Vocabulary, Grammar and Punctuation Appendix

Year 5



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.

| Year 5: Detail of content to be introduced (statutory requirement) | |
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| **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 |