St John Fisher RC Primary School

Year 5 Knowledge Organiser – Autumn Term Two - Grammar, Punctuation and Spelling

Suffixes & Prefixes

A **prefix** is a group of letters that comes ***before*** a root word to alter its meaning.

A **suffix** is a group of letters that comes ***after*** a root word to change its meaning.

It is important to understand the definition of a prefix or a suffix so that we can understand the meaning of the new word. E.g. sub- = under, dis- = don't.

Prefixes

Recap Year 4 prefixes in-, im-, ir-, sub-, super-, anti- and auto-

Year 5 to understand and use the verb prefixes dis-, de-, mis- over- and re-

Suffixes

Recap Year 4 suffixes -ation and -ous.

Year 5 suffixes ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

Punctuation

Inverted Commas & Punctuation for Direct Speech

When writing our narratives, it is important to use speech effectively and correctly. Recap on Year 4 objective, inverted commas, capital letters, commas and new line for a new speaker.

Apostrophes for Plural Possession

Recap on Year 4 use of apostrophes to mark plural possession e.g. the girl's name, the girls' name.

Parenthesis – Brackets, Dashes or Commas

Parenthesis is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets, commas or dashes can be used to show parenthesis. E.g. The pyramids (**of Ancient Egypt)** are enormous.

Commas to Clarify

Sometimes a comma can make a huge difference to the meaning of a sentence. We need to use commas to make our writing clear.

E.g.

Hurry up and shoot Grandad.

Hurry up and shoot, Grandad.

Grammar

Recap Year 4 Terminology

Recap on Year 4 grammar to understand the terminology determiner, pronoun, possessive pronoun and adverbial.

Model Verbs & Degrees of Possibility

Modal verbs indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs **can, could, may, might, should,** shall, would, will, must (and their negative forms). They go before other verbs. He swims really well. He (can / should / must) practice a lot.

Plural/Singular Verbs & Tense

A verb can be singular or plural, but it must match the subject to which it relates. If the subject is singular (one) then the verb must be singular. If the subject is plural, then the verb must be plural. The subject is usually the noun in the sentence. E.g Singular - **He drives** 50 miles in a day. Plural – **They ride** the school bus in the morning.

Forming verbs will depend on its tense (when the verb is happening). Verbs can change depending on past, present or future tense. E.g. drove, drives, will drive or rode, rides or will ride.

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Book 5 Unit 7 RWI Spelling	Book 5 Unit 8 RWI Spelling	Book 5 Unit 9 RWI Spelling	Book 5 Unit 10 RWI Spelling	Book 5 Unit 11 RWI Spelling	Book 5 Unit 12 RWI Spelling
patience silence dependence confidence magnificence innocence violence intelligence obedience eminence	receive receiving conceit conceited deceive deceived seize seized conceive conceived	elegant relevant observant distance tolerance defiance relevance reliance hesitancy vacancy	vicious spacious gracious suspicious malicious ferocious precious delicious conscious	ambitious fictitious superstitious cautious nutritious infectious	presidential confidential initial essential partial official special social artificial financial
National Curriculum 2014 Objective:	**National Curriculum 2014 Objective:**	**National Curriculum 2014 Objective:**	**National Curriculum 2014 Objective:**	**National Curriculum 2014 Objective:**	**National Curriculum 2014 Objective:**
Words ending in ‘ence’.	The ‘ee’ sound spelt ‘ei’.	Words ending in ‘ant’, ‘ance’ and ‘ancy.’	Words ending in the ‘shus’ spelt ‘cious’.	Words ending in the ‘shus’ spelt ‘tious’.	Words ending in the sound ‘shul’ spelt ‘cial’ and ‘tial’.
Special Focus: **Orange words – definite, awkward,** persuade, determined, familiar and develop.	**Special Focus:** **Homophones.**	**Special Focus:** **Orange words –** recommend, marvellous, immediately, necessary, programme and suggest.	**Special Focus:** **Orange words –** convenience, interfere, neighbour, disastrous, muscle.	**Special Focus:** **Orange words –** average, desperate, temperature, vegetable, frequently, equipment.	**Special Focus:** **Orange words –** criticise, nuisance, bruise, recognise.