Year 5 grammar coverage

Grammar coverage					
Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	**Brackets for parenthesis**	Developing technical language	**Editing** sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	**Metaphors**
Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	**Dashes for parenthesis**	Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause	**Drop-in "-ed" clauses:** *Poor Tom, frightened by the fierce dragon, ran home.*	**Future tense verbs**	**Rhetorical questions**
Indicating degrees of possibility using **modal verbs**: *might, should, will, must*	**Commas for parenthesis**	**Connectives** to build cohesions: - Exemplification - Results - To summarise - To sequence	**Indefinite pronouns:** *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*	Onomatopoeia	**Personification**
Indicating degrees of possibility using **adverbs**: *perhaps, surely*	**Relative pronouns:** *who* *which* *that* *whom* *whose*	**Start a sentence** with an expanded "-ed" clause: *Frightened of the dark, Tom hid under the bed all night.*	Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)	**Colons** for play scripts and to start a list	Secure use of **compound sentences**
Embellishing simple sentences	**Relative clauses** to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Developing **fronted prepositional phrases** for greater effect: *Throughout the stormy winter…* *Far beneath the frozen soil…*	Speech in inverted commas		

Year 5 grammar coverage   Date: 2016-2017

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" – *Frightened and confused, Tom…*
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

This document is to be used in conjunction with the accompanying "Grammar progression" and "Sentence development" documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.