Year 5 and 6 Grammar Coverage

Year A (2016-2017) Year 5 objectives

Term	Grammar coverage					
AUT 1	**Suffixes:** converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	**Brackets for parenthesis**	Developing technical language	**Editing** sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	**Metaphors**
AUT 2	**Verb prefixes:** "dis-", "de-", "mis-", "over-" and "re-"	**Dashes for parenthesis**	Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause	**Drop-in "-ed" clauses:** *Poor Tom, frightened by the fierce dragon, ran home.*	**Future tense verbs**	**Rhetorical questions**
SPR 1	Indicating degrees of possibility using **modal verbs**: *might, should, will, must*	**Commas for parenthesis**	**Connectives** to build cohesions: - Exemplification - Results - To summarise - To sequence	**Indefinite pronouns:** *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*	**Onomatopoeia**	**Personification**
SPR 2	Indicating degrees of possibility using **adverbs**: *perhaps, surely*	**Relative pronouns:** *who which that whom whose*	**Start a sentence** with an expanded "-ed" clause: *Frightened of the dark, Tom hid under the bed all night.*	Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)	**Colons** for play scripts and to start a list	Secure use of **compound sentences**
SUM 1	Embellishing simple sentences	**Relative clauses** to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Developing **fronted prepositional phrases** for greater effect: *Throughout the stormy winter… Far beneath the frozen soil…*	Speech in inverted commas		

Year 5 and 6 Grammar Coverage
Year B (2017-2018) Year 6 objectives

Term	Grammar coverage					
AUT 1	**Informal and formal speech:** *find out / discover* *ask for / request* *go in / enter* Using question tags for informality: *He's in your class, isn't he?* Use the subjunctive for formal writing: *If I were you…*	Use **inverted commas** accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	**Dashes** to mark the boundary between clauses: *It's raining – I'm fed up*	**Semicolons** to demarcate within a list	**Simple sentences and how to embellish them**	**Modal verbs**
AUT 2	**Abstract nouns**	**Repetition for effect:** persuasion, suspense, emphasis	**Colon and bullet points** for a list	**Alliteration**	Consolidating **compound sentences** and coordinating conjunctions	**Auxiliary verbs**
SPR 1	**Synonyms:** Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	**Connectives** to signpost and create cohesion within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise	**Hyphens for compound words** to avoid ambiguity: *man eating shark* or *man-eating shark*	**Similes**	**Complex sentences** and subordinate conjunctions	**Tense (past, present and future)**
SPR 2	**Antonyms:** using prefixes	**Layout devices** such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the **subject and object** of the sentence	**Metaphors**	Combining **complex and compound clauses** to create a sentence	**Pronouns: relative and possessive**
SUM 1	**Collective nouns**	**Colons** to mark the boundary between clauses: *It's sunny: I'm going out to play.*	**Ellipses** to create suspense and to show missing words in a quote	**Personification**	**Rhetorical questions**	**Relative clauses**
SUM 2	The difference between **passive and active** sentence and when to use the passive	**Semicolons** to mark the boundary between clauses: *It's raining; I'm fed up*	**Antonyms** to create different effects in sentences	**Fronted adverbials**	Expanded **noun phrases:** *The witch, who crashed her broom, is over there, feeling dazed.*	**Determiners and generalisers**

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				A whole sentence can be a noun phrase	
	Imperative verb				

This plan is a guide to support planning in a mixed age class with a job share to ensure continuity. Some of the objectives above will be taught discretely whilst others will be reinforced through text based work. They will be taught alongside spelling and sentence objectives. Class teachers will differentiate according to the cohort and their needs.