

## Year 5 Grammar Coverage

Spelling	Sentence/ grammar Lessons
Suffixes “-ate”, “-ise”, “-ify”	Modal verbs of possibility and obligation
Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”	Embellishing simple sentences
Modal verbs	Brackets for parenthesis
Adverbs showing degrees of possibility	Commas for parenthesis
Connectives for exemplification, results and summary	Dashes/hyphens for parenthesis
Adjectives ending with “-ed”	Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i>
Relative pronouns	Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning
Indefinite pronouns	Relative clauses to add detail
Technical language	Colons
<b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>	Multi-clause sentences
	Multi-clause sentences starting with a subordinate clause and separating the subordinate clause
	Onomatopoeia
	Metaphors
	Personification
	Rhetorical questions
	Future tenses
	Moving words, phrases and clauses in a sentence to create different effects
	Editing sentences to either minimise or expand
	How to use indefinite pronouns
	Spell words with silent letters
	Explore homophones
	Use a dictionary to check spelling and meaning
	Past perfect tense
	Convert nouns or adjectives into verbs
	The birds terrify (terror) her.
	Commas to clarify meaning or avoid ambiguity in writing

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Grammar coverage taken from National Curriculum					
<b>Brackets for parenthesis</b>	Start a <b>multi-clause sentence</b> with a subordinate clause <b>and use a comma to separate the subordinate clause</b>	Developing <b>technical language</b>	<b>Editing</b> sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	<b>Metaphors</b>
<b>Dashes for parenthesis</b>	<b>Verb prefixes:</b> "dis-", "de-", "mis-", "over-" and "re-"	Spell words with silent letters	<b>Start a sentence with an expanded "-ed" clause:</b> <b>Frightened of the dark, Tom hid under the bed all night.</b>	<b>Future tense verbs</b>	<b>Rhetorical questions</b>
<b>Commas to clarify meaning or avoid ambiguity in writing</b>	<b>Suffixes:</b> converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	<b>Connectives</b> to build cohesions:  - Exemplification - Results - To summarise - To sequence	<b>Drop-in "-ed" clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	<b>Onomatopoeia</b>	<b>Personification</b>
<b>Commas for parenthesis</b>	<b>Relative pronouns:</b> <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i>	Indicating degrees of possibility using <b>adverbs:</b> <i>perhaps, surely</i>	Linking ideas across paragraphs using <b>adverbials</b> of time ( <i>later</i> ), place ( <i>nearby</i> ) and sequence ( <i>secondly</i> )	Embellishing simple sentences	Secure use of <b>multi-clause sentences</b>
<b>Colons for play scripts and to start a list</b>	<b>Relative clauses</b> to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	<b>Indefinite pronouns:</b>  <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	<b>Past perfect tense</b> When I arrived at the cinema, the film <b>had started.</b> <b>I have eaten</b> all the cakes.	Developing <b>fronted prepositional phrases</b> for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Explore homophones
<b>Speech in inverted commas</b>	Use a dictionary to check spelling and meaning	Indicating degrees of possibility using <b>modal verbs:</b> <i>might, should, will, must</i>	Convert nouns or adjectives into verbs <i>The birds terrify (terror) her.</i>		