

Vocabulary

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Parents should help to develop vocabulary actively, building on children's current knowledge. Parents should increase their child's store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words.

In this way, children expand the vocabulary choices that are available to them when they write. In addition, it is vital for children's comprehension that they understand the meanings of words they meet in their reading across all literature.

Parents can support in enriching their child's vocabulary by regularly listening to them read and then asking their children about their reading and why the author has used the vocabulary and punctuation within the text – how has that impacted the story or your child as the reader?

Discussing the reading, vocabulary, punctuation and context with your child will enable them to further understand the authors use of EGPS.

"Intelligence is the ability to adapt to change ..."

Stephen Hawking

Year 5/6 Word List

accommodate	correspond	immediate(ly)	queue
accompany	criticise	identity	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equipment	necessary	Sincere
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience*	government	privilege	variety
conscious*	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht



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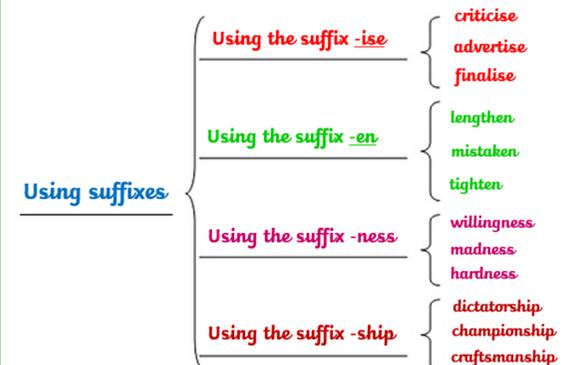
Revealing the Champion Within

Parental Guidance English, Grammar, Punctuation and Spelling Year 5

This guide has been created to support parents and carers in understanding the expectations of English, grammar, punctuation and spelling (EGPS) being taught across Year 5.

There is a list of all the spellings patterns and words that year 5/6 children should be able to both spell correctly and apply independently into their writing.

Brace Map



Terminology:

In year 5 your child should be familiar with the following terminology and be able to both use and apply the skills to create

engaging writing.:

- Modal verbs
- Relative pronouns
- Relative clauses

Modal Verbs : Using modal verbs to express meanings such as certainty, ability or obligation.

E.g. I **will not** be able to attend the match.

Shane **could** drive to London but decided travel by train. .

You **ought** to be grateful that I allowed you to come to my party.

Relative Pronouns: Being able to use and identify relative pronouns.

Relative pronouns: **who, whoever, whom, whomever, that, which, when, where, and whose**

E.g. Everyone turned and looked at Toya, **who** was standing behind the counter.

Relative Clauses: Using and identifying a relative clause correctly

E.g. She is the woman **who he met at the party** last week.

Using parenthesis (...),... -...-

E.g. He finally answered **-after taking five minutes to think-** that he did not understand the question!

He finally answered **(after taking five minutes to think)** that he did not understand the question!

He finally answered, **after taking five minutes to think,** that he did not

Punctuation and Spellings:

In year 5, your child should be able to correctly use the following punctuation and conversions independently and correctly:

- Using commas to clarify meaning and avoid ambiguity
- Converting nouns and adjectives into verbs using suffixes
- To be able to use verb prefixes
- To use adverbs and modal verbs

Commas: Use of commas

E.g. The sky looked **calm**, although there was a rumbling in the **distance**, as I walked across the sandy **beach**, hoping I would get home before the predicted storms arrived.

Suffixes: Conversion of nouns and verbs using suffixes

E.g. dark becomes **darken**, class becomes **classify**, advert

Prefixes: Using verb prefixes.

E.g. appear- **dis**appear, understood- **mis**understood, eat- **over**eat, charge- **re**charge, scale- **de**scale, estimate-

Adverbs: Using adverbs to indicate degrees of possibility

E.g. **Surely** no-one could believe that the ghost was real?

Modals: Using modal verbs

E.g. "You **musn't** ever come back to this cave," pleaded Anthea.

You **should** always follow a recipe carefully to achieve the

Sentence Structures:

In year 5 your child should be able to write using a range of sentence structures that will engage the reader into their written pieces. There is an expectation that your child is able to employ the whole range of punctuation independently into their writing, as well as being able to identify these structures in their reading materials. In addition to the year 3 and 4 guidance, in year 5, your child will be learning to build cohesion in paragraphs using:

- Adverbials of time
- Adverbials for places
- Adverbials for number
- Adverbials for tense choices

Time adverbials: Using adverbials of time

E.g. **later, firstly, after that, then.**

E.g. **Later** that evening, I decided to take a quiet stroll along the

Place adverbials: Using adverbials for place

E.g. **nearby, behind the** mirror, **above, in** the sky.

E.g. I heard a faint sound, looking **behind** the blood-red velvet curtain, my eyes widened and my heart started to race.

Number adverbials: Adverbials for number

E.g. **firstly, secondly, finally.**

E.g. **Finally** I arrived at the meeting point- it was derelict-could I

Tense adverbials: For tense choices

E.g. He had seen her **before.**

E.g. **Where** had she heard that rapturous laughter?