



Alameda Middle School

Inspire ▀ Achieve ▀ Excel

Parents' Support Guide to Spelling, Punctuation and Grammar in Year 5.

Writing

By the end of Year 5 most children should know...

- To use single clause sentences and multi-clause sentences (using coordinating conjunctions: for, and, nor, but, or, yet, so).
- To use multi-clause sentences (using subordinating conjunctions: although, after, because, when, that, if, while, unless etc.).
- How to use expressive and figurative language (e.g. similes and metaphors).
- How to use expanded noun phrases modifiers before and after the noun, and through use of adverbials (a shy boy with pale, delicate features).
- How to use relative clauses, beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- How to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- How to link ideas across paragraphs using adverbials of time (e.g. later, before, then), place (e.g. nearby, far away) and number (e.g. secondly, finally) or tense choices (e.g. he had seen her before).
- How to use brackets, dashes or commas to indicate parenthesis. This is used to offset additional information in your sentence (called parenthesis) (e.g. While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree).
- Places commas, mostly accurately, to clarify meaning or avoid ambiguity.
- Uses devices to build cohesion within a paragraph (e.g. adverbials: shortly, afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming.).

Useful Activities

Read! Read! Read!

Choose a quality text to share. Discuss the type of language being used and how it works within a sentence. Talk about the dialogue being used. Take parts ... reading it like a play – getting into character, mood etc.

Poetic licence!

Practice making /writing alliterative sentences. Who can make the longest sentence? When might we use alliteration? Rabbit... The ravishing rabbit rowed over the river and replaced his roller boots with red rock and roll rattles. Dictionaries help here!!

Crazy clauses

You need to put together a collection of about ten completely unconnected nouns – custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug. Tell them that they are going to write a sentence that is going to begin with either... although, because of, after, instead of, or despite of. At random give them two of the nouns. Now write your sentence, make sure that it is correctly punctuated and that it makes sense... Although the custard was hot and sweet, the hippo still managed to take a bath in it. or... Despite of eating a large slug for breakfast, the man cycled to Skegness.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accommodate				correspond			
accompany				criticise			
according				curiosity			
achieve				definite			
aggressive				desperate			
amateur				determined			
ancient				develop			
apparent				dictionary			
appreciate				disastrous			
attached				embarrass			
available				environment			
average				equipped			
awkward				especially			
bargain				exaggerate			
bruise				excellent			
category				existence			
cemetery				explanation			
committee				familiar			
communicate				foreign			
community				forty			
competition				frequently			
conscience*				government			
conscious*				guarantee			
controversy				harass			
convenience				hindrance			

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
identity				queue			
immediate(ly)				recognise			
individual				recommend			
interfere				relevant			
interrupt				restaurant			
language				rhyme			
leisure				rhythm			
lightning				sacrifice			
marvellous				secretary			
mischievous				shoulder			
muscle				signature			
necessary				sincere(ly)			
neighbour				soldier			
nuisance				stomach			
occupy				sufficient			
occur				suggest			
opportunity				symbol			
parliament				system			
persuade				temperature			
physical				thorough			
prejudice				twelfth			
privilege				variety			
profession				vegetable			
programme				vehicle			
pronunciation				yacht			

Spelling activities to support your child:

<u>Scrambled words</u> Fold a piece of paper into 3 columns. Write the words in the first column, then write them in the second column all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words.	<u>Air and back spelling</u> Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.	<u>Acrostic</u> Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what: While Sam was walking down the path, He saw a cat that stared, then laughed. A cat that laughs is quite a feature, Tell me, have you seen such a creature?	<u>Write a story</u> Write a paragraph/story containing as many words as possible that follow the spelling rule / pattern you are focusing on.
<u>Letter Writing</u> Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.	<u>Colourful words</u> Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.	<u>Rainbow writing</u> Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.	<u>Graffiti wall</u> Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.
<u>Ambidextrous</u> Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.	<u>Words within words</u> Write down target words and then see how many other words you can make from the same letters.	<u>Words without vowels</u> Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)	<u>Make Some Music</u> Write a song or rap that includes your words. Share with a friend or family member.

<u>Pyramid power</u> Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc. so forming a pyramid.	<u>Hangman</u> Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.	<u>ABC Order</u> Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?	<u>Squiggly / Bubble spelling words</u> Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.
<u>Consonant circle</u> Write a list of examples of your spellings. Circle all the consonants.	<u>Sign your words</u> Use sign language finger spelling to sign your words. http://www.unitykid.com/signlanguage.html http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/	<u>UPPER and lower</u> Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.	<u>Across and down</u> Write all of your spelling words across and then down starting with the first letter.
<u>Back Writing</u> Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.	<u>Find your words</u> Using your reading book, list as many spellings that follow the rule as possible.	<u>Choo- Choo words</u> Write the entire list end- to-end as one long word (like a train). Use a different coloured crayon for each word. Eg hopmopestopdrop	<u>Connect the dots</u> Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?

<u>Rhyming words</u> Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).	<u>Adding my words</u> Each letter has a value. Consonants are worth 10 Vowels are worth 5 Find as many spellings that follow the rule / pattern and add up your score.	<u>Spelling poem</u> Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.	<u>X words</u> Find two target words with the same letter in and then write them so they criss cross.
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Year 5 Grammar

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate</i>; <i>–ise</i>; <i>–ify</i>] Verb prefixes [for example, <i>dis–</i>, <i>de–</i>, <i>mis–</i>, <i>over–</i> and <i>re–</i>] Children will be expected to use thesauruses to improve their selection and variety of vocabulary – this can be a focus at home for any piece of writing.
Sentence	Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Year 5 Grammar Terminology

Modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will</i>, <i>would</i>, <i>can</i>, <i>could</i>, <i>may</i>, <i>might</i>, <i>shall</i>, <i>should</i>, <i>must</i> and <i>ought</i>. A modal verb only has finite forms and has no suffixes (e.g. <i>I sing</i> – <i>he sings</i>, but not <i>I must</i> – <i>he musts</i>).	<i>I <u>can</u> do this maths work by myself.</i> <i>This ride <u>may</u> be too scary for you!</i> <i>You <u>should</u> help your little brother.</i> <i>Is it going to rain? Yes, it <u>might</u>.</i> <i>Canning swim is important. [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i>, where <i>being</i> is not a modal verb]</i>
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Relative pronoun	A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used every day with the most common relative pronouns being: <i>who, whom, which, whoever, whomever, whichever, and that.</i>	Spaghetti, <u>which</u> many of us enjoy, can be messy. This is the book <u>that</u> everyone is talking about. She wrote to the person <u>whom</u> she had met last month. We didn't bring the receipt, <u>which</u> was a big mistake. I have a friend <u>whose</u> cat is annoying.
Relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun that is often omitted. A relative clause may also be attached to a clause. In that case, the pronouns refers back to the whole clause, rather than referring back to the noun.	In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold. That's the boy <u>who lives near school.</u> [who refers back to the boy] The prize <u>that I won</u> was a book. [that refers back to the prize] The prize <u>I won</u> was a book. [the pronoun that is omitted] Tom broke the game, <u>which annoyed Ali.</u> [which refers back to the whole clause]
Parenthesis Bracket () Dash	Parentheses are <u>punctuation</u> marks (either <u>commas</u>, <u>dashes</u> or <u>brackets</u>) which are used in pairs to offset additional information in a <u>sentence</u>. The additional information is called a <u>parenthesis</u>. The parentheses (i.e., the commas, dashes, or brackets) are known as <i>parenthetical punctuation</i>.	Mrs Allan, 64 at the time, rang the police immediately. (In this example, commas have been used as parentheses.) Due to pub quizzes, Buzz Aldrin — the second man on the Moon — is now as famous as Neil Armstrong. (In this example, dashes have been used as parentheses.) Mrs O'Grady's other macaw (called 'Billy Two') rides a motorized skateboard. (In this example, brackets have been used as parentheses.)

Cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	A visit has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. This is an overnight visit. <u>The centre</u> has beautiful grounds and <i>a nature trail</i>. During the afternoon, <u>the children</u> will follow <i>the trail</i>.
Ambiguity	Anything that is said to be ambiguous is open to more than one interpretation. Sentences and words that are ambiguous have more than one possible meaning.	Put the box on the table by the window in the kitchen is an ambiguous sentence. It could mean any of the following: • Put the box onto the table that is by the window in the kitchen. • Take the box that is on the table and put it by the window in the kitchen. • Take the box off the table that is by the window and put it in the kitchen.

Websites for Grammar

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>

