



National Curriculum Objectives (Statutory Requirements)

Detail of content to be introduced in Year 5:

Word:

- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*]
- **Verb prefixes** [for example, *dis-, de-, mis-, over- and re-*]

Sentence:

- **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]

Text:

- Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*]

Punctuation:

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Key Knowledge:

Modal verb: A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').

Relative pronoun: A pronoun used in a relative clause (*who, that, which*).

Relative clause: A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (*who, that or which*). For example, 'He ate too many cakes, which made him feel ill'.

Parenthesis: A punctuation mark used to set a non-essential section of a sentence apart (brackets, commas and dashes can be used for this purpose).

Bracket: A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.

Dash: Used in a similar way to brackets or parentheses to set information apart in a sentence. For example, 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.

Cohesion: A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.

Ambiguity: A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark'.

Ambitious Knowledge:

Subject: The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.



	<p>Object: The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'.</p> <p>Active: A sentence written in the active voice has the subject of the sentence carrying out the main action.</p> <p>Passive: A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.</p>
<p>Prior Knowledge (Statutory Requirements): Detail of content pupils should be able to recall from Year 4:</p> <p>Word:</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] <p>Sentence:</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] <p>Text:</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Punctuation:</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials 	<p>Key Vocabulary</p> <p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>

Birklands Primary School
Year 5 Grammar Overview

