| Year 5 curriculum (All children are expected to know all previous year group curriculum content) | | | | |
|---|---|---|---|---|
| **Word** | **Sentence** | **Text** | **Punctuation** | **Terminology for pupils** |
| Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]<br><br>Verb prefixes [for example dis-, de-, mis-, over-, and re-) | Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun<br><br>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br><br>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning or avoid ambiguity | modal verb<br>relative pronoun<br>relative clause<br>parenthesis<br>bracket<br>dash<br>cohesion<br>ambiguity |