

Words & Phrases Progression
Year 5

Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs
abstract nouns <i>happiness anger strength</i>	adjectives of age, origin and material <i>ancient, youthful, fresh French, Western, local oak, iron, porcelain</i>	fronted adverbials of manner (how) <i>In terror, James fled.</i>	modal verbs <i>can could may might must should would</i> <i>The alien could chase James.</i> <i>James must hide.</i> <i>The alien might find him.</i>
collective nouns <i>pack of cards flock of sheep murder of crows charm of finches</i>	quantifying determiners <i>some aliens many aliens most aliens</i>	adverbs of probability (how likely) <i>certainly clearly definitely maybe obviously perhaps possibly</i>	question tags <i>The alien wouldn't catch James, would it?</i> <i>James wasn't eaten, was he?</i>
relative pronouns <i>that where when which who whose</i>	demonstrative determiners <i>this alien that alien these aliens those aliens</i>	adverbs of frequency (how often) <i>usually walked never smiled often slept</i>	
Avoid tautology when using adjectives and adverbs <i>huge giant, green grass, narrow alley ran quickly, shouted loudly, smiled happily</i>			

Year Five
Abstract Nouns
Recap & build upon:

- Year 1 **W&P**: understand noun as a naming word for a person, place or thing
- Year 3 **W&P**: precise nouns

Key Idea: an abstract noun refers to a thing that cannot be experienced by the senses.

Key Vocabulary: abstract noun

Build on: common noun, **noun**

An abstract noun cannot be experienced by the senses and represents an idea, concept, state or emotion. Common abstract nouns include:

anger beauty bravery captivity charity confidence courage crime curiosity death deceit delight despair enthusiasm envy evil failure faith fear freedom friendship generosity happiness hatred honesty hope intelligence joy justice kindness knowledge law loss love loyalty luck memory misery patience peace pleasure power pride sadness skill strength stupidity success surprise sympathy trust truth wisdom

Collective Nouns

Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 3 **W&P**: precise nouns

Key Idea: a collective noun refers to a collection of things take as a whole.

Key Vocabulary: collective noun

Build on: adjective phrase, common noun, **noun**, noun phrase

A collective noun refers to a collection of things taken as a whole. The collective noun is typically followed by an adjective phrase beginning with the preposition 'of' which specifies the things within the collection.

collective noun	adjective phrase
pride	of lions
crowd	of spectators
galaxy	of stars
crew	of sailors

Collective nouns include:

*a **company** of actors, a **choir** of angels, a **bunch** of bananas, a **library** of books, a **deck** of cards, a **clutch** of eggs, a **panel** of experts, a **bouquet** of flowers, a **wealth** of information, a **range** of mountains, an **anthology** of poems, a **flotilla** of ships, a **class** of children, a **convoy** of trucks, a **coven** of witches*

Collective nouns that refer to groups of animals are called 'terms of venery' ('venery' being an ancient word for 'hunting').

*an **intrusion** of cockroaches, a **charm** of finches, a **cloud** of gnats, a **bloat** of hippopotamuses, a **mess** of iguanas, a **fluther** of jellyfish, a **mischief** of mice, a **watch** of nightingales, a **parliament** of owls, a **pandemonium** of parrots, a **crash** of rhinoceroses, a **scream** of swifts, an **ambush** of tigers, a **nest** of vipers, a **wisdom** of wombats*

Year Five

Relative pronouns

Recap & build upon:

- Year 3 **W&P**: Understand pronoun as a *word that replaces a noun or noun phrase*
- Year 3 **W&P**: subjective and objective pronouns
- Year 4 **W&P**: possessive pronouns
- Year 4 **W&P**: appropriate choice of nouns and pronouns within and across sentences to aid cohesion and avoid repetition

Key Idea: a relative pronoun introduces a relative clause and refers back to the preceding noun phrase.

Key Vocabulary: relative clause, relative pronoun

Build on: noun, noun phrase, pronoun, subordinate clause, subordination

A relative pronoun introduces a relative clause (see Year 5 Sentence Structure for further details). The most common relative pronouns are: *that*, *which*, *who*, *whose*, *where* and *when*. (Although *where* and *when* are technically relative adverbs, they function in the same way as a relative pronoun so may be treated as one.)

The relative pronoun refers back to the noun or noun phrase that it immediately follows.

*Mary cooked the most disgusting food **that** Jim had ever tasted.*

The relative pronoun *that* refers back to the preceding noun phrase *the most disgusting food*.

*The dog **who** would eat anything refused to touch Mary's lasagne.*

The relative pronoun *who* refers back to the preceding noun phrase *the dog*.

Each relative pronoun refers back to a differing category of noun.

Noun Type	Refers Back To	Example
that	people, objects, places, times, concepts	<i>Mary drank several glasses of wine that went straight to her head.</i> <i>The toothless barman that served her suddenly seemed attractive.</i>
when	times	<i>Jim loved the summer when the yak's milk cheese would ripen.</i>
where	places	<i>A violent aroma emitted from the shed where Jim made his cheeses.</i>
which	objects, places, times, concepts	<i>The yak milk, which Jim used in his cheeses, lent it a piquant taste.</i>
who	people	<i>The people who tried Jim's yak cheese often fought to keep it down.</i>
whose	people	<i>Jim, whose cheese business was struggling, diversified into zebra milk.</i>

Adjectives of age, origin and material

Recap & build upon:

- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1 **W&P**: adjectives of size and colour
- Year 2 **W&P**: adjectives of shape and character
- Year 3 **W&P**: adjectives of the sound and touch
- Year 4 **W&P**: adjectives of taste and smell

Key Idea: an adjective can describe the age of a noun, the origin of a noun or the material from which a noun is made.

Key Vocabulary: adjective

Build on: noun, noun phrase, phrase

Adjectives of age describe the 'newness' or 'oldness' of nouns. These include:

ancient, antique, decrepit, elderly, fresh, mature, modern, new, old, recent, senior, young, youthful

*The **ancient** catacombs below Scunthorpe contain mummified remains.*

The adjective *ancient* describes the age of the *catacombs*.

Adjectives of origin describe where nouns are from or are located in time or space. Those that relate to specific times and places are usually capitalised: *French, Japanese, African, Scottish, Texan, Victorian, Edwardian, Roman*. Others include:

adjoining, distant, east, eastern, exotic, far, faraway, foreign, isolated, local, north, northern, regional, neighbouring, remote, secluded, south, southern, west, western

*Mary smashed Jim's **Japanese** vase in a fit of fury.*

The adjective *Japanese* describes where the noun *vase* originated.

*Our **local** supermarket stocks Jim's wonderful cheeses.*

The adjective *local* describes where the noun *supermarket* is currently located.

***Victorian** clothing was very conservative.*

The adjective *Victorian* describes when the noun *clothing* originated.

*The **west** coast of **North America** has a rocky shoreline.*

The adjective *west* describes where the noun *coast* is located. The adjective *North* describes where the noun *America* is located and, because it forms part of the place name, is capitalised.

Adjectives of material describe what nouns are made of, and include:

brick, clay, cotton, aluminium, bronze, copper, diamond, glass, gold, iron, metal, paper, plastic, porcelain, silk, silver, stone, wooden, woollen

*Mary built her modern sculpture out of **aluminium** cans, **plastic** cutlery and **glass** bottles.*

The adjectives *aluminium*, *plastic* and *glass* describe the materials that the nouns *cans*, *cutlery* and *bottles* are made from respectively.

Quantifying determiners

Recap & build upon:

- Year 1 **W&P**: the determiners *the* and *a*
- Year 2 **W&P**: numerical determiners
- Year 3 **W&P**: ordinal determiners
- Year 4 **W&P**: understand determiner as a word that introduces and limits a noun
- Year 4 **W&P**: possessive determiner

Key Idea: some determiners describe the amount or number of a noun.

Key Vocabulary: determiner

Build on: noun, noun phrase, phrase

Quantifying determiners describe the amount or number of a noun and include:

all, another, any, both, each, either, enough, every, few, fewer, half, least, less, little, many, more, most, much, neither, no, several, some

They might be considered as words that limit nouns to an amount or number.

Fewer people entered the Lower Willingstrom pig licking competition each year.

The determiner *fewer* limits the noun *people* to a larger group who entered the competition in previous years.
The determiner *each* limits the noun *year* to those years in which the competition was held.

Last year, some competitors had been trampled to death by several pigs.

The determiner *some* limits the noun *competitors* to those that had been trampled to death.
The determiner *several* limits the noun *pigs* to those that had trampled the competitors to death.

Deepening Understanding

The preposition *of* follows the quantifying determiner when the determiner describes an amount or number of a specific group. For example:

Some pigs were not suited to pig licking.
Some of an unspecified group of pigs

Some of the pigs were not suited to pig licking.
Some of a specific group of pigs

Of is always used before pronouns.

Mary had licked many pigs and most of them had reminded her of Jim.

If she kissed enough of them, she could win the competition.

Demonstrative determiners
Recap & build upon:

- Year 1 **W&P**: the determiners *the* and *a*
- Year 2 **W&P**: numerical determiners
- Year 3 **W&P**: ordinal determiners
- Year 4 **W&P**: possessive determiners
- Year 4 **W&P**: understand determiner as a word that introduces and limits a noun
- Year 5 **W&P**: quantifying determiners

Key Idea: some determiners tell us whether a noun is close by or further away.

Key Vocabulary: determiner

Build on: noun, noun phrase, phrase

Demonstrative determiners denote whether the noun that they describe is close by or further away. The demonstrative determiners are *this*, *that*, *these* and *those*.

Determiner	Sentence	Meaning
the	<i>The zombie is remarkably agile.</i> <i>The zombies are remarkably agile.</i>	the position of the zombie(s) is unknown
this	<i>This zombie is remarkably agile.</i>	the zombie near by
that	<i>That zombie is remarkably agile.</i>	the zombie further away
these	<i>These zombies are remarkably agile.</i>	the zombies near by
those	<i>Those zombies are remarkably agile.</i>	the zombies further away

The structure [determiner] + [noun] forms a simple noun phrase.

this zombie that vampire these ghouls those ghosts

Deepening Understanding

As well as denoting physical distance, demonstrative determiners may also denote emotional distance. The demonstrative determiners *this* and *these* often refer to positive things with which we approve; *that* and *those* refer to negative things with which we do not approve.

This vanilla ice cream is delicious but that onion sorbet tastes disgusting.

The demonstrative determiner *this* is used to denote approval of the vanilla ice cream

The demonstrative determiner *that* is used to denote disapproval of the onion sorbet

Adverbs of probability (how likely)

Recap & build upon:

- Year 2 **W&P**: adverbs of manner (how)
- Year 2 **W&P**: fronted adverbials of manner (how)
- Year 3 **P**: commas to demarcate fronted adverbials

Key Idea: adverbs of probability describe how likely something is to happen.

Key Vocabulary: adverb

Build on: fronted adverbial, comma, suffix, **verb**, verb chain

Adverbs of probability describe the likelihood of something happening. Common adverbs of probability include:

certainly, clearly, definitely, maybe, obviously perhaps, possibly, probably

Adverbs of probability are most frequently placed before the verb.

*Aunt Hilda **definitely** shocked the vicar **when she flashed her frilly bloomers**.*
*Jim **probably** ate Mary's six-foot cheese wheel.*

If the verb chain contains an auxiliary verb and a main verb, the adverb of probability is placed between them.

*Mary will **certainly** be furious with Jim **once she discovers his gluttony**.*
*Giant squid-like creatures could **possibly** rule the Earth in the distant future.*

'Maybe' and 'perhaps' are most commonly used as fronted adverbials. Unlike many fronted adverbials, they do not require a comma to separate them from the sentence.

***Maybe** the squid overlords will rule benevolently.*
***Perhaps** my father will never complete his scale model of Bognor Regis.*

Often adverbs of probability can be used in both positions.

*Mary was **obviously** surprised when Jim wore a crystal-encrusted pink poncho on their first date.*
***Obviously**, Mary was surprised when Jim wore a crystal-encrusted pink poncho on their first date.*

Fronted adverbials of manner (how)

Recap & build upon:

- Year R-4 **O**: prepositions
- Year 1-4 **SS**: fronted adverbials
- Year 2 **W&P**: fronted adverbials of manner (how)
- Year 3 **P**: commas to demarcate fronted adverbials

Key Idea: adverbials that describe 'how' may be used as fronted adverbials**Key Vocabulary:** fronted adverbial**Build on:** adverbial, adverbial phrase, comma, phrase, suffix

Commonly, fronted adverbials of manner are formed from adverbs ending with the suffix *-ly*.

Anxiously, Jim spread a thin layer of Mary's chilli chutney onto the bread.

A fronted adverbial of manner may also be formed using an adverbial phrase beginning with a preposition (most commonly the *with* and *in*) and ending with a noun

With great trepidation, he took a bite.

In horror, he felt his tongue go numb.

The fronted adverbial is often demarcated with a comma.

Adverbs of frequency (how often)

Recap & build upon:

- Year 1 **W&P**: prepositions and adverbials of time (when)
- Year 1 **W&P**: fronted adverbials of time (when) and place (where)
- Year 3 **W&P**: prepositions and adverbials of duration (when)
- Year 3 **W&P**: fronted adverbials of duration (when)

Key Idea: some adverbs describe how often (the frequency) that something happens.

Key Vocabulary: adverb

Build on: adverbial, adverbial phrase, fronted adverbial, **verb**

Adverbs of frequency describe how often verbs occur. They can be definite or indefinite.

1. Adverbs of definite frequency

Adverbs of definite frequency describe a precisely-known frequency that an action occurs and include:

annually, daily, fortnightly, hourly, monthly weekly

*Mary drinks a bottle of wine **daily**.*

We know the definite frequency that Mary drinks a bottle of wine: once a day.

Adverbial phrases can also be used to describe definite frequency. There are several common ways to create adverbials of definite frequency

every + period of time:	<i>every day, every month, every Tuesday, every Easter</i>
on + day of the week:	<i>on Wednesdays, on Sundays</i>
once / twice a [period of time]:	<i>once a month, twice a day</i>
[number times] a + period of time:	<i>three times a year, ten times a day</i>

*Jim milks his yaks **twice a day**.*

2. Adverbs of indefinite frequency

Adverbs of indefinite frequency describe an unknown frequency that an action occurs and include:

always, frequently, generally, infrequently, never, normally, occasionally, often, rarely, regularly, seldom, sometimes, usually

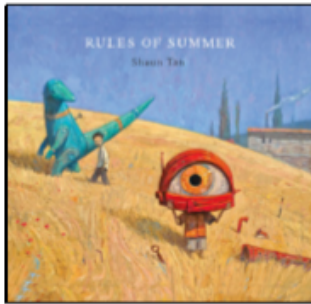
*Mary **regularly** drinks a bottle of wine.*

We know that Mary drinks a bottle of wine regularly but we do not definitely know the frequency; does regularly mean several times a day, once a day, once a week?

Adverbial phrases can be used to describe indefinite frequency. Common adverbials of indefinite frequency include:

every now and again, from time to time, hardly ever, once in a while

Teaching Tip



Rules of Summer by Shaun Tan (Lothian Children's Books) makes frequent use of the adverbs of frequency *never* and *always* to define the rules of summer. For example:

Never leave a red sock on the clothes line.
Never eat the last olive at a party.
Always bring bolt cutters.
Always remember the way home.

Using the idea of creating sets of rules, children could create their own rules of Christmas, of the playground, of a haunted house. They could expand upon the adverbs *never* and *always* by also including other adverbs of frequency. *These can be used to create a Rules of... poem.* For example:

Rules of Fairyland

This is what I learned in Fairyland.

Never accept gifts from old ladies. They are **seldom** what they seem.

Kiss frogs **often**. They are **sometimes** more than frogs.

Always try the middle one. It will **usually** be just right.

Never stray from the path and **always** leave a trail.

Sometimes let down your hair but **always** leave before midnight.

And remember to **always** live happily ever after.

Deepening Understanding

An adverbial clause beginning with the subordinating conjunction *whenever* also describes frequency.

Whenever a full moon rode the night sky, Jim presented a ritual offering to the cheese goblins.

The phrase *every time* may also be used as a subordinating conjunction to begin an adverbial clause describing frequency.

Jim just had to bust out his signature dance moves every time he heard The Birdy Song on radio.

Year Five

Avoid tautology when using adjectives and adverbs

Recap & build upon:

- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1-5 **W&P**: adjectives of size, colour, character, shape, touch, sound, taste, smell, age, origin, material
- Year 2 **W&P**: adverbs of manner (how)

Key Idea: avoid using adjectives and adverbs that add no new information to the noun or verb they are describing.

Key Vocabulary: adjective, adverb

Build on: noun, verb

Tautology is an unnecessary repetition of meaning, using multiple words to effectively say the same thing. It takes many forms, but may be found when modifying nouns with adjectives and verbs with adverbs.

The following examples contain superfluous adjectives as the nouns already contain the qualities that they describe:

huge giant green grass narrow alley clever genius tiny speck future plans

The following examples contain superfluous adverbs:

shout loudly run quickly scribble hurriedly whisper quietly smile happily frown sadly

Adverbs may also create tautologies within the wider context of a sentence.

Jim bravely patted the tiger.

Mary carelessly threw the chainsaw to Jim.

Patting the tiger was already a brave thing to do.

Throwing the chainsaw was clearly a careless act.

Modal verbs

Recap & build upon:

- Year 2 **W&P**: understand auxiliary verb as a *helper verb*
- Year 3 **W&P**: auxiliary verb *will* to indicate future tense

Key Idea: a modal verb goes before a main verb and expresses possibility.

Key Vocabulary: modal verb

Build on: helper verb, **verb**, verb chain

A modal verb is a type of auxiliary (helper) verb that indicates possibility, ability, obligation, advice or habit. The modal verbs are:

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

A modal verb is usually used immediately before the main verb.

*Jim **may** quit his job as a cheese maker.*
*Mary **can** balance a pork pie on the end of her nose.*

Adverbs may come between the modal verb and the main verb.

*Jim **would often dream** of a job as a circus performer.*
modal verb = would
adverb = often
main verb = dream

*Mary **could not understand** Jim's obsession with clowns.*
modal verb = could
adverb = not
main verb = understand

When the adverb *not* is placed between the modal and main verb to express negation, it is often contracted in less formal forms of writing.

can > can't, could > couldn't, might > mightn't, must > mustn't, shall > shan't, should > shouldn't, will > won't, would > wouldn't

The modal verb *may* is not usually contracted in this way.

A modal verb may express:

1. possibility

*You **shall** go to the ball.*
*You **will** go to the ball.*
*You **might** go to the ball.*

2. ability

*You **can** go to the ball.*
*You **could** go to the ball.*

3. obligation and advice

*You **must** go to the ball.*
*You **should** go to the ball.*
*You **ought to** go to the ball.*

4. permission

*You **can** go to the ball.*
*You **may** go to the ball.*

5. habit

*She **would** go to the ball every year.*

Deepening Understanding

Modal verbs may be used alongside the auxiliary verbs *to be* and *to have* to form verb chains. The order for writing verb chains is always:

modal verb + to have + to be + main verb

*Jim **might have considered** the wedding's dress code **before** he **donned** his Ewok costume.*

Verb chain = modal verb + to have + main verb

*Mary **ought to be sleeping** before her interview **but** Jim's frantic bongo playing **kept her awake**.*

Verb chain = modal verb + to be + main verb

*Vlad **must have been eating** too much garlic **as** he **was becoming** allergic to himself.*

Verb chain = modal verb + to have + to be + main verb

The final auxiliary verb in the chain determines the form of the main verb.

Final Auxiliary Verb	Main Verb form	Example
modal verb <i>can, could, may, might, must, ought to, shall, should, will, would</i>	infinitive <i>no suffix</i>	might dance could build
to have <i>had, has, have</i>	past participle <i>-ed suffix irregular ending</i>	might have danced could have built
to be <i>am, are, been, was, were</i>	present participle <i>-ing suffix</i>	might have been dancing could have been building

When the verb *to have* follows some modal verbs it is sometimes contracted in less formal texts to form the contraction:

could have > could've, must have > must've, should have > should've, would have > would've

Question tags

Recap & build upon:

- Year 1 **W&P**: understand *to be* and *to have* as verbs
- Year 2 **W&P**: understand auxiliary verb as a *helper verb*
- Year 2 **W&P**: progressive tense to form actions in progress using the auxiliary verb *to be*
- Year 3 **W&P**: auxiliary verb *will* to indicate future tense
- Year 3 **W&P**: auxiliary verb *to have* to form the present perfect tense
- Year 4 **W&P**: placement of auxiliary verbs before the subject to form questions
- Year 5 **W&P**: modal verbs

Key Idea: a question tag is a short informal question at the end of a statement.

Key Vocabulary: question tag

Build on: helper verb, comma, **question**, **question mark**, **verb**, verb chain

A question tag is a short question at the end of a statement, which is usually demarcated by a comma. Verbs may be used in opposing pairs to form sentences containing question tags. Question tags are constructed with auxiliary verbs or the verb 'to be'.

If the main clause of the sentence is positive, the question tag will be negative.

Jim might create the world's finest cheese, mightn't he?
The most beautiful town in England is Grimsby, isn't it?

might = auxiliary verb
is = form of the verb 'to be'

And if the main clause of the sentence is negative, the question tag will be positive.

You shouldn't have eaten that cactus, should you?
Mary's Peruvian nose flute composition wasn't very tuneful, was it?

should = auxiliary verb
was = form of the verb 'to be'

When forming question tags using the verb 'to do', the verb in the main clause may be omitted.

I never do win at Peruvian space chess, do I?
becomes
I never win at Peruvian space chess, do I?

Question tags are very informal and are most often used in spoken language; they should only be used in very informal written forms such as personal diaries or in dialogue.

Deepening Understanding

In spoken language, intonation indicates the type of question: rising intonation (the voice rising in pitch at the end of the question), indicates that the speaker does not know the answer, whereas falling intonation (the voice lowering in pitch at the end of the question), indicates that the answer is already known and that the speaker is seeking confirmation.

You've tried the cheese, haven't you?

Rising intonation: the speaker wants to know if you have tried the cheese

Falling intonation: the speaker already knows or suspects you have tried the cheese and seeks confirmation.

A similar result can be achieved in writing through the careful use of an appropriate reporting verb.

"You've tried the cheese, haven't you?" Jim enquired.

(rising intonation)

"You've tried the cheese, haven't you?" Jim demanded.

(falling intonation)