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| **YEAR 5**  **AUTUMN** | | |
| **PUNCTUATION** | **GRAMMAR** | **TERMINOLOGY** |
| * Use capital letters for proper nouns (Y3) * Use apostrophes for contraction (Y2) * Use capital letters, full stops, question marks and exclamation marks correctly (Y1) * Use commas for lists (Y2) * Use brackets for parentheses (Y2) * Use inverted commas to demarcate direct speech (Y2) * Use commas alongside inverted commas to correctly punctuate speech (Y3) * Use correct capitals for I, I’ll, I’, I’d, I’m etc. (Y4) * Use colons to introduce a list (Y3) * Use commas to clarify meaning or avoid ambiguity in writing * Use an ellipsis to create a pause or tension | * Identify and use prepositions to express time and cause e.g. before, after, during, in, because of (Y3) * Use expanded noun phrases to convey complicated information concisely (Y4) * Use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, to add detail to writing (Y4) * Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] (Y4) * Use a wide range of sentence structures to add interest to writing * Be secure using in understanding basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun * Understand the term clause and phrase | * Relative pronoun * Relative Clause * Parenthesis * Bracket * Dash |
| **SPRING** | | |
| * Indicate possession by using the possessive apostrophe with plural nouns (Y4) * Know the difference between direct and reported speech (Y4) * Indicate grammatical and other features by: * Use commas to clarify meaning or avoid ambiguity in writing (Y5) * Use brackets (Y2), dashes or commas to indicate parenthesis. Know the three punctuation types and use all three appropriately | * Recognise vocabulary and structures that are appropriate for formal speech and writing * Use expanded noun phrases to convey complicated information concisely * Use modal verbs or adverbs to indicate degrees of possibility * Indicate degrees of possibility using adverbs * [for example, perhaps, surely] or modal verbs * [for example, might, should, will, must] * Revise different sentence types (questions, statements, exclamations and commands) (Y2) * Revise past, present and future tense (Y3) | * Modal verb * Parenthesis * Bracket * Adverbials of time and manner * Preposition * Word family * Prefix/Suffix * Clause, subordinate clause * Direct speech * Inverted commas * Reported speech * Adjective/adverb/verb * Noun /Proper noun * Expanded noun phrases * Tense: present, past, future * Apostrophe * Homophone * Contraction * Pronoun/Possessive pronoun |
| **SUMMER** | | |
| * Indicate grammatical and other features by: * Use brackets, dashes and / or commas to indicate parenthesis (Y5) * Use of commas to clarify meaning or avoid ambiguity (Y5) * Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence * Use semi-colons to join related clauses * Use semi-colons and colons to mark boundaries between independent clauses | * Understand how to use coordinating conjunctions * Understand how to use subordinating conjunctions (Y4) * Use fronted adverbials and commas after these (Y3) * Understand the difference between plural and possessive apostrophes (Y3) * Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item * Use subordinate clauses to add detail or context, including varied positions | * Parenthesis * Bracket/dash * Preposition * Conjunction; subordinating/ co-ordinating * Fronted adverbial/adverbial * Prefix/Suffix * Clause, subordinate clause * Direct speech * Comma * Inverted commas * Indirect/reported speech * Plural noun * Adjective/Adverb/verb * Noun/Proper noun * Expanded noun phrases * Tense: present perfect * Possessive apostrophe * Homophone |