



**Grammar, Punctuation and Spelling**

**Year 5**

**Summer Block 3**

# Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Relative Clauses			3. Modal Verbs		4. Adverbs			Assessments
Spring	1. Parenthesis			2. Expanded Noun Phrases			3. Tenses					
Summer	1. Commas		2. Cohesion						3. Prefixes	4. Suffixes		

## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

# Summer Block 3 – Prefixes

## National Curriculum Objectives:

English Year 5: (5G6.2) Verb prefixes [for example, dis-, de-, mis-, over- and re-]

## Small Steps

1. Adding 'de-', 'dis-' and 'mis-'
2. Adding 're-' and 'over-'

## Step 1 – Adding ‘de-’, ‘dis-’ and ‘mis-’

### Notes and Guidance

- In previous blocks within Key Stage 1 and 2, children learnt how the addition of a prefix to a root word changes the meaning of the word it belongs to without making any changes to the spelling of the root word itself.
- In this step, children will use the prefixes ‘de-’, ‘dis-’ and ‘mis-’ and add these to root words to change their meaning. They should recognise that different word classes will be created with the addition of these prefixes, for example: overturn (verb) over-anxious (adjective)
- ‘De-’ means *down*; ‘dis-’ means *not* and ‘mis-’ means *wrongly*.
- Children should be able to recognise how the prefix changes the meaning of the root word it is added to and be able to use these in their writing accurately.

### Focused Questions

- Choose the correct prefix from ‘de-’, ‘dis-’ and ‘mis-’ to add to these words.
- Complete the sentence adding one of the words below with the correct prefix.
- What happens to the meaning of the word in the following sentence when the prefix ‘de-’, ‘dis-’ and ‘mis-’ is added/removed?

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 2 – Adding ‘re-’ and ‘over-’

### Notes and Guidance

- In previous blocks within Key Stage 1 and 2, children learnt how the addition of a prefix to a root word changes the meaning of the word it belongs to without making any changes to the spelling of the root word itself.
- In this step, children will use the prefixes ‘re’ and ‘over-’ and add these to root words to change their meaning. They should recognise that different word classes will be created with the addition of these prefixes, for example: overturn (verb) over-anxious (adjective)
- ‘Re-’ means *again*; and ‘over-’ means *too much*.
- Children should be able to recognise how the prefix changes the meaning of the root word it is added to and be able to use these in their writing accurately.

### Focused Questions

- Choose the correct prefix from ‘re-’ and ‘over-’ to add to these words.
- Complete the sentence adding one of the words below with the correct prefix.
- Create words by adding both prefixes to the same root word, for example ‘over-’ and ‘re-’ added to ‘act’ = overreact
- What happens to the meaning of the word in the following sentence when the prefix ‘re-’ and ‘over-’ is added/removed?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.