HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

GRAMMAR AND PUNCTUATION

Year 6

The table below focuses on Standard English. It also shows which concepts should be introduced in Year 6 but not necessarily when they should be completely understood.

We will ensure that the content in earlier years will be revisited in subsequent years to consolidate knowledge and build on your child's understanding. We will also go beyond the content set out here if the teachers feel that it is appropriate to do so.

The grammatical terms that pupils should learn are also set out in the table. They will learn to recognise and use the terminology through discussion and practice. All terms in bold should also be understood.

Word Structure	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)
Sentence Structure	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*)
Text Structure	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
Punctuation	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*)
Terminology	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym (see also Year 5 terminology)