

YEAR 5 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

All lessons should aim to use SPAG questions from test papers to support and deepen children's understanding

	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1- 6 weeks	Spring 2 – 5 weeks	Summer 1 –7 weeks	Summer 2 – 6 ½
Week 1 2 day week	Punctuation: Capital letter and full stop (<i>revision year 2</i>) Revision – What is a subordinate clause? (<i>year 3</i>)	Spelling: Adding suffixes beginning with vowel letters to words ending in –fer Grammar: Use of paragraphs to organise ideas around a theme (<i>revision year 4</i>)	Spelling: Words containing the letter-string ough Grammar: Revision - To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i>) (<i>year 3</i>)	Spelling: Homophones and other words that are often confused – see spelling appendix Grammar: Converting adjectives into verbs using suffixes	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (<i>year 3</i>) Grammar: Paragraphs: linking ideas across paragraphs using adverbials of place e.g. nearby	Spelling: Homophones and other words that are often confused – see spelling appendix Grammar: Revision – What is a subordinate clause? (<i>year 3</i>)
		Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “sit down!” (<i>revision year 4</i>)	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “sit down!” (<i>revision year 4</i>)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It’s raining; I’m fed up</i>) (<i>year 6</i>)	Punctuation: Apostrophes - to mark singular possession in nouns e.g. the girl’s name (<i>revision year 2</i>)	Punctuation: Use of commas to clarify meaning or avoid ambiguity
Week 2	Spelling**: Endings which sound like /ʃəs/ spelt –cious or –tious	Spelling: Prefixes – un, dis and mis (<i>revision year 4</i>)	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (<i>year 3</i>)	Spelling: Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner (<i>revision year 4</i>)	Spelling: Endings which sound like /ʃəs/ spelt –cious or –tious	Spelling: The prefix ‘auto’ meaning ‘self’ or ‘own’ (<i>revision year 4</i>)
	Grammar: What is a pronoun? (<i>revision year 4</i>)	Grammar: Use of paragraphs to organise ideas around a theme	Grammar: Revision - To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i>) (<i>year 3</i>)	Grammar: To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) (<i>revision year 4</i>)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of number e.g. secondly	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of place e.g. nearby
	Punctuation: Apostrophes – to mark where letters are missing (<i>revision year 2</i>)	Punctuation: brackets to indicate parenthesis	Punctuation: Use of commas to clarify meaning or avoid ambiguity	Punctuation: Bullet points to list information (<i>year 6</i>)	Punctuation: Apostrophes – to mark where letters are missing (<i>revision year 2</i>)	Punctuation: Use of commas to clarify meaning or avoid ambiguity
Week 3	Spelling: Endings which sound like /ʃəl/ - cial	Spelling: Suffix – ation (<i>revision year 4</i>)	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (<i>year 3</i>)	Spelling: Words with the /i:/ sound spelt ei after c	Spelling: Prefixes – un, dis and mis (<i>revision year 4</i>) Adding suffixes beginning with vowel letters to words ending in –fer	Spelling: Homophones and other words that are often confused – see spelling appendix

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	Grammar: What is a possessive pronoun? (year 4)	Grammar: Fronted adverbials for why/reasoning (<i>revision year 4</i>)	Grammar: Use of adverbs to indicate degrees of possibility (for example perhaps, surely)	Grammar: What is a determiner? (<i>revision year 4</i>)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of tense choices e.g. he <i>had</i> seen her before	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of number e.g. secondly
	Punctuation: Apostrophes - to mark singular possession in nouns e.g. the girl's name (<i>revision year 2</i>)	Punctuation: brackets to indicate parenthesis	Punctuation: Use of commas to clarify meaning or avoid ambiguity	Punctuation: Use of the colon to introduce a list (year 6)	Punctuation: Apostrophes - to mark plural possession (<i>revision year 4</i>)	Punctuation: Use of the colon to introduce a list (year 6)
Week 4	Spelling: Words ending in –ant and –ance/-ancy	Spelling: Use of the hyphen to join a prefix to a root word e.g. co-ordinate	Spelling: Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Spelling: Words ending in –ant and –ance/-ancy	Spelling: The grammatical difference between plural and possessive – s (<i>revision year 4</i>)	Spelling: Commonly misspelt HFW's
	Grammar: Revision - To express time, place and cause using conjunctions (e.g. when, before, after, while, so) AKA subordinate clauses (<i>year 3</i>)	Grammar: Relative clauses beginning with who, which, where	Grammar: Use of modal verbs to indicate degrees of possibility (for example might, should, will, must)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of time e.g. later	Grammar: To learn to use the appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition (<i>revision year 4</i>)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of tense choices e.g. he <i>had</i> seen her before
	Punctuation: Revision - Inverted commas to punctuate direct speech (<i>year 3</i>)	Punctuation: Dashes to indicate parenthesis	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) (<i>year 6</i>)	Punctuation: Use of the colon to introduce a list (year 6)	Punctuation: Inverted commas to punctuate direct speech (<i>revision year 3</i>)	Punctuation: Use of semi-colons within lists
Week 5	Spelling: Words ending in ent and –ence/-ency	Spelling: Words with the /i:/ sound spelt ei after c	Spelling: The grammatical difference between plural and possessive – s (<i>revision year 4</i>)	Spelling: Words ending in ably and ibly	Spelling: Words with the /i:/ sound spelt ei after c	Spelling: Commonly misspelt HFW's
	Grammar: Fronted adverbials for where/place (<i>revision year 4</i>)	Grammar: Relative clauses beginning with when, whose, that or an omitted relative pronoun	Grammar: Converting nouns into verbs using suffixes	Grammar: Revision based on own class weaknesses	Grammar: To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) (<i>revision year 4</i>)	Grammar: Revision based on own class weaknesses
	Punctuation: Apostrophes - to mark plural possession (<i>revision year 4</i>)	Punctuation: Dashes to indicate parenthesis	Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses	Punctuation: Dashes to indicate parenthesis	Punctuation: Revision based on own class weaknesses

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Week 6	Spelling: Words ending in able and ible	Spelling: Possessive apostrophe with plural words (<i>revision year 4</i>)	Spelling: Revision based on own class weaknesses		Spelling: Words ending in able and ible	Spelling: Commonly misspelt HFW's
	Grammar: Revision - What is a preposition? (year 3)	Grammar: Fronted adverbials for how/manner (<i>revision year 4</i>)	Grammar: Revision based on own class weaknesses		Grammar: Using devices to build <i>cohesion</i> within a paragraph (for example then, after that, this, firstly)	Grammar: Revision based on own class weaknesses
	Punctuation: Apostrophes - to mark plural possession (<i>revision year 4</i>)	Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses		Punctuation: Brackets to indicate parenthesis	Punctuation: Revision based on own class weaknesses
Week 7	Spelling: Words ending in ably and ibly	Spelling: Revision based on own class weaknesses			Spelling: Revision based on own class weaknesses	Spelling: Commonly misspelt HFW's
	Grammar: Revision - Prepositional Phrases (<i>year 3</i>)	Grammar: Revision based on own class weaknesses			Grammar: Revision based on own class weaknesses	Grammar: Revision based on own class weaknesses
	Punctuation: Use of commas after fronted adverbials (<i>revision year 4</i>)	Punctuation: Revision based on own class weaknesses			Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses
Week 8	Spelling: Revision based on own class weaknesses					
	Grammar: Revision – To express time, place and cause using prepositions (e.g. before, after, during, in) (<i>year 3</i>)					
	Punctuation: Revision based on own class weaknesses					
Terminology	modal verb relative pronoun relative clause parenthesis, bracket, hyphen (dash) cohesion, ambiguity					

Each week the above objectives to be revised during guided reading activities.

A grammar lesson is to be taught every Monday during literacy time – this objective is then to be applied throughout the week.

** see attached spelling appendix