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| **Vocabulary** | **What is it?** | **Example** |
| **Relative Clause** | They are introduced by a relative pronoun like **'that', 'which', 'who', 'whose', 'where' and 'when'**. For example: | I won’t stand by the man who smells of slime. |
| **Modal Verb** | A special type of verb. Modal verbs change or affect other verbs in a sentence. They are used to show the level of **possibility, indicate ability, show obligation or give permission.** | will, would, shouldcould, may, canshall, ought to, must, might |
| **Relative Pronoun** | Used to refer to **nouns mentioned previously**, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences. | which, that, whose, whoever, whomever, who, whom, what, when, and where |
| **Parenthesis** | Adds extra information to a sentence or a paragraph but the passage should still make sense without it. This can be done using **brackets, dashes or commas** | The case was worn - and very full - and its straps struggled to keep in its contents. |
| **Bracket**  | Used to set off, add emphasis, or further explain information presented to a reader | Please read the analysis (you'll be amazed). |
| **Dash** | Used to indicate a range or a pause. Dashes are used to separate groups of words. | He is afraid of two things—spiders and spelling tests! |
| **Determiner** | Used in front of nouns to indicate whether you are referring to something specific or something of a particular type. | my, our, your, his, her, it’s, their, first, several, next, last, one, all |
| **Cohesion** | Every cohesive sentence in English must have **a noun, or a subject, like a person place or thing, and a verb, or an action.** It must make grammatical sense. | I am not afraid of an army of lions led by a sheep. |
| **Ambiguity** | Is the presence of two or more possible meanings within a single word or phrase | Brave men run in my family |

**Year 5 Grammar Matters!**

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| What do I know from last year?Year 4 | PronounPossessive pronoun Adverbial |
| What do I need to know next?Year 6 | Active and passive voiceSubject and objectHyphenSynonymColonSemi-colonBullet points |

The Year 5 grammar requirements are:

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| **Word Structure** | **Sentence Structure** | **Text Structure** | **Punctuation** |
| Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g*. -ate; -ise; -ify*).**Verb prefixes** (e.g.*dis-, de-, mis-, over- and re-).* | **Relative clauses** beginning with who, which, where, why or whose.Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely). | Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly).Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). | Brackets, dashes or commas to indicate parenthesis.Use of commas to clarify meaning or avoid ambiguity. |