



Year 5

Grammar Knowledge Organiser 2024-2025

Name.....

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
						 

Year 5 Mastery Keys

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>Word</p>	<p>Word</p>	<p>Word</p>	<p>Word</p>	<p>Word</p>	<p>Word</p>
	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p>	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p>	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun</p>	<p>Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Sentence Use modal verbs to indicate degrees of possibility</p>	<p>Sentence Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun</p> <p>Use adverbs to indicate degrees of possibility</p>
	<p>Text <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures</p>	<p>Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i></p>	<p>Text Link ideas across paragraphs using adverbials</p>	<p>Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently</p>	<p>Text Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i></p>	<p>Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices</p>
	<p>Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4)</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation</p>

Grammar Objectives Introduced in Autumn 1

Identify the audience for and purpose of writing

Year 5 and 6 pupils should be taught to plan their writing by identifying the audience for and purpose of their writing

Organise paragraphs around a theme with a focus on more complex narrative structures

Narratives tell stories, and stories help us connect with each other. They are written to entertain and to share experiences with a reader. Narratives can be written in many mediums, such as novels, short stories, poems, diaries, and even biographies.

Use commas to clarify meaning or avoid ambiguity in writing

Using a comma in a sentence can make the meaning more clear, and in some cases it can change the meaning of the sentence all together. That's why it's important to consider whether you need a comma in a sentence and where to place the comma.

'Let's eat Grandma. ' vs 'Let's eat, Grandma

Fronted Adverbial

A fronted adverbial is a word or phrase which is used to give more information about the action in the main clause. They're placed at the beginning of the sentence. You must use commas after fronted adverbials. *'Later that day, I heard the bad news.'*

Fronted Adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	

New Grammar Objectives Introduced in Autumn 2

Use expanded noun phrases to convey complicated information concisely

What are noun phrases?

A noun phrase is a noun with a word added before the noun.

These words are called determiners.

noun: **man**

noun phrase: **the man/a man/this man** etc

We can expand noun phrases by adding more information before or after the noun.

These could be adjectives, modifying nouns or a prepositional phrase.

How do we create expanded noun phrases?

In the examples below, the noun phrase the man has been expanded.

the old man (an adjective has been added)

the giant man (a modifying noun has been added)

the man with the walking stick (a prepositional phrase has been added)

These are called expanded noun phrases.

What does the word 'concise' mean?

To be concise means to give information clearly in a few words. Using expanded noun phrases concisely means to choose the most appropriate vocabulary to create the expanded noun phrases, removing unnecessary words.

A huge scary giant headed towards us.

In the expanded noun phrase in bold, we do not need the word 'huge' as we can assume that people know that giants are huge or tall. The word huge could be removed, or, the adjectives 'huge' and 'scary' could be changed to 'monstrous'.

A monstrous giant headed towards us.

We can also use more precise nouns to make expanded noun phrases more concise.

The red sports car won the race.

This could be changed to...

The red Ferrari won the race.

We can assume that people know a Ferrari is a sports car

Integrate dialogue to convey character and advance the action

1. What they say
2. How they say it – verbs instead of said eg bellowed, whispered, sang, sneered
3. How they say it – adverbs – angrily, timidly, defiantly, laughingly
4. Voice description - adjectives eg cold, bitter, warm, gentle, musical, rough, hostile
5. Actions as they talk – pushed, wagged a finger, wept, thumped the table, picked up a child, washed the dishes, raised a sword

Use of inverted commas and other punctuation to punctuate direct speech

What is direct speech?

Direct speech is when the exact words that someone says are written.

"We are going on an adventure," said Travis.

How do we punctuate direct speech?

Inverted commas, or speech marks, are used when writing direct speech. The inverted commas go around what is said within a sentence. Other speech punctuation is also needed. Punctuation is needed at the end of the direct speech before the inverted comma, and a comma is used after the reporting clause if this comes before the direct speech.

"We are going on an adventure," said Travis.

Travis said, "We are going on an adventure."

What is the reporting clause?

The reporting clause is the short clause that can come before or after the direct speech that states who was talking. It can also show how the speech was said.

"We are going on an adventure," announced Travis.

Describe settings, characters and atmosphere

Setting

Engage all your senses when writing the setting. The temptation is often just to describe what can be seen, yet sounds and smells can often connect more powerfully with people than what merely meets their eyes

Character

When it comes to teaching children how to create their very own characters, here are a few different things you could encourage them to consider including in their character descriptions. Describe their character's appearance. Describe their background/past. Describe how they speak.

How do you change the atmosphere in writing?

Vary your word, sentence and paragraph length

Vary the length of words, sentences and paragraphs to increase the pace and tension – this is a great way of building suspense in writing in KS2. Use short words, for example, 'at once', rather than, 'immediately'.

Use dialogue to move action forward

Speech gives life to stories. It breaks up long pages of action and description, it gives us an insight into a character, and it moves the action along

1. What they say
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New Grammar Objectives Introduced in Spring 1

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Vary story openings: start with dialogue, action or description

A good opening tantalises the reader with an idea of who, where, when or what is happening (or is going to happen)

Stories can open with a character description.

'Mr Stink stank. He also stunk.' from Mr Stink by David Walliams

Stories can open with a description of a setting

'There was once a gaggle of mountains, tall and proud, each with a hat of snow.' from Stone Goblins, by David Melling

Stories can open with a description of both a character and a setting.

'A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker called Lalchand....' From The Firework-Maker's Daughter by Phillip Pullman

Stories can open with dialogue

'Mollily!' Maria shouted to her sister. 'Would you please shut that window....' from *School for Stars*: Second Term at L'Etoile by Holly and Kelly Willoughby

Stories can open with action

'Jesse was always finding bones in the great bog-oak field where they dug the peat for the winter fires.' from The Ghost of Grania O'Malley by Michael Morpurgo

Stories can open with a question.

Good openers sometimes leave the reader with an unanswered question, which can only be answered by reading on.

'Ever had the feeling your life's been flushed down the toilet?' From The Toilet of Doom by Michael Lawrence

Stories can open with a statement.

'In fairy tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.' from *The Witches*, by Roald Dahl

Stories can open with a fronted adverbial.

Ages ago, Alex, Allen and Alva arrived at Antibes... From *Alphabetical Africa* by Walter Abish

Use paragraphs to vary pace and emphasis

What is a paragraph?

Paragraphs are groups of related sentences that belong together. Paragraphs are clearly separated from one another on a page by missing a line or indenting the first line of each paragraph. The sentences within each paragraph are usually about the same thing and the first sentence often tells the reader what the paragraph is about.

Why are paragraphs used?

Paragraphs help to make writing clear for the reader by organising it into distinct sections.

In narrative writing, paragraphs can be used to show a change in action, what is being described or breaks in time.

In non-fiction writing, paragraphs can be used to organise sections around a theme. Subheadings can also be used to help organise paragraphs.

Develop settings through description and link this with the characters or plot

Develop and keep characters consistent through description

Setting

Engage all your senses when writing the setting. The temptation is often just to describe what can be seen, yet sounds and smells can often connect more powerfully with people than what merely meets their eyes

Character

When it comes to teaching children how to create their very own characters, here are a few different things you could encourage them to consider including in their character descriptions. Describe their character's appearance. Describe their background/past. Describe how they speak.

How do you change the atmosphere in writing?

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Vary the length of words, sentences and paragraphs to increase the pace and tension – this is a great way of building suspense in writing in KS2. Use short words, for example, 'at once', rather than, 'immediately'.

New Grammar Objectives Introduced in Spring 2

Use brackets, dashes or commas to indicate parenthesis (recap)

What is parenthesis?

Parenthesis is added to a sentence to give extra information, an explanation or an afterthought. The parenthesis is not needed to make the sentence complete and, if removed, the sentence will still make sense without it. Parenthesis must be punctuated with brackets, dashes or commas to separate it from the rest of the sentence.

When are brackets used for parenthesis?

The use of brackets means the parenthesis can easily be seen, and they are often used when adding numerical information such as dates. They are used less in very formal writing.

When are dashes used for parenthesis?

Dashes are often used in informal formal writing, showing when information is added as an afterthought. They also draw more attention to the parenthesis.

When are commas used for parenthesis?

When commas are used, the parenthesis blends in with the rest of the sentence. They are often chosen in more formal writing. However, if the text already has many commas, this may become confusing for the reader

Use commas to clarify meaning or avoid ambiguity in writing

When are commas used?

Commas are used in a variety of ways. They are used to clarify meaning and avoid ambiguity when the meaning could be unclear.

Commas are used in a variety of ways to help clarify information for the reader and avoid ambiguity in the following ways:

- To separate a subordinate clause from the main clause when it comes at the beginning of a sentence or is inserted in the middle of the main clause.
- After a fronted adverbial to separate it from the rest of the sentence.
- To separate names in a sentence when addressing them directly.
- To separate items in a list.
- To punctuate parenthesis.

What does 'clarify' mean?

To clarify means to make something less confusing and more understandable. Related words are clarifying, clarified and clarification.

What does 'ambiguity' mean?

Ambiguity means that something could be open to more than one interpretation. It could be ambiguous.

How do commas provide clarity and avoid ambiguity?

Commas help make the meaning clear to the reader and avoid confusion. Some examples are listed below.

Making it clear who is being named

Karen, the sports coach is leaving.

In this sentence, Karen is being spoken to and told the information that the sports coach is leaving.

Karen the sports coach is leaving.

In this sentence, Karen is the name of the sports coach.

Making lists clear

Max loves baking, puppies and playing in the park.

In this sentence, three things that Max loves are listed.

Max loves baking puppies and playing in the park.

In this sentence, it looks like Max enjoys two things, one of them being baking puppies!

Making meaning clear

After, dark owls flew above the fields.

In this sentence, the dark owls flew after something else had happened.

After dark, owls flew above the fields.

In this sentence, the owls flew 'after dark'.

Showing who said something in reported speech

The puppy said the young girl was always up to mischief.

In this sentence, the reader may think that the puppy is talking about the young girl.

The puppy, said the young girl, was always up to mischief.

In this sentence, we know that the young girl is talking about the puppy

Variety of verb forms used correctly and consistently

What is a verb?

Verbs are words that can identify an action - including thinking or feeling - in a sentence. Other verbs join the subject to a description of it and are link verbs. Examples of these include the following: was/were, is/are and be.

What is verb tense?

The tense is shown by the verbs, and the form of the verb will depend on the tense.

What is present tense?

The **simple present tense** can also show things that usually happen or are generally true. Examples of the simple present tense include she works, he writes, the sun rises.

The **present progressive tense** is about things that are still going on now. Examples of the present progressive tense include she is working, he is writing, the sun is rising.

The **present perfect tense** is used to show when something has happened but is still relevant now, or, when something started happening in the past and is still happening now. It is formed by using the simple present tense of have (have/has) + a past tense verb. Examples of the present perfect tense include she has worked, he has written, the sun has risen.

What is past tense?

The **simple past tense** is about things that were finished before now. Examples include she worked, he wrote, the sun rose. Many simple past tense verbs add the suffix -ed to the basic verb (eg worked), but some don't follow the -ed rule (eg wrote, rose).

The **past progressive tense** is about things that were happening in the past. Examples include: she was working, he was writing, the sun was rising.

The **past perfect tense** is used to show when something happened before something else in the past, or, when something started happening in the past and was still happening at a later time. It is formed by using the simple past tense of have (had) + a past tense verb. Examples of the past perfect tense include she had worked, he had written, the sun had risen.

What is future tense?

Future tense shows an action that has not yet happened or a state that does not yet exist. Examples include she will work, he will write, the sun will rise

What is a perfect tense?

The perfect tense is used to show how events or actions are related in time or cause.

What is the present perfect tense?

The present perfect tense is used to show that things happened in the past but are still happening, or are still relevant and important now. It is also referred to as the present perfect verb form.

The present perfect tense uses the words has/have + the past tense verb.

She has walked to school.

The present perfect tense can be used instead of the simple past tense.

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The present perfect tense is used to show that things happened in the past but are still happening, or are still relevant and important now.

The present perfect tense uses the words has/have + the past tense verb.

She has walked to school.

What is the past perfect tense?

The past perfect tense is used to show something that happened before something else.

It is formed using had and the past tense.

She had walked to school.

Link ideas across paragraphs using adverbials and tense choices**What is an adverbial?**

Adverbials are used like adverbs. They are words or phrases that add more information to a verb, and explain how, when or where something happened.

Examples of adverbials

Later, we ate our lunch with our friends.

Just then, we heard a noise.

I like to walk through the forest occasionally.

New Grammar Objectives Introduced in Summer 1

Use modal verbs to indicate degrees of possibility

What are adverbs?

Adverbs are words that modify verbs but can also modify adjectives, other adverbs or whole sentences. They can give the answers to the following questions within a sentence: How ...? When ...?, Where...?, How often...? or How much ...?

Adverbs can, but do not always, end with the suffix -ly.

How do adverbs show possibility?

Adverbs also show degrees of possibility.

They are used to indicate how sure or likely an event or situation will be.

Examples include certainly, never, always, definitely and rarely.

Rich **always** remembered to do his homework.

She **never** eats her peas.

That's **definitely** the correct answer.

What are modal verbs?

Adverbs can be used alongside modal verbs to show degrees of possibility.

Modal verbs also modify verbs in a sentence.

Modal verbs are: will, would, can, could, may, might, shall, should, must, ought.

The word 'not' can also be placed after the modal verb to create a negative sentence.

Modal verb examples

You **must** attend the meeting.

Mike **can** come to the party.

Mum says I **should** eat more vegetables.

Mr Williams **would not** listen to the advice.

Use devices to build cohesion within a paragraph

What is cohesion?

Cohesion refers to how a writer links different parts of a text together. It helps the reader understand main points and how they are linked and helps the writing flow. A range of cohesive devices can be used to create writing that is cohesive.

What are cohesive devices?

Cohesive devices are the structures, words or phrases that are used to connect ideas in a text.

Paragraphs

Paragraphs create cohesion by grouping sentences that are linked. This makes the writing easier to read and helps it to flow.

Pronouns

Pronouns are used to link back to nouns or noun phrases that have already been mentioned. They also help to avoid repetition when writing.

There are many people who have tried camping and hated [it](#)!

Pronouns

Pronouns are used to link back to nouns or noun phrases that have already been mentioned. They also help to avoid repetition when writing. There are many people who have tried camping and hated it!

Adverbials

These can be used to link paragraphs, showing contrasting views, where or when events take place or sequencing ideas and events. Fronted adverbials are often used.

[On camping holidays](#), children have freedom to explore the landscape.

[In contrast](#), some people do not enjoy having nature quite so close.

Colons and semi-colons

These punctuation marks are used to show when two sentences are closely linked.

The inside of the tent can become very dirty: especially in wet weather...

There are only so many board games you can play as a family while under canvas as the rain hammers down; this is the time when social media is most missed.

Conjunctions

Conjunctions can create cohesion by linking related sentences to create compound sentences. Subordinate conjunctions can be used to link ideas by showing cause and effect.

The kit is expensive to purchase initially but is also often uncomfortable.

Despite many sites having excellent shower blocks, many first-time campers hate having to use shared facilities.

Prepositions

A preposition shows the link between a noun or noun phrase and another part of the sentence, creating cohesion.

Synonyms

Words with the same or similar meaning can be used to refer to the same thing, creating cohesion and also avoiding repetition.

[equipment/kit](#)

nature/landscape/outdoors

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The kit is expensive to purchase initially but is also often uncomfortable. Despite many sites having excellent shower blocks, many first-time campers hate having to use shared facilities.

Word families

Words within the same word family can help to create cohesion when writing. Repeating words and phrases can also create cohesion, reminding the reader of key events or information.

camp, campers, campsite

Determiners

Determiners indicate which noun is being referred to, linking to an earlier sentence.
... they are bringing their own accommodation.

New Grammar Objectives Introduced in Summer 2

Use adverbs to indicate degrees of possibility

What is an adverb?

An adverb is a word or phrase that modifies an adjective, verb, another adverb, or entire sentence. Adverbs can be used to show manner (how something happens), degree (to what extent), place (where), and time (when).

Degrees of possibility

Adverbs also show degrees of possibility. They are used to indicate how sure or likely an event or situation will be.

Examples include certainly, definitely, maybe, surely, clearly, obviously, perhaps, probably, undoubtedly, never, and always.

For example: The sky went very dark so *obviously* it was going to rain.

Using Adverbs and Modal Verbs to Indicate Degrees of Possibility

You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known.

Modal verbs usually come before another verb to show the possibility or certainty of the action happening.

Adverbs

It is certainly going to rain later.
Tom is definitely a better singer than Alex.
Maybe you should take a shower.
Surely, you don't mean that.
I am possibly attending the party later.
My sister is clearly very lazy.
Obviously, our class is the best.
Perhaps we should visit the museum.
It would probably be a good idea to tidy up.
Florida is undoubtedly sunnier than London.
Jamil could hardly believe he had won the competition.
It is quite likely that I will eat pizza for dinner.



Modal Verbs

Positive

I will try to do my best in class.
It would be a catastrophe.
Kay can win the race.
We could buy sandwiches for lunch.
Ibrahim may play the king in the play.
Those ducks might swim across the river.
The class shall have a treat this afternoon.
Snacks should be eaten at break time.
You must open the door.
Katja ought to get up early.

Modal Verbs

Negative

I will not (won't) try to do my best in class.
It would not (wouldn't) be a catastrophe.
Kay cannot (can't) win the race.
We could not (couldn't) buy sandwiches for lunch.
Ibrahim may not play the king in the show.
Those ducks might not (mightn't) swim across the river.
The class shall not (shan't) have a treat this afternoon.
Snacks should not (shouldn't) be eaten at break time.
You must not (mustn't) open the door.
Katja ought not (oughtn't) get up early.

Use relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun

What is a relative clause?

Relative clauses are a type of subordinate clause that adds information about a noun.

They can be used to specify which person or thing.

The girl who lives next door has a new cat.

The relative clause tells us which girl has the cat. This is called a defining relative clause and commas are not needed around it.

They can also add information about the person or thing.

The song, which he wrote last year, is now a worldwide hit!

We now know when the song was written. This is called a non-defining relative clause. It does not specify which person or thing is being written or talked about but gives more information. Commas are needed to punctuate these relative clauses.

What is a relative pronoun?

Relative clauses begin with a type of pronoun (a word that can be used to replace a noun in a sentence) called a relative pronoun. These are who, which, where, when, whose, whom or that.

*Paul has a brother **who** works at the bank.*

*Hassim travelled for a meeting, **which** was in London, by train.*

*Can we go to the park **where** the tall slide is?*

*Marge has a daughter **whose** school is closed today.*

*The man **whom** Steve met on the train was an old friend.*

*The shoes **that** I bought today are very comfortable*

When can relative pronouns be omitted?

The word 'omitted' means to be removed. We can omit relative pronouns in some relative clauses if the noun is the object of the verb.

The man **whom** Steve met on the train was an old friend.

The man Steve met on the train was an old friend.

'Whom' can be omitted because 'The man' is the object of the verb 'met' (Steve met the man).

The shoes **that** I bought today are very comfortable.

The shoes I bought today are very comfortable.

'That' can be omitted because 'The shoes' are the object of the verb 'bought' (I bought the shoes).

Link ideas across paragraphs using adverbials and tense choices

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Examples of adverbials

Later, we ate our lunch with our friends.

Just then, we heard a noise.

I like to walk through the forest occasionally.