



Grammar coverage					
<p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p>Brackets for parenthesis</p>	<p>Developing technical language</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p>Metaphors</p>
<p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p>Dashes for parenthesis</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p>	<p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p>Future tense verbs</p>	<p>Rhetorical questions</p>
<p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p>	<p>Commas for parenthesis</p>	<p>Connectives to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence 	<p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p>Onomatopoeia</p>	<p>Personification</p>
<p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p>	<p>Relative pronouns: <i>who, which, that, whom, whose</i></p>	<p>Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p>Colons for play scripts and to start a list</p>	<p>Secure use of compound sentences</p>
<p>Embellishing simple sentences</p>	<p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i></p>	<p>Speech in inverted commas</p>		

Year 5 Grammar Coverage

Date: September 2018

		<i>Far beneath the frozen soil...</i>			
Spelling			Sentence/ grammar Lessons		
<p>Suffixes “-ate”, “-ise”, “-ify”</p> <p>Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”</p> <p>Modal verbs</p> <p>Adverbs showing degrees of possibility</p> <p>Connectives for exemplification, results and summary</p> <p>Adjectives ending with “-ed”</p> <p>Relative pronouns</p> <p>Indefinite pronouns</p> <p>Technical language</p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>			<p>Modal verbs of possibility and obligation</p> <p>Embellishing simple sentences</p> <p>Brackets for parenthesis</p> <p>Commas for parenthesis</p> <p>Dashes/hyphens for parenthesis</p> <p>Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i></p> <p>Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning</p> <p>Relative clauses to add detail</p> <p>Colons</p> <p>Compound sentences</p> <p>Complex sentences starting with a subordinate clause and separating the subordinate clause</p> <p>Onomatopoeia</p> <p>Metaphors</p> <p>Personification</p> <p>Rhetorical questions</p> <p>Future tenses</p>		

Year 5 Grammar Coverage

Date: September 2018

	Moving words, phrases and clauses in a sentence to create different effects Editing sentences to either minimise or expand How to use indefinite pronouns
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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.