Grammar, Punctuation and Spelling

Year 5

Autumn Block 4

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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					Assessments
Summer	1. Commas			2. Cohesion						3. Prefixes	4. Suffixes	Assessments

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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.

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Autumn Block 4 – Adverbs

National Curriculum Objectives:

- (3G1.6) Using adverbs to express time and cause
- (3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore]
- (5G1.6) Using adverbs to indicate degrees of possibility
- (5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely]

Small Steps

1. Recognising Adverbs
2. Using Adverbs
3. Recognising Adverbs to Indicate Degrees of Possibility
4. Using Adverbs to Indicate Degrees of Possibility

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Step 1 – Recognising Adverbs

Notes and Guidance

- This step is optional depending on whether your pupils are confident in recognising adverbs in sentences.
- From Year 3, children should know the word class *adverbs* and that they are used to explain when, how often, where or how a verb takes place. They should also know that adverbs can move locations within a sentence.
- Some words can be used as adverbs or prepositions so children need to understand how to identify whether it is an adverb (not immediately followed by a noun or pronoun) or a preposition.
- From Year 4, children should also know that adverbs can be used as adverbial phrases which can move locations within a sentence, such as a fronted adverbial.
- This step is a recap of adverbs and adverbial phrases. Children need to be able to recognise adverbs in sentences and explain how they have been used.

Focused Questions

- Which word is an adverb in the sentence?
- What type of adverb has been used?
- Can the adverb be moved within the sentence? What is the sentence now?
- Is this word an adverb or a preposition? How do you know?

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.

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Step 2 – Using Adverbs

Notes and Guidance

- Once children can recognise adverbs in sentences, they need to move onto using adverbs in sentences. Children should be able to explain how the choice of location can impact on the style of writing. For example, having the adverb 'gently' at the start of the clause sets the tone of the sentence as to how the action is undertaken, rather than focusing on the action itself.
- This step looks at using the different types of adverbs and how a writer can convey different meanings by using various adverbs.

Focused Questions

- Which adverb could be used to explain when/how often/where/how this verb has taken place?
- Where could the adverb be written in this sentence?
- Can you have more than one adverb in a sentence? What impact will this have on the 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.

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Step 3 – Recognising Adverbs to Indicate Degrees of Possibility

Notes and Guidance

- In this step, children will learn to recognise adverbs used to indicate degrees of possibility.
- There are two groups of adverbs which can indicate possibility – ones that show certainty (very likely) and ones that show uncertainty (less likely).
- Adverbs which show that the verb is certain (or very likely) to happen include: *definitely, certainly* and *of course*.
- Adverbs which show that the verb is uncertain (or less likely) to happen include: *possibly, maybe* and *unlikely*.
- Children should be able to identify which word is indicating possibility and explain whether it is showing certainty or uncertainty.
- Usually, adverbs which indicate degrees of possibility come either directly before or after a verb. Occasionally, they can be used as a fronted adverbial depending on the sentence.

Focused Questions

- Which adverbs show certainty?
- Which adverbs show uncertainty?
- Which word is the adverb in the sentence? Does it show certainty or uncertainty?
- Can adverbs which indicate possibility move location in the 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.

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Step 4 – Using Adverbs to Indicate Degrees of Possibility

Notes and Guidance

- Now that children can recognise adverbs which indicate degrees of possibility, they should begin to choose appropriate adverbs using their knowledge of the different types to indicate certainty and uncertainty.
- They should be able to explain why they have chosen a particular adverb and how it changes/enhances the meaning of the verb in their sentence.

Focused Questions

- What adverb could you use in the sentence to show certainty/uncertainty?
- How could we change the sentence to show certainty rather than uncertainty?

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.

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