions above across against along around below into from onto past through to</p>	<p>Understand an adverb as a single word that describes how a verb happens</p> <p>Use the -ly suffix to write adverbs of manner (how adverbs) slowly happily carefully suddenly gently greedily</p>	<p>Know and use the following coordinating conjunctions or so</p> <p>Know and use the following subordinating conjunctions because if when</p>																
<p>Understand a noun phrase as a group of words that describes a person, place or thing</p> <p>Know that a noun phrase is constructed from determiners, adjectives and nouns</p> <table border="1"> <thead> <tr> <th>det</th> <th>adj</th> <th>n</th> <th>noun phrase</th> </tr> </thead> <tbody> <tr> <td>the</td> <td></td> <td>cat</td> <td>the cat</td> </tr> <tr> <td>the</td> <td>hungry</td> <td>cat</td> <td>the hungry cat</td> </tr> <tr> <td></td> <td>hungry</td> <td>cats</td> <td>hungry cats</td> </tr> </tbody> </table>				det	adj	n	noun phrase	the		cat	the cat	the	hungry	cat	the hungry cat		hungry	cats	hungry cats				
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3	<p>Use adjectives of sound loud quiet shrill melodic</p> <p>Use adjectives of touch icy rough smooth sticky</p>	<p>Use precise nouns tree > oak flower > daisy insect > moth</p>	<p>Understand a pronoun as a single word that replaces a noun or noun phrase</p> <p>Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects)</p> <p>subjective I you he she it objective we they me you him her it us them</p>	<p>Use the present perfect tense, using the form: to have +ed have walked has walked have caught has caught</p> <p>Know and use a range of reporting verbs yelled shrieked murmured</p> <p>Understand a clause as a structure that contains a single verb or verb phrase</p>	<p>Understand a preposition as a single word that starts an adverbial phrase</p> <p>Know and use the following prepositions among beneath beyond by during for like throughout until</p>	<p>Know and use the following linking adverbs next now soon then</p> <p>Understand an adverbial phrase as a group of words that describes how, when or where a verb happens</p> <p>Use like and as... as to create similes like a shadow as old as time</p>	<p>Understand a coordinating conjunction as a single word that joins two equal sentence elements</p> <p>Understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause</p> <p>Know and use the following subordinating conjunctions after although before as just as while</p>																

	main clause	fronted adverbial	speech	subordinate clause adverbial clause	non-finite clause	relative clause	appositive	punctuation
4	<p>Join 3 main clauses with a comma and a coordinating conjunction</p> <p>■ ■ △ ■ ■ △ ■ ■ ■ ■ ■</p> <p>The boy's knees knocked, his skin prickled and his heart pounded in his chest.</p>	<p>Begin a sentence with 2 fronted adverbials</p> <p>■ △ ■ ■ ■ ■ ■</p> <p>Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house.</p> <p>Begin a sentence with a linking adverb, separating with a comma</p> <p>■ ■ ■ ■ ■</p> <p>The moon shone. However, the sky was as black as pitch.</p>	<p>When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark</p> <p>■ ■ ■ ■ ■</p> <p>"It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.</p>	<p>Use a subordinate clause at the start and at the end of a sentence</p> <p>■ ■ ■ ■ ■</p> <p>As clouds gathered overhead, shadows stole across the land, smothering the world in darkness.</p> <p>■ ■ ■ ■ ■</p> <p>Opening the gate, the boy entered the garden even though his heart pounded in his chest.</p>	<p>Use a parenthetic -ing non-finite clause, separating with commas</p> <p>■ ■ ■ ■ ■</p> <p>The moon, casting a sickly light over the world, shone with a deathly glow.</p>	<p>Describe a noun or noun phrase with an appositive, separating with commas</p> <p>■ ■ ■ ■ ■</p> <p>A spider, a huge hairy-legged beast, sat in the centre of a vast web.</p> <p>■ ■ ■ ■ ■</p> <p>The boy pushed the gate, a heavy mass of twisted iron.</p>		
5	<p>Coordinate using 2 different coordinating conjunctions</p> <p>■ ■ △ ■ ■ △ ■ ■ ■</p> <p>The boy heard a scream in the darkness and shivered but made his way towards the sound.</p> <p>■ ■ △ ■ ■ △ ■ ■ ■ ■ ■</p> <p>Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards.</p> <p>Join 2 main clauses with a semi colon</p> <p>■ ■ △ ■ ■ ■ ■</p> <p>Strange slithering noises made his skin crawl; something was inside the walls.</p>	<p>Zoom in using 3 'when' or 'where' fronted adverbials</p> <p>■ △ ■ △ ■ ■ ■ ■ ■</p> <p>In the dead of winter, on a blustery night, upon the stroke of midnight, the dead rose from their graves.</p> <p>Zoom out using 3 'when' or 'where' fronted adverbials</p> <p>■ △ ■ △ ■ ■ ■ ■ ■</p> <p>In an abandoned house, upon a lonely hill, at the edge of a dark forest, something stirred.</p>	<p>When at the end of a sentence, capitalise direct speech, separate from the main clause with a comma, and close with a full stop, question mark or exclamation mark</p> <p>■ ■ ■ ■ ■</p> <p>The boy said, "It's dark tonight." The boy asked, "Should I go in?" The boy cried, "A ghost!"</p> <p>Insert a reporting clause into longer speech.</p> <p>■ ■ ■ ■ ■</p> <p>"Should I go in?" the boy asked. "It doesn't look very safe to me."</p>	<p>Use a parenthetic adverbial clause, separating with commas</p> <p>■ ■ ■ ■ ■</p> <p>The old door, as it was pushed open, squealed upon rusty hinges.</p> <p>Begin a sentence with 2 adverbial clauses</p> <p>■ △ ■ ■ ■ ■ ■</p> <p>Now that clouds had gathered overhead, now that the moon had faded from view, darkness stole across the land.</p>	<p>Coordinate 2 -ing non-finite clauses</p> <p>■ ■ ■ ■ △ ■ ■ ■ ■</p> <p>The boy crept through the room, sweeping his torch into corners and chasing away the shadows.</p> <p>■ △ ■ ■ ■ ■ ■</p> <p>Slithering beneath closed doors, snaking through empty rooms, a grey mist filled the house.</p> <p>Use an -ed non-finite clause, separating with commas</p> <p>■ ■ ■ ■ ■</p> <p>Smothered by a layer of dust, debris was littered about the room.</p> <p>■ ■ ■ ■ ■</p> <p>Debris was littered about the room, smothered by a layer of dust.</p> <p>■ ■ ■ ■ ■</p> <p>Debris, smothered in dust, was littered about the room.</p>	<p>Understand a relative clause as a subordinate clause that starts with a relative pronoun</p> <p>Describe a noun phrase with a relative clause, separating with commas</p> <p>■ ■ ■ ■ ■</p> <p>Rats, whose eyes flashed in the light, skittered away into the dark.</p> <p>■ ■ ■ ■ ■</p> <p>The boy stepped over broken furniture, which littered the floor.</p> <p>Coordinate 2 relative clauses</p> <p>■ ■ △ ■ ■ ■ ■</p> <p>The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.</p>	<p>Coordinate 2 appositives, separating with commas</p> <p>■ ■ △ ■ ■ ■ ■</p> <p>The old house, a place of untold terrors and a source of great evil, squatted at the edge of the village.</p>	<p>Use ellipsis to show incompletion</p> <p>The boy opened the door, stepped through and...</p> <p>Use commas, brackets and dashes for parenthesis</p> <p>Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house.</p> <p>Use a colon to introduce and bullet points to demarcate a list</p> <p>The boy carried:</p> <ul style="list-style-type: none"> • a torch • a lantern • his packed lunch
6	<p>Coordinate 4 predicates in a double see-saw pattern</p> <p>■ ■ △ ■ △ ■ △ ■ ■ ■ ■</p> <p>Strange voices whispered from the walls and echoed through the house, writhed inside the boy's head and filled him with dread and despair.</p>	<p>Use a linking adverb after a semi colon</p> <p>■ ■ △ ■ ■ ■ ■ ■ ■</p> <p>The boy was overcome with dread; still, he inched through the darkness.</p>	<p>Use indirect (reported) speech</p> <p>■ ■ ■ ■ ■</p> <p>The boy said that he was terrified throughout his adventure.</p> <p>Use ellipsis to denote speech that trails away</p> <p>■ ■ ■ ■ ■</p> <p>"We can make it if we just..." the boy whizzed in exhaustion.</p> <p>Use a dash to denote speech that is interrupted</p> <p>■ ■ ■ ■ ■</p> <p>"There's nobody in th-" the boy started.</p>	<p>Use the subjunctive mood with the subordinating conjunctions if, as if and if only</p> <p>■ ■ ■ ■ ■</p> <p>If he were brave for just a little longer, the boy could defeat this evil.</p> <p>■ ■ ■ ■ ■</p> <p>The boy stepped into the darkness as if he were a fearless adventurer.</p> <p>Begin a sentence with 3 adverbial clauses</p> <p>■ △ ■ △ ■ ■ ■ ■ ■</p> <p>Although his skin prickled with fear, although ice filled his veins, although his heart hammered against his ribcage, the boy opened the cellar door.</p>	<p>Begin a non-finite clause, with a noun or noun phrase</p> <p>■ ■ ■ ■ ■</p> <p>His heart pounding in his chest, the boy stepped into the house.</p> <p>■ ■ ■ ■ ■</p> <p>The boy stepped into the house, his heart pounding in his chest.</p> <p>Coordinate 3 non-finite clauses</p> <p>■ ■ ■ △ ■ △ ■ ■ ■</p> <p>The boy crept through the room, sweeping his torch into corners, shining it into dark places and chasing away the shadows.</p> <p>■ △ ■ △ ■ ■ ■ ■ ■</p> <p>Slithering under doors, snaking across empty rooms, pooling in shadows, mist filled the house.</p> <p>Coordinate 4 non-finite clauses in a double see-saw pattern</p> <p>■ ■ ■ △ ■ △ ■ △ ■ ■ ■</p> <p>The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering into dark corners.</p>	<p>Distinguish between non-essential from non-essential relative clauses using commas</p> <p>■ ■ ■ ■ ■</p> <p>The rats that scrabbled about on the table gnawed at rotting food.</p> <p>The rats, which scrabbled about on the table, gnawed at rotting food.</p> <p>■ ■ ■ ■ ■</p> <p>The boy pushed open the rusty door that led to the cellar.</p> <p>The boy pushed open the rusty door, which led to the cellar.</p> <p>■ ■ ■ ■ ■</p> <p>Omit who, that or which at the start of a relative clause</p> <p>■ ■ ■ ■ ■</p> <p>The door that the boy pushed open creaked upon rusty hinges.</p> <p>■ ■ ■ ■ ■</p> <p>An icy draught howled through the door which the boy had opened.</p> <p>Coordinate 3 relative clauses</p> <p>■ ■ △ ■ ■ ■ ■</p> <p>The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.</p>	<p>Coordinate 3 appositives, separating with commas</p> <p>■ ■ △ ■ △ ■ △ ■ ■ ■ ■</p> <p>The boy, a brave soul and a fearless adventurer or a just fool with a death wish, entered the old house.</p> <p>Combine an appositive with a relative clause</p> <p>■ ■ ■ ■ ■</p> <p>Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness.</p> <p>■ ■ ■ ■ ■</p> <p>The stairway led to a basement, a shadowy room whose stone walls were carved with arcane symbols.</p> <p>Combine an appositive with a non-finite clause</p> <p>■ ■ ■ ■ ■</p> <p>The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below.</p> <p>■ ■ ■ ■ ■</p> <p>The earth was soaked by incessant rain, a raging torrent filled with hate and fury.</p>	<p>Use a hyphen to avoid ambiguity</p> <p>A child-eating monster lurked in the cellar.</p> <p>Use semi-colons in a complex list</p> <p>The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes.</p> <p>Use semi-colons in a bulleted list</p> <p>The boy carried:</p> <ul style="list-style-type: none"> • a torch; • a lantern; • his packed lunch. <p>Use a colon to illustrate or expand</p> <p>The monster was illenous: it salivated greedily.</p>

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4	<p>Understand a determiner as a single word that makes a noun more precise</p> <p>Know and use the following possessive determiners</p> <p>my your his her its our their</p>	<p>Use adjectives of taste and smell</p> <p>fragrant putrid spicy acrid</p>	<p>Capitalise proper nouns (things)</p> <p>Ferrari The Gruffalo Twix</p> <p>Join 2 nouns or noun phrases with the preposition with to create an expanded noun phrase (a double noun phrase)</p> <p>the dog with shaggy fur the house with no windows</p> <p>Create collective noun phrases by joining 2 nouns or noun phrases with the preposition of</p> <p>a class of children a bunch of flowers a murder of crows</p>	<p>Know and use the following possessive pronouns</p> <p>mine yours his hers its ours theirs</p> <p>Balance the use of pronouns and nouns to avoid ambiguity and repetition</p>	<p>Know and use common irregular past tense verb forms</p> <p>bought slept cut dreamt</p> <p>Use standard verb forms</p> <p>we was > we were I done > I did could of > could have</p> <p>Use precise verbs to create shades of meaning</p> <p>walk trudge stride saunter eat nibble devour munch</p>	<p>Know and use the following prepositions</p> <p>about adjacent despite except of opposite since toward upon within without</p>	<p>Understand an adverb as a single word that describes how, when or where a verb happens</p> <p>Know and use adverbs of time (when) and place (where)</p> <p>time still again soon tomorrow today</p> <p>place here there home left south upstairs</p> <p>Know and use the following linking adverbs</p> <p>also finally for example however meanwhile therefore</p>	<p>Know and use the following coordinating conjunctions</p> <p>yet</p> <p>Know and use the following subordinating conjunctions</p> <p>as soon as by the time even though once unless until</p>
						<p>Coordinate 2 or 3 adverbial phrases</p> <p>The pirates carried the treasure from the ship, over the golden sands and to the secret cave.</p>		
5	<p>Know and use the following demonstrative determiners</p> <p>that these this those</p>	<p>Use adjectives of age</p> <p>young fresh elderly ancient</p> <p>Use adjectives that describe materials</p> <p>silk bronze plastic porcelain</p> <p>Avoid pleonasm when using adjectives</p> <p>huge giant cold ice future plans white snow</p>	<p>Understand an abstract noun as concept, idea or emotion</p> <p>love terror religion friendship success</p> <p>Join 2 nouns or noun phrases with a range of prepositions to create an expanded noun phrase (a double noun phrase)</p> <p>the house by the lake that book about the Romans</p>	<p>Know and use the following relative pronouns</p> <p>that when where which who whose</p>	<p>Know and use the following modal verbs</p> <p>can could may might must shall should will would</p>	<p>Understand a preposition as a single word that joins two nouns or noun phrases (within a double noun phrase)</p>	<p>Know and use the following linking adverbs</p> <p>besides furthermore in conclusion in fact likewise similarly still</p> <p>Avoid pleonasm when using adverbs</p> <p>smiled happily shouted loudly ran quickly</p>	<p>Know and use the following coordinating conjunctions</p> <p>for</p> <p>Know and use the following subordinating conjunctions</p> <p>now that so that whatever whenever whereas wherever whoever</p>
						<p>Use prepositions to compose adverbial phrases of manner</p> <p>with great care in disgust in a fit of rage</p>		
6	<p>Know and use a range of the following quantifying determiners</p> <p>all another any both each either enough every few fewer fewest least less little many more most much neither no other several some</p>	<p>Use adjectives of origin</p> <p>local distant French Saxon</p> <p>Use adjective phrases</p> <p>a dimly lit room the beautifully painted vase our jade-winged dragon our six-page leaflet</p>	<p>Use nominalisation to create formality</p> <p>argue > argument decide > decision remove > removal total > totality</p>	<p>Know and use a range of indefinite pronouns</p> <p>another both enough less more nobody nothing plenty others several someone</p>	<p>Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)</p> <p>active Jim chased a bee around the room.</p> <p>passive The bee was chased around the room.</p> <p>Form passive verbs, using the form: to be + -ed</p> <p>was watched were carried are broken is caught</p> <p>Use phrasal verbs (verb + preposition or adverb) in informal, but not formal, writing</p> <p>informal get up ask for go in formal rise request enter</p> <p>Use the subjunctive mood in formal writing</p> <p>If I were rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he were the king.</p>	<p>Know and apply the royal order of adverbials: how > where > when</p> <p>Jim leisurely strolled around the park on Saturday morning.</p> <p>how leisurely</p> <p>where around the park</p> <p>when on Tuesday evening</p> <p>Know and use the following linking adverbs</p> <p>above all consequently in contrast instead nevertheless nonetheless otherwise subsequently</p>	<p>Know and use the following coordinating conjunctions</p> <p>nor</p> <p>Know and use the following subordinating conjunctions</p> <p>as if as long as as much as if only in case provided that since</p>	