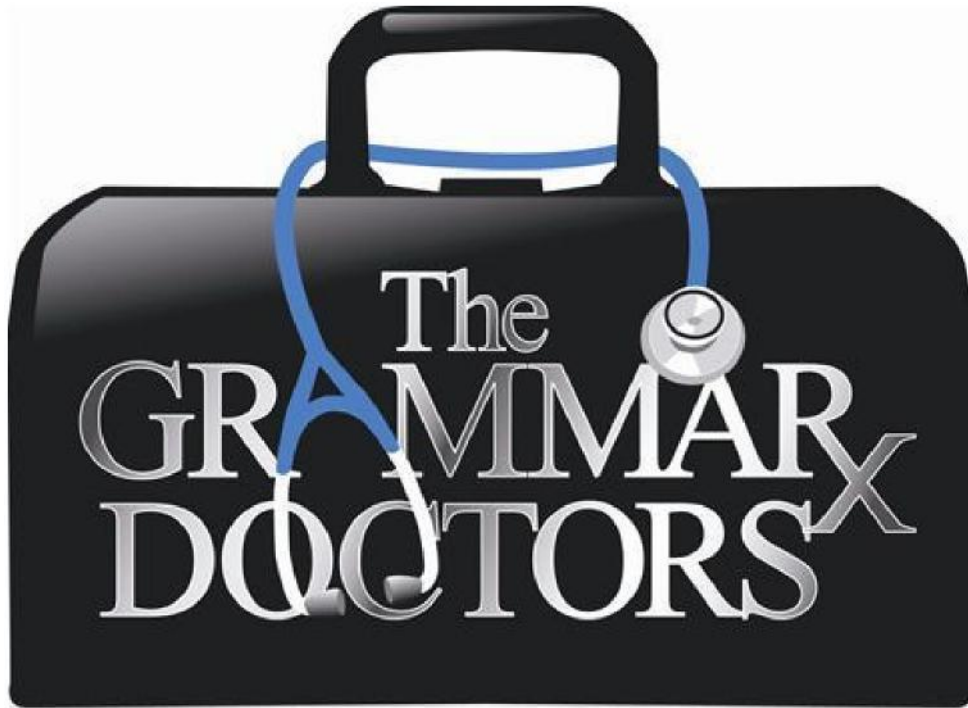


# **Supporting Your Child at Home**



## **Punctuation and Grammar**

### **Years 5 and 6**



## **The Willows Primary School**

### **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 relative 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 offset additional information in your sentence (called *parenthesis*) (e.g. *While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree.*)

**Words used by pupils...** *modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.*

### **By the end of Year 6 most children should know...**

- The use of the **passive** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* - instead of... *The window in the greenhouse was broken [by me].*)
- The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags... *He's your friend, isn't he*).
- 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* or *as a consequence*), and **ellipsis**...
- How to use layout devices (e.g. *headings, subheadings, columns, bullets* or tables, to structure text).
- The use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*).
- The use of the colon to introduce a list and the use of semi-colons within lists.

- 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 used by pupils... *subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.*

Useful activities for Years 5 and 6...

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, mood etc.

Poetic licence!

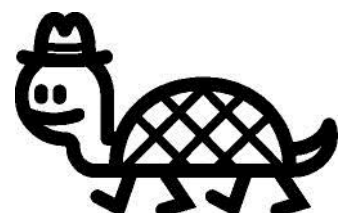
Practice making /writing alliterative sentences. Who can make the longest sentence? When might we use alliteration?

Rabbit... *The ravishing rabbit rowed over the river and replaced his roller boots with red rock and roll rattles.* Dictionaries help here!!

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 – five words, six words and so on. Who can come up with the most complicated?



...as hot as the underground in July!

Keep extending...

...as slow as an old tortoise whose battery has run down...



## Crazy clauses

You need to put together a collection of about ten completely unconnected nouns – *custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug*.



Tell them that they are going to write a sentence that is going to begin



with either... *although, because of, after, instead of, or despite of*. At



random give them two of the nouns.

Now write your sentence, make 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 of eating a large slug for breakfast, the man cycled to Skegness.***

## 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 didn't use one, your reader might get confused.



Is it really as simple as that? Well, let's test it out.

*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 Jamal Tom and Nafissa.
- 3 Come here Hilary.
- 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 Hetal one of the brightest girls in the class got 100% in the test.
- 9 If at first you don't succeed try try again.

**I beg your pardon...what did you say?** *Put in the speech marks and any commas, exclamation marks, question 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
- 🗨️ I told him don't shout like that.
- 🗨️ he asked why not?
- 🗨️ I replied because I don't like it.  
he laughed tough luck then.  
we both laughed and said enough let's go home

## How To Use An **Apostrophe**



### **Contractions...**

Read this with a parent and use an apostrophe to leave out a letter or letter where you can in some of the words.

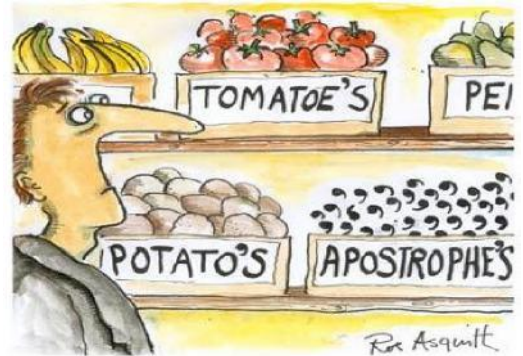
If you do not understand something, it is always best to ask for help. What would you do if you broke a finger? You would go to the doctor. He would treat the finger. He would give you good advice. If you did not listen to the doctor, you would be very silly. It is the same in school. We are here to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

## Possessive apostrophes

We also use an apostrophe – an upstairs comma – to show that something belongs to someone or to something. In other words, they possess it, so we call it the possessive apostrophe.

*Put the apostrophes in the correct place in each sentence.*

- 1) Heres that boys pencil.
- 2) Thats 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) Janes answer is correct.
- 10) Who took the boys bicycles?
- 11) This books last page is missing.
- 12) The ladies room is over there.



## Warning!

Lots of people who should know better stick in an apostrophe every 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!

All in good time...

Adverbs of time... describe when something happens.

Here are some of the ones we often use: *recently, finally, eventually, today, yesterday, tomorrow, now, soon, then, just, later, first, last, after, already, during.*

Choose an adverb of frequency 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. "When are we gonna get there?" - " "
4. Clare finished the race first; her sister finished ..... .
5. Stop nagging. I've ..... tidied my room up.
6. Andy left school early; Darren got home a little .
7. I'm sorry you've missed the head teacher. She's ..... just left the building.
8. There's been a lot of rain ..... Even the ducks are fed up of it.
9. Don't let the children play in the park ..... dark.
10. 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.

Tommy 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!



## Semi colon - things to note

- v' the semi-colon separates two complete sentences;
- v' the second sentence has a strong relation to the first sentence;
- v' the semi-colon can be used **in the place** of a connective;
- v' do **not** use a capital letter after a semi-colon unless it would have one anyway; for example 'I' or a proper noun such as a name.

*Add semi-colons where appropriate and explain why they are there.*

1. We missed the last bus we had to walk all the way home.
2. Dogs are pack animals cats are solitary creatures.
3. Gabe has taken up the guitar I pity his poor neighbours.
4. A smile is the shortest distance between friends smile a lot.
5. Girls are from Venus boys are from Mars that's a scientific fact.
6. Amber wore a white dress for the wedding Archie wore his kilt.
7. You said robbing the bank would be easy why are we in prison then?
8. I beg your pardon I didn't promise you a rose garden.
9. Suzie stayed out in the sun too long she looks like a greasy chip.
10. I thought semi-colons were difficult they're actually quite easy!

## Warning!

Some students are so thrilled by semicolons that they splatter them all over their writing. Do not do this. Use only two or three in any piece of writing. If you use too many, it just looks silly – and you'll probably get them wrong.



**Try some of these online activities to support learning...**

**Punctuation marks...**

[http://www.bbc.co.uk/bitesize/secondlevel/literacy\\_and\\_english/writing/punctuation/play/](http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/punctuation/play/)

**Composition...**

[http://www.bbc.co.uk/bitesize/secondlevel/literacy\\_and\\_english/writing/leaflets\\_and\\_posters/play/popup.shtml](http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/leaflets_and_posters/play/popup.shtml)

**Apostrophes...**

<https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/2012-13/flitwits/eng/literacy//ottozoom-apostrophes/index.html#/otto-zoom---apostrophes>

**Apostrophes for possession...**

[https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/apostrophes\\_possess/eng/Introduction/default.htm](https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/apostrophes_possess/eng/Introduction/default.htm)

**Paragraphs...**

[http://www.bbc.co.uk/bitesize/ks3/english/writing/structure\\_paragraphs/activity/](http://www.bbc.co.uk/bitesize/ks3/english/writing/structure_paragraphs/activity/)

**All round tips about grammar and punctuation...**

<http://www.grammar-monster.com/>

