# Year 5 grammar coverage

| Grammar coverage | | | | | |
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| **Suffixes:** converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"<br><br>Autumn 1 - | **Brackets for parenthesis**<br>**Aut 2 – letter writing** | Developing technical language – Spring 2 – Descriptive passage | **Editing** sentences by either expanding or reducing for meaning and effect | Moving parts of sentences around to create different effects<br>Summer 1 – persuasive letter | **Metaphors**<br><br>**Aut 2 – character description** |
| **Verb prefixes:** "dis-", "de-", "mis-", "over-" and "re-"<br>Grammar/spellings | **Dashes for parenthesis**<br><br>**Spring 1 – Newspaper articles** | Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause Aut 2 prediction | **Drop-in "-ed" clauses:**<br>*Poor Tom, frightened by the fierce dragon, ran home.*<br>*Spring 2 – story writing* | **Future tense verbs** | **Rhetorical questions**<br>**Spring 1- Balanced arguments** |
| Indicating degrees of possibility using **modal verbs**: *might, should, will, must*<br>Aut 2 – descriptive writing | **Commas for parenthesis**<br>**Autumn 2 – story writing** | **Connectives** to build cohesions:<br><br>- Exemplification<br>- Results<br>- To summarise<br>- To sequence<br>Spring 1 – balanced arguments | **Indefinite pronouns:**<br><br>*somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*<br>summer 1 – writing predictions | **Onomatopoeia**<br><br>**Spring 1 – Diary entry** | **Personification**<br><br>**Spring 1 – Diary entry** |
| Indicating degrees of possibility using **adverbs**: *perhaps, surely*<br><br>Autumn 1 – newspaper report | **Relative pronouns:**<br>*who*<br>*which*<br>*that*<br>*whom*<br>*whose*<br>Spring 2 – Chronological report | **Start a sentence** with an expanded "-ed" clause:<br>*Frightened of the dark, Tom hid under the bed all night.*<br>*Summer 2 – white dolphin diary extract* | Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)<br><br>Autumn 1 – newspaper report | **Colons** for play scripts and to start a list<br>Summer 2 – White dolphin playscript | Secure use of **compound sentences**<br>**Summer 1 – balanced arguments** |

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| Embellishing simple sentences<br><br>Autumn 1 – diary recount | **Relative clauses** to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative<br><br>Pronoun<br>Summer 1 – descriptive paragraph | Developing **fronted prepositional phrases** for greater effect:<br>*Throughout the stormy winter…*<br>*Far beneath the frozen soil…*<br>*Spring 2 – purple lady description* | Speech in inverted commas<br><br>Autumn1 - newspaper report | | |
| **Spelling** | | | **Sentence/ grammar Lessons** | | |
| Suffixes "-ate", "-ise", "-ify"<br><br>Prefixes "dis-", "de-", "mis-", "over-" and "re-"<br><br>Modal verbs<br><br>Adverbs showing degrees of possibility<br><br>Connectives for exemplification, results and summary<br><br>Adjectives ending with "-ed"<br><br>Relative pronouns<br><br>Indefinite pronouns<br><br>Technical language<br><br>**It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Modal verbs of possibility and obligation<br><br>Embellishing simple sentences<br><br>Brackets for parenthesis<br><br>Commas for parenthesis<br><br>Dashes/hyphens for parenthesis<br><br>Expanding phrases starting with an adjective and ending in "-ed"<br>– *Frightened and confused, Tom…*<br><br>Drop-in clauses starting with an "-ed", with a comma to demarcate for meaning<br><br>Relative clauses to add detail<br><br>Colons<br><br>Compound sentences<br><br>Complex sentences starting with a subordinate clause and separating the subordinate clause<br><br>Onomatopoeia<br><br>Metaphors | | |

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| | Personification<br><br>Rhetorical questions<br><br>Future tenses<br><br>Moving words, phrases and clauses in a sentence to create different effects<br><br>Editing sentences to either minimise or expand<br><br>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.