

Year 5



Grammar Guide

A guide to the key grammar skills and terminology that your child will be learning this year with examples and practice questions to help you support them at home.

Key Things from Previous Years

Here are some of the most important things that Year 5 children need to know and remember from previous years:

Nouns: These are often known as “naming” words. They name people, animals, places or things.

Examples: Lucy cat beach table teacher

Adjectives: Describe or give more information about a noun

Examples: bright tired dangerous useless hungry

Verbs: These are often known as “action” words. They describe what a person or thing is doing or being.

Examples: climb bounce write hope is was

Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how, when, where, why** or **how often** something is happening.

Examples: carefully (how) immediately (when) downstairs (where) therefore (why) always (how).

Sentence Example:

Adjective Noun Verb Adverb

The frightened rabbit jumped backwards.

Practice Question: Label the noun (a), adjective (b), verb (c)

and adverb (d) in the following sentence:

Eventually, the grumpy boys returned.

Conjunctions: Connect words and ideas within a sentence. They link two or more parts of a sentence together.

Examples

I bought a loaf of bread **and** a bottle of milk.

I wanted to play outside **but** it was raining heavily.

When school had finished, the girls rushed home impatiently.

Although Ben hated heights, he boarded the plane.

Practice Question: Find a conjunction that could link these.

two ideas together in a sentence:

Rosie ate breakfast

it was time to go school

Apostrophes for Possession and Omission

Apostrophes for Possession: The apostrophe is used to show that something belongs to someone or something.

Examples: The lady's hat Dad's eyes The child's work

Apostrophes for Omission: The apostrophe is used to take the place of missing letters in a **contraction** (two words squished together).

Examples: couldn't (apostrophe replaces the o of not)

They're (apostrophe replaces the a of are)

She'll (apostrophe replaces the wi of will)

Practice Question: Where should the three missing apostrophes go in the following sentence?

Sarahs brother couldnt help but laugh even though he knew shed

Year 5 Grammar Skills

Linking ideas using adverbs and adverbials

Remember an adverb or adverbial tells you **when, where, how, why** or **how often** something happens. The children will be learning to use these to help create links between ideas in their writing.

Example 1:

Later that night, the three boys crept back outside.

Later that night is an adverbial telling you **when** they crept. It links to a previous sentence that would have been about what happened earlier that night.

back outside is an adverbial telling you **where** they crept. It suggests that they were outside earlier too so it makes another link to previous ideas.

We are particularly interested in using 'Fronted Adverbials' (adverbials at the start of a sentence) as this creates a really clear link to previous ideas and points.

Example 2:

In addition to reducing traffic, cycling also has significant health benefits to consider.

In addition to reducing traffic is an adverbial telling you **where** the new idea fits within the argument. It makes a clear link back to the previous point and makes it easier for the reader to follow the argument.

Example 3:

Adverbial: In a state of shock, the team made their way forward to collect the trophy.

Adverb: Nervously, the team made their way forward to collect the trophy.

These examples show **how** the team were feeling when they went forward. Placing the adverb/adverbial at the start in this case suggests that previous sentences are about how unlikely they were to win.

Practice Question: Add 3 different adverbials to the start of the sentence below to create 3 different sentences.

The queen charged towards the battle.

Try using different adverbials for when, where and how

Modal Verbs and Adverbs to show possibility

These are useful when either trying to be persuasive, commanding or fair and balanced. Here are some examples:

Modal verbs: should would could can may might will must

Adverbs: surely possibly sometimes never perhaps unlikely

Persuasive – *Surely you would want to see your child happy.*

Balanced - *Perhaps we could explore other options.*

Commanding – You **must never** enter that place.

Home Challenge: Practise using the modal verbs and adverbs in your conversations at home. Try being persuasive, balanced and commanding with each other.

Year 5 Grammar Skills

Relative Clauses to add relevant detail

A relative clause is a **type of subordinate clause**, which means it is part of a sentence that doesn't make sense by itself – it needs to sit alongside a **main clause** to make sense – see below:

Mrs. Anderson smiled because the children were working so hard.

Mrs. Anderson smiled is the main clause as it makes sense on its own.

Because the children were working so hard is the subordinate clause as it only makes sense when put with the main clause. By itself it doesn't make sense.

A **relative clause** is a subordinate clause, which adds detail to a noun within a sentence. They are introduced by **relative pronouns** – **Who, whom, whose, which** or **that**.

Example 1:

The old building, which had once been a busy factory, was now empty.

Main clause = *The old building was now empty* makes sense by itself so it is the main clause.

Relative clause = *which had once been a busy factory* – This does not make sense by itself but gives extra detail about the noun 'building'. It has been sandwiched into the middle of the main clause so that it is immediately after the noun it is describing (the building).

This is called an **Embedded Relative Clause** and it uses **commas** to separate itself from the main clause.

Practice Question: Add an **embedded relative clause** to give more detail about the teacher in the following sentence:

My teacher told me that I had done really well.

(Don't forget the commas to separate the clauses)

Example 2:

I quickly apologised to the lady, who was looking very angry indeed.

Main clause = *I quickly apologised to the lady* – This makes sense by itself so it is the main clause.

Relative clause = *who was looking very angry indeed* – This does not make sense by itself but gives extra detail about the noun 'lady'. It has added after the noun and sits at the end of the sentence.

Y5 Punctuation:

Parenthesis

A parenthesis is additional information added into a sentence as an explanation or an afterthought. A parenthesis can be shown using two brackets, two commas, or two dashes.

Brackets, commas and dashes.

Brackets, commas and dashes can surround extra information that is added to a sentence. The information within this punctuation can be removed without changing the meaning of the sentence.

Brackets:

Example: Mrs Pearce (the Deputy Head teacher at Old Park) loves to dance

Practice Question: Insert a pair of brackets in the most suitable places in the sentence below:

Jane went to Lisbon the capital of Portugal to enjoy the warm weather.

Dashes:

Example: Dinosaurs— a creature now extinct— were a type of reptile.

Practice Question: Insert a pair of dashes in the most suitable places in the sentence below:

We made popcorn the microwave kind for my birthday.

Commas:

Example: My brother, who thinks he's really cool, never brushes his hair.

Practice Question: Insert a pair of commas in the most suitable places in the sentence below:

My dog Rosie Red was a delightful boxer.

Terminology for children

(In addition to terminology taught in previous years)

Modal verb

Relative pronoun

Relative clause

Parenthesis

Bracket

Dash

Hyphen

Colon

Semi-colon

Determiner

Cohesion

Ambiguity

Active voice

Passive voice

Embedded clause