



Supporting your child at home

Punctuation and Grammar Years 5 and 6

By the end of year 5, most children should know:

- How to use **relative clauses** beginning with *who, which, where, when, whose, that* or an omitted pronoun.
- How to indicate degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*).
- How to link ideas across paragraphs using adverbials of time (e.g. *later, before, then*), place (e.g. *nearby, far away*) and number (e.g. *secondly, finally*) or tense choices (e.g. *he had seen her before*).
- How to use brackets, dashes or commas to indicate parenthesis. This is used to show additional information in your sentence (called **parenthesis**) e.g. Simon Schmidt, a fireman from New York, rescued a cat from a tree.

Words for pupils: *modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity*

By the end of year 6, most children should know:

- How to use the **passive** voice to affect the presentation of information in a **sentence** (e.g. *the window in the greenhouse was broken [by me]* instead of *I broke the window in the greenhouse*).
- The difference between the use of informal speech or slang and that of a formal type of speech and writing.
- How to link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word or phrase, grammatical connections** (e.g. the use of adverbials such as *on the other hand, in contrast, as a consequence*) and **ellipsis** ...
- How to use layout devices (e.g. *headings, subheadings, columns, bullets or tables to structure text*)
- The use of semi-colons, colons and dashes to mark the boundary between **independent clauses**. (e.g. *I'm bored; it's raining.*)
- The use of a colon to introduce a list and the use of semi-colons within lists (e.g. *I need some things from the shops: a pint of milk; a loaf of bread; two bunches of grapes; and a pineapple.*)
- The **punctuation** of bullet points to list information.
- How hyphens can be used to avoid ambiguity (e.g. *man eating shark* or *man-eating shark, recover* or *re-cover*).

Words for pupils: *subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.*

Activities to do with your child:

Read, read, read!

Choose a quality text to share. Discuss the type of language being used and how it works within a sentence. Talk about the dialogue being used. Take parts (reading it like a play) getting into character.

Poetic license:

Practise making/ writing alliterative sentence. Who can make the longest sentence? When might we use alliteration in a sentence?

e.g. *The ravishing rabbit rowed over the river and replace his roller boots with red rock-and-roll rattles.*

Complete the simile:

Practise sharing similes. Start with the most basic (as hot as/ as tall as/ the moon is like)

Now extend the sentences to 5/6 words. Who can come up with the most complicated?

- ...as hot as the underground in July!
- ...as slow as an old tortoise who battery has run down.

Crazy clauses:

Put together a collection of about ten completely unconnected nouns (custard, hippo, sausage, Bristol, pencil, sunflower, photocopier, firework, slug, monkey)

- Tell your child that you are going to write a sentence that is going to begin with either *although, because, after, instead, despite*
- At random, give them two of your nouns.
- Now write your sentence, making sure that it is correctly punctuated and that it makes sense. ***Although*** the *custard* was hot and sweet, the *hippo* still managed to take a bath in it. Or ***Despite*** eating a large *slug* for breakfast, the man cycled to *Bristol*.

The comma- what it is and when to use it!

Lots of people get confused about using the comma but here is one simple rule that covers all of these examples:

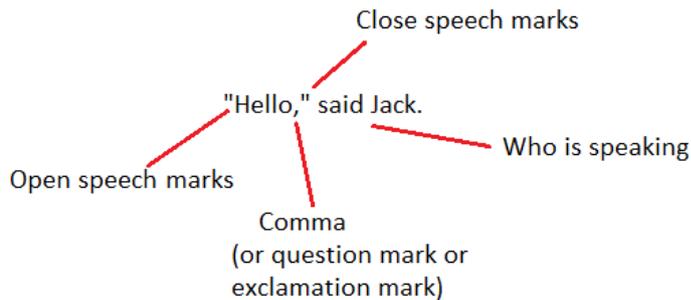
Use a comma when it will make it easier for your reader to understand what you are writing about. In other words, use a comma when (if you don't use one) your reader might get confused.

With your adult, work out where commas are needed in these sentences.

- 1) Everyone brought flour milk eggs and sugar to class.
- 2) The head teacher wants to see Jodie Katie Tom and Simon.
- 3) Come here Jason.
- 4) My dog a black and white terrier is called Roxy.

- 5) Whitstable a small town in Kent is five miles from Canterbury.
- 6) "Sit down here" she said.
- 7) Jane said "I think it's going to rain."
- 8) Lucy one of the brightest girls in the class got 100% in the test.
- 9) If at first you don't succeed try again.
- 10) I think I've learned to use full stops question marks exclamation marks and commas correctly.

Speech marks:



Put in the speech marks and any commas, exclamation marks or capital letters that are needed in these sentences.

- don't do that he shouted
- why not I asked him
- because I don't like it he replied
- tough luck I laughed
- that's not an answer he screamed
- don't shout like that I told him
- why not he asked
- because I don't like it I replied
- tough luck then he laughed
- That's enough let's go home we laughed

How to use an apostrophe:

Contractions:

Read this with your child and use an apostrophe to leave out a letter/ letters where you can in some of the words.

If you do not understand something, it is always best to ask for help. What would you do if you broke a finger? You would go to the doctor. He would treat the finger. He would give you good advice. If you did not listen to the doctor, you would be very silly. It is the same in school. We are here to learn things. So when we do not understand something, we should ask for help. That makes sense, does it not?

Possession:

We also use an apostrophe to show that something belongs to someone or something. In other words, they possess it. This is why it's called the possessive apostrophe.

Put the apostrophes in the correct places in each sentence.

- 1) Here is that boys pencil.
- 2) That is my mothers best friend.
- 3) Both cars bumpers got dented.
- 4) Sallys jacket needs mending.
- 5) The birds wing is broken.
- 6) The childrens minibus has arrived.
- 7) Why is Davids sister crying?
- 8) The mices tails were cut off.
- 9) Jamess answer is correct.
- 10) Who took the boys bicycles?
- 11) The books last page is missing.
- 12) The ladies room is over there.

Warning!

Lots of people who should know better stick an apostrophe whenever they see the letter 's' at the end of a word. That's wrong! You can see examples of this all over your local High Street. Please help us stamp out Apostrophe Abuse!

Adverbs:

Adverbs of time describe when something happens. Examples of these are: *recently, finally, eventually, yesterday, tomorrow, now, soon, then, just, later, first, later, after, already, during.*

Choose an adverb to complete each of these sentences:

- 1) Do it today or you will have to do it _____.
- 2) It took us 24 hours but we _____ got there.
- 3) Clare finished the race first; however, her sister finished _____.
- 4) Stop nagging. I've _____ tidied my room up.
- 5) I'm sorry you've missed the head teacher. She's _____ just left the building.
- 6) There's been a lot of rain _____. Even the ducks are fed up of it!
- 7) Don't let the children play in the park _____ dark.
- 8) Year 5 _____ understood adverbs- or so they claimed!

The Great Adverb Search!

How many adverbs can you find in this story?

Tom and Sally Jones had just put little Tommy to bed when suddenly they heard him crying hysterically. They rushed anxiously into the bedroom where they found five-year-old Tommy sitting up in bed. Tears were flowing down his cheeks. This was unusual because Tommy seldom cried. He had accidentally swallowed a 5p piece and was sure he was going to die immediately. It wasn't really serious because the 5p had gone all the way down, but no amount of explaining could change Tommy's mind. To calm him down, Tom palmed a 5p piece from his pocket and pretended to find it behind his son's ear. Before he could stop him, the little lad grabbed the 5p from his dad's hand, immediately swallowed it, and demanded cheerfully: "Do it again, dad!" Unfortunately for Tommy, all his dad had left in his pocket was a 50p piece.

Try some of these online activities to support your child's learning:

- Punctuation: http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/punctuation/read/1/
- Composition: <http://www.bbc.co.uk/bitesize/ks2/english/writing/leaflets/read/1/>
- Apostrophes: http://resources.hwb.wales.gov.uk/VTC/apostrophes_contract/eng/Introduction/activity.htm
- Apostrophes: http://resources.hwb.wales.gov.uk/VTC/apostrophes_con_poss/eng/Introduction/default.htm
- Paragraphs: http://www.bbc.co.uk/bitesize/ks3/english/writing/structure_paragraphs/revision/1/
- General grammar tips: <http://www.grammar-monster.com/>