Year 5 Family Learning Session: Grammar

Why do you think grammar is important?

Inspiring the future

What do we teach and why?

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] 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]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Inspiring the future

SPAG SATs Paper

2022 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

14 Write the **contracted form** of the underlined words in the boxes below them.

Liam was not completely surprised at the knock on his door that

[ ]

morning. In fact, he had been waiting for this particular visitor.

[ ]

"It is good to see you," he said, opening the door.

[ ]

1 mark

19 Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

After they had been for a swim, [ ] the boys had a drink [ ]

because they were very thirsty. [ ]

1 mark

Hillside Primary School

Inspiring the future

Relative Pronoun

Relative pronouns (**who**, **which**, **where**, **that**, **when**) introduce a relative clause. They refer back to a noun or clause that we already know.

who

which

where

that

when

Relative Clause

A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.

- **James, who never does his homework, is very lazy.**

  [the extra clause tells us more about James]

- **All the chocolate pudding was gone by the time I got in to lunch, which really annoyed me.**

  [this refers to the whole previous clause about chocolate pudding]

Inspiring the future

Modal Verb

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.

Some common modal verbs are:

can **will** **shall** **must** **could** **should**

twinkl
visit twinkl.com

Inspiring the future

Adverbial Clauses and Phrases

The easy way to make a complex sentence.

Appear as a part of a sentence.

Do not make sense alone.

Tell us: how, where, when, how long or why.

For example:

With a smiling face, he accepted the award.

Adverbial phrase
Tells us HOW

Milo likes to go on holiday **where it is sunny.**

Adverbial clause
Tells us WHERE

For eight years, Kendra waited for a rescue ship.

Adverbial phrase
Tells us HOW LONG

He would not do a bungee jump **because it was too dangerous.**

Adverbial clause
Tells us WHY

Adverbial Clauses: how, where, when, how long or why.

twinkl visit twinkl.com

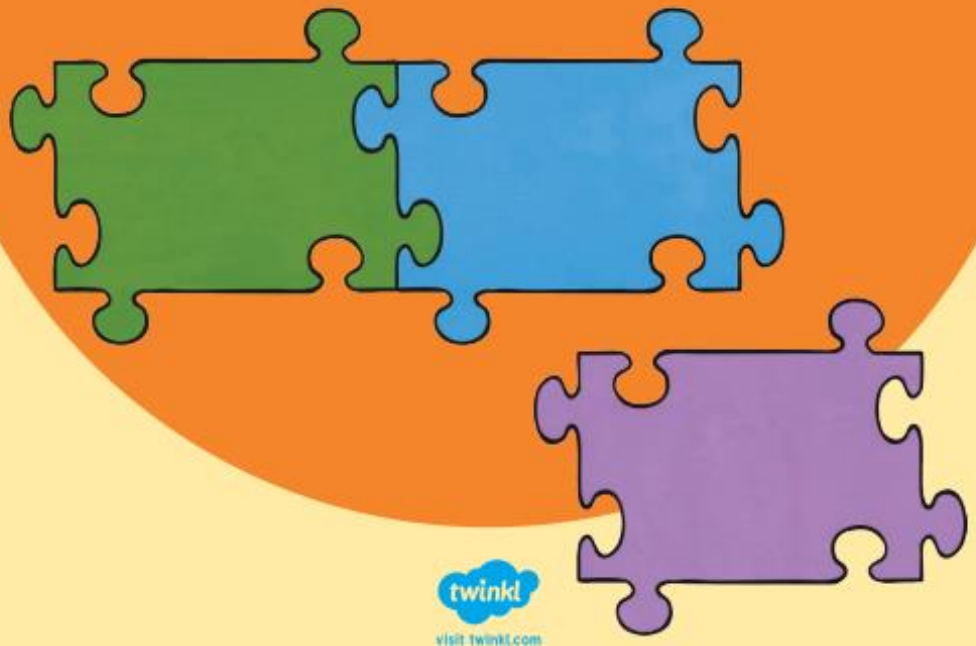
Parenthesis

We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use **brackets**, **dashes** or **commas** to separate the parenthetical information from the main sentence.

- Mrs. Jones (my teacher) works in Year 5.
- The product of four and nine —36— is a square number.
- Michael, who sits next to me, is brilliant at Art.

Cohesion

A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use **cohesive devices**, such as **connective phrases** and **determiners**, to achieve cohesion.



Inspiring the future

Task 1

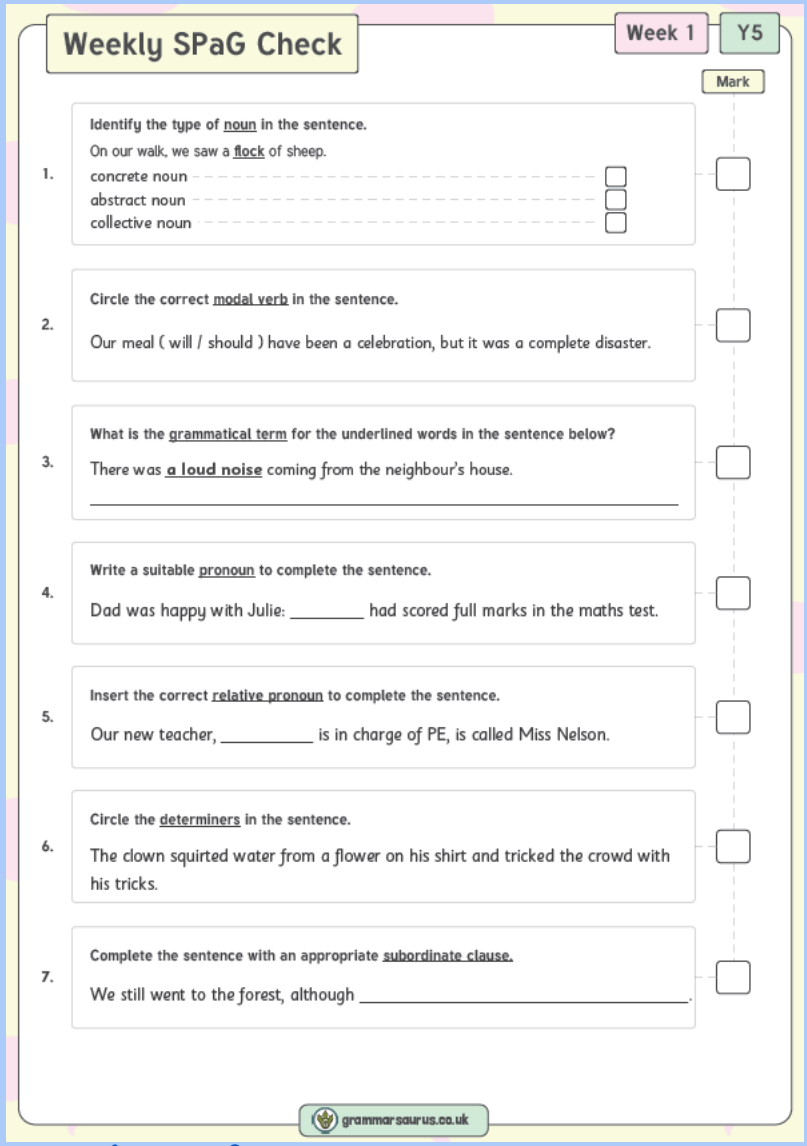
Loop card game.
Match the definition with the SPAG term.

Expanded Noun Phrase	A type of word used to connect two parts of a complex sentence e.g. AWHITEBUS **Clue:** After, when, if, though, even though, because, until, since
Subordinating Conjunctions	A tense used to show something happened in the past, usually the suffix –ed is added to the verb. **Clue:** I walked, I slept, we talked
Past Simple	A type of word used to connect words, phrases or clauses e.g. FANBOYS **Clue:** For, And, Nor, But, Or, Yet, So
Co-ordinating Conjunctions	A tense used to show something started in the past and was a continuing action, often used with the auxiliary verb 'was/were'. **Clue:** I was kicking the ball/We were kicking the ball.

Inspiring the future

Task 2

Complete the SPAG Check assessment. This is in the style of a SATs paper



Weekly SPaG Check

Week 1 | Y5

Mark

1. Identify the type of noun in the sentence.

On our walk, we saw a flock of sheep.

concrete noun ☐
abstract noun ☐
collective noun ☐

2. Circle the correct modal verb in the sentence.

Our meal (will / should) have been a celebration, but it was a complete disaster.

3. What is the grammatical term for the underlined words in the sentence below?

There was **a loud noise** coming from the neighbour's house.

_____

4. Write a suitable pronoun to complete the sentence.

Dad was happy with Julie: _____ had scored full marks in the maths test.

5. Insert the correct relative pronoun to complete the sentence.

Our new teacher, _____ is in charge of PE, is called Miss Nelson.

6. Circle the determiners in the sentence.

The clown squirted water from a flower on his shirt and tricked the crowd with his tricks.

7. Complete the sentence with an appropriate subordinate clause.

We still went to the forest, although _____.

grammarsaurus.co.uk

Inspiring the future

Task 3

Upon the weather-beaten island, sat the impressive, colossal castle with tall cylindrical towers, which had been home to many gifted witches and wizards. Surrounding this prestigious establishment was a vast lake, that held the secrets of those who perished there. As the first years glided across the water in self- rowing boats, they wondered what could lay ahead of them.

Relative Clause
Modal verb
Adverbials
Personification
Expanded noun phrase
Pronoun
Commas for clarity

How you can support your child

- Reading five times a week. Summarise a story as well as discussing any grammatical features.
- Read through any written home learning before submitting to encourage the inclusion of Year 5 grammar.

During Spring term parent teacher meeting, which are at school, you will have an opportunity to look and read your child's writing.