

## Words that Year 5 and 6 need to learn to spell

accommodate	desperate	lightning	sincere(ly)
accompany	determined	marvellous	soldier
according	develop	mischievous	stomach
achieve	dictionary	muscle	sufficient
aggressive	disastrous	necessary	suggest
amateur	embarrass	neighbour	symbol
ancient	environment	nuisance	system
apparent	equip (–ped, –	occupy	temperature
appreciate	ment)	occur	thorough
attached	especially	opportunity	twelfth
available	exaggerate	parliament	variety
average	excellent	persuade	vegetable
awkward	existence	physical	vehicle
bargain	explanation	prejudice	yacht
bruise	familiar	privilege	
category	foreign	profession	
cemetery	forty	programme	
committee	frequently	pronunciation	
communicate	government	queue	
community	guarantee	recognise	
competition	harass	recommend	
conscience	hindrance	relevant	
conscious	identity	restaurant	
controversy	immediate(ly)	rhyme	
convenience	individual	rhythm	
correspond	interfere	sacrifice	
criticise	interrupt	secretary	
curiosity	language	shoulder	
definite	leisure	signature	

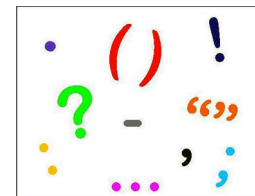
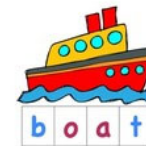


South Lake Primary School

*Guide to Spelling, Punctuation and Grammar*

# Year 5

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant



SPELLING
1. dinosaur
2. pollution
3. qualify
4. disconnect
5. exercise
6. secretary



### Previous terminology learned in Year 3 and 4

Year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4: noun phrase, cohesion, apostrophe, fronted adverbial, plural, determiner, pronoun, possessive pronoun, adverbial

### Year 5 vocabulary, grammar and punctuation terminology

Definitions adapted from Oxford Primary, 'Grammar, Punctuation and Spelling Dictionary'.

**Modal verb:** are auxiliary verbs which are used to express possibility or wanting, as well as the future.

Examples of modal verbs:

will, would, can, could, may, might, shall, should, must, ought

*We must take him to the river. I should share these apples. I ought to eat my tea.*

**Relative clause:** is one type of subordinate clause. It is connected to the main clause by a **relative pronoun** such as: that, which, who, whom, whose.

**Parenthesis:** is a word or phrase inside brackets, commas or dashes.

Brackets, commas or dashes can all be used to separate a word or phrase that has been added to a sentence as an explanation or after-thought.

If you take out the word or phrase between the two commas, the sentence will still make sense on its own.

*I looked up, squinting because of the sun, and saw the birds flying across the sky.*

*My birthday cake was chocolate (which is my absolute favourite) with chocolate icing and chocolate buttons on top as well.*

*We catch the bus - the blue one - at 3:15pm.*

**Cohesion:** is how the different parts of a piece of writing fit together.

When we use paragraphs in our writing, we group sentences together, then use particular words or phrases to link our ideas. We also link the different paragraphs together by repeating words or phrases, or by referring to something that has already been mentioned, or something that is yet to come.

**Cohesive devices** can include:

moreover, nevertheless, finally, furthermore, therefore, on the other hand, in other words.