

## Grammar Objectives - Year 5



	TOPIC	Examples	Terminology
<b>5</b>	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence
	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun
	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma
	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'.	Adverbial
	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.</i> <i>In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess.</i> <i>In the museum, the fossils, never easy to display, have lights behind them.</i>	Bracket Dash Comma Parenthesis

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	<p>Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures</p>	<p>Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal.  <i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.</i>                  Turns into: <i>Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i></p>	
	<p>Use apostrophes correctly</p>	<p>Consolidate correct use of apostrophes:                  1. To indicate possession in singular or plural nouns: <i>The dog's tail, cats' eyes, ..</i>                  2. To indicate a contraction – taking the place of missing letter(s) <i>I'm, don't, ...</i></p>	<p>Apostrophe                  Contraction</p>
	<p>Use modal verbs to indicate degrees of possibility</p>	<p>Show children how we can have a hierarchy of possibility using modal verbs:  <i>I may go to my granny's.</i>  <i>I might go to my granny's.</i>  <i>I should go to my granny's.</i>  <i>I will go to my granny's.</i>  <i>I must go to my granny's.</i></p>	<p>Modal verb</p>

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	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i>	Inverted commas or speech marks Direct speech