

Year 5 Grammar coverage

Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”	Brackets for parenthesis	Developing technical language	Editing sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	Metaphors
Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”	Dashes for parenthesis	Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	Future tense verbs	Rhetorical questions
Indicating degrees of possibility using modal verbs : <i>might, should, will, must</i>	Commas for parenthesis	Connectives to build cohesions: - Exemplification - Results - To summarise - To sequence	Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	Onomatopoeia	Personification
Indicating degrees of possibility using adverbs : <i>perhaps, surely</i>	Relative pronouns: <i>who</i> <i>which</i> <i>that</i> <i>whom</i>	Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)	Colons for play scripts and to start a list	Secure use of compound sentences

	<i>whose</i>				
Embellishing simple sentences	Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Speech in inverted commas		
Spelling			Sentence/ grammar Lessons		
Suffixes “-ate”, “-ise”, “-ify” Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-” Modal verbs Adverbs showing degrees of possibility Connectives for exemplification, results and summary Adjectives ending with “-ed” Relative pronouns Indefinite pronouns Technical language			Modal verbs of possibility and obligation Embellishing simple sentences Brackets for parenthesis Commas for parenthesis Dashes/hyphens for parenthesis Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i> Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning Relative clauses to add detail Colons Compound sentences		

It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Complex sentences starting with a subordinate clause and separating the subordinate clause Onomatopoeia Metaphors Personification Rhetorical questions Future tenses 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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