Grammar and Punctuation – Year 5

The following table presents the requirements for Grammar and Punctuation in Year 5. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. All other terms in **bold**, although not required to learn, should be understood with the meanings set out in the glossary.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for pupils to learn
Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–*, *de–*, *mis–*, *over–* and *re–*)	**Relative clauses** beginning with *who*, *which*, *where*, *why*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **modal verbs** (e.g. *might*, *should*, *will*, *must*) or **adverbs** (e.g. *perhaps*, *surely*). Identify certainty and possibility.	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	**relative clause** **modal verb** **relative pronoun** **parenthesis** **bracket** **dash** **determiner** **cohesion** **ambiguity**

It is expected that children will understand the stated terminology in the right hand column and will be able to provide examples when asked. E.g. Could you write a sentence with a modal verb? The following terminology from previous years should also be recapped and learnt. Children should understand the terminology below.	
Year 1	**word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.**
Year 2	**verb, tense, past, present, future, adjective, noun, suffix, apostrophes for omission (contractions), comma, sentences**: -statement, command, question, exclamation
Year 3	**word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause, subordinating conjunction, co-ordinating conjunction.**
Year 4	**pronoun, possessive pronoun, adverbial, apostrophes for possession and omission, present-perfect tense**

Year 5 Glossary of Grammar, Punctuation and Spelling terms

The following glossary is to aid the teaching of spelling, grammar and punctuation in Year 5. It is not the complete glossary of terminology. The words and explanations below do not need to be learnt by pupils and is for the benefit of teachers, staff or parents. The terminology for pupils to learn in Year 5 is highlighted on the previous page.

ambiguity	Ambiguity arises when writing is not clear to one specific meaning. It is open to more than one potential meaning. Ambiguity often arises in children's writing as a mistake from incorrect punctuation. E.g. 'Let's eat Grandma.' Meaning that Grandma will be eaten. Compared to "Let's eat, Grandma." Which suggests Grandma is being invited to eat.	*Include your children when making dinner.* This can be seen as an ambiguous statement because it can be interpreted two different ways.
auxiliary verb	The auxiliary verbs are *be*, *have* and *do*, plus all the modal verbs. They can all be used to make questions and negative statements. In addition: • *be* is used in the continuous and passive • *have* is used in the perfect • *do* is used to make questions and negative statements if no other auxiliary verb is present.	*They are winning the match.* [*be* used in the continuous] *Have you finished your picture?* [*have* used to make a question, and the perfect] *No, I don't know him.* [*do* used to make a negative; no other auxiliary is present] *Will you come with me or not?* [modal verb *will* used to make a question]
bracket	Brackets can be used for parenthesis. See parenthesis.	
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different colours and underlines), and the logical relations, such as time and cause, between different parts are clear.	*A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.*

Year 5 Grammar and Punctuation including glossary

cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are: • determiners and pronouns, which can refer back to earlier words • prepositions, conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words.	*Julia's dad bought her a football. The football was expensive!* [determiner; refers us back to a particular football] *We'll be going shopping before we go to the park.* [conjunction; makes a relationship of time clear] *Where are you going? [_] To school!* [ellipsis of the expected words *I'm going*; links the answer back to the question]
dash	Dashes can be used for parenthesis. See parenthesis.	
determiner	A determiner modifies a noun, but it goes before any other modifiers (e.g. adjectives or other nouns). Some examples of determiners are: • articles (*the*, *a* or *an*) • demonstratives (e.g. *this*, *those*) • possessives (e.g. *my*, *your*) • quantifiers (e.g. *some*, *every*) • numerals (e.g. *thirty-one*)	*the best team* [article] *that pupil* [demonstrative] *Julia's parents* [possessive] *some boys* [quantifier] *eleven strong players* [numeral] Contrast: *best the team* *strong eleven players* [both incorrect, because the determiner should come before other modifiers]
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word *school* was borrowed from a Greek word *σχολή* (*skholé*) meaning "leisure".
homophone	Two different words are homophones if they sound exactly the same when pronounced.	*hear*, *here* *some*, *sum*

modal verb	Modal verbs are used to change the meaning of other verbs. They can express degrees of certainty, ability, or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*. A modal verb only has finite forms and has no suffixes (e.g. *I sing → he sings*, but not *I must → he musts*).	*I can do this maths work by myself.* *This ride may be too scary for you!* *You should help your little brother.* *Is it going to rain? Yes, it might.*
modify	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the "modifier" is normally close to the modified word.	In the phrase *primary-school teacher*: • *teacher* is modified by *primary-school* (to mean a specific kind of teacher) • *school* is modified by *primary* (to mean a specific kind of school).
morphology	A word's morphology is its internal make-up, consisting of a root word plus any changes (e.g. the addition of suffix). Dictionaries normally give only the root word.	*dogs* has the morphological make-up: *dog* + *s.*
Parenthesis	Parenthesis is the adding of extra information to a sentence, which is not vital to the sentence to make it make sense. The most common way is by using brackets. However, these bracket can also be replaced by dashes (not to be confused with a hyphens). They can also be replaced with commas, This is known as an embedded clause (also commonly known as a comma sandwich).	*My uncle Jack (who is a professional footballer) came to visit me.* *The tiger (which is commonly found in Asia) is striped for camouflage.* *The tiger - which is commonly found in Asia – is striped for camouflage.* *The tiger, which is commonly found in Asia, is striped for camouflage.* Although all 3 variations of the sentence above are correct, a decision upon which type of punctuation to use for parenthesis can be made depending upon the usage.

phrase	A phrase is a group of words that are grammatically connected. Technically speaking, they are connected because all the words in the phrase help to modify the main word of the phrase (called the "head"). If this main word is a verb, then the phrase is a clause or a sentence. Phrases can be made up of other phrases. Note: a phrase cannot contain a verb. The presence of a verb indicates that it is a clause.	*She waved to her mother.* [The main word is *mother*, a noun.] *Always cross on the zebra crossing!* [The main word is *on*, a preposition.] *Nadia waved to her mother.* [The main word is *waved*, a verb. This phrase is also a sentence.]
pronoun	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to modify them (i.e. it is harder to make their meaning more specific). In the examples, each sentence is written twice: once with pronouns (underlined), and once with nouns. The colours show where the same thing is being talked about.	***She*** *waved to* ***him****.* ***Amanda*** *waved to* ***Michael****.* ***His*** *mother is over there.* ***John's*** *mother is over there.* ***This*** *will be an overnight* ***visit****.* *The* ***visit*** *will be an overnight* ***visit****.* ***He*** *is the one* ***who*** *broke it.* ***Simon*** *is the one:* ***Simon*** *broke it.*
relative clause	A relative clause is a special type of subordinate clause that makes the meaning of a noun more specific (i.e. it modifies the noun). It does this by using a special pronoun to refer back to that noun. In the examples, the relative clauses are underlined, and the colour-coding pairs the pronouns with the nouns they refer back to. It is sometimes possible for the pronoun to refer back to the main clause as a whole, rather than referring back to a noun. It is also possible for the pronoun to be omitted.	That's the **boy** **who** lives near school. [*who* refers back to *boy*] The **prize** **that** I won was a book. [*that* refers back to *prize*] **Tom broke the game**, **which** annoyed Ali. [*which* refers back to the whole clause] The **prize** ~~**that**~~ I won was a book. [the pronoun is omitted]

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relative pronoun	Relative pronouns are used after a noun to give more information, for example when using parenthesis (see parenthesis) or for making it clear who/what we are talking about. The four relative pronouns are: who, which, that and whose. Children commonly use ***what*** as a relative pronoun. E.g. The man what invented the television. 'Whom' is technically the correct relative pronoun to use when referring to the object of a sentence. E.g. This is my sister, with ***whom*** you went to school. However, the four relative pronouns above are four that can be commonly taught in KS2.	*The man **who** invented the television.* *My dog, **which** is three years old, has gone missing.*
root word	A root word is a word which is not made up of any smaller root words, or prefixes or suffixes. When looking in a dictionary, we sometimes have to look for the root word of the word we are interested in.	*played* [the root word is *play*] *unfair* [the root word is *fair*]
Standard English	Standard English is the variety of the English language that is generally used for formal purposes in speech and writing. It is not the English of any particular region and it can be spoken with any accent.	