

Year 5 Grammar Curriculum

Punctuation	
Brackets for parenthesis	Speech in inverted commas
Dashes for parenthesis	Colons for play scripts and to start a list
Commas for parenthesis	Use of comma to clarify meaning or avoid ambiguity
Grammar	
Suffixes: converting nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Verb prefixes: 'dis-', 'de-', 'mis-', 'over-' and 're-'
Relative pronouns: who, which, that, whom, whose	Relative clauses to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun
Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	Understand the difference between main and subordinate clauses and identify them in sentences
Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil..</i>	Drop-in "-ed" clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>
Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i>	Indicating degrees of possibility using adverbs: <i>perhaps, surely</i>
Connectives to build cohesions: Exemplification Results To summarise To sequence	Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)
Future tense verbs	Secure use of compound sentences
Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Start a sentence with an expanded "-ed" clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>
Onomatopoeia	Rhetorical questions
Similes	Metaphors
Personification	Developing technical language
Embellishing simple sentences, moving parts of sentences around to create different effects and editing sentences by either expanding or reducing for meaning and effect	