

# **HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**

## **GRAMMAR AND PUNCTUATION**



**Year 5**

The table below focuses on Standard English. It also shows which concepts should be introduced in Year 5 but not necessarily when they should be completely understood.

We will ensure that the content in earlier years will be revisited in subsequent years to consolidate knowledge and build on your child's understanding. We will also go beyond the content set out here if the teachers feel that it is appropriate to do so.

The grammatical terms that pupils should learn are also set out in the table. They will learn to recognise and use the terminology through discussion and practice. All terms in bold should also be understood.

<b>Word Structure</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using suffixes (e.g. -ate; -ise; -ify)</p> <p><b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)</p>
<b>Sentence Structure</b>	<p><b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that</i>, or <i>an</i> omitted relative pronoun.</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)</p>
<b>Text Structure</b>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<b>Terminology</b>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p> <p>(see also Year 4 terminology)</p>