National Curriculum 2014

Planning Document

Appendix 2

Year 5

Vocabulary, Grammar and Punctuation

This document contains the Y5 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 5.

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Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Longthorpe's Grammar Scheme of Work

	Reading / editing writing for quality
	Progression in Punctuation
	Grammar / parts of speech
	Progression in writing / sentence structure

To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions – writing partners, critical partners, success criteria (child led)
Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later, place (e.g. nearby) and number (e.g. secondly)
To use further punctuation marks: colon, semi-colon, dashes, brackets To use punctuation marks accurately in complex sentences – 'some; others', 'irony', 'de:de sentences', 'O.(I)' , 'imagine 3 examples:'
To use punctuation effectively to sign post meaning in longer and more complex sentences

To understand the difference between direct and reported speech (e.g. "She said, " I am going" and "She said she was going") e.g. through

- Finding and comparing examples from reading
- Discussing contexts and reasons for using particular forms and their effects
- Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added

To understand the basic conventions of standard English and consider when and why standard English is used:

- agreement between nouns and verbs – formal letters
- consistency of tense and subject - arguments
- avoidance of double negatives
- avoidance of non-standard dialect words – not using contractions

To use the term "preposition" appropriately and to understand the function of prepositions in sentences through:

- Searching for, identifying and classifying a range of prepositions
- Experimenting with substituting different prepositions and their effect on meaning

To extend knowledge, understanding and use of verbs, focussing on:

- Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. have, was, shall, will
- Forms: active, interrogative, imperative
- Person: 1st, 2nd, 3rd,

Eg. modal verbs 'might, could, should'

- Identify and classify examples from reading

- Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning

To ensure that, in using pronouns, it is clear to what or whom they refer

To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes

To be aware of the differences between spoken and written language, including:

- The need for writing to make sense away from immediate context
- The use of punctuation to replace intonation, pauses, gestures
- The use of complete sentences

To investigate clauses through:

- Identifying the main clause in a long sentence
- Investigating sentences which contain more than one clause
- Understand how clauses are connected (e.g. by combining 3 short sentences into 1)

To use connectives to link clauses within sentences and to link sentences in longer texts

To construct sentences in different ways, while retaining meaning through:

- Combining 2 or more sentences

- Re-ordering them

- Deleting or substituting words - lipograms

- Writing them in more telegraphic ways

To investigate word order by examining how far the order of words in sentences can be changed:

- Which words are essential to meaning

- Which can deleted without damaging the basic meaning

- Which words or groups of words can be moved into a different order

- Being succinct, key words, note taking

Terminology & sentence types

Modal verbs, clauses, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, colon, semi colon

'de:de sentences', emotion, word, (action)', 'O.(I)', 'if, if, if, then', '3 bad dash', 'some; others', 'personification of weather', 'irony', 'imagine 3 examples:', '2 pair sentences'