



Year 6 Grammar and Punctuation Objectives

The following table presents the requirements for Spelling, Punctuation and Grammar 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 grammatical vocabulary through discussion and practice. All other terms in **bold** should be understood with the meanings set out in the glossary.

WORD STRUCTURE Year 6	SENTENCE STRUCTURE Year 6	TEXT STRUCTURE Year 6	PUNCTUATION Year 6	GRAMMATICAL VOCABULARY FOR PUPILS TO LEARN Year 6
<ul style="list-style-type: none"> 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) How words are related by meaning as synonyms and antonyms (e.g. big, large, little]. 	<ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>) Expanded noun phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> 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. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms in some very formal writing and speech, e.g. <i>If I were</i> or <i>Were they</i>) 	<ul style="list-style-type: none"> 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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) 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 (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>) 	<p>(previous years and..)</p> <p>subject object active voice passive voice synonym antonym ellipsis hyphen colon semi-colon bullet points</p>



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It is expected that children will understand the stated grammatical vocabulary in the right hand column and will be able to provide examples when asked.

E.g. 'Could you write an antonym for whispered?'

The following grammatical vocabulary from previous years should also be recapped and learnt. Children should understand the vocabulary below.

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
Year 4	pronoun, possessive pronoun, adverbial, apostrophes for possession and omission
Year 5	relative clause, modal verb, relative pronoun, parenthesis, brackets, dash, determiner, cohesion, ambiguity



Year 6 Grammar and Punctuation Objectives

The following objectives is to aid the teaching of grammar in Year 6.

Year	GRAMMAR Objectives	Example	Grammatical Vocabulary
6	Use a wide range of conjunctions to create compound and complex sentences.	Consolidate children's use of co-ordinating conjunctions : 'for', 'and', 'nor', 'but', 'or', 'yet' and 'so' (FANBOYS) to write compound sentences and their use of other subordinating conjunctions to create complex sentences with subordinate clauses .	Co-ordinating conjunction Subordinating conjunction Complex sentence Compound sentence
6	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	<p>Help children use punctuation correctly:</p> <ul style="list-style-type: none"> • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • commas for pauses within sentences 	Full stop Comma Exclamation mark Question mark



Year 6 Grammar and Punctuation Objectives

Year	GRAMMAR Objectives	Example	Grammatical Vocabulary
6	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition
6	Use expanded noun phrases to convey complicated information concisely.	<p><i>The <u>blue and white salts</u> left in the basin can be placed in a jar for safe-keeping.</i></p> <p><i>The <u>herd of deer</u> we saw earlier have returned to the hillside.</i></p> <p><i>A <u>huge, oak table, with a large dish of tarts upon it</u> stood in the middle of the room.</i></p> <p><i>The <u>strict maths teacher with curly hair</u>.</i></p> <p>(A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)</p>	Noun Phrase
6	Use semi-colons or dashes	<p>Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought.</p> <p>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</p> <p>Simon absolutely refused to apologise - he was convinced he had done nothing wrong.</p>	Semi-colon Dash



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Year	GRAMMAR Objectives	Example	Grammatical Vocabulary
6	Distinguish between informal and formal vocabulary and sentence structures	<p>Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing.</p> <p>E.g. He really gave that his best shot didn't he? (Informal speech structure)</p> <p>She is really not going to change her mind, is she? (Informal speech structure)</p> <p>If I were you, I would go and say sorry to Jimmy. (Subjunctive)</p> <p>If the planet were to warm more than 3⁰, scientists think that much of the UK would be under the sea. (Subjunctive)</p>	
6	Use bullet points and punctuate correctly	Encourage children to use bullet points in non-fiction writing.	Bullet points Semi-colon
6	Use colons and semi-colons in punctuating bullet points	<p style="text-align: center;">New playground rules:</p> <ul style="list-style-type: none"> • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area. 	Colon



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Year	GRAMMAR Objectives	Example	Grammatical Vocabulary
6	Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: 'man-eating shark' is different from 'man eating shark' 'cat-hating woman' is different from 'cat hating woman' 're-cover' is different from 'recover'	Hyphen
6	Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. The window was broken by a football being kicked through it. The kittens were placed on the doorstep of the orphanage. John was pushed to the ground.	Passive voice