Year 5 Grammar coverage					
Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	**Brackets for parenthesis**	Developing technical language	**Editing** sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	**Metaphors**
Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	**Dashes for parenthesis**	Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause	**Drop-in "-ed" clauses:** *Poor Tom, frightened by the fierce dragon, ran home.*	**Future tense verbs**	**Rhetorical questions**
Indicating degrees of possibility using **modal verbs**: *might, should, will, must*	**Commas for parenthesis**	**Connectives** to build cohesions: - Exemplification - Results - To summarise - To sequence	**Indefinite pronouns:** *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*	Onomatopoeia	**Personification**
Indicating degrees of possibility using **adverbs**: *perhaps, surely*	**Relative pronouns:** *who which that whom whose*	**Start a sentence** with an expanded "-ed" clause: *Frightened of the dark, Tom hid under the bed all night.*	Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)	**Colons** for play scripts and to start a list	Secure use of **compound sentences**
Embellishing simple sentences	**Relative clauses** to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Developing **fronted prepositional phrases** for greater effect: *Throughout the stormy winter… Far beneath the frozen soil…*	Speech in inverted commas		