

MARCHWOOD JUNIOR SCHOOL



# Year 5 Grammar Guide



For Children and Parents

A guide to the key grammar skills and understanding that your child will be learning this year with examples and practice questions to help you support them at home.

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## Key Things from Previous Years

Here are some of the most important things that Year 5 children need to know and remember from previous years:

**Nouns:** These are often known as "naming" words. They name people, animals, places or things.

Examples: Lucy cat beach table teacher

**Adjectives:** Describe or give more information about a noun

Examples: bright tired dangerous useless hungry

**Verbs:** These are often known as "action" words. They describe what a person or thing is doing or being.

Examples: climb bounce write hope is was

**Adverbs:** Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how**, **when**, **where**, **why** or **how often** something is happening.

Examples: carefully (how) immediately (when) downstairs (where) therefore (why) always (how)

### Sentence Example:

Adjective Noun Verb Adverb

The frightened rabbit jumped backwards.

**Practice Question:** Label the noun (a), adjective (b), verb (c) and adverb (d) in the following sentence:

Eventually, the grumpy boys returned.

**Conjunctions:** Connect words and ideas within a sentence. They link two or more parts of a sentence together.

### Examples

I bought a loaf of bread **and** a bottle of milk.

I wanted to play outside **but** it was raining heavily.

**When** school had finished, the girls rushed home impatiently.

**Although** Ben hated heights, he boarded the plane.

**Practice Question:** Find a conjunction that could link these two ideas together in a sentence:

Rosie ate breakfast      it was time to go school

## Apostrophes for Possession and Omission

**Apostrophes for Possession:** The apostrophe is used to show that something belongs to someone or something.

Examples: The lady's hat Dad's eyes The child's work

**Apostrophes for Omission:** The apostrophe is used to take the place of missing letters in a **contraction** (two words squished together).

Examples: couldn't (apostrophe replaces the o of not)

They're (apostrophe replaces the a of are)

She'll (apostrophe replaces the wi of will)

**Practice Question:** Where should the three missing apostrophes go in the following sentence?

Sarahs brother couldnt help but laugh even though he knew shed get him into trouble for it.

Say whether each apostrophe is for **possession** or **omission**.

## Year 5 Grammar Skills

### Linking ideas using adverbs and adverbials

Remember an adverb or adverbial tells you **when, where, how, why** or **how often** something happens.

The children will be learning to use these to help create links between ideas in their writing.

Example 1:

**Later that night, the three boys crept back outside.**

*Later that night* is an adverbial telling you **when** they crept. It links to a previous sentence that would have been about what happened earlier that night.

*back outside* is an adverbial telling you **where** they crept. It suggests that they were outside earlier too so it makes another link to previous ideas.

We are particularly interested in using 'Fronted Adverbials' (adverbials at the start of a sentence) as this creates a really clear link to previous ideas and points.

Example 2:

**In addition to reducing traffic, cycling also has significant health benefits to consider.**

*In addition to reducing traffic* is an adverbial telling you **where** the new idea fits within the argument. It makes a clear link back to the previous point and makes it easier for the reader to follow the argument.

Example 3:

**Adverbial: In a state of shock, the team made their way forward to collect the trophy.**

**Adverb: Nervously, the team made their way forward to collect the trophy.**

These examples show **how** the team were feeling when they went forward. Placing the adverb/adverbial at the start in this case suggests that previous sentences are about how unlikely they were to win.

**Practice Question:** Add 3 different adverbials to the start of the sentence below to create 3 different sentences.

**The queen charged towards the battle.**

*Try using different adverbials for when, where and how*

### Modal Verbs and Adverbs to show possibility

These are useful when either trying to be persuasive, commanding or fair and balanced. Here are some examples:

**Modal verbs:** *should would could can may might will must*

**Adverbs:** *surely possibly sometimes never perhaps unlikely*

**Persuasive** - *Surely you would want to see your child happy.*

**Balanced** - *Perhaps we could explore other options.*

**Commanding** - *You must never enter that place.*

**Home Challenge:** Practise using the modal verbs and adverbs in your conversations at home. Try being persuasive, balanced and commanding with each other.

## Year 5 Grammar Skills

### Relative Clauses to add relevant detail

A relative clause is a **type of subordinate clause**, which means it is part of a sentence that doesn't make sense by itself - it needs to sit alongside a **main clause** to make sense - see below:

**Mrs. Anderson smiled because the children were working so hard.**

*Mrs. Anderson smiled* is the main clause as it makes sense on its own. *Because the children were working so hard* is the subordinate clause as it only makes sense when put with the main clause. By itself it doesn't make sense.

A **relative clause** is a subordinate clause, which adds detail to a noun within a sentence. They are introduced by **relative pronouns** - *Who, whom, whose, which* or *that*.

#### Example 1:

**The old building, which had once been a busy factory, was now empty.**

**Main clause** = *The old building was now empty* makes sense by itself so it is the main clause.

**Relative clause** = *which had once been a busy factory* - This does not make sense by itself but gives extra detail about the noun 'building'. It has been sandwiched into the middle of the main clause so that it is immediately after the noun it is describing (the building).

This is called an **Embedded Relative Clause** and it uses **commas** to separate itself from the main clause.

**Practice Question:** Add an **embedded relative clause** to give more detail about the teacher in the following sentence:

**My teacher told me that I had done really well.**  
(Don't forget the commas to separate the clauses)

#### Example 2:

**I quickly apologised to the lady, who was looking very angry indeed.**

**Main clause** = *I quickly apologised to the lady* - This makes sense by itself so it is the main clause.

**Relative clause** = *who was looking very angry indeed* - This does not make sense by itself but gives extra detail about the noun 'lady'. It has added after the noun and sits at the end of the sentence.

### Y5 Punctuation: Brackets

Brackets can surround extra information that is added to a sentence. The information within brackets can be removed without changing the meaning of the sentence.

**Example:** *Mr. Harris (a teacher at Marchwood Junior School) loves teaching spelling and grammar.*

**Practice Question:** Insert a pair of brackets in the most suitable places in the sentence below:

Jane went to Lisbon the capital of Portugal to enjoy the warm weather.