

## Year 5 grammar coverage

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

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| <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p> | <p>Colons</p> <p>Compound sentences</p> <p>Complex sentences starting with a subordinate clause and separating the subordinate clause</p> <p>Onomatopoeia</p> <p>Metaphors</p> <p>Personification</p> <p>Rhetorical questions</p> <p>Future tenses</p> <p>Moving words, phrases and clauses in a sentence to create different effects</p> <p>Editing sentences to either minimise or expand</p> <p>How to use indefinite pronouns</p> |
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This covers all the areas for the 2014 National Curriculum and more with each year group building on from the year before.