National Curriculum 2014

Planning Document

Appendix 2

Year 6

Vocabulary, Grammar and Punctuation

This document contains the Y6 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 6.

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Year 6: Detail of content to be introduced (statutory requirement)	
Word	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*]
	How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	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)*].
	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]
Text	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**
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists
	Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points

Longthorpe's Grammar Scheme of Work

	Reading / editing writing for quality
	Progression in Punctuation
	Grammar / parts of speech
	Progression in writing / sentence structure

To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing

- Transforming a sentence from active to passive and vice-versa
- To note and discuss how changes from active to passive affect the word order and sense of a sentence
- To investigate further the use of active and passive verbs
- To know how sentences can be re-ordered by changing from one to the other

To consider how the passive voice can conceal the agent of a sentence, e.g. *The chicks were kept in an incubator*

To identify, understand and form complex sentences through, e.g.:

- Using different connecting devices
- Reading back complex sentences for clarity of meaning, and adjusting as necessary
- Evaluating which links work best
- Identifying main clauses
- Using appropriate punctuation

To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.

To understand how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

To become aware of conditionals through:

- Using reading to investigate conditionals, e.g. using *if…then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition
- Using these forms to construct sentences which express, e.g. possibilities, hypotheses
- Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)

To understand and recognise the difference between informal speech and structures appropriate for formal speech and writing. E.G. the use of **subjunctive** forms such as *If I were* or *Were they* to come

Terminology & sentence types

Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

'de:de sentences', emotion, word, (action)', 'O.(I)', 'if, if, if, then', '3 bad dash', 'some; others', 'personification of weather', 'irony', 'imagine 3 examples:', '2 pair sentences'