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| English | Focus: Grammar/Punctuation/Spelling | Year 5 |

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| Spellings I should know | | | | |
| accommodate | competition | existence | necessary | rhythm |
| accompany | conscience | explanation | muscle | rhyme |
| according | conscious | familiar | neighbour | sacrifice |
| achieve | controversy | foreign | nuisance | secretary |
| aggressive | convenience | forty | occupy | shoulder |
| amateur | correspond | frequently | occur | signature |
| ancient | criticise | government | opportunity | sincere (ly) |
| apparent | curiosity | guarantee | parliament | soldier |
| appreciate | definite | harass | persuade | stomach |
| attached | desperate | hindrance | physical | sufficient |
| available | determined | identity | prejudice | suggest |
| average | develop | immediate(ly) | privilege | symbol |
| awkward | dictionary | individual | profession | system |
| bargain | disastrous | interfere | programme | temperature |
| bruise | embarrass | interrupt | pronunciation | thorough |
| category | environment | language | queue | twelfth |
| cemetery | equip (-ped) | leisure | recognise | variety |
| committee | especially | lightning | recommend | vegetable |
| communicate | exaggerate | marvellous | relevant | vehicle |
| community | excellent | mischievous | restaurant | yacht |

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| Punctuation Reminders: | |
| **A** | Capital letters for sentences, initials and proper nouns |
| **.** | Full stops |
| **!** | Exclamation marks for exclamations or surprise |
| **?** | Question marks at the end of a question |
| **‘** | Apostrophes for possession and missing letters in contracted words (omission) |
| **,** | Commas in lists, and to mark parenthesis, fronted adverbials and clauses to make meaning clear |
| **“”** | Inverted commas for speech/dialogue (don’t forget other punctuation too!) |
| **-** | Hyphen to connect words together to make meaning clear |
| **-** | Dashes to show longer pauses or parenthesis |
| **( )** | Brackets for parenthesis |
| **…** | Ellipsis for omitting a word or phrase or indicate that the speaker has left a sentence unfinished |

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| Marvellous Modals!  **Include modal verbs to show possibility:**  can could should might  must may would will ought  (and their negative versions)  **Also include adverbs to indicate possibility:**  surely possibly certainly perhaps probably maybe  definitely |

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| Subordination  Use these conjunctions to create complex sentences:  *If before unless because as after until unless since when* Try to use subordinate clauses in different places in your sentences – at the beginning, or middle or end. |

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| **Relative Clauses** Use a relative clause to add extra information:  which who whose that where, when  *The boy, whose clothes were ragged, was homeless.*  *The stench was so putrid that it made his eyes water*. |

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| **Expanded noun phrases** Try to paint a clear picture in your reader’s head: *The breath-taking, scenic view spread out in the valley below* |

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| Link sentences in a variety of ways using adverbials, conjunctions, ing and ed words.  **Time:** *At that moment…/On Tuesday…/Finally…/Before long…/After a while…*  **Place:** *Around the corner…/Over the bridge…/Behind him…/Beyond the clouds…*  **Frequency**: *Never before…/Occasionally…/Every few weeks…/Often…/Every other day…*  **Manner/Behaviour:** *Breathing heavily…/Without warning…/Waiting anxiously…*  Use a mixture of simple, compound and complex sentences.  Remember to use a dictionary to check spellings and a thesaurus to up-level my vocabulary choices.  Make sure my work is of a high standard or I will be asked to do it again. |

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| **Super Suffixes**  **-ation** *preparation sensation*  **-ous** *courageous curious*  **-ly** *gently angrily carefully* |

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| Don’t forget to check for:  tense, subject/verb agreement, person, paragraphs and genre features! |