



St Peter's Church of England Primary School Whole School Grammar Curriculum  
Year 5 Long Term Overview

| Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
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| <b><u>Handwriting</u></b><br>Handwriting should be joined as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.  |   | <b><u>Handwriting</u></b><br>Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.   |  | <b><u>Handwriting</u></b><br>Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.  |   |
| <p style="text-align: center;"><b><u>Grammar</u></b></p> <p><b><u>Verbs:</u></b><br/>Recognise verbs within sentences.<br/><i>The dog <b>ran</b> down the long, dark road.</i><br/><i>A boy <b>kicked</b> a tin-can against the brick wall.</i><br/>Make sure that you also cover the verb 'to be' (the idea that an action can also be the act of 'being')<br/>The car <b>is</b> blue.<br/>The boy <b>was</b> angry.</p> <p><b><u>Nouns:</u></b><br/>Recognise nouns within sentences.<br/><i>The <b>dog</b> ran down the long, dark road.</i><br/><i>A <b>boy</b> kicked a tin-can against the brick wall.</i><br/>Recap/Teach the different types of nouns</p> | <p style="text-align: center;"><b><u>Grammar</u></b></p> <p><b><u>Tense – Simple Past, Present, Future.</u></b><br/>Focus on the simple version of all three tenses and recognise how each change depending on when the event happens.<br/><i>I ate a sandwich (Past)</i><br/><i>I am eating a sandwich.(Present)</i><br/><i>I will eat a sandwich.(Future)</i></p> <p><b><u>Conjunctions (FANBOYS)</u></b><br/>Identify and use co-ordinating conjunctions in sentences. Coordinating conjunctions join two independent clauses together.<br/><b>For, And, Nor, But, Or, Yet, So,</b><br/><i>I like fish → Mum prefers chips</i></p> | <p style="text-align: center;"><b><u>Grammar</u></b></p> <p><b><u>Tense – Progressive Past, Present, Future.</u></b><br/>Focus on the progressive version of all three tenses. Progressive tense shows an action that is still in progress. The verbs in the progressive form use a form of "to be" + the present participle (an -ing verb). (It is the form of the helping verb that indicates the tense.)<br/><i>I was eating a sandwich. (Past Prog)</i><br/><i>I am eating a sandwich. (Present Prog)</i><br/><i>I will be eating a sandwich. (Future Prog)</i></p> <p><b><u>Adverbs and Adverbials</u></b><br/>Recognise adverbs and adverbials in sentences and use them correctly. Adverbs and adverbials detail when, why, how or where a verb happened.<br/><b>T – Time</b></p> | <p style="text-align: center;"><b><u>Grammar</u></b></p> <p><b><u>Tense – Perfect Past, Present, Future.</u></b><br/>Focus on the perfect version of all three tenses. The perfect tense is formed with either the past, present or future form of "to have" plus the past participle of the verb (which can be either regular or irregular in form).<br/><i>I had eaten a sandwich. (Past Perfect)</i><br/><i>I have eaten a sandwich. (Present Perfect)</i><br/><i>I will have eaten a sandwich. (Future Perfect)</i></p> <p><b><u>Subordinating Conjunctions</u></b><br/>Identify and use subordinating</p> | <p style="text-align: center;"><b><u>Grammar</u></b></p> <p><b><u>Prepositions</u></b><br/>Identify and apply prepositions in sentences. Prepositions are linking words in a sentence. Prepositions tell us where something is or when something is happening. Prepositions usually sit before <u>nouns</u> (or <u>pronouns</u>) to shows the relationship to another word in the sentence.<br/><i>The cat slept <b>under</b> the bed.</i><br/><i><b>At midnight,</b> the graveyard was silent.</i></p> <p><b><u>Recognise and Vary Position of Clause Structures</u></b><br/><b><u>Clauses</u></b><br/>Identify and use different clause types. Clauses are the building blocks of English sentences, groups of words that contain a subject and a verb.</p> | <p style="text-align: center;"><b><u>Grammar</u></b></p> <p><b><u>Revision of Grammar Targets taught throughout Year 5.</u></b><br/>Revisit different areas of the Year 5 Grammar Curriculum and check understanding. Intervention for any children who have misconceptions of areas.</p> |



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| <p><b>Abstract Noun</b> –<br/><i>Sadness, Happiness.</i></p> <p><b>Proper Noun</b> – <i>David, London, England</i></p> <p><b>Common Noun</b> –<br/><i>table, ball, balloon.</i></p> <p><b>Subject/Verb relationship:</b><br/>Understand that sentences need a Subject (noun) and a verb in them. Identify the subject and verb agreement in sentences.<br/><i>E.g. The cat slept happily.</i><br/>Introduce the verb ‘to be’ and how this appears in sentences.<br/><i>I am eleven.</i><br/><i>You are wrong.</i></p> | <p><i>I like fish, but Mum prefers chips.</i></p> <p><b>Expanded Noun Phrases</b><br/>Identify and write expanded noun phrases. These can be formed in two different styles:<br/>1. Add two adjectives before a noun.<br/><i>The old, bearded wizard.</i><br/>2. Add an adjectival phrase after the noun.<br/><i>The wizard with the square glasses wandered the dark corridor aimlessly.</i></p> | <p><i>Last night, the cat sat</i></p> <p><b>R – Reason</b><br/><i>The cat sat because it was exhausted after a long day.</i></p> <p><b>M – Manner</b><br/><i>The cat sat still</i></p> <p><b>P – Place</b><br/><i>The cat sat in front of the fire.</i></p> | <p>conjunctions in sentences.<br/>Subordinating conjunctions join a subordinate clause to an independent clause. Focus on:<br/><b>After, when, if, that, even though, because, until, since.</b></p> <p><i>When it started raining, we went inside.</i><br/><i>I want to buy a house if I win the lottery.</i></p> <p>*A WHITE BUS resource recommended</p> | <p>Demonstrate how clauses can vary in their position in a sentence.</p> <p><b>Main/Independent Clause</b><br/>– Contains a subject and an object and makes sense by itself.<br/><i>I like bananas.</i></p> <p><b>Subordinate Clause</b> –<br/>A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.<br/><i>After she picks me up, mum is taking me to buy shoes.</i></p> <p><b>Relative Clause</b> –<br/>A clause that is attached to an antecedent by a relative pronoun such as <i>who, which, or that.</i><br/><i>The man, who lived at number 11, walked outside to fetch his newspaper.</i></p> |  |
| <p><b>Punctuation</b><br/><b>Inverted Commas</b><br/>Recognise and use inverted commas correctly within writing.<br/><i>“How lovely to see you!” said Mum.</i></p>  | <p><b>Punctuation</b><br/><b>Commas before a coordinating conjunction</b><br/>Recognise and use a comma before using a coordinating conjunction.</p>  | <p><b>Punctuation</b><br/><b>Commas for Fronted Adverbials</b><br/>After using a fronted adverbial, identify correct position and use a comma to separate the adverbial from the rest of the</p>  | <p><b>Punctuation</b><br/><b>Apostrophes for possession</b><br/>Recognise and use apostrophes for possession to show that an object belongs to someone.</p>   | <p><b>Punctuation</b><br/><b>Parentheses – Commas, Brackets, Dashes</b><br/>Recognise that parentheses are used to give additional information in sentences. Use commas, brackets or</p>  | <p><b>Punctuation</b><br/><b>Revision of all Punctuation Targets for this year.</b><br/>Revisit different areas of the Year 5 punctuation and check understanding.</p> |



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| <p><b><u>Punctuation when using speech.</u></b><br/>         Ensure that children can use inverted commas and other punctuation within a sentence correctly. "How lovely to see you!" said Mum.</p> <p>*These two targets need to be taught jointly in order for a sentence that includes speech to be taught correctly*</p> <p><b><u>Sections and Paragraphs</u></b><br/>         Teach how to organise writing into different sections/paragraphs (based on the genre of writing). Use TiP ToPD resources to help identify when to start a new paragraph. Time, Place, Topic, Person, Dramatic Effect.</p> | <p><i>I like fish, but Mum prefers chips.</i></p> <p><b><u>Commas to provide clarity</u></b><br/>         Understand that commas play an important role in avoiding confusion and clarifying the meaning of sentences. Use commas correctly to give clarity in potentially confusing sentence.</p> <p><i>The room was full of crying babies and mothers.</i></p> <p><i>The room was full of crying babies, and mothers.</i></p> | <p>sentence.</p> <p><i>At the stroke of midnight, a mouse ran across the hallway.</i></p> | <p><i>The pencil belongs to Molly.</i><br/> <i>It is Molly's pencil.</i></p> <p><b><u>Bullet Points. Headings and Subheadings and Columns</u></b><br/>         Identify and teach which text types use these features and understand why. Use these in an example of that text type.</p> | <p>dashes appropriately, choosing the text type carefully.</p> <p><b><u>Dashes</u></b><br/> <i>Upon discovering the errors – all 24 of them – she called Frank.</i></p> <p><b><u>Brackets</u></b><br/> <i>The president (and his assistant) travelled by jet.</i></p> <p><b><u>Commas</u></b><br/> <i>Shirley, the cashier, disagreed with Roger.</i></p> <p><b><u>Recognise Relative Pronouns</u></b><br/>         Identify and use relative pronouns within a relative clause and punctuate the clause with commas.</p> <p><b><u>Relative Pronouns –</u></b><br/> <i>That, Which, Who, Whom, Whoever, Whomever, Whichever.</i></p> | <p>Intervention for any children who have misconceptions of areas.</p> |
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