

Learning Objective: L-UKS2 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Idea	Differentiation
<p>Have our useful Year-by-year grammar terminology display lists (3, 4, 5 & 6) in your literacy display. Refer to the terms during shared writing or reading, checking their understanding and explaining it as necessary.</p>	<p>Have the differentiated terminology in word boxes around your shared text on the flipchart. Highlight elements of the text and ask children to pull the appropriate word/phrase next to the example.</p>
<p>When pupils are discussing their reading or writing, either as a whole class or in a guided group, ensure they use correct terminology. If a child's ideas are good but he/she uses informal language (e.g. <i>I've put the extra letters on the end.</i>) repeat their answer but substitute the formal language so the class hears/sees a good model (e.g. <i>That's right, you've added a suffix.</i>)</p>	<p>Hint at correct usage – encourage children to correct themselves by guiding them to the display.</p>
<p>Put copies of our child-friendly glossaries (3, 4, 5 & 6) in your literacy toolkits, or get the children to make poster versions for your display.</p>	<p>Why not get your more able students to write their own glossaries for Y3 and Y4 terms?</p>
<p>For quick access, here's a link to the 2014 KS1 & KS2 English curriculum. Appendix 2 starts on page 64!</p>	
<p>As a morning activity, choose 2 or 3 words from the terminology lists and write them on your board. As appropriate, ask the children to:</p> <ul style="list-style-type: none"> • Give an example; • Explain to a partner what the word/phrase means; • Write a sentence which includes an example of the grammar terminology item, highlighting it precisely. 	<p>Differentiate the task by giving lower/higher ability groups words and phrases from different year groups' terminology lists.</p>

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Year 5 Grammar Glossary

Grammar term	What does it mean?
Ambiguity/ambiguous	<p>If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation.</p> <ul style="list-style-type: none">• <u>I rode my horse wearing red pyjamas.</u> <i>Is it the horse that's wearing pyjamas? Try...</i> Wearing red pyjamas, I rode my horse.
Cohesion	<p>A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use cohesive devices, such as connective phrases and determiners, to achieve cohesion.</p>
Modal verb	<p>Modal verbs add meaning to the main verb. Modal verbs only have a single form, so you don't add -ing or -s to them. Some common modal verbs are:</p> <ul style="list-style-type: none">• Will, shall, should, can, could, must.
Parenthesis	<p>We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence.</p> <ul style="list-style-type: none">• Mrs. Jones (<u>my teacher</u>) works in Year 5.• The product of four and nine – <u>36</u> – is a square number.• Michael, who sits next to me, is brilliant at Art.
Relative pronoun	<p>Relative pronouns (who, which, where, that, when) introduce a relative clause. They refer back to a noun or clause that we already know.</p>
Relative clause	<p>A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.</p> <ul style="list-style-type: none">• James, <u>who never does his homework</u>, is very lazy. [the extra clause tells us more about James]• All the chocolate pudding was gone by the time I got in to lunch, <u>which really annoyed me</u>. [this refers to the whole previous clause about chocolate pudding]

Everything from Year 4, plus...

parenthesis



ambiguity



dash



relative

pronoun

**Year 5
Grammar
Terminology**



modal verb

relative
clause



bracket



cohesion

