Grammar and Punctuation – Year 6

The following table presents the requirements for Grammar and Punctuation in Year 6. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. All other terms in **bold**, although not required to learn, should be understood with the meanings set out in the glossary.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for pupils to learn
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said* versus *reported*, *alleged*, or *claimed* in formal speech or writing)	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*) Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there*, or *the fact that it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. 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** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)	**active voice** **passive voice** **subject and object** **hyphen** **colon** **semi-colon** **bullet points** **synonym and antonym** past progressive and present progressive

E.g. Could you write an antonym for whispered?
The following terminology from previous years should also be recapped and learnt.

Year 1	**word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.**
Year 2	**verb, tense, past, present, future, adjective, noun, suffix, apostrophes for omission (contractions), comma, sentences**: -statement, command, question, exclamation
Year 3	**word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause, subordinating conjunction, co-ordinating conjunction.**
Year 4	**pronoun, possessive pronoun, adverbial, apostrophes for possession and omission, subordinating conjunction, co-ordinating conjunction.**
Year 5	**relative clause, modal verb, certainty and possibility, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity,**

Year 6 Glossary of Grammar, Punctuation and Spelling terms

The following glossary is to aid the teaching of spelling, grammar and punctuation in Year 6. It is not the complete glossary of terminology. The words and explanations below do not need to be learnt by pupils and is for the benefit of teachers, staff or parents. The terminology for pupils to learn in Year 6 is highlighted on the previous page.

active voice	A verb in the active voice has its usual pattern of subject and object (in contrast with the passive voice).	*The school arranged a visit*. Passive voice: *A visit was arranged*.
adverbial	An adverbial is a word or phrase that makes the meaning of a verb more specific (i.e. it modifies the verb). Of course, adverbs can be used as an adverbial, but many types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	*The bus leaves in five minutes*. [preposition phrase as adverbial: modifies *leaves*] *Alex forgot to buy Easter eggs*. [subordinate clause as adverbial: modifies *forgot*] *Priscila complained constantly*. [adverb: modifies *complained*]
ambiguity	Ambiguity arises when writing is not clear to one specific meaning. It is open to more than one potential meaning. Ambiguity often arises in children's writing as a mistake from incorrect punctuation. E.g. 'Let's eat Grandma.' Meaning that Grandma will be eaten. Compared to "Let's eat, Grandma." Which suggests Grandma is being invited to eat.	*Include your children when making dinner.* This can be seen as an ambiguous statement because it can be interpreted two different ways.
antonym	An antonym is a word which has the opposite meaning to the given word. Note: Antonym has a similar start to other words with the 'anti-' prefix, meaning 'opposite'.	*Quickly* is the antonym to *slowly* *Small* is the antonym to *large*

Year 6 Grammar and Punctuation including glossary

auxiliary verb	The auxiliary verbs are *be*, *have* and *do*, plus all the modal verbs. They can all be used to make questions and negative statements. In addition: • *be* is used in the continuous and passive • *have* is used in the perfect • *do* is used to make questions and negative statements if no other auxiliary verb is present.	*They are winning the match.* [*be* used in the continuous] *Have you finished your picture?* [*have* used to make a question, and the perfect] *No, I don't know him.* [*do* used to make a negative; no other auxiliary is present] *Will you come with me or not?* [modal verb *will* used to make a question]
clause	A clause is a special type of phrase, whose main word (or "head") is a verb that describes an event or state of affairs. Clauses can sometimes be complete sentences. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*Eleni's mother was out so Eleni was left in charge.* *Eleni's mother went out so Eleni was left in charge.* *Usha went upstairs to play on her computer.* [non-finite clause]
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different colours and underlines), and the logical relations, such as time and cause, between different parts are clear.	***A visit** has been arranged for Year 6, to the **Mountain Peaks Field Study Centre**, leaving school at 9.30am. **This** is **an overnight visit**. **The centre** has beautiful grounds and **a nature trail**. During the afternoon, the children will follow **the trail**.*
cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are: • determiners and pronouns, which can refer back to earlier words • prepositions, conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words.	*Julia's dad bought her a football. The football was expensive!* [determiner; refers us back to a particular football] *We'll be going shopping before we go to the park.* [conjunction; makes a relationship of time clear] *Where are you going? [_] To school!* [ellipsis of the expected words *I'm going*; links the answer back to the question]

Year 6 Grammar and Punctuation including glossary

Colon	In KS2 children need only know that a colon can be used to begin a list of actions or items following a complete sentence.	*You may be required to bring many items: sleeping bags, pans and warm clothing.* *I want the following items: butter, sugar, and flour.* *I want an assistant who can do the following: input data, write reports and use a computer.*
ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	*Frankie waved to Ivana and ~~she~~ watched her drive away.* *She did it because she wanted to ~~do it~~.*
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word *school* was borrowed from a Greek word *σχολή* (*skholé*) meaning "leisure".
expanded noun phrase	See noun phrase. A simple noun phrase includes the noun and any other words which relate to it. For example 'green leaf' or 'dusty bookshelf'. Expanded noun phrases develop this idea further. They give more information about the noun in the sentence.	*The rich, old lady lives in the house.* *The lady with a pet cat, lives in the house.* *I saw my neighbour's big black cat.*
homograph	Two different words are homographs if they look exactly the same when written.	*A female pig is called a sow. The farmer has to sow the seeds.* *This animal is called a bear. I can't bear to look at it!*
homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	*Has he left yet? Yes – he went through the door on the left.* *The noise a dog makes is called a bark. Trees have bark.*

homophone	Two different words are homophones if they sound exactly the same when pronounced.	*hear*, *here* *some*, *sum*
hyphen	A hyphen links two words within a compound-word. The use of a hyphen is not always necessary. e.g. paper-clip, paperclip and paper clip are all considered correct. Descriptions made of adjective occasionally feature hyphens. E.g. green-fingered	*A man-eating shark* *Changing-room or changing room* *Water-bottle or water bottle* *Blue-eyed, two-seater, rosy-cheeked, bird-brained* *Other examples:* *Mother-in-law, merry-go-round,*
modify	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the "modifier" is normally close to the modified word.	In the phrase *primary-school teacher*: • *teacher* is modified by *primary-school* (to mean a specific kind of teacher) • *school* is modified by *primary* (to mean a specific kind of school).
morphology	A word's morphology is its internal make-up, consisting of a root word plus any changes (e.g. the addition of suffix). Dictionaries normally give only the root word.	*dogs* has the morphological make-up: *dog* + *s.*
noun phrase	A noun phrase is a phrase (i.e. a group of grammatically connected words) with a noun as its "head" (main word). A noun phrase can normally be used in place of a noun. The noun is called the "head" of the phrase because all the other words help to modify the noun.	*Foxes can jump.* [noun phrase consisting of just a noun] *Adult foxes can jump.* [*adult* modifies *foxes*, so *adult* belongs to the noun phrase] *Almost all healthy adult foxes can jump.* [all the other words help to modify *foxes*, so they all belong to the noun phrase]

object	An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be adjectives. (Contrast with complements.)	*Year 2 designed that.* [pronoun *that* acting as object] *Year 2 designed a pretty display.* [noun phrase *a pretty display* acting as object] Contrast: *A display was designed.* [object of active verb → subject of passive verb] *Year 2 designed pretty.* [incorrect, because adjectives cannot be objects]
passive voice	A verb in the passive voice: • is in its past-participle form (e.g. *thrown, taken, helped*) • follows the verb *be* • has its normal (active) object and subject reversed. Contrast active voice. A verb is not "passive" just because it has a passive meaning: it must be the passive-voice version of an active-voice verb.	*A visit was arranged by the school.* *The ball was thrown.* Active-voice versions: *The school arranged a visit.* *He threw the ball.* Not passive voice: *He received a warning.* *We had an accident.*
phrase	A phrase is a group of words that are grammatically connected. Technically speaking, they are connected because all the words in the phrase help to modify the main word of the phrase (called the "head"). If this main word is a verb, then the phrase is a clause or a sentence. Phrases can be made up of other phrases. Note: a phrase cannot contain a verb. The presence of a verb indicates that it is a clause.	*She waved to her mother.* [The main word is *mother*, a noun.] *Always cross on the zebra crossing!* [The main word is *on*, a preposition.] *Nadia waved to her mother.* [The main word is *waved*, a verb. This phrase is also a sentence.]

semi-colon	A semi-colon connects two independent (main) clauses that are related in some way. For example. The bus driver was old. He had white hair and a whiskery beard. The two sentences work by themselves. Since they are related in some way, they could instead by joined by a semi-colon. A capital letter is not used after the semi-colon. *The bus driver was old; he had white hair and a whiskery beard.* *When using a conjunction/adverbial which suggests contrast or consequence that is used at the beginning of a sentence (consequently, as a result, however, alternatively etc.), more impact can be given if a semi-colon is used.* *e.g. two independent clauses.* *I got up late and missed my plane. However, I managed to catch a later flight.* *Could be written instead using a semi-colon.* *I got up late and missed my plane; however, I still made the meeting.*	
Standard English	Standard English is the variety of the English language that is generally used for formal purposes in speech and writing. It is not the English of any particular region and it can be spoken with any accent.	

subject	The subject of a verb is normally the noun or pronoun that names the "do-er" or "be-er". The subject's normal position is: • just before the verb in a statement • just after the verb, or an auxiliary verb, in a question. Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. *I am*, *you are*).	*Rula's mother went out.* *That is uncertain.* *The children will study the animals.* *Will the children study the animals?*
subjunctive	What is sometimes called the subjunctive of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. It can be hard to recognise, because it does not always differ from non-subjunctive forms. It has a distinguishable form in the following cases: • the third person singular of any verb in the present tense does not have its usual *–s* ending • the verb *be* in the present tense always has the form "be" (not "am", "are" or "is") • the verb *be* in the past tense always has the form "were" (not "was") • the negatives of verbs in the present are formed differently • some modal verbs have a different form.	*The school requires that all pupils be honest.* [It's possible for pupils not to be honest, but the school wants them to be.] *If Zoë were the class president, things would be much better.* [But Zoë isn't the class president.] *The school rules demand that pupils not enter the gym at lunchtime.* [But it still might happen.] *I wish you would stop!* [not "will stop"] *I insist that he come to visit every week.* [He doesn't actually come to visit, but I would like him to.] Not subjunctive: *I insist that he comes to visit every week*. [I am insisting that it's actually the case that he does visit.]
synonym	A synonym is a similar alternative	*e.g. synonyms for said* *muttered, mumbled, commented, claimed, suggested*