

Year 5

Grammatical Terminology to teach

Year 4 review determiner, pronoun, possessive pronoun, adverbial

Year 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Autumn 1 Supporting Spelling: Composition: Transcription: Writing Grammar: Punctuation: Oracy: text/s: outcomes: Planning: • spell some • using • use the • use a words with commas after diagonal and thesaurus noting and Legend 'silent' letters fronted developing horizontal strokes that Biography adverbials initial ideas, converting • use drawing on are needed to nouns or knowledge of • indicating join letters and Recount adjectives into reading and morphology verbs possession by research where understand and etymology using the which letters, necessary Poetry - nature in spelling and • verb prefixes possessive when adjacent inspired understand Draftina: to one another. apostrophe that the devices to with singular • selecting are best left **National** spelling of and plural build cohesion. appropriate unjoined Poetry Day some words including grammar and nouns needs to be adverbials of vocabulary • increase the time, place and legibility, learnt specifically, as number • in narratives, consistency listed in describing and quality of Appendix 1 settings, their handwriting characters • apply simple spelling rules write from using further and guidance organisational memory simple



	from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words		Autu	mn 2	and presentational devices to structure text and to guide the reader Editing: • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing • proofread for spelling and punctuation errors, using the Brecknock Marking code	sentences, dictated by the teacher, that include words and punctuation taught so far.	
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Supporting text/s:	• continue to distinguish between homophones and other	• using expanded noun phrases to convey complicated	• using commas to clarify meaning or avoid ambiguity in	Oracy:	Composition: Planning: • noting and developing initial ideas, drawing on	• use the diagonal and horizontal strokes that are needed to	Writing outcomes: •Writing in role •Missing scene •Information



words which are often concisely • use further prefixes and suffixes and understand the guidance for adding them • use • use spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use • use further prefixes and suffixes and refreshers where prefixes to mark processing the consistent and concisely • using the perfect form of verbs to mark or where to make so or commas to rimidicate grammar and vocabulary • using relative clauses • using further organisational and made the teacher, that include words and presentational devices to structure text and to guide the reader • apply simple spelling rules and guidance from Appendix 1 • apply simple spelling rules and guidance from Appendix 1 • use dictionaries to check the							
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• use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple send guidance from Appendix 1 as set out in the Home Learning overview • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use throughout a dashes or commant to be relative parenthesis • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use dictionaries to the learning overview • use dictionaries to the relative promoun to commant to indicate parenthesis • use dictionaries to the verbs to mark relationships of time and cause grammar and vocabulary • using relative appropriate grammar and vocabulary • in narratives, describing settings, characters and atmosphere • write from • using further organisational and presentational devices to a structure text and to guide the reader • write from • of th	Clockwork 500	confused		• using	necessary	which letters,	•Poetry -
prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to in the Home Learning overview • using relative clauses beginning with who, which, whore, when, whose, that or with an implied (is parenthesis) • selecting appropriate garmmar and vocabulary • selecting appropriate garmmar and vocabulary • in narratives, describing settings, characters and atmosphere • using further organisational and atmosphere • write from on the vising further organisational and devices to structure text and to guide the reader • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Editing: • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense • use dictionaries to the mark relationships of indicate papropriate garmmar and vocabulary • in narratives, describing settings, characters and atmosphere • write from on the vising further organisational and atmosphere • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	A 18		using the	brackets,		when adjacent	kenning
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understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 • as set out in the Home Learning overview • use dictionaries to					atmosphere		
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dictionaries to throughout a							
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		спеск тпе			 piece of		



	spelling and meaning of words				writing • ensuring correct subject and verb agreement when using singular and plural • proofread for spelling and punctuation errors using the Brecknock Marking code		
	<u>, </u>		Spri	ng 1			
Supporting text/s:	Spelling:	Grammar:	Punctuation:	Oracy:	Composition:	Transcription:	Writing outcomes:
ODYSSEUS	 use further prefixes and suffixes and understand the guidance for adding them use knowledge of morphology and etymology in spelling and understand that the spelling of some words 	using expanded noun phrases to convey complicated information concisely using the perfect form of verbs to mark relationships of time and cause converting nouns or	•using and punctuating direct speech (including punctuation within and surrounding inverted commas) • using commas to clarify meaning or avoid ambiguity in writing		Planning: • noting and developing initial ideas, drawing on reading and research where necessary Drafting: • selecting appropriate grammar and vocabulary, un derstanding how such	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task	•Myth •Report - olympics •Monster - character desc •Poetry - epic



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H & W	needs to be	adjectives into		choices can	
	learnt	verbs	• using	change and	
	specifically, as		brackets,	enhance	
A THE WAY	listed in	devices to	dashes or	meaning	
Stiller Stars amount Metitanker	Appendix 1	build cohesion,	commas to		
		including	indicate	• in narratives,	
	apply simple	adverbials of	parenthesis	describing	
	spelling rules	time, place and		settings,	
	and guidance	number		characters and	
	from Appendix			atmosphere	
	1 as set out in	using relative		and	
	the Home	clauses		integrating	
	Learning	beginning with		dialogue to	
	overview	who, which,		convey	
		where, when,		character and	
		whose, that or		advance the	
	• use	with an implied		action	
	dictionaries to	(ie omitted)			
	check the	relative		• using a wide	
	spelling and	pronoun		range of	
	meaning of			devices to	
	words			build cohesion	
				within and	
				across	
				paragraphs	
				_	
				Editing:	
				• assessing the	
				effectiveness	
				of their own	
				and others'	
				writing	
				• proposing	
				changes to	
				vocabulary,	
				grammar and	
				punctuation to	



					enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural • proofread for spelling and punctuation errors using the Brecknock Marking code		
			Spri	ng 2			
Supporting text/s:	Spelling: • use further prefixes and suffixes and understand the guidance for adding them	Grammar: • using expanded noun phrases to convey complicated information	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing	Oracy:	Composition: Planning: • noting and developing initial ideas, drawing on reading and	Transcription: • choosing which shape of a letter to use when given choices and deciding	Writing outcomes: •Setting description •Information text



EXPLORER WORLD BOOK DAY 2 MARCH 2023	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview use dictionaries to check the spelling and meaning of words	 using modal verbs or adverbs to indicate degrees of possibility converting nouns or adjectives into verbs devices to build cohesion, including adverbials of time, place and number using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	• using brackets, dashes or commas to indicate parenthesis		research where necessary Drafting: • selecting appropriate grammar and vocabulary, un derstanding how such choices can change and enhance meaning • in narratives, describing settings and atmosphere • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader Editing:	whether or not to join specific letters • choosing the writing implement that is best suited for a task	●Persuasive text (rivers sustainability) ●WBD narrative
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		• assessing the effectiveness of their own and others' writing	
		• proposing changes to vocabulary, grammar and punctuation to enhance	
		 effects and clarify meaning ensuring correct subject and verb agreement 	
		when using singular and plural •distinguishing between the	
		language of speech and writing and choosing the appropriate register	
		• proofread for spelling and punctuation errors using the Brecknock Marking code	



			Sum	mer 1			
Supporting text/s: SPACE NARNIA Highwayman Highwayman	• use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview	Grammar: • using the perfect form of verbs to mark relationships of time and cause • converting nouns or adjectives into verbs • devices to build cohesion, including adverbials of time, place and number • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	Oracy:	Planning: • noting and developing initial ideas, drawing on reading and research where necessary Drafting: • selecting appropriate grammar and vocabulary, un derstanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and	Transcription: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	Writing outcomes: •Discussion text •Fantasy story •Poetry - figurative



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			advance the		
• use			action		
dictionaries to			dellon		
check the			• précision		
spelling and			longer		
spenning and					
meaning of			passages		
words					
			• using a wide		
			range of		
			devices to		
			build cohesion		
			within and		
			across		
			paragraphs		
			Editing:		
			 assessing the 		
			effectiveness		
			of their own		
			and others'		
			writing		
			9		
			• proposing		
			changes to		
			vocabulary,		
			grammar and		
			punctuation to		
			enhance		
			effects and		
			clarify meaning		
			. 19		
			•distinguishing		
			between the		
			language of		
			speech and		
			writing and		
			choosing the		
			appropriate		



					register • proofread for spelling and punctuation errors using the Brecknock Marking code		
			Sumi	mer 2			
Supporting text/s:	Spelling: • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning	Grammar: • using modal verbs or adverbs to indicate degrees of possibility • using the perfect form of verbs to mark relationships of time and cause • converting nouns or adjectives into verbs • devices to build cohesion, including adverbials of time, place and	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	Oracy:	Composition: Planning: • noting and developing initial ideas, drawing on reading and research where necessary Drafting: • selecting appropriate grammar and vocabulary, un derstanding how such choices can change and enhance meaning • in narratives, describing	Transcription: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	Writing outcomes: •Playscript •Myth •Non-chron. Report •Discussion text



overview	number	settings,
		characters and
	• using relative	atmosphere
	clauses	and
	beginning with	integrating
	who, which,	dialogue to
	where, when,	convey
	whose, that or	character and
	with an implied	advance the
	(ie omitted)	action
	relative	detion
	pronoun	• précision
	Proficult	longer
		passages
		• using a wide
		range of
		devices to
		build cohesion
		within and
		across
		paragraphs
		Editing:
		• assessing the
		effectiveness
		of their own
		and others'
		writing
		• proposing
		changes to
		vocabulary,
		grammar and
		punctuation to
		enhance
		effects and
		clarify meaning
		Clarify meaning



	•distinguishing between the language of speech and writing and choosing the appropriate register	
	• proofread for spelling and punctuation errors using the Brecknock Marking code	