



# Coplestone Primary School

## A Guide to English in Year 5

In Year 5, children will work on making sure their writing flows well and ideas link cohesively across paragraphs. They will be introduced to relative clauses beginning with relative pronouns. Children will build on their knowledge of adverbials to indicate a degree of possibility. Children will also be introduced to new punctuation. A greater emphasis is placed on children selecting vocabulary and grammar which impacts on their reader.

By the end of Year 5, children will be able to use a range of sentence structures and will be familiar with the following terminology:

### Writing composition, punctuation and grammar

Objective	Glossary
<b>I can use commas to clarify meaning</b>	<p><b>comma ,</b></p> <ul style="list-style-type: none"><li>• A punctuation mark used to indicate where the adverbial ends at the front of the sentence. The comma is placed before the verb e.g. Yesterday, I went to the park.</li></ul> <p><b>commas to clarify meaning</b></p> <ul style="list-style-type: none"><li>• Understanding that placing a comma in the sentence can change the meaning e.g. 'Let's eat, Grandma!' or 'Let's eat Grandma!'</li></ul>
<b>I can use a hyphen</b>	<p><b>hyphen -</b></p> <ul style="list-style-type: none"><li>• A punctuation mark used to link and join words, and often used to make meaning clear in sentences e.g. twenty-seven, brother-in-law, man-eating, long-legged</li></ul>
<b>I can use a colon to introduce a list</b>	<p><b>colon :</b></p> <ul style="list-style-type: none"><li>• A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list e.g. I need three things from the shop: milk, eggs and bread.</li></ul>

<p><b>I can use brackets, dashes or commas to indicate parenthesis</b></p>	<p><b>parenthesis</b></p> <ul style="list-style-type: none"> <li>• A word, phrase or sentence that is put in writing as extra information or an afterthought. If the parenthesis is taken away, the passage would still be complete without it</li> </ul> <p><b>brackets ( )</b></p> <ul style="list-style-type: none"> <li>• Punctuation to add information to a sentence that isn't essential. The sentence will still make sense without the added information, but it usually brings something extra, or interesting, to the sentence</li> </ul> <p><b>dash -</b></p> <ul style="list-style-type: none"> <li>• Punctuation that can be used instead of brackets or a colon. Used to mark out extra information or add drama to the end of a sentence</li> </ul> <p><b>comma ,</b></p> <ul style="list-style-type: none"> <li>• Used to mark a slight break between different parts of a sentence, or to separate clauses in order to make writing more succinct</li> </ul>
<p><b>I can use bullet points</b></p>	<p><b>bullet point •</b></p> <ul style="list-style-type: none"> <li>• Punctuation used to set out information in a list of points, which may be phrases, words or short sentences</li> </ul>
<p><b>I can use modal verbs</b></p>	<p><b>modal verbs</b></p> <ul style="list-style-type: none"> <li>• A special verb which affects the other verbs in the sentence by showing obligation, possibility, ability, or permission e.g.        You <u>should</u> do your homework.        I <u>might</u> have pizza for tea.        You <u>can</u> ride a bike now.        You <u>may</u> go out now.</li> </ul>
<p><b>I can use adverbs to indicate degrees of possibility</b></p>	<p><b>adverbs of possibility</b></p> <ul style="list-style-type: none"> <li>• Tell us how likely something is to happen e.g.        certainly, definitely, obviously, surely, clearly, probably, possibly, maybe, perhaps</li> </ul>
<p><b>I can use relative clauses</b></p>	<p><b>relative clause</b></p> <ul style="list-style-type: none"> <li>• A specific type of subordinate clause that adapts, describes or modifies a noun        Relative clauses add information to sentences by using a <b>relative pronoun</b></li> </ul>

<p><b>I can use a relative clause</b></p> <p><b>I can use a relative pronoun</b></p>	<p><b>relative pronoun</b></p> <ul style="list-style-type: none"> <li>Relative pronouns vary depending on the person they refer to e.g. <ul style="list-style-type: none"> <li><b>who</b> refers to a person or people</li> <li><b>which</b> refers to a thing, a place, or animals</li> <li><b>that</b> refers to a thing, a place, or a person</li> <li><b>when</b> refers to a time</li> <li><b>where</b> refers to a place</li> </ul> </li> </ul> <p><b>relative clause</b></p> <ul style="list-style-type: none"> <li>Can be used as a subordinate clause or an embedded clause (placed in the middle of the sentence) e.g. <ul style="list-style-type: none"> <li>She lives in Exeter, <u>which</u> is a cathedral city.</li> <li>Mallorca, <u>where</u> we go on holiday, is a Spanish island.</li> </ul> </li> </ul>
<p><b>I can use the perfect form of verbs</b></p>	<p><b>verb forms</b></p> <ul style="list-style-type: none"> <li>The 'perfect' tenses are usually used to talk about actions that are completed by the present or a particular point in the past or future</li> </ul> <p><b>present perfect</b></p> <ul style="list-style-type: none"> <li>Describes actions that are completed at an unspecified time before this moment. 'Have' or 'has' are used with the past participle of the main verb e.g. <ul style="list-style-type: none"> <li>I <u>have</u> cycled two miles already.</li> <li>She <u>has</u> started to feel ill in the last few hours.</li> </ul> </li> </ul> <p><b>past perfect</b></p> <ul style="list-style-type: none"> <li>Is used to talk about actions that were completed before some point in the past. <ul style="list-style-type: none"> <li>'Had' is used with the past participle of the main verb e.g. <ul style="list-style-type: none"> <li>The film was boring because I <u>had</u> already seen it.</li> <li>I <u>had</u> just finished cooking dinner when my guests arrived.</li> </ul> </li> </ul> </li> </ul> <p><b>future perfect</b></p> <ul style="list-style-type: none"> <li>Used for actions that will be completed before some other point in the future. It relies on the word 'will' to indicate that something will happen in the future e.g. <ul style="list-style-type: none"> <li>I will go to the park tomorrow.</li> <li>Kate will start university in September.</li> </ul> </li> </ul>

## Spelling

Objective	Glossary
<b>I understand the rules for adding prefixes and suffixes</b>	<p><b>root word</b></p> <ul style="list-style-type: none"><li>• A root word has no prefix or suffix - it's the most basic part of a word</li></ul> <p><b>prefix</b></p> <ul style="list-style-type: none"><li>• A string of letters that is added to the beginning of a root word to change its meaning. In Year 5, children learn how prefixes modify verbs. The prefixes learnt in Year 5 are: 'dis', 'de', 'mis', 'over' and 're'</li></ul> <p><b>suffix</b></p> <ul style="list-style-type: none"><li>• A string of letters that go at the end of a root word, changing or adding to its meaning. The suffixes learnt in Year 5 are: 'ate', 'ise', 'ify', 'ant/ance', 'ent', 'ence/ency', 'able/ably', 'ible/ibly'</li></ul>
<b>I can spell words with silent letters</b>	<p><b>silent letters</b></p> <ul style="list-style-type: none"><li>• Letters whose presence cannot be predicted from the pronunciation of the word e.g. knight, gnome, island, doubt, lamb, solemn, listen, tongue</li></ul>
<b>I can distinguish between homophones and other words which are often confused</b>	<p><b>homophones</b></p> <ul style="list-style-type: none"><li>• Words that sound the same but have different meanings</li></ul> <p>Some have different spellings and meanings but sound the same e.g. there/their/they're</p> <p>Some are spelt the same but have different meanings e.g. 'fair' (Let's go to the fair! / That's not fair)</p>

<p><b>I can use knowledge of morphology and etymology in spelling</b></p>	<p><b>morphology</b></p> <ul style="list-style-type: none"> <li>• The study of words, how they're formed and their relationship with other words in the same language</li> </ul> <p><b>etymology</b></p> <ul style="list-style-type: none"> <li>• The study of the true meaning of words. Examples of etymology being useful are knowing that some words with 'ch' are pronounced 'sh'. These are often of French origin e.g. machine, chef, brochure.</li> </ul> <p>Etymology is a great way for children to improve their spelling and pronunciation of words</p>
<p><b>I can spell some of the Year 5/6 common exception words</b></p>	<p><b>common exception words</b></p> <ul style="list-style-type: none"> <li>• Words in which the English spelling code works in an unusual or uncommon way. They may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way</li> <li>• Years 5 and 6 has their own set of common exception words to learn</li> </ul>
<p><b>I can apply the spelling rules taught in Year 5</b></p>	<p><b>spelling rules</b></p> <ul style="list-style-type: none"> <li>• Children will be taught guidelines or 'rules' to help them spell accurately</li> <li>• Children have access to Spelling Shed online to support them in their practising of spellings at home</li> </ul>

## Handwriting

<p><b>I can write legibly, fluently and with increasing speed</b></p>	<p><b>legibly &amp; fluently</b></p> <ul style="list-style-type: none"><li>• Letters should be mostly joined, with ascenders and descenders correctly placed.</li></ul> <p><b>ascender</b></p> <ul style="list-style-type: none"><li>• The upwards part of a letter that exceeds the main line of writing. Lower case letters that have ascenders are:</li></ul> <p><i>b, d, f, h, i, j, k, l, t</i></p> <p><b>descender</b></p> <ul style="list-style-type: none"><li>• The portion of a letter that extends below the writing line. Lower case letters that have descenders are:</li></ul> <p><i>f, g, j, p, q, y</i></p>
<p><b>I show that I know which letters are best left unjoined</b></p>	<p><b>possible unjoined letters</b></p> <ul style="list-style-type: none"><li>• children may choose not to join <i>q</i> <i>x</i> and <i>z</i></li></ul>