

Radleys Primary School

# National Curriculum 2014 Planning Document



Y5

## Vocabulary, Grammar and Punctuation Appendix

This document contains the Y5 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 5.

| <i>Year 5: Detail of content to be introduced (statutory requirement)</i> |  |
|---|--|
| <b>Word</b>   | Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ]<br><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ]   |
| <b>Sentence</b>   | <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun<br>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]  |
| <b>Text</b>   | Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]<br>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before] |
| <b>Punctuation</b>  | Brackets, dashes or commas to indicate parenthesis<br>Use of commas to clarify meaning or avoid ambiguity  |
| <b>Terminology for pupils</b>   | modal verb, relative pronoun<br>relative clause<br>parenthesis, bracket, dash<br>cohesion, ambiguity   |