GRAMMAR

Year 6

By the end of Year 6 most children should know:

How to use expanded noun phrases to convey complicated information concisely.

The use of the passive to affect the presentation of information in a sentence.

Using relative clauses beginning with who, which, where, when and whose.

Use modal verbs or adverbs to indicate degrees of possibility.

Use commas to clarify meaning.

The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags… He's your friend, isn't he)

How to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as … on the other hand, in contrast or as a consequence) and ellipsis…

How to use layout devices (e.g. headings, sub headings, columns, bullets or tables, to structure text).

The use of the semi-colon, colon and dash to mark the boundary between independent clauses.

The use of the colon to introduce a list and the use of semi-colons within lists. The punctuation of bullet points to list information.

How hyphens can be used.

Definitions and Examples

Modal Verbs	Active Voice	Passive Voice
Modal Verbs are used to show degrees of certainty. E.G It will be very cold tomorrow. John might have missed the train. You could finish your writing by break-time.	A sentence is considered 'active' if the subject performs the action in the sentence. E.G Will kicked the ball	A sentence is considered 'passive' when the object becomes the subject in the sentence. In many cases the word 'was' is used. E.G The ball was kicked by Will.
Main Clause	**Subordinate Clause**	**Relative Clause**
These make sense on their own and contain a subject and a verb. E.G It was hot The tree is old	These add extra information and do not make sense on their own. E.G Running down the hill Who was nine years old	Relative Clauses are clauses that begin with a relative pronoun 'who, which, that, where and when' E.G Will, who enjoyed playing football, played every Saturday.
Colon (:)	**Semi-colon (;)**	**Hyphen**
The colon has a number of functions! It can be used to introduce an idea – to show that the second idea is a continuation of the first. E.G Will likes two things: football and chocolate. **To introduce a list** E.G The cake contained some delicious ingredients: chocolate, syrup, butter, and hazelnuts. **To add emphasis to an idea** E.G There is one thing we all love: success.	A semi-colon can be used in several ways – it can be used in **complicated lists.** E.G The meeting today was attended by Mr Ahmed, City Councillor; Dr Jones, the local doctor; Mrs Patel, a lawyer and Jo Thomas, the Chair. **Separating closely-related pieces of information** E.G Charlie always ate big meals; he got terribly hungry.	A hyphen can be used between two parts of a compound word or when a word is divided at the end of a line. E.G A man-eating snake
Synonym	**Antonym**	**Ellipsis**
Synonyms are words that have nearly or the same meaning as each other. E.G Lucky, fortunate	Antonyms are words that are the opposite of each other. E.G awake, asleep	This is a proper name for 'dot dot dot'. It can be used for when a sentence trails off and to give suspense. E.G But Laurie had always been afraid of dark places….
Expanded Noun Phrase		
With an 'expanded noun phrase' the noun is 'expanded'. Noun Phrase The strict teacher Expanded Noun Phrase The strict teacher with the curly red hair….		