

Year 5 Grammar Coverage

Grammar coverage					
<p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p>Brackets for parenthesis</p>	<p>Developing technical language</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p>Metaphors</p>
<p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p>Dashes for parenthesis</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p>	<p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p>Future tense verbs</p>	<p>Rhetorical questions</p>
<p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p>	<p>Commas for parenthesis</p>	<p>Connectives to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence 	<p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p>Onomatopoeia</p>	<p>Personification</p>
<p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p>	<p>Relative pronouns: <i>who, which, that, whom, whose</i></p>	<p>Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p>Colons for play scripts and to start a list</p>	<p>Secure use of compound sentences</p>
<p>Embellishing simple sentences</p>	<p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p>	<p>Speech in inverted commas</p>		

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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
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Compound sentences
	Complex 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