

# YEAR 6

| Year 6: Detail of content to be introduced (statutory requirement) |  |
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| <b>Word</b>  | <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>  |
| <b>Sentence</b>  | <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> |
| <b>Text</b>  | <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>  |
| <b>Punctuation</b>   | <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>  |
| <b>Terminology for pupils</b>                                      | <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>  |

## Useful definitions:

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| active voice | An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u> ).  | Active: <i>The school arranged a visit.</i><br>Passive: <i>A visit was arranged by the school.</i>   |
| adjective    | <p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>▪ before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or</li> <li>▪ after the verb <i>be</i>, as its <u>complement</u>.</li> </ul> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes,</p> | <p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives:</p> <p><i>The lamp <u>glowed</u>.</i> [verb]<br/><i>It was such a bright <u>red</u>!</i> [noun]<br/><i>He spoke <u>loudly</u>.</i> [adverb]<br/><i>It was a French <u>grammar</u> book.</i> [noun]</p>   |
| adverb       | <p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as <u>adverbials</u>, such as <u>preposition phrases</u>, <u>noun phrases</u> and <u>subordinate clauses</u>.</p>   | <p><i>Usha <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i><u>Fortunately</u>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> <li>▪ <i>Usha went <u>up the stairs</u>.</i> [preposition phrase used as adverbial]</li> <li>▪ <i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial]</li> <li>▪ <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause used as adverbial]</li> </ul> |

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| <p><b>clause</b></p>          | <p>A clause is a special type of <u>phrase</u> whose <u>head</u> is a <u>verb</u>. Clauses can sometimes be complete sentences. Clauses may be <u>main</u> or <u>subordinate</u>.</p> <p>Traditionally, a clause had to have a <u>finite verb</u>, but most modern grammarians also recognise non-finite clauses.</p>   | <p><i>It was raining.</i> [single-clause sentence]</p> <p><i>It was raining but we were indoors.</i> [two finite clauses]</p> <p><i><u>If you are coming to the party</u>, please let us know.</i> [finite subordinate clause inside a finite main clause]</p> <p><i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]</p>   |
| <p><b>cohesion</b></p>        | <p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p>  | <p>A visit has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <u>This is an overnight visit</u>. <u>The centre</u> has beautiful grounds and <i>a nature trail</i>. During the afternoon, <u>the children</u> will follow <i>the trail</i>.</p>  |
| <p><b>cohesive device</b></p> | <p>Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <u>cohesion</u>.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> <li>▪ <u>determiners</u> and <u>pronouns</u>, which can refer back to earlier words</li> <li>▪ <u>conjunctions</u> and <u>adverbs</u>, which can make relations between words clear</li> <li>▪ <u>ellipsis</u> of expected words.</li> </ul> | <p><i>Julia's dad bought her a football. <u>The football</u> was expensive!</i> [determiner; refers us back to a particular football]</p> <p><i>Joe was given a bike for Christmas. <u>He</u> liked <u>it</u> very much.</i> [the pronouns refer back to Joe and the bike]</p> <p><i>We'll be going shopping <u>before</u> we go to the park.</i> [conjunction; makes a relationship of time clear]</p> <p><i>I'm afraid we're going to have to wait for the next train. <u>Meanwhile</u>, we could have a cup of tea.</i> [adverb; refers back to the time of waiting]</p> <p><i>Where are you going? [ ] <u>To school!</u></i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p> |



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| <p><b>conjunction</b></p>       | <p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>▪ <u>co-ordinating</u> conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair</li> <li>▪ subordinating conjunctions (e.g. <i>when</i>) introduce a <u>subordinate clause</u>.</li> </ul>  | <p><i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p> <p><i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p> |
| <p><b>fronting, fronted</b></p> | <p>A word or phrase that normally comes after the <u>verb</u> may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an <u>adverbial</u> which has been moved before the verb.</p> <p>When writing fronted phrases, we often follow them with a comma.</p>  | <p><i><u>Before we begin</u>, make sure you've got a pencil.</i></p> <p>[Without fronting: <i>Make sure you've got a pencil before we begin.</i>]</p> <p><i><u>The day after tomorrow</u>, I'm visiting my granddad.</i></p> <p>[Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i>]</p>   |
| <p><b>modal verb</b></p>        | <p>Modal verbs are used to change the meaning of other <u>verbs</u>. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p>A modal verb only has <u>finite</u> forms and has no <u>suffixes</u> (e.g. <i>I sing</i> – <i>he sings</i>, but not <i>I must</i> – <i>he musts</i>).</p> | <p><i>I <u>can</u> do this maths work by myself.</i></p> <p><i>This ride <u>may</u> be too scary for you!</i></p> <p><i>You <u>should</u> help your little brother.</i></p> <p><i>Is it going to rain? Yes, it <u>might</u>.</i></p> <p><i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i>, where <i>being</i> is not a modal verb]</p>            |

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| <p><b>noun</b></p> | <p>The surest way to identify nouns is by the ways they can be used after <u>determiners</u> such as <i>the</i>: for example, most nouns will fit into the frame "The ___ matters/matter."</p> <p>Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other <u>word classes</u>. For example, <u>prepositions</u> can name places and <u>verbs</u> can name 'things' such as actions.</p> <p>Nouns may be classified as <b>common</b> (e.g. <i>boy, day</i>) or <b>proper</b> (e.g. <i>Ivan, Wednesday</i>), and also as <b>countable</b> (e.g. <i>thing, boy</i>) or <b>non-countable</b> (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p> | <p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i></p> <p><i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> <li>▪ <i>He's <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun]</li> <li>▪ <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]</li> </ul> <p>common, countable: <i>a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></i></p> <p>common, non-countable: <i><u>money</u>, some <u>chocolate</u>, less <u>imagination</u></i></p> <p>proper, countable: <i><u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></i></p> |
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## parenthesis

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| <p>, ... ,</p> | <p>Bracketing or parenthetical commas</p> | <p>Used around additional information not crucial to the meaning of the sentence.</p>  |
| <p>( )</p>     | <p>Round brackets/parentheses</p>         | <p>Used around strong "parenthetical information", ie an inserted comment, aside, explanation or additional information.</p> |

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| <p>participle</p>      | <p>Verbs in English have two participles, called 'present participle' (e.g. <i>walking, taking</i>) and 'past participle' (e.g. <i>walked, taken</i>).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <ul style="list-style-type: none"> <li>▪ they don't necessarily have anything to do with present or past time</li> <li>▪ although past participles are used as <u>perfects</u> (e.g. <i>has eaten</i>) they are also used as <u>passives</u> (e.g. <i>was eaten</i>).</li> </ul>   | <p><i>He is <u>walking</u> to school.</i> [present participle in a <u>progressive</u>]</p> <p><i>He has <u>taken</u> the bus to school.</i> [past participle in a <u>perfect</u>]</p> <p><i>The photo was <u>taken</u> in the rain.</i> [past participle in a <u>passive</u>]</p>   |
| <p>passive</p>         | <p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> <li>▪ the past <u>participle</u> form <i>eaten</i></li> <li>▪ the normal <u>object</u> (<i>it</i>) turned into the <u>subject</u></li> <li>▪ the normal subject (<i>our dog</i>) turned into an optional <u>preposition phrase</u> with <i>by</i> as its <u>head</u></li> <li>▪ the verb <i>be(was)</i>, or some other verb such as <i>get</i>.</li> </ul> <p>Contrast <u>active</u>.</p> <p>A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.</p> | <p><i>A visit was <u>arranged</u> by the school.</i></p> <p><i>Our cat got <u>run</u> over by a bus.</i></p> <p>Active versions:</p> <ul style="list-style-type: none"> <li>▪ <i>The school arranged a visit.</i></li> <li>▪ <i>A bus ran over our cat.</i></li> </ul> <p>Not passive:</p> <ul style="list-style-type: none"> <li>▪ <i>He received a warning.</i> [past tense, active <i>received</i>]</li> <li>▪ <i>We had an accident.</i> [past tense, active <i>had</i>]</li> </ul> |
| <p>relative clause</p> | <p>A relative clause is a special type of <u>subordinate clause</u> that modifies a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p>   | <p><i>That's the <b>boy</b> <u>who lives near school</u>.</i> [<i>who</i> refers back to <b>boy</b>]</p> <p><i>The <b>prize</b> <u>that I won</u> was a book.</i> [<i>that</i> refers back to <b>prize</b>]</p> <p><i>The <b>prize</b> <u>I won</u> was a book.</i> [the pronoun <i>that</i> is omitted]</p> <p><i><b>Tom</b> <u>broke the game, which annoyed Ali</u>.</i> [<i>which</i> refers back to the whole clause]</p>  |

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| <b>subjunctive</b>        | <p>In some languages, the <u>inflections</u> of a <u>verb</u> include a large range of special forms which are used typically in <u>subordinate clauses</u>, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.</p>  | <p><i>The school requires that all pupils <u>be honest</u>.</i></p> <p><i>The school rules demand that pupils not <u>enter</u> the gym at lunchtime.</i></p> <p><i>If Zoë <u>were</u> the class president, things would be much better.</i></p>  |
| <b>inflection</b>         | <p>When we add <i>-ed</i> to <i>walk</i>, or change <i>mouse</i> to <i>mice</i>, this change of <u>morphology</u> produces an inflection ('bending') of the basic word which has special grammar (e.g. <u>past tense</u> or <u>plural</u>). In contrast, adding <i>-er</i> to <i>walk</i> produces a completely different word, <i>walker</i>, which is part of the same <u>word family</u>. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.</p> | <p><i>dogs</i> is an inflection of <i>dog</i>.</p> <p><i>went</i> is an inflection of <i>go</i>.</p> <p><i>better</i> is an inflection of <i>good</i>.</p>   |
| <b>subordinate clause</b> | <p>A clause which is <u>subordinate</u> to some other part of the same <u>sentence</u> is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it <u>modifies</u>). Subordinate clauses contrast with <u>co-ordinate</u> clauses as in <i>It was sour but looked very tasty</i>. (Contrast: <u>main clause</u>)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>                 | <p><i>That's the street <u>where Ben lives</u>.</i> [<u>relative clause</u>; modifies <i>street</i>]</p> <p><i>He watched her <u>as she disappeared</u>.</i> [<u>adverbial</u>; modifies <i>watched</i>]</p> <p><i><u>What you said</u> was very nice.</i> [acts as <u>subject</u> of <i>was</i>]</p> <p><i>She noticed <u>an hour had passed</u>.</i> [acts as <u>object</u> of <i>noticed</i>]</p> <p>Not subordinate: <i>He shouted, "<u>Look out!</u>"</i></p> |



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| <p><b>verb</b></p> | <p>The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u>, either <u>present</u> or <u>past</u> (see also <u>future</u>).</p> <p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from <u>nouns</u> (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as <u>auxiliary</u>, or <u>modal</u>; as <u>transitive</u> or <u>intransitive</u>; and as states or events.</p> | <p><i>He <u>lives</u> in Birmingham.</i> [present tense]</p> <p><i>The teacher <u>wrote</u> a song for the class.</i> [past tense]</p> <p><i>He <u>likes</u> chocolate.</i> [present tense; not an action]</p> <p><i>He <u>knew</u> my father.</i> [past tense; not an action]</p> <p>Not verbs:</p> <ul style="list-style-type: none"> <li>▪ <i>The <u>walk</u> to Halina's house will take an hour.</i> [noun]</li> <li>▪ <i>All that <u>surfing</u> makes Morwenna so sleepy!</i> [noun]</li> </ul> |
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