

Spelling

In all year groups, it is essential that the children develop an understanding of the spelling rules, as well as learning spelling patterns. By knowing the rules, the children can then apply them to new root words that they come across. There are a variety of strategies to help children to learn how to spell words and children should be encouraged to explore a variety of different ways (guidance provided in separate booklet). Below is the Year 5 coverage of spelling patterns and rules as outlined in the current National Curriculum:

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| <ul style="list-style-type: none">• Endings which sound like /jəs/ spelt -cious or -tious• Endings which sound like /jəl/ -tial or -cial• Words ending in -ant, -ance/-ancy, -ent, -ence/-ency• Words ending in -able and -ible• Words ending in -ably and -ibly• Adding suffixes beginning with vowel letters to words ending in -fer• Words with the /i:/ sound spelt ei after c• Words containing the letter-string ough• Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | <ul style="list-style-type: none">• Know the spelling of the words from the Year 3 and Year 4 spelling word list (and other previous years spellings – phonics)• Be developing a knowledge and understanding of the Year 5 and Year 6 spelling lists• continue to distinguish between homophones and other words which are often confused• use further prefixes and suffixes and understand the guidance for adding them• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus |
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Year 5



GPS Guidance For Parents

Introduction

In Upper KS2 (Year 5 and Year 6), there is a much stronger emphasis on the knowledge and application of skills with spelling, punctuation and grammar. Pupils are expected to know and understand the language relating to spelling, punctuation and grammar from within the curriculum and what they mean. They are expected to show this understanding in their written work and are now formally tested on their knowledge of GPS at the end of Year 6. Within Upper KS2 we deliver GPS through specific interventions; from within English lessons; as discrete lessons and differentiate these to meet the needs of the individual learner.

Vocabulary, Grammar and Punctuation

(Key National Curriculum content to be introduced in Year 5)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Grammar

Within Upper KS2, the importance of grammar plays a critical role in the development of a child's writing. It is crucial that children are given the opportunity to learn new skills and features of grammar, have time to practise them and then an opportunity to apply them in context.

Supporting your child can be challenging, especially considering the amount of language and terminology that they have been, and will be, exposed to. To support you with this, there is also an accompanying 'Grammar Glossary' that will identify what grammatical terms and vocabulary your child may have been exposed to. There are also a huge variety of resources online that are free and available for you to use to support your child's learning and understanding of grammar.

In Year 5, it is important that a large proportion of the Upper KS2 grammar curriculum is covered so that the children then have a greater opportunity to practise and apply these skills in different contexts and writing genres. It should also be noted that some children may need more revision/practice with the Lower KS2 GPS framework.

Punctuation

By the time children reach Upper KS2 it is anticipated that they will have a secure knowledge and understanding of the Lower KS2 coverage, in order to develop and extend once in Year 5. The key changes to the punctuation for Year 5 are outlined in the table on the previous page.

To support your child it is therefore important that, when supporting them with their writing, you also check/remind them for skills they have already learnt e.g. Proper nouns with Capital letters; correct use of possession apostrophe; commas to demarcate clauses.

For further support and reinforcement, a good punctuation exercise to complete with your child is to provide them with a sentence that hasn't been punctuated and ask them to correct it for you; this pattern of revision links closely to activities the children will have to complete in the Y6 GPS SAT.