

Grammar in Year Five

In Year Five the children will be learning:

- To investigate word order by examining how far the order of words in sentences can be changed:
 - Which words are essential to meaning
 - Which can be deleted without damaging the basic meaning
 - Which words or groups of words can be moved into a different order
- To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes
- To construct sentences in different ways, while retaining meaning through:
 - Combining 2 or more sentences
 - Re-ordering them
 - Deleting or substituting words
 - Writing them in more telegraphic ways
- To understand the basic conventions of standard English and consider when and why standard English is used:
 - agreement between nouns and verbs
 - consistency of tense and subject
 - avoidance of double negatives
 - avoidance of non-standard dialect words
- To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions
- To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers
- To understand the difference between direct and reported speech (e.g. “*She said, “I am going”*” and “*She said she was going”*”) e.g. through
 - Finding and comparing examples from reading
 - Discussing contexts and reasons for using particular forms and their effects
 - Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added
- To use the term “preposition” appropriately and to understand the function of prepositions in sentences through:
 - Searching for, identifying and classifying a range of prepositions
 - Experimenting with substituting different prepositions and their effect on meaning
- To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list
- From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks
- To identify the imperative form in instructional writing and the past tense in recounts.

- To use this awareness when writing for these purposes
 - The need for writing to make sense away from immediate context
 - The use of punctuation to replace intonation, pauses, gestures
 - The use of complete sentences
- To use further punctuation marks: colon, semi-colon, dashes, brackets
- To use punctuation marks accurately in complex sentences
- To use punctuation effectively to sign post meaning in longer and more complex sentences
- To be aware of the differences between spoken and written language, including
- To extend knowledge, understanding and use of verbs, focussing on:
 - Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will
 - Forms: active, interrogative, imperative
 - Person: 1st, 2nd, 3rd,
 - Identify and classify examples from reading
 - Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning
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- To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: “*police shot man with knife*”, “*nothing acts faster than Anadin*”, “*baby changing room*”
- To ensure that, in using pronouns, it is clear to what or whom they refer
- To investigate clauses through:
 - Identifying the main clause in a long sentence
 - Investigating sentences which contain more than one clause
 - Understand how clauses are connected (eg by combining 3 short sentences)
- To use connectives to link clauses within sentences and to link sentences in longer texts

If you are interested in seeing what the children are learning in other year groups please visit our school website where you can access the full St. Andrew’s CE Primary School GRAMMAR Scheme of Work.