



# Grammar and Punctuation – Year 5

<b>Retrieve and review</b>	<b>Retrieve and review Terminology</b>
<p><b>Noun Phrase</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p><b>Adverbials:</b> Fronted adverbials with the use of a comma (e.g. Later that day, I heard the bad news.)</p> <p><b>Speech</b> Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]</p> <p><b>Apostrophe</b> Apostrophes to mark plural possession [for example, the girl's name, the girls' name]</p> <p><b>Commas</b> The use of commas after fronted adverbials</p>	<p>Noun Adjective Verb Prefix Relative pronoun Model verbs Adverbs Determiners</p>

<b>Terminology</b>	<b>Punctuation</b>
<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity Subject Object Passive Active Past simple Past perfect Past progressive Present progressive</p>	<p><b>Parenthesis:</b> Brackets, dashes or commas to indicate parenthesis</p> <p><b>Comma</b> Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Colon</b> Use of a colon to introduce a list and use of semi-colons within lists</p> <p><b>Bullet Point:</b> Punctuation of bullet points to list information</p>

<b>Word</b>	<b>Sentence</b>
<p><b>Nouns/ adjective to verbs</b> Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]</p> <p><b>Verb prefixes</b></p>	<p><b>Relative clause</b> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p><b>Adverbs and modal Verbs</b></p>

<p>Verb prefixes [for example dis-, de-, mis-, over-, and re- )</p> <p><b>Synonyms and Antonyms</b> How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p><b>Tenses –simple, perfect and progressive</b> Use verb tenses consistently and correctly throughout their writing. (<i>simple, perfect, continuous</i> (also known as <i>progressive</i>), and <i>perfect continuous</i>. The perfect aspect is formed using the verb <i>to have</i>, while the continuous aspect is formed using the verb <i>to be</i>.)</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p><b>Passive and active voice</b> Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house vs The window in the greenhouse was broken(by me)]</p>
<p><b>Text</b></p> <p><b>Devices</b> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p><b>Linking paragraphs</b> 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]</p>	

