

# Year 5

## By the end of Year 5, most children should know...

- How to use **relative clauses**, beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- How to use expanded noun phrases to add detail to sentences (beyond describing their colour and size).
- How to indicate degrees of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might have/not, should have/not, will have/not, must have/not).
- How to link ideas across paragraphs using **adverbials** of time (e.g. later, before, then), place (e.g. nearby, far away) and number (e.g. secondly, finally) or tense choices (e.g. He had seen her before)
- How to use **brackets, dashes** or **commas** to indicate **parenthesis**. These are used to offset additional information in your sentence. (e.g. While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree.
- How to indicate shades of meaning using **modifiers** e.g. very, extremely, slightly, quite, rather, really, so ( The mountain was so steep that it was extremely difficult to reach the summit.)
- How to link ideas using **coordinating and subordinating conjunctions**

Coordinating	Subordinating
<b>FANBOYS – for, and, nor, but, or, yet, so</b>	<b>ISAWAWABUB (I saw a wabub) – If, since, as, when, after, while, although, because, until, before ... and more sophisticated conjunctions, like nevertheless, however, despite</b>

- Apply **verb tenses** correctly for singular and plural (e.g. I was going. They were going.)

**Words used by pupils...** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, modifiers, coordinating, subordinating, conjunctions

## Useful activities for Year 5...

### Read! Read! Read!

Choose a quality text to share. Discuss the type of language being used and how it works within a sentence. Talk about the dialogue being used. Take parts ... reading it like a play – getting into character, mood etc.

## Relative Clauses

The sentences below all contain a main clause and a relative clause. A relative clause comes after the noun to which they add more information. They usually start with a relative pronoun (e.g. which, who, whose, when, where).

These clauses have all been muddled up. Try to join the relative clauses up to the correct main clause.

Main Clauses	Relative Clauses
I go swimming at 7 am,	whose hair curls in the same way.
Robert is a very hardworking boy,	which I am allergic to.
I can't eat the sandwich because it has peanut butter inside it,	when I was 8 years old.
My sister looks like my mum,	who always does his homework.
We moved house in 2014,	when the weather is terrible outside.
Jaguars live in the rainforest,	who built many pyramids.
The Egyptians were great architects,	where it is hot and humid.
I have to play inside the house,	which means I don't have breakfast until 8.30 am.
The flying boy is called Peter Pan,	whose home is in Neverland.

### Spot the Clause

Sentences that contain relative clauses are called complex sentences because they contain a main clause and a relative clause. The relative clause starts with a relative pronoun and can't be a sentence by itself.



#### Activity

Using two different colours, highlight the main clause in each sentence and the relative clause in a different colour.

For example:

- My daughter's hair is very curly, which makes it hard to brush.
- Take it to Sarah, who is in the kitchen.
- Snow, which is very cold, can be used to make snowmen.

1. Usain Bolt, whose home is in Jamaica, has won lots of gold medals.
2. I like to go to the beach, when it is very sunny.
3. Ben, who has brown hair, likes to play computer games.
4. The girl in the princess outfit is called Mia, who always plays dressing up.
5. There aren't any biscuits left, which means somebody must have eaten them all.
6. Perth, which has many sunny days, is a city in Australia.
7. The boy's trainers, which are brand new, were covered in mud.
8. The lady by the piano is a musician, who likes to give music lessons.

### Using subordinating conjunctions to make subordinate clauses

#### Activity

Put together a collection of about ten completely unconnected nouns – custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug.

Tell them that they are going to write a sentence that is going to begin with either... although, because of, after, instead of, or despite.

At random give them two of the nouns.

Now write your sentence, make sure that it is correctly punctuated and that it makes sense...

**Although** the **custard** was hot and sweet, the **hippo** still managed to take a bath in it.

**Despite** eating a large **slug** for breakfast, the man cycled to **Skegness**.

**Adverbs of time**... describe **when** something happens.

Here are some of the ones we often use: recently, finally, eventually, today, yesterday, tomorrow, now, soon, then, just, later, first, last, after, already, during.



*Activity*

Choose an **adverb of frequency** to complete each of these sentences.

1. Do it today or you will have to do it .....
2. It took us 24 hours but we ..... got there.
3. "When are we gonna get there?" - "....."
4. Clare finished the race first; her sister finished .....
5. Stop nagging. I've ..... tidied my room up.
6. Andy left school early; Darren got home a little .....
7. I'm sorry you've missed the head teacher. She's ..... just left the building.
8. There's been a lot of rain ..... Even the ducks are fed up of it.
9. Don't let the children play in the park ..... dark.
10. Year 5 ..... understood adverbs – or so they claimed.

**THE GREAT ADVERB SEARCH**

**How many adverbs can you find in this story? They describe how an action is carried out and are often –ly words, but not always!**

Tom and Sally Jones had just put little Tommy to bed but soon they heard him crying hysterically. They rushed anxiously into the bedroom where they found five-year-old Tommy sitting up in bed. Tears were flowing down his cheeks. This was unusual because Tommy seldom cried.

Tommy had accidentally swallowed a 5p piece and was sure he was going to die immediately. It wasn't really serious because the 5p had gone all the way down, but no amount of explaining could change Tommy's mind. To calm him down, Tom palmed a 5p piece from his pocket and pretended to find it behind his son's ear. Before he could stop him, the little lad grabbed the 5p from his dad's hand, immediately swallowed it, and demanded cheerfully: "Do it again, Dad!"

Unfortunately for Tommy, all his dad had left in his pocket was a 50p piece!

## Expanded Noun Phrases

Look at this example of the dragon description, then try to write your own for the images underneath.

Example:

A ferocious, deadly, angry dragon with sharp talons **like daggers**.



An/A adjective, adjective, adjective dragon, with an/a adjective noun.

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An/A adjective, adjective, adjective dragon, with an/a adjective noun.

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An/A adjective, adjective, adjective dragon, with an/a adjective noun.

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An/A adjective, adjective, adjective dragon, with an/a adjective noun.

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# Year 6

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## By the end of Year 6, most children should know...

- The use of the **passive** to affect the presentation of information in a **sentence** (e.g. I broke the window in the greenhouse - instead **of...** The window in the greenhouse was broken [by me]).
- The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags... He's your friend, isn't he?).
- How to link ideas across paragraphs using a wider range of **cohesive devices: synonyms, pronouns**, repetition of a **word** or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence)
- How to use layout devices (e.g. headings, subheadings, columns, bullets or tables, to structure text).
- The use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up).
- The use of the colon to introduce a list and the use of semi-colons within lists.
- The **punctuation** of bullet points to list information.
- How hyphens can be used to avoid ambiguity, (e.g. man eating shark or man-eating shark, recover or re-cover )
- **Words used by pupils...** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

### **The comma - when to use it**

#### To separate items in a list

e.g. The party table was filled with cakes, sweets and biscuits.

#### Between a string of adjectives

e.g. A deep, dark, terrifying secret...

#### After an opening word, phrase or clause

e.g. Without warning, it pounced

Because of the blackout, accidents increased.

No, you may not stay up late.

#### Parenthesis (extra information) and relative clauses

e.g. The deer, which was grazing calmly, was unaware of the watching wolf.

My sister, always annoying, stuck out her tongue for the fiftieth time that day.

#### Direct address (using a name)

e.g. Archie, sit down and get on with your work.

Have you finished yet, Jade?

**WARNING!** Do not run complete sentences together with commas!

### *Activity*

Work out where commas are needed in these sentences:

- 1 Everyone brought flour milk eggs and sugar to class.
- 2 The Head teacher wants to see Jodie Jamal Tom and Nafissa.
- 3 Come here Hilary.
- 4 My dog a black and white terrier is called Roxy.
- 5 Whitstable a small town in Kent is five miles from Canterbury.
- 6 "Sit down here" she said.
- 7 Jane said "I think it's going to rain."
- 8 Hetal one of the brightest girls in the class got 100% in the test.
- 9 If at first you don't succeed try try again.
- 10 I think I've learned to use full stops question marks exclamation marks and commas correctly.

### **I beg your pardon...what did you say?**

Inverted commas (speech marks) should go around any direct speech. The speech should begin with a capital letter and there should be punctuation inside the closing inverted commas

e.g. "Are you going home now?" she enquired.

"Yes," he replied. "It's already half past eight."

### *Activity*

Put in the inverted commas and any commas, exclamation marks, question marks or capital letters that are needed in these sentences.

don't do that he shouted.

why not I asked him.

because I don't like it he replied.

tough luck I laughed.

that's not an answer he screamed

I told him don't shout like that.

he asked why not?

I replied because I don't like it.

he laughed tough luck then.

we both laughed and said enough let's go home.

### **Apostrophes**

#### **Contractions...**

Read this with a parent and use an apostrophe to push two words together leaving out a letter or letters where you can, to make contractions.

If you can not understand something, it is always best to ask for help. What is the best thing to do if you are feeling ill? You would go to the doctor. He would give you good advice. It is the same in school. We are here to learn things. So when we do not understand something, we should ask for help. That makes sense, does it not?

#### **Possessive apostrophes**

We also use an apostrophe to show that something belongs to someone or to something. In other words, they possess it, so we call it the **possessive apostrophe**.

If one person or thing, owns it, we put the apostrophe BEFORE the s (e.g. Sarah's bag). If more than one person owns the thing or things, then it goes AFTER the s (e.g. The two boys' coats). The exception is plural nouns, like children or herd e.g. the children's playground, even though there is more than one child.

### *Activity*

Put the apostrophes in the correct place in each sentence.

- 1) Heres that boys pencil.
- 2) Thats my mothers best friend.
- 3) Both cars bumpers got dented.
- 4) Sallys jacket needs mending.
- 5) The birds wing is broken.
- 6) The childrens minibus has arrived.
- 7) Why is Davids sister crying?
- 8) The mices tails were cut off.
- 9) Jamess answer is correct.
- 10) Who took the boys bicycles?
- 11) This books last page is missing.
- 12) The ladies room is over there.

Warning! Some people stick in an apostrophe wherever they see the letter s at the end of a word. That's wrong! You can see examples of this all over your local High Street and the internet. Please help us stamp out Apostrophe Abuse!

### **Semi-colons**

- The semi-colon separates two complete sentences;
- The second sentence has a strong relation to the first sentence;
- The semi-colon can be used **in the place** of a conjunction;
- Do **not** use a capital letter after a semi-colon unless it would have one anyway; for example 'I' or a proper noun such as a name.

### *Activity*

Add semi-colons where appropriate:

1. We missed the last bus we had to walk all the way home.
2. Dogs are pack animals cats are solitary creatures.
3. Gabe has taken up the guitar I pity his poor neighbours.
4. My cat is jet black from head to tail it is hard to spot him in a dark room.
5. Some grammar is easy some is slightly trickier.
6. The puppy is in deep trouble he's chewed up all the mail.
7. You said robbing the bank would be easy why are we in prison then?
8. I thought semi-colons were difficult they're actually quite simple!

You can also use semi-colons in extended list sentences, when items in the list have extra information added to them with clauses and phrases. This helps the reader make sense of it.



E.g. The hobbit hole had a green door and small windows, all of which were circular; wood-lined tunnels, which led to various rooms; a large, well-stocked larder; and a roaring, log fire.

(Note the use of the semi-colon before the final 'and'. This is different to commas in a normal list sentence.)

### **Colons**

Colons can be used in a similar way to link two complete sentences (main clauses).  
e.g. The hamster liked carrot : it was his favourite treat.

They can also be used with a single word for emphasis at the beginning or end of a sentence.

e.g. Devastation: this was what greeted Mum when she came home.  
Only one word could describe the look on her face: fury.

Colons are also used in list sentences BUT they must follow a complete sentence.  
Don't use them in every list sentence you write!

e.g. I bought everything we needed for our camping trip: sleeping bags, a tent, a gas stove and an battery-powered lantern.

### *Activity*

*Write a silly sentence for each of the three uses of a colon.*

### **Dashes**

Em dashes can be used like a colon for emphasis.

e.g. Shock, horror, despair – James had totally forgotten his wife's birthday!

For parenthesis around extra information.

e.g. The tiny girl – bold and confident – sang to the audience.

Also, to link complete sentences (main clauses)

e.g. Some people believe I am an ordinary boy – they have no idea that I'm actually a demi-god.

Smaller dashes (en dashes) are used between dates e.g. 1867-1903

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