Year 5: Levels 4B – 5C
For your weekly spellings please use the relevant spelling lists for your Literacy Skills Group.

Key Grammar Objectives
Verbs/Adverbs
• Verb prefixes (e.g. dis, de, mis)
• Indicating degrees of possibility using modal verbs
• Linking ideas across paragraphs using adverbials of time
• Linking ideas across paragraphs using adverbials of place
• Linking ideas across paragraphs using adverbials of number

Nouns/Adjectives
• Converting nouns or adjectives into verbs using suffixes
• Relative clauses beginning with who, which, where, when, whose, that
• Relative clauses beginning with an omitted relative pronoun

Grammar & Punctuation Objectives linked to English Curriculum
(Narrative 1)
• To distinguish between statements, interrogative/questions and imperative/commands sentences.
• To compose statements, interrogative/questions and imperative/commands sentences.
• To punctuate direct speech within inverted commas.
• To identify short simple sentences used for effect.

Narrative 2
• To use the past perfect form of verbs to mark relationships in time and cause. (see Curriculum glossary)

Narrative 3)
• To use commas in complex sentences to build up the pace and tension in the build up to action.
• To use simple sentences and sentence fragments to build up pace.
• To understand what a relative clause is and how it can be embedded in the main clause after the subject, e.g. The aging old man, who until yesterday was a stranger, spoke softly about his past. (It can also come after the main clause, e.g. The aging old man refused to answer his questions, which annoyed Ali.)

(Narrative 4)
• To create simple sentences and use commas in lists/between clauses to build up pace.
• To compose complex sentences, including relative clauses.
• To identify the relative pronoun in a relative clause as well as where relative pronouns have been omitted.
• To avoid using conjunctions that slow down the pace.

(Extended Narrative)
• To identify adverbial phrases used to describe action.
• To compose adverbial phrases to build up action.
• To distinguish between possessive and personal pronouns.

(Narrative – flashbacks/diary)
• To write complex sentences for description created using relative clauses.
• To use punctuation for effect e.g. full stops for sentence fragments, exclamation marks, ellipsis, commas to clarify meaning.
• To generate high level vocabulary for description.
• To punctuate speech using inverted commas.
• To use adverbials for time and place to sequence flashbacks.

(Persuasion)
• To collect and sort connectives into ‘illustrating’ and ‘additional’.
• To use illustrating connectives to provide evidence to support persuasive points.
• To use additional connectives to include more descriptions to emphasise or exaggerate.
• To use short sentences for emphasis.
• To use commas to separate clauses.
• To use exclamation marks and question marks for effect.

Report)
• To identify the reasons why brackets or dashes have been used to indicate parenthesis, rather than starting a separate sentence.
• To understand the difference between using brackets, dashes or commas to indicate parenthesis.
• To use brackets, dashes and commas to indicate parenthesis.

(Poetry)
• To generate expanded noun phrases using adjectives and prepositional phrases.
• To generate complex sentences by building upon a noun phrase. (add adjective, adverb, prepositional phrase, subordinating connective, subordinate clause)
• To use subordinating connectives to create complex sentences.
• To create complex sentences with the subordinate clause at the beginning of the sentence.

(Discussion)
• To use contrasting connectives to argue a point made or state an alternative point of view.
• To use additional connectives to expand upon points made in the paragraph.
• To use causal connectives to link cause and effect. (School hours may be lengthened by up to 2 hours a day, consequently this will affect the time allocated for marking work at the end of the day.)
• To use formal language.

(Instructions)
• To identify the use of adverbial phrases and commas to separate the phrase from the command statement.
• To use modal verbs in instructional sentences.
• To write additional information in brackets.
• To use conditional openers for additional information.

(Explanation)
• To be able to construct complex sentences with ‘cause’ and ‘effect’ clauses joined by causal connectives.
• To use the passive voice to create a formal tone.
• To illustrate a point using illustrating connectives.
• To use brackets to explain technical/lexical vocabulary.

(Recount)
• To use create complex sentences using subordinating connectives.
• To write complex sentences by adding a relative clause.
• To use a variety of sentence lengths, including short sentences to emphasise a point/emotion.
• To use rhetorical questions to address the reader.

(Non-chronological Report)
• To use expanded noun phrases to create factual descriptions.
• To use brackets to define technical vocabulary or give technical name or further explain.
• To know the difference between the passive and active voice and to write in the passive voice to aid formality.

(Narrative)
• To use brackets and dashes for parenthesis.
• To use commas in lists and semi-colons to separate complex lists when describing characters and the setting.

(Biography/recount)
• To use commas to clarify meaning or avoid ambiguity.
• To use brackets for parenthesis to add extra information.