

# Year 5 Parent Workshop English

Monday 20<sup>th</sup> April 2026



# Spelling, punctuation and grammar

For each sentence, put a tick in the table to show if a **possessive pronoun** or a **relative pronoun** is underlined.

Sentence	Possessive pronoun	Relative pronoun
The paintings on display are <u>ours</u> .		
I like that watercolour <u>which</u> makes the setting look so calm.		
Is that painting of the horse <u>yours</u> ?		

Tick one box to show which part of the sentence is the **relative clause**.

Ben's sister, who is two years younger, is starting school next term.

Circle the **modal verb** in the sentence below.

Hannah said I could share her snack because I had forgotten mine.

What is the grammatical term for the underlined words in the sentence below?

If you get tired on the cycle ride, stop and have a break.

Tick **one**.

a relative clause

a noun phrase

a subordinate clause

Activate W

# How do we teach SPaG?

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- QHA best methods - quick, engaging starter activities to engage pupils and ensure all are participating
- Shared writes - always modelling high standards of grammar within class writing and consistently use vocabulary within the lesson
- Have a discrete grammar session weekly

# How can you support at home?



What would you like to practise today?

Q Enter the first three letters of the topic

 Grammatical Terms	 Functions of Sentences	 Combining Words, Phrases and Clauses
 Verb Forms, Tense and Consistency	 Punctuation	 Vocabulary

Support with homework,  
usually grammar based.

Help the children learn  
spellings sent home weekly  
in preparation for end of  
half term assessment.

# Reading at Quarry Hill...

- Most children will be Free Readers by the end of Year 5 - select challenging texts to engage, challenge and develop vocabulary
- Guided reading - sessions daily in school
- Comprehension lesson - weekly to explicitly help children retrieve and infer information from text
- Encourage reading at home - children can fill in their own reading records if necessary



# QHA Writing expectation Year 5

## CAT Year 5 Expectations

	<b>Grammar and Punctuation</b>	<b>Composition</b>	<b>Transcription</b>
<b>24</b>	<ul style="list-style-type: none"><li>• I try to use different sentences to create effects, for example, simple and compound sentences, connectives (however, therefore, in addition) as openers.</li><li>• I am starting to use relative clauses, using 'who', 'whose', 'which', 'that', 'where', 'when' relative pronouns.</li><li>• I use the correct tense when writing, including perfect tense forms (present and past) where appropriate.</li><li>• I can usually use the first or third person correctly (I, my, mine, ours he/she, his/her, theirs).</li><li>• My writing is organised into paragraphs to show different pieces of information, events or processes.</li><li>• My stories are well paced and balanced in content.</li><li>• I can use adverbs and conjunctions to link paragraphs.</li><li>• I can use a comma after fronted adverbial phrases (including prepositional phrases) to add detail e. g. After tea, Two days later, ...</li></ul>	<ul style="list-style-type: none"><li>• I can confidently use most of the features of the text-type I am trying to write.</li><li>• I can carefully select detail to support the purpose of my writing and engage reader's interest.</li><li>• I can write a story with a build-up and complication that leads towards a clear ending using a paragraph for each.</li><li>• I can choose some vocabulary to add interest or clarity or to introduce opinion or persuasion.</li><li>• I can write stories which include a range of strategies to describe settings.</li><li>• I can create characters which are linked either by description or feeling.</li><li>• I can use words which are lively and imaginative in order to amuse, entertain, etc. the reader.</li><li>• I can edit and improve my writing by changing grammar and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• I can confidently use a range of strategies to spell unfamiliar and irregular words.</li><li>• I can write neatly and clearly using joined handwriting.</li><li>• I can spell words correctly from the Year 3 and 4 word list</li></ul>

How many word classes can you name?

# Synonyms and antonyms

What are they?

Synonyms – an alternative word with similar meaning. E.g. shining, glistening

Antonym – a word opposite in meaning  
e.g. long, short

Write 2 synonyms for each of these words:

- Tired
- Small

Write an antonym for each of these:

- Cold
- Bright



Circle two words in the sentence below that are **synonyms** of each other.

Rita was overjoyed when she won the competition with her exceptional drawing – her mum was delighted too!

**1 mark**



Complete the table by writing a suitable **antonym** (opposite) in the box below.

One has been done for you.

<b>Word</b>	<b>Antonym</b>
cautious	reckless
drowsy	

Tick one box in each row to show whether the words are **synonyms** or **antonyms**.

Pair of words	Synonyms	Antonyms
rough, smooth		
courageous, brave		
vivid, dull		

# What is a relative clause?

A clause used to give additional information about a noun.

Can you name relative pronouns?

Write your own sentence, using a relative clause, underline the relative pronoun.

Use the information in the box to complete the sentence below with a **relative clause**.

Remember to punctuate your answer correctly.

My grandma, \_\_\_\_\_, went on

My grandma loves travelling.

holiday to Spain.

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music \_\_\_\_\_ was played last night.

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

# What is a modal verb?

A modal verb, suggests possibility.

Can you name any?

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

Explain how the **modal verb** changes the meaning of the second sentence.

- 1) Yusuf and his sister go swimming with their dad.
- 2) Yusuf and his sister might go swimming with their dad.

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Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

<b>Sentence</b>	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		