



## *Year 5 Grammar and Punctuation Objectives*

The following table presents the requirements for Spelling, Punctuation and Grammar in Year 5. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the grammatical vocabulary through discussion and practice. All other terms in **bold** should be understood with the meanings set out in the glossary.

WORD STRUCTURE Year 5	SENTENCE STRUCTURE Year 5	TEXT STRUCTURE Year 5	PUNCTUATION Year 5	GRAMMATICAL VOCABULARY FOR PUPILS TO LEARN Year 5
<ul style="list-style-type: none"> <li>• Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</li> <li>• <b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</li> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>], place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p style="text-align: center;">(previous years and..)</p> <p style="text-align: center;"> <b>modal verb</b>  <b>relative pronoun</b>  <b>relative clause</b>  <b>parenthesis</b>  <b>bracket</b>  <b>dash</b>  <b>determiner</b>  <b>cohesion</b>  <b>ambiguity</b> </p>



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It is expected that children will understand the stated grammatical vocabulary in the right hand column and will be able to provide examples when asked.

E.g. 'Can you write a sentence with a modal verb?'

The following grammatical vocabulary from previous years should also be recapped and learnt. Children should understand the vocabulary below.

Year 1	<b>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</b>
Year 2	<b>verb, tense, past, present, future, adjective, noun, suffix, apostrophes for omission [contractions], comma, sentences:</b> statement, command, question, exclamation
Year 3	<b>word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, consonant letter, clause, subordinate clause</b>
Year 4	<b>Pronoun, possessive pronoun, adverbial, apostrophes for possession and omission</b>



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The following objectives is to aid the teaching of grammar in Year 5.

Year	GRAMMAR Objectives	Example	Grammatical Vocabulary
5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of <b>co-ordinating conjunctions</b> : 'for', 'and', 'nor', 'but', 'or', 'yet' and 'so' (FANBOYS) to write <b>compound</b> sentences and their use of other <b>subordinating conjunctions</b> to create <b>complex</b> sentences with <b>subordinate clauses</b> .	Co-ordinating conjunction Subordinating conjunction Complex sentence Compound sentence
5	Use relative clauses beginning with 'who', 'whose', 'that', 'which', 'where', 'when'	Extend children's use and knowledge of <b>subordinate clauses</b> . <i>The girl, <u>who works in the bakery</u>, is my cousin.</i> <i>A kangaroo is an animal <u>which lives in Australia</u>.</i>	Relative clause Relative pronoun



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5	Use expanded noun phrases to convey complicated information concisely	<p>The <u>blue and white salts</u> left in the basin can be placed in a jar for safe-keeping.</p> <p>The <u>herd of deer</u> we saw earlier have returned to the hillside.</p> <p>A <u>huge, oak table, with a large dish of tarts upon it</u> stood in the middle of the room.</p> <p>The <u>strict maths teacher with curly hair</u>.</p> <p>(A good test of a <b>noun phrase</b> is that the whole thing can be replaced by a <b>pronoun</b>.)</p>	Noun Phrase
5	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to <b>punctuate</b> short pauses with <b>commas</b> .	Comma
5	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use <b>phrases</b> in the same way: 'Later on...' or 'Far away...'	Adverbial



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5	Use brackets, dashes or commas to indicate parenthesis	<p>Help children to see that <b>brackets, dashes and commas</b> can all be used to indicate <b>parenthesis</b>.</p> <p>In the museum, the toys <u>(always the most popular exhibit)</u> are on display as you enter the hall.</p> <p>In the museum, the dinosaur <u>- first seen from the stairs -</u> is the largest exhibit they possess.</p> <p>In the museum, the fossils, <u>never easy to display,</u> have lights behind them.</p>	Bracket Dash Comma Parenthesis
5	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	<p>Chn need to turn <b>direct speech</b> into <b>indirect speech</b> and recognise how the writing becomes more formal.</p> <p>"I'll never admit that you're better than Arsenal," Fred growled as the Man United supporter tightened the headlock. (<b>direct speech</b>)</p> <p>Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock. (<b>indirect speech</b>)</p>	Direct speech Indirect speech



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5	Use apostrophes correctly	<p style="text-align: center;">Consolidate correct use of <b>apostrophes</b>:</p> <ol style="list-style-type: none"> <li>1. To indicate possession in <b>singular</b> or <b>plural nouns</b>: The dog's tail, cats' eyes, ..</li> <li>2. To indicate a <b>contraction</b> - taking the place of missing letter(s) I'm, don't, ...</li> </ol>	Apostrophe Contraction
5	Use modal verbs to indicate degrees of possibility	<p style="text-align: center;">Show children how we can have a hierarchy of possibility using <b>modal verbs</b>:</p> <p style="text-align: center;">I <u>may</u> go to my granny's cottage.            I <u>might</u> go to my granny's cottage.            I <u>should</u> go to my granny's cottage.            I <u>will</u> go to my granny's cottage.            I <u>must</u> go to my granny's cottage.</p>	Modal verb
5	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	<p style="text-align: center;">Consolidate children's use of dialogue, including use of speech punctuation.</p> <p style="text-align: center;">Stress differences between spoken and written speech.            E.g. Contracted forms, and slang...</p> <p style="text-align: center;">"Give me a break," sneered Tom, "You can't expect me to believe that!"            "Get off, you're hurting me," Sam told his younger brother.</p>	Inverted commas or speech marks Direct speech