

## **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 flash backs.

#### (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 questions 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.