

THE
GOLDEN THREAD
ALLIANCE

GPS Knowledge Organiser Year 5

Year 5: Grammar, Punctuation and Spelling Organiser

Prior Learning: Punctuation

I can use capital letters, full stops, question marks and exclamation marks.

I can use commas in lists.

I can use commas to mark clauses.

I can use apostrophes for contraction.

I can use inverted commas and other punctuation to punctuate direct speech.

Use “ ” when a character starts and finishes speaking

Start speech with a capital letter

Punctuate within the speech marks this could be ! ? . or ,)

The conductor shouted, “Sit down!”

“Today I had chips for lunch,” Sam told his mum.

I can use an apostrophe for singular and plural possession.


That is **Jack's** coat.
That is the **boys'** toilet.

Prior Learning: Grammar

I can use pronouns to avoid repetition.

Mr Smith loves Mr Smith's plants. X
Mr Smith loved his plants. ✓

I can link clauses in sentences using a range of subordinating and coordinating conjunctions.

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions
for, and, nor, but, or, yet, so F.A.N.B.O.Y.S. 	after although every time if as far as in order that as if since so as long as so that as soon as as though than because though before unless even if until when whenever where whereas wherever while	either...or not only...but (also) neither...nor both...and whether...or just as...so the...the as...as as much...as no sooner...than rather...than

Prior Learning: Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs.
Adverbial	A group of words that can function as an adverb.
Command	Tell you to do something. Often urgent and short. Get in the car.
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Paragraph	Connected sentence about one idea or theme.
Preposition	Shows the relationship between words. Usually describe the position of something, the time when something happens and the way in which something is done.
Question	Sentences that ask something or show doubts.
Statement	Sentence that claims something as truth. My car is blue. Ends with a full stop.

Year 5: Grammar, Punctuation and Spelling Organiser

New Learning: Punctuation

I can use apostrophes for possession with plural and singular nouns mostly correctly.

Possession – The **moon's** light shone brightly.
Violently, the **trees'** branches thrashed around in the wind.

I can use the following to indicate parenthesis:

Dashes Brackets Commas

Dashes (short and descriptive)

The best class in the school – 6K – have won the attendance award.

My favourite team – Coventry City – won their game yesterday.

Brackets (extended extra information)

Mo raced to the finish line (he had never been more determined to come first).

Unicef rights (article 20) outlines that the Government will help unaccompanied refugees.

Commas (relative clause beginning with relative pronoun – that, who, whom, whose, which)

Mr Ali's children, whose Lego pieces were lost, cried when they couldn't build the toy helicopter.

New Learning: Punctuation

I can use commas to clarify meaning or avoid ambiguity.

Let's bake Grandpa. X
Let's bake, Grandpa. ✓
I like cooking dogs and flowers. X
I like cooking, dogs and flowers. ✓

New Learning: Grammar

I can add phrases to make sentences more precise and detailed.

The dog, itching like mad, had fleas all over it.
Children, fighting for their lives, were struggling to find adequate food.

I can use a range of sentence openers, judging the impact or effect needed

Now listen. I need you to understand that...
Scared, frightened, terrified, he cowered in the corner of the room.

I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).

Maybe you could show me where it is. I will find out anyway. I might even search for it myself.

Spelling

Look at National Curriculum Year 5/6 Spelling List

New Learning: Grammar

I can use relative clauses beginning with who, which and that to add detail and description.

Jack, who didn't want to eat his dinner, cried until he went to bed.

The shop, that was across the road, sold Hubba Bubba.

I can use verb phrases to create subtle differences (e.g. she began to run).

I can consistently organise my writing into paragraphs.

I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

Time - After the clock struck midnight...
Place – In the middle of the deep, dark hole...
Number – Firstly, secondly, after...

I can use fronted adverbials with commas to vary sentence structure.

After much hesitation, the child leapt into the abyss and hoped for the best.
When he finally opened his eyes, he realised it wasn't as bad as he first thought.