



Grammar, Punctuation and Spelling

Year 5

Autumn Block 1

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Grammar, Punctuation and Spelling – Year 5 – Ready to Write

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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					
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 Application and Reasoning questions. The resources for each first step in every block are available to download for free.

We recommend using the [Year 5 Baseline Assessment](#) before the Autumn Block 1 guidance and resources so that you can address any gaps in prior knowledge from Year 4.

Block 1 – Ready to Write

National Curriculum Objectives:

- (4G1.5) [Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition](#)
- (4G3.2) [Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases \(e.g. the teacher expanded to: the strict maths teacher with curly hair\)](#)
- (4G5.6b) [Using fronted adverbials](#)
- (4G5.6b) [Using commas after fronted adverbials](#)
- (4G5.8) [The grammatical difference between plural and possessive –s](#)
- (4G5.7) [Use of inverted commas and other punctuation to indicate direct speech \[for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”\]](#)

Small Steps

1. [Pronouns](#)
2. [Expanding Noun Phrases](#)
3. [Fronted Adverbials](#)
4. [Plural and Possessive](#)
5. [Direct and Indirect Speech](#)

1. Pronouns

Notes and Guidance

- From Year 4, children should know that a noun can be replaced by a pronoun to avoid repetition in writing.
- Children should be able to identify which repeated noun needs to be replaced by a pronoun.
- Children should begin to identify which noun a pronoun is referring to.

Focused Questions

- Identify the nouns in this sentence.
- Identify the pronouns in this sentence.
- Can you replace this noun with a pronoun? Which one would you use and why?
- Can you replace this pronoun with a noun? How do you know it is referring to that noun?

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

2. Expanding Noun Phrases

Notes and Guidance

- From Year 3 and Year 4, children should be able to identify noun phrases in sentences.
- Children should know that a simple noun phrase can be made by using a determiner and a noun.
- They should also know that nouns can be modified by the use of adjectives and prepositions. They may know that this is called an expanded noun phrase.
- Children should be able to choose appropriate modifying words to create expanded noun phrases.

Focused Questions

- Identify the noun phrase in this sentence.
- Does a noun phrase always have a noun?
- Can a noun phrase include other word classes?
- How could you modify this noun?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

3. Fronted Adverbials

Notes and Guidance

- Children should know that a main clause can be expanded by adding an adverbial phrase. They should also know that the location of this adverbial phrase can be moved within the sentence.
- From Year 4, children may know that an adverb can give more detail about a verb, an adjective and even other adverbs. They tell us how, when, why, where or how often.
- Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, i.e. *Yesterday, I went to the shops* and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost e.g. *Suddenly it started* but more often a comma would follow the fronted adverbial.

Focused Questions

- What is an adverbial phrase? What does it do within a sentence?
- Can an adverbial phrase move location within a sentence?
- Identify the fronted adverbial in this sentence. What punctuation mark should be used after it?
- Change this sentence so that the adverbial phrase becomes a fronted adverbial. What have you had to change or add?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

4. Plural and Possessive

Notes and Guidance

- This step revisits the use of apostrophes, including when they should be used and when they should not be used.
- From Year 4, children should know the difference between adding -s to indicate a plural noun, adding -'s to indicate possession with a single noun and adding -s' to indicate possession with a plural noun.
- Children should also know the difference between using an apostrophe for omission and using a possessive pronoun, e.g. *it's* (short for it is) and *its* meaning something belongs to the pronoun.

Focused Questions

- What is the name of the punctuation mark that appears in the word *could've*?
- Is this noun plural or is a noun with possession?
- How would I indicate that this plural noun has possession of something?
- Is this apostrophe indicating omission or possession?
- Why does 'its' not need an apostrophe in this sentence?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

5. Direct and Indirect Speech

Notes and Guidance

- Children should be able to recognise when speech is being used in writing by identifying inverted commas.
- From Year 4, children should also be able to punctuate direct speech with a comma after the reporting clause, inverted commas to indicate the start of the direct speech, punctuation for the spoken words and inverted commas to indicate the end of the direct speech.
- Children may be able to identify when indirect speech has been used and why (for example, reported speech in a newspaper report).
- Children may be able to rewrite indirect speech as direct speech using their knowledge of punctuating direct speech.

Focused Questions

- What punctuation has been used to indicate the direct speech in this sentence?
- Where should the end punctuation go: before the inverted commas or after them?
- Is this direct speech or indirect speech? How do you know?
- What words are being spoken in this indirect speech?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.