

Summer	<p>Standard English</p> <ul style="list-style-type: none"> * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<p>Paragraphs</p> <ul style="list-style-type: none"> * Use of paragraphs to organise ideas around a theme 	<p>Revisit</p> <p>Spring terms objectives</p> <p>Apostrophes and Speech</p> <p>Recap other objectives (Year 3 and Year 4) reflecting on the needs of the class.</p>	Assessment
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Year 5		
Vocabulary, Grammar and Punctuation		
Skills	Objectives	What should be seen in the classroom?
Vocabulary	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	
Grammar	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	
Punctuation	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	Grammatical Terminology
		modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict math's teacher with curly hair) * Using fronted adverbials * Using commas after fronted adverbials * The grammatical difference between plural and possessive -s * Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] 			<p>Relative Clauses</p> <ul style="list-style-type: none"> * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • relative pronoun • relative clause 			<p>Modal Verbs</p> <ul style="list-style-type: none"> * Using modal verbs to indicate degrees of possibility * Indicating degrees of possibility using modal verbs [for example, might, should, will, must] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • modal verb 		<p>Adverbs</p> <ul style="list-style-type: none"> * Using adverbs to indicate degrees of possibility * Indicating degrees of possibility using adverbs [for example, perhaps, surely] 		Assessment	
Spring	<p>Parenthesis</p> <ul style="list-style-type: none"> * Using brackets, dashes or commas to indicate parenthesis <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • parenthesis • bracket • dash 			<p>Expanded Noun Phrases</p> <ul style="list-style-type: none"> * Using expanded noun phrases to convey complicated information concisely 			<p>Tenses</p> <ul style="list-style-type: none"> * Using the perfect form of verbs to mark relationships of time and cause 		Assessment			
Summer	<p>Commas</p> <ul style="list-style-type: none"> * Using commas to clarify meaning or avoid ambiguity in writing <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • ambiguity 		<p>Cohesion</p> <ul style="list-style-type: none"> * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>Terminology for pupils: • cohesion</p>						<p>Prefixes</p> <ul style="list-style-type: none"> * Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	<p>Suffixes</p> <ul style="list-style-type: none"> * Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify] 	Assessment	