

Grammar Guide for Parents - Year 5

Adverbial Phrases and Clauses

An adverbial phrase is a group of words that describes how, when or where something happens and they link ideas across and build cohesion within and between paragraphs.

In year five, we use adverbials of time (*later*), place (*nearby, under the table*), manner (*sadly, without a sound*), degree (*almost unbelievably, completely exhausted*) and number (*secondly, weekly*).

Relative Clauses

A relative clause is a clause which begins with a relative pronoun, such as *when, which, who/whose, where* and *that*. They are punctuated with commas. The clause gives extra information about the noun.

e.g. The children, *who were on a school trip*, visited London.

Modal Verbs/Adverbs

Modal verbs are used to indicate degrees of possibility. They can be strengthened with the use of a modal adverb.

For example:

I might go to the shops. (modal verb)

I will go to the shops. (modal verb)

*I definitely will go to the shops.
(modal adverb & verb)*

Punctuation

In year five, it is expected that the children are able to use commas to clarify meaning and to avoid ambiguity. This is in addition to the basic use of full stops, question marks and exclamation marks.

We also use brackets, dashes and commas to show extra information (parenthesis), e.g.

The man (in a green coat) is waiting for his order.

The museum - in Liverpool - is free to visit.

James, aged 9, is the winner of the spelling competition.

Paragraphs

We also need to use paragraphs correctly to organise our ideas (a change of time, place or subject).

Spelling (Prefixes/Suffixes)

By the end of year five, children are expected to be able to change nouns or adjectives into verbs using the following suffixes, knowing the rules for how each word is spelt.

e.g. *priority + -ise = prioritise, intense + -ify = intensify, active + -ate = activate.*

Children are also expected to change the meaning of verbs using the following prefixes.

e.g. *dislike, deactivate, mistreat, overreact, replay.*