



**Grammar, Punctuation and Spelling**

**Year 5**

**Autumn Block 3**

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

# Autumn Block 3 – Modal Verbs

## National Curriculum Objectives:

- (5G4.1c) [Using modal verbs to indicate degrees of possibility](#)
- (5G4.1c) [Indicating degrees of possibility using modal verbs \[for example, might, should, will, must\]](#)
- Terminology for pupils:
  - (5G4.1c) [modal verb](#)

## Small Steps

1. [Recognising Modal Verbs](#)
2. [Using Modal Verbs](#)

# Step 1 – Recognising Model Verbs

## Notes and Guidance

- In this step, children will learn to recognise modal verbs in sentences. The modal verbs are: *can, could, may, might, shall, should, must, will, would, ought to*.
- Children need to know that modal verbs work with another verb to indicate the possibility of something. They tell you how certain, how necessary or how able the other verb is, e.g. 'It will rain today.' indicates that it is certain, whereas 'It may rain today.' indicates that there is also a possibility that it won't rain.
- Children should also know that modal verbs are always in the same form such as *may, can* or *should*. Modal verbs do not have any other forms, i.e. *mayed* or *mayinq*.
- Children should also be taught that most modal verbs are followed by the base form of the verb with exceptions being the semi-modal verbs, for example, *ought* and *used* which are followed by the infinitive e.g. *ought to be, used to be*

## Focused Questions

- What does a modal verb tell you?
- How certain/necessary/able is the verb in this sentence?
- What word is the modal verb in this sentence?

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 – Using Modal Verbs

### Notes and Guidance

- Children should choose appropriate modal verbs using their knowledge of the different types to indicate certainty, necessity and ability.
- They should be able to explain why they have chosen a particular modal verb and how it changes/enhances the meaning of the verb in their sentence.

### Focused Questions

- What modal verb could you use in the sentence to show certainty/uncertainty, necessity/unnecessity, ability/inability?
- How could we change the sentence to show inability instead of ability?

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.