



Grammar, Punctuation and Spelling

Year 5

Autumn Block 2

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Grammar, Punctuation and Spelling – Year 5 – Relative Clauses

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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.

Autumn Block 2 – Relative Clauses

National Curriculum Objectives:

- (5G3.1a) [Using relative clauses beginning with who, which, where, when, whose, that or with an implied \(ie omitted\) relative pronoun](#)
- Terminology for pupils:
 - (5G1.5b) [relative pronoun](#)
 - (5G3.1a) [relative clause](#)

Small Steps

1. [Relative Pronouns](#)
2. [Recognising Relative Clauses](#)
3. [Using Relative Clauses](#)
4. [Omitting Relative Pronouns](#)

Step 1 – Relative Pronouns

Notes and Guidance

- From Year 4, children should know the terms *personal pronoun* and *possessive pronoun* and that pronouns are used to replace nouns.
- In this step, children will learn the term *relative pronoun* which refers to pronouns such as *who, which, where, when, that, etc.*
- Children should be able to identify and use a relative pronoun and know the difference between relative, personal and possessive pronouns.

Focused Questions

- What is the relative pronoun in the following sentence?
- Which noun or pronoun does the relative pronoun refer to?

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.

Step 2 – Recognising Relative Clauses

Notes and Guidance

- This step introduces relative clauses which begin with a relative pronoun.
- Relative pronouns introduce a relative clause which links one part of a sentence back to another noun or pronoun that has been mentioned previously. Relative clauses do not make sense on their own.
- Children should begin to identify which noun or pronoun a relative clause is referring to.

Focused Questions

- What is the relative clause in the following sentence?
- Is this a relative clause or a main clause? How do you know?
- Which noun or pronoun is the relative clause referring to?

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.

Step 3 – Using Relative Clauses

Notes and Guidance

- Now that children know what a relative clause is, they should begin to create their own relative clauses.
- Children should be able to choose an appropriate relative pronoun and use this to write a relative clause which links back to a noun or pronoun in the main clause.

Focused Questions

- Which relative clause links best to the following main clause?
- What relative pronouns could you use to link to this noun/pronoun? What extra information can you add using this relative pronoun?

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.

Step 4 – Omitting Relative Pronouns

Notes and Guidance

- Once children are able to create and use relative clauses confidently, they should begin to use implied/omitted relative pronouns.
- A clause can still be relative even if there is no relative pronoun at the start. For example, *'I went to the park which is around the corner from my house.'* can still make sense without the relative pronoun 'which' or the verb 'is'. *'I went to the park around the corner from my house.'* It is implied that the relative clause 'around the corner from my house' is referring to the noun 'park' rather than the pronoun 'I'.

Focused Questions

- Does the following sentence make sense without a relative pronoun?
- What is the implied/omitted relative pronoun in the following sentence?
- Rewrite the following sentence and omit the relative pronoun.

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.