**Birklands Primary School**

**Year 6 Grammar Overview**

| National Curriculum Objectives (Statutory Requirements) | Key Knowledge: |
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| Detail of content to be introduced in Year 6:<br>**Word:**<br><br>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]<br>- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]<br><br>**Sentence:**<br><br>- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].<br>- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]<br><br>**Text:**<br><br>- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**<br>- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]<br><br>**Punctuation:**<br><br>- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] | **Subject:** The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.<br><br>**Object:** The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'.<br><br>**Active:** A sentence written in the active voice has the subject of the sentence carrying out the main action.<br><br>**Passive:** A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.<br><br>**Synonym:** A word which has exactly or nearly the same meaning as another word.<br><br>**Antonym:** A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.<br><br>**Ellipsis:** Three dots which are used to show missing words or to create a pause for effect. For example, 'So…tell me what happened?'<br><br>**Hyphen:** A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example, twenty-seven, brother- in-law, man-eating, long-legged.<br><br>**Colon:** A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.<br><br>**Semi-colon:** A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction. For example, 'My car is red; my friend's car is blue'.<br><br>**Bullet points:** A way of setting information out in a list of points, which may be phrases, words or short sentences.<br><br>**Ambitious Knowledge:** |

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| • Use of the colon to introduce a list and use of semi-colons within lists <br> • **Punctuation** of bullet points to list information <br> • How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] | **Subjunctive:** a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. <br> **Formal register:** is more appropriate for professional writing and letters to a boss or a stranger. <br> **Informal register:** is conversational and appropriate when writing to friends and people you know very well. <br> **Infinitive:** a verb's infinitive is the basic form used as the head-word in a dictionary (e.g. walk, be). |

| | Key Vocabulary |
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| **Prior Knowledge (Statutory Requirements):** <br> Detail of content pupils should be able to recall from Year 5: <br> **Word:** <br> • Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] <br> • **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*] <br> **Sentence:** <br> • **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun <br> • Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*] <br> **Text:** <br> • Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] <br> • Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] <br> **Punctuation:** <br> • Brackets, dashes or commas to indicate parenthesis <br> • Use of commas to clarify meaning or avoid ambiguity | subject <br> object <br> active <br> passive <br> synonym <br> antonym <br> ellipsis <br> hyphen <br> colon <br> semi-colon <br> bullet points |