

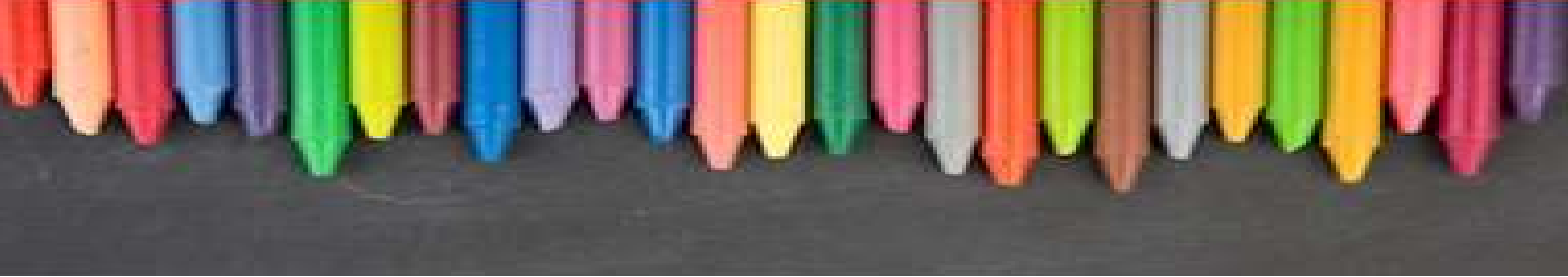
A pocket guide to...

adverb apostrophe clause
determiner fronted adverbial
modal verb noun phrase prefix
present perfect pronoun root
word sentence subjunctive
suffix superlative tense verb

Y5 Grammar



Mundy C of E Junior School



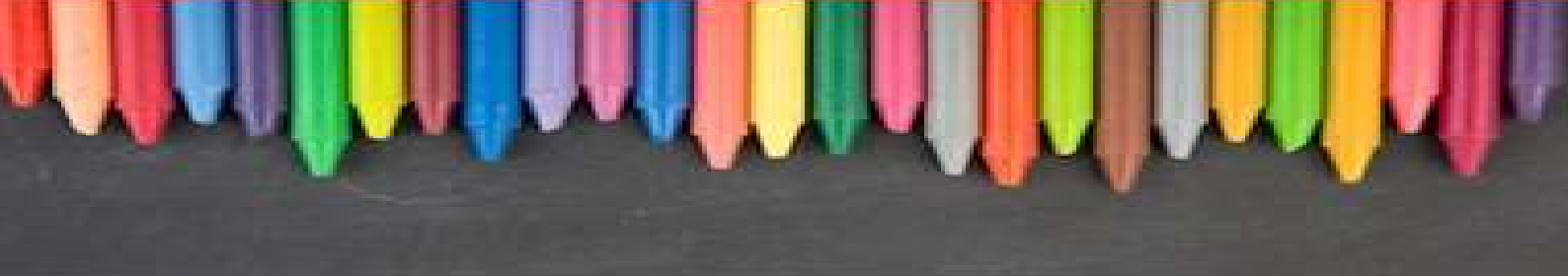
Introduction

The current National Curriculum (2014) has a much higher emphasis on children knowing and using grammar terminology. We know that many children go home and discuss their learning. From the feedback we have received, we hear that it would be useful to have a 'pocket guide' to enable these conversations to be more meaningful between all parties involved.

We hope you will use these guides to support your conversations and to help our children develop their understanding and use of grammar. These 'pocket guides for grammar' are designed to be read in order, starting at Year 3. Therefore, by the time you have all four guides, you will have all the terminology used at school.

As always, your feedback is valued – please let Mr Wainwright know if you have any comments or suggestions about these guides.

Thank you once again for continuing to support us with your child's learning. By working together, we can make the greatest difference!



Key Things from Previous Years

Here are some of the most important things that Year 5 children need to know and remember from previous years:

Nouns: These are often known as 'naming' words. They name people, animals, places or things.

Examples: Lucy, cat, beach, table, teacher.

Common nouns: Describes a class of objects, which do not need a capital letter

Examples: table, dog, pencil.

Collective nouns: A noun which relates to a group of nouns

Examples: team, herd, class.

Proper nouns: A noun which names a particular person, place or thing.

Examples: John, Thursday, England. These always need a capital letter.

Adjectives: Describe or give more information about a noun.

Examples: bright, tired, dangerous, useless, hungry.

Verbs: These are often known as "action" words. They describe what a person or thing is doing or being.

Examples: climb, bounce, write, hope, is, was.

Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how, when, where, why** or **how often** something is happening.

Examples: carefully (how) immediately (when) downstairs (where) therefore (why) always (how).

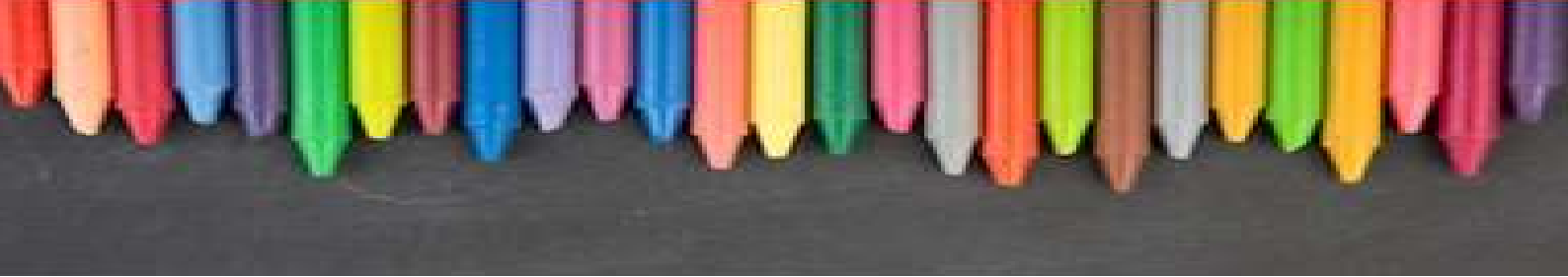
Conjunctions: Connect words and ideas within a sentence. They link two or more parts of a sentence together.

Examples: I bought a loaf of bread **and** a bottle of milk.

Although Ben hated heights, he boarded the plane.

Apostrophes for Possession: The apostrophe is used to show that something belongs to someone or something.

Examples: The lady's hat. Dad's eyes. The child's work.



Apostrophes for Omission: The apostrophe is used to take the place of missing letters in a **contraction** (two words squished together).

Examples: could not -> couldn't (apostrophe replaces the o of not)
they are -> they're (apostrophe replaces the a of are)

Year 5 Grammar Skills

Linking ideas using adverbs and adverbials

Remember an adverb or adverbial tells you **when, where, how, why or how often** something happens. The children will be learning to use these to help create links between ideas in their writing.

Example 1:

Later that night, the three boys crept **back outside**.

Later that night is an adverbial telling you **when** they crept. It links to a previous sentence that would have been about what happened earlier that night.

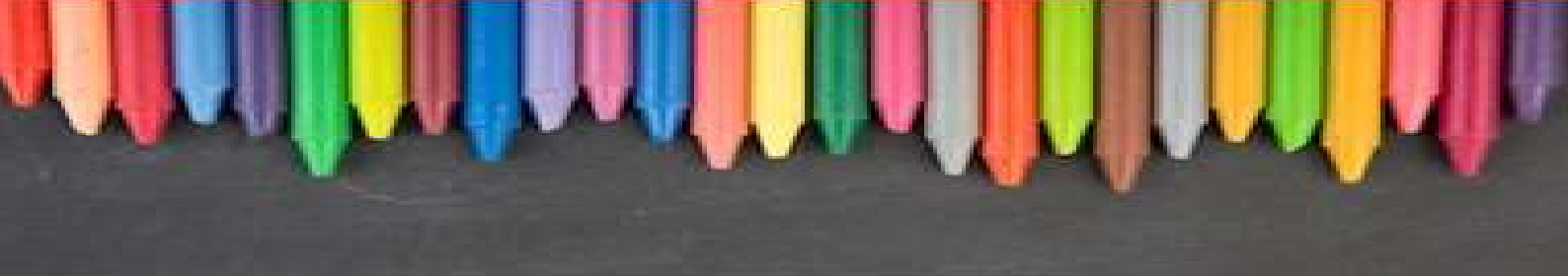
back outside is an adverbial telling you **where** they crept. It suggests that they were outside earlier too so it makes another link to previous ideas.

We are particularly interested in using 'Fronted Adverbials' (adverbials at the start of a sentence) as this creates a really clear link to previous ideas and points. They are always followed by a comma.

Example 2:

In addition to reducing traffic, cycling also has significant health benefits to consider.

In addition to reducing traffic is an adverbial telling you **where** the new idea fits within the argument. It makes a clear link back to the previous point and makes it easier for the reader to follow the argument.



Modal Verbs and Adverbs to show possibility

These are useful when either trying to be persuasive, commanding or fair and balanced. Here are some examples:

Modal verbs: *should, would, could, can, may, might, will, must*

Adverbs: *surely, possibly, sometimes, never, perhaps, unlikely*

Persuasive – *Surely you would want to see your child happy.*

Balanced - *Perhaps we could explore other options.*

Commanding – You *must never* enter that place.

Relative Clauses to add relevant detail

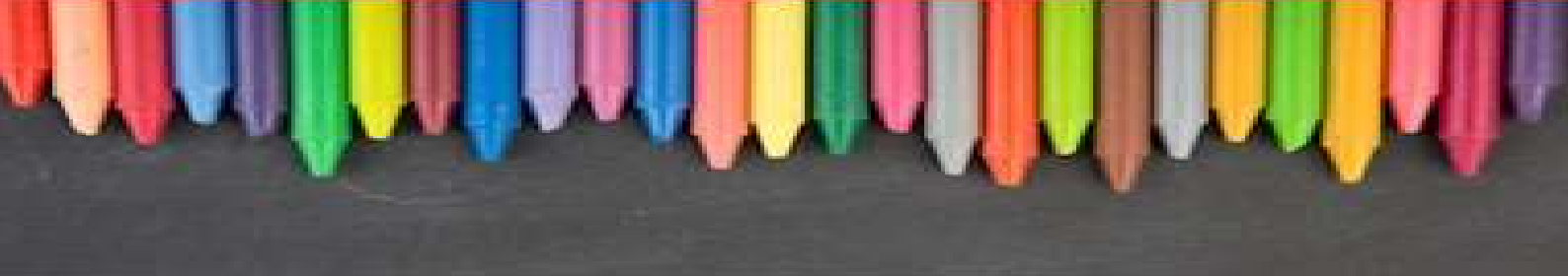
A relative clause is a **type of subordinate clause**, which means it is part of a sentence that doesn't make sense by itself – it needs to sit alongside a **main clause** to make sense – see below:

Mrs. Anderson smiled because the children were working so hard.

Mrs. Anderson smiled is the main clause as it makes sense on its own.

Because the children were working so hard is the subordinate clause as it only makes sense when put with the main clause. By itself it doesn't make sense.

A **relative clause** is a subordinate clause, which adds detail to a noun within a sentence. They are introduced by **relative pronouns** – *Who, whom, whose, which* or *that*.



Example 1:

The old building, which had once been a busy factory, was now empty.

Main clause = *The old building was now empty* makes sense by itself so it is the main clause.

Relative clause = *which had once been a busy factory* – This does not make sense by itself but gives extra detail about the noun 'building'. It has been sandwiched into the middle of the main clause so that it is immediately after the noun it is describing (the building).

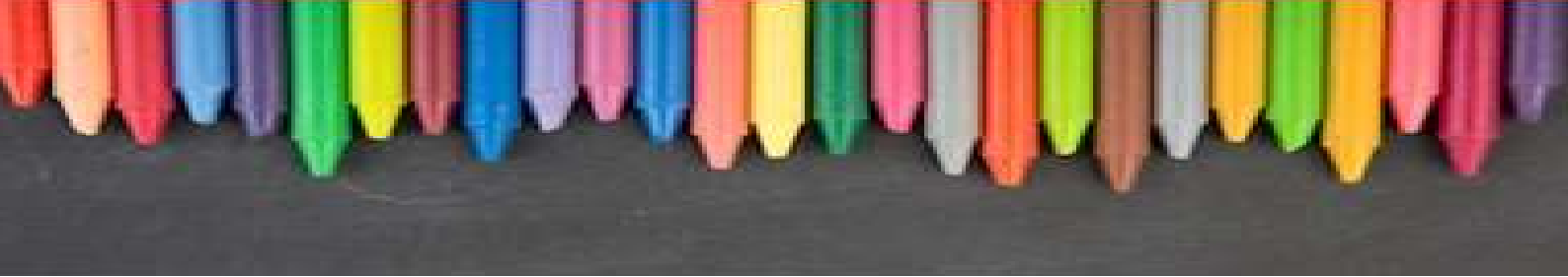
This is called an **Embedded Relative Clause** and it uses **commas** to separate itself from the main clause.

Example 2:

I quickly apologised to the lady, who was looking very angry indeed.

Main clause = *I quickly apologised to the lady* – This makes sense by itself so it is the main clause.

Relative clause = *who was looking very angry indeed* – This does not make sense by itself but gives extra detail about the noun 'lady'. It has added after the noun and sits at the end of the sentence.



Y5 Punctuation

In addition to punctuation taught in previous years, children in Year 5 should also be able to use parenthesis.

A **parenthesis** is additional information added into a sentence as an explanation or an afterthought. A parenthesis can be shown using a pair of brackets, two commas, or two dashes.

Brackets, commas and dashes.

Brackets, commas and dashes can surround extra information that is added to a sentence. The information within this punctuation can be removed without changing the meaning of the sentence.

Brackets:

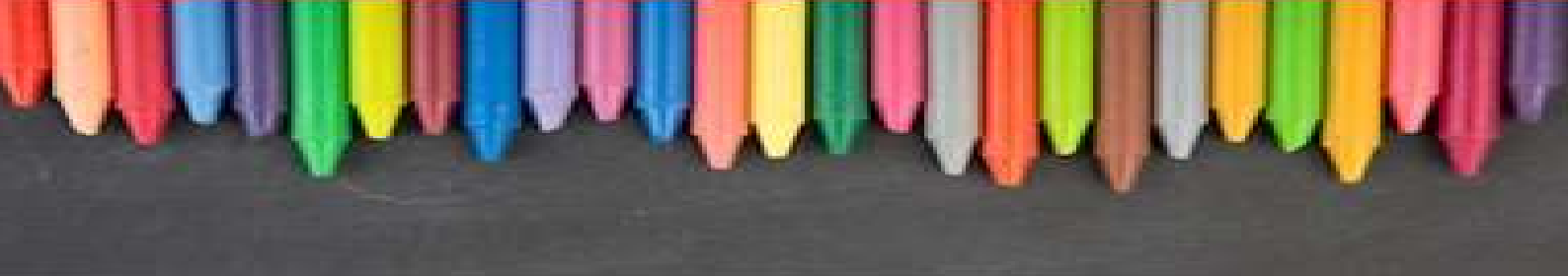
Example: Darcey Bussell (a judge on Strictly Come Dancing) is a Dame.

Commas:

Example: Dinosaurs, a creature now extinct, were a type of reptile.

Dashes:

Example: My brother – who thinks he's really cool – never brushes his hair.



Terminology for children

In addition to terminology taught in previous years
(see our grammar pocket guides for Years 3 and 4)

Term	Explanation
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation, possibility, ability or permission. e.g. should, might, can, may.
Relative pronoun	A pronoun used in a relative clause. E.g. who, that, which.
Relative clause	A type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun. E.g. He ate too many cakes, <u>which</u> made him feel ill.
Parenthesis	The addition of non-essential information to a sentence. Can be indicated by brackets, commas or dashes.
Colon	A punctuation mark used in a sentence to indicate that something is about to follow, such as a list, an example or a quotation.
Semi-colon	A punctuation mark used in a sentence to separate major sentence elements. It can be used between two closely related independent clauses, provided that they are not already joined by a coordinating conjunction.
Cohesion	A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.
Ambiguity	A sentence has ambiguity if it could be open to more than one meaning.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action. E.g. The family boarded the plane.
Passive voice	When the subject of the sentence is having something done to it – e.g. The plane was boarded by the family.
Embedded clause	A clause used in the middle of another clause – usually marked by commas. E.g. The man, walking along with his dog, whistled a tune.