

# Year 5 ST MARTIN'S SCHOOL VGP LONG TERM PLAN



## Grammar coverage

### Grammar and punctuation

#### Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

#### Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

<p><b>Suffixes:</b> converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p><b>Brackets for parenthesis</b></p>	<p>Developing technical language</p>	<p><b>Editing</b> sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p><b>Metaphors</b></p>
<p><b>Verb prefixes:</b> “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p><b>Dashes for parenthesis</b></p>	<p>Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause</p>	<p><b>Drop-in “-ed” clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p><b>Future tense verbs</b></p>	<p><b>Rhetorical questions</b></p>
<p>Indicating degrees of possibility using <b>modal verbs:</b> <i>might, should, will, must</i></p>	<p><b>Commas for parenthesis</b></p>	<p><b>Connectives</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>	<p><b>Indefinite pronouns:</b> <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p><b>Onomatopoeia</b></p>	<p><b>Personification</b></p>
<p>Indicating degrees of possibility using <b>adverbs:</b> <i>perhaps, surely</i></p>	<p><b>Relative pronouns:</b> <i>who</i> <i>which</i></p>	<p><b>Start a sentence</b> with an expanded “-ed” clause:</p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time</p>	<p><b>Colons</b> for play scripts and to start a list</p>	<p>Secure use of <b>compound sentences</b></p>

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	<i>that whom whose</i>	<i>Frightened of the dark, Tom hid under the bed all night.</i>	<i>(later), place (nearby) and sequence (secondly)</i>		
Embellishing simple sentences	<b>Relative clauses</b> to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing <b>fronted prepositional phrases</b> for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Speech in inverted commas		
<b>Spelling</b>			<b>Sentence/ grammar Lessons</b>		
Suffixes “-ate”, “-ise”, “-ify”  Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”  Modal verbs  Adverbs showing degrees of possibility  Connectives for exemplification, results and summary  Adjectives ending with “-ed”  Relative pronouns  Indefinite pronouns  Technical language  <b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>			Modal verbs of possibility and obligation  Embellishing simple sentences  Brackets for parenthesis  Commas for parenthesis  Dashes/hyphens for parenthesis  Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i>  Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning  Relative clauses to add detail  Colons  Compound sentences  Complex sentences starting with a subordinate clause and separating the subordinate clause		

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	Onomatopoeia
	Metaphors
	Personification
	Rhetorical questions
	Future tenses
	Moving words, phrases and clauses in a sentence to create different effects
	Editing sentences to either minimise or expand
	How to use indefinite pronouns

This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.