



Grammar, Punctuation and Spelling

Year 5

Long Term Plan

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Grammar, Punctuation and Spelling – Year 5 – Long Term Plan

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Relative Clauses			3. Modal Verbs		4. Adverbs			Assessments
Spring	1. Parenthesis			2. Expanded Noun Phrases			3. Tenses					Assessments
Summer	1. Commas		2. Cohesion						3. Prefixes	4. Suffixes	Assessments	

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Reasoning and Application questions. The resources for each first step in every block are available to download for free.

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Year 5 – Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	<p>1. Ready to Write</p> <p>(4G1.5) <u>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u></p> <p>(4G3.2) <u>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</u></p> <p>(4G5.6b) <u>Using fronted adverbials</u></p> <p>(4G5.6b) <u>Using commas after fronted adverbials</u></p> <p>(4G5.8) <u>The grammatical difference between plural and possessive –s</u></p> <p>(4G5.7) <u>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</u></p>			<p>2. Relative Clauses</p> <p>(5G3.1a) <u>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G1.5b) <u>relative pronoun</u> • (5G3.1a) <u>relative clause</u> 			<p>3. Modal Verbs</p> <p>(5G4.1c) <u>Using modal verbs to indicate degrees of possibility</u></p> <p>(5G4.1c) <u>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G4.1c) <u>modal verb</u> 		<p>4. Adverbs</p> <p>(5G1.6) <u>Using adverbs to indicate degrees of possibility</u></p> <p>(5G1.6) <u>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</u></p>			Assessments		

Year 5 – Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Spring	<p>1. Parenthesis</p> <p>(5G5.9) Using brackets, dashes or commas to indicate parenthesis</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G5.9) parenthesis • (5G5.9) bracket • (5G5.9) dash 			<p>2. Expanded Noun Phrases</p> <p>(5G3.2) Using expanded noun phrases to convey complicated information concisely</p>			<p>3. Tenses</p> <p>(5G4.1b) Using the perfect form of verbs to mark relationships of time and cause</p>						Assessments	

Year 5 – Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	<p>1. Commas</p> <p>(5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G5.6a) ambiguity 		<p>2. Cohesion</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link 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]</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G1.5) cohesion 							<p>3. Prefixes</p> <p>(5G6.2) Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>4. Suffixes</p> <p>(5G6.3) Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p>	Assessments