

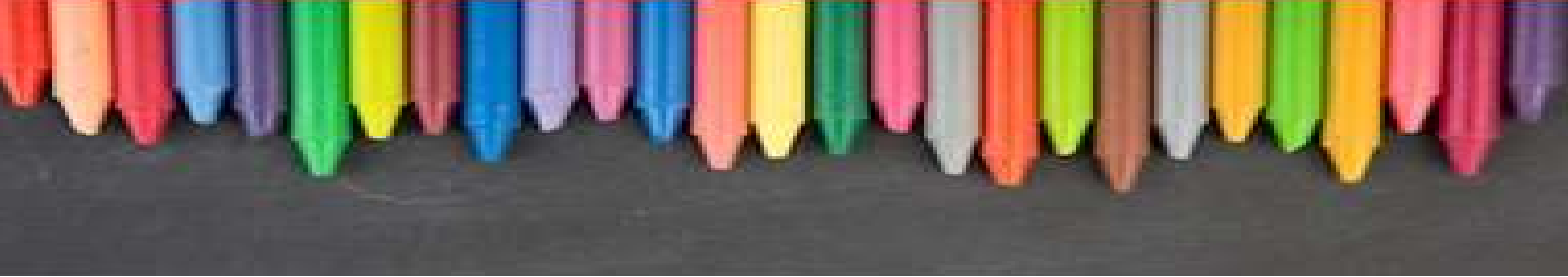
A pocket guide to...

adverb apostrophe clause
determiner fronted adverbial
modal verb noun phrase prefix
present perfect pronoun root
word sentence subjunctive
suffix superlative tense verb

Y6 Grammar



Mundy C of E Junior School



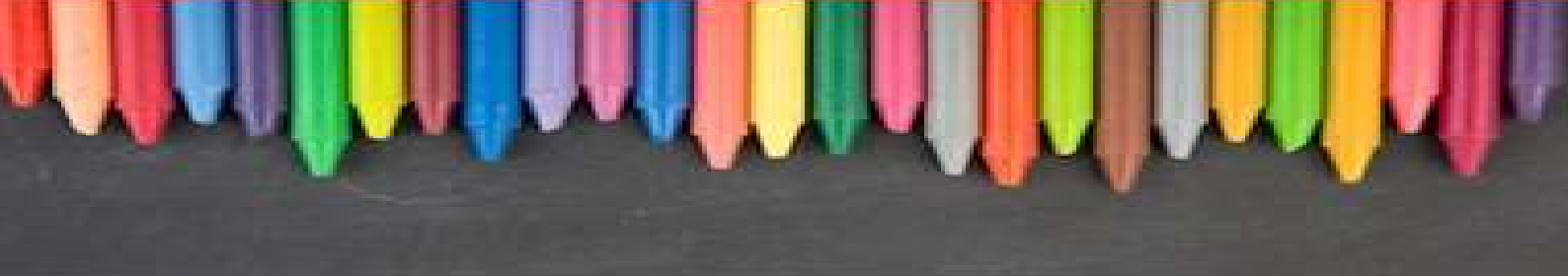
Introduction

The current National Curriculum (2014) has a much higher emphasis on children knowing and using grammar terminology. We know that many children go home and discuss their learning. From the feedback we have received, we hear that it would be useful to have a 'pocket guide' to enable these conversations to be more meaningful between all parties involved.

We hope you will use these guides to support your conversations and to help our children develop their understanding and use of grammar. These 'pocket guides for grammar' are designed to be read in order, starting at Year 3. Therefore, by the time you have all four guides, you will have all the terminology used at school.

As always, your feedback is valued – please let Mr Wainwright know if you have any comments or suggestions about these guides.

Thank you once again for continuing to support us with your child's learning. By working together, we can make the greatest difference!



Key Things from Previous Years

Here are some of the most important things that Year 6 children need to know and remember from previous years:

Nouns: (See also: **collective nouns**, **proper nouns**, **common nouns** and **pronouns**) These are often known as ‘naming’ words. They name people, animals, places or things.

Examples: Lucy, cat, beach, table, teacher.

Adjectives: Describe or give more information about a noun.

Examples: bright, tired, dangerous, useless, hungry.

Verbs: These are often known as “action” words. They describe what a person or thing is doing or being.

Examples: climb, bounce, write, hope, is, was.

Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how**, **when**, **where**, **why** or **how often** something is happening.

Examples: carefully (how), immediately (when), downstairs (where), therefore (why), always (how).

Conjunctions: Connect words and ideas within a sentence. They link two or more parts of a sentence together.

Examples: I bought a loaf of bread **and** a bottle of milk.
Although Ben hated heights, he boarded the plane.

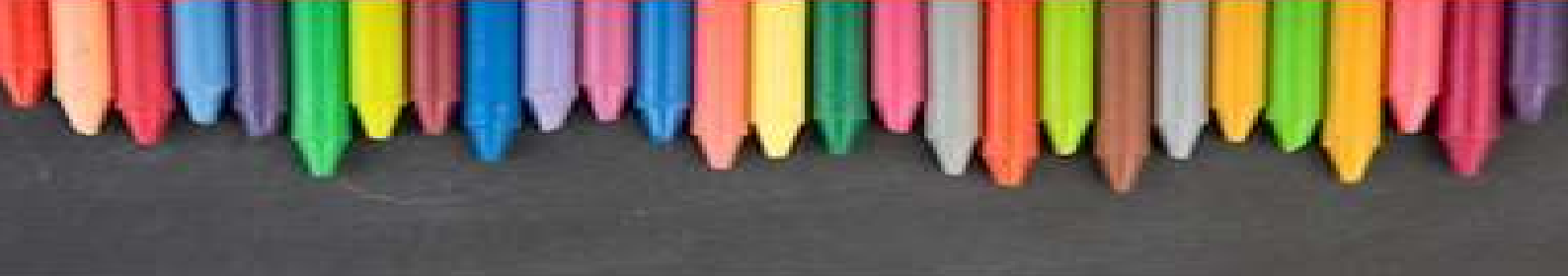
Co-ordinating conjunctions are used to link words, phrases and clauses that are as important as each other (equally important).

Examples: and, but, so, yet, for, nor.

Subordinating Conjunctions are used to link subordinate clauses to main clauses. They show that the two parts of the sentence are not equal.

Examples: when, before, after, if, because, whilst, since.

Determiner: a modifying word that determines the kind of reference a noun or noun group has, for example **a**, **the**, **every**.



Year 6 Grammar Skills

Active and Passive Voice

The 'voice' of a sentence determines whether the subject (the focus of the sentence) is doing or receiving an action. It changes how the information in a sentence is presented. In a sentence using the active voice the subject of the sentence is performing the action:

The giant hailstone smashed the windscreen on our car.

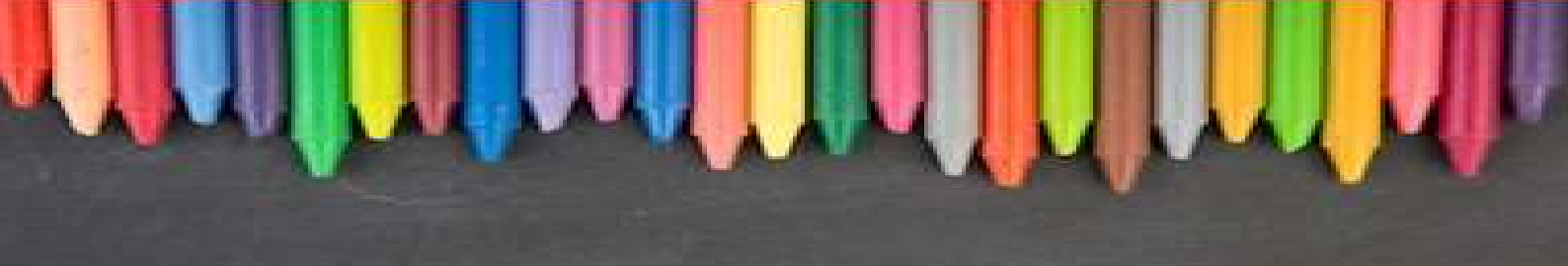
This sentence is in the active voice because the subject of the sentence (the hailstone) is performing the action/verb (the smashing).

In a sentence using the passive voice the subject of the sentence is receiving the action:

The windscreen on our car was smashed by the giant hailstone.

This sentence is in the passive voice because the subject (the windscreen) is receiving the action/verb (the smashing).

Top Tip: The word '**by**' is often used in the passive voice as it reveals who or what did perform the action at the end of the sentence.



Synonyms and Antonyms

Words that have a similar meaning to each other are called synonyms. A thesaurus is full of synonyms because it lists all the words that you could use as a replacement for the word you used.

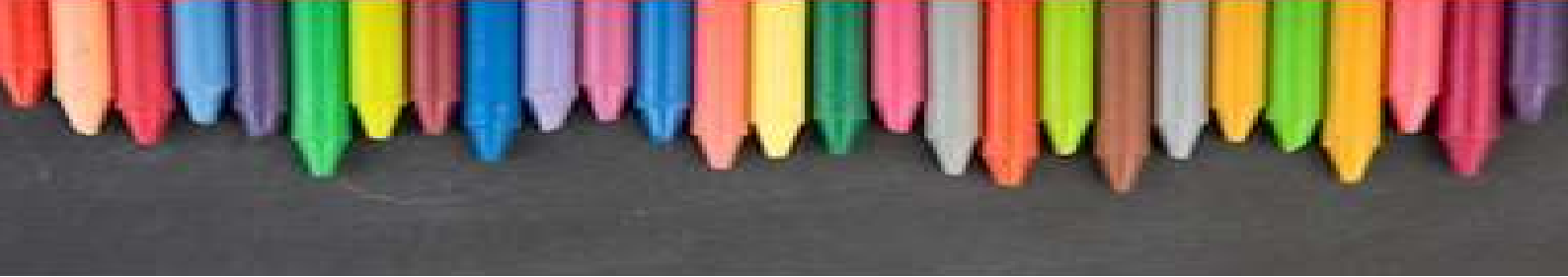
Synonym examples:

Word	Synonyms
excited	thrilled, happy, enthusiastic
jump	leap, shoot, spring
upset	Sad, troubled, unhappy

An antonym is a word that has the opposite meaning to any given word. They are helpful when trying to describe differences between two contrasting things.

Antonym examples:

Word	Antonyms
excited	bored, unenthusiastic
dangerously	cautiously, carefully
upset	happy, joyful, content



Y6 Punctuation

In addition to punctuation taught in previous years, children in Year 6 should also be able to use:

Colons to introduce lists

A colon can be used to introduce a list of items. It should always follow a complete statement.

Example 1: You will need the following equipment: a mixing bowl, a wooden spoon and kitchen scales.

The opening statement is complete so a colon is correct to use before the list.

Example 2: You need a mixing bowl, a wooden spoon and kitchen scales.

The opening statement is an incomplete statement so a colon shouldn't be used before the items.

Example 3: You will need to pack some key essentials: sunglasses, sun cream, towels and goggles.

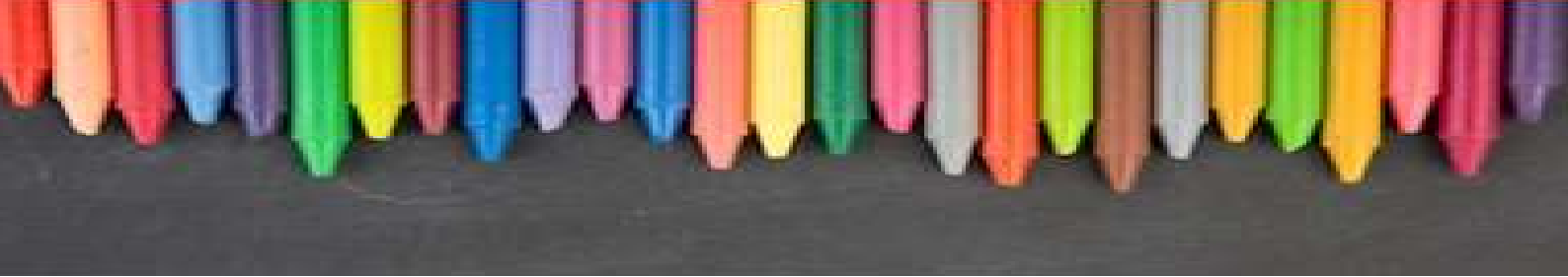
The opening statement is complete so a colon is correct to use before the items.

Semi-colons within lists

Semi-colons can make complicated lists much clearer to understand, especially if the items already contain commas.

Example: I have travelled to many places around the world: Lisbon, Portugal; Riga, Latvia; Venice, Italy and Kampala, Uganda.

A comma is already necessary to separate city names from their countries, so using commas between each different place would be very confusing; therefore, a semi colon separates the different places. The opening statement is complete, so a colon is again correct to use before the list of places.



Terminology for children

In addition to terminology taught in previous years
(Please see our Year 3, 4 and 5 grammar pocket guides)

Term	Explanation
Subject	The subject of a sentence is the thing or person carrying out the main action.
Object	The object of a sentence is involved in the action, but does not carry it out.
Ellipsis (...)	Three dots which are used to show missing words, or to create a pause for effect.
Hyphen (-)	A punctuation mark to link and join words. They are also often used to avoid ambiguity in sentences.
Colon (:)	A punctuation mark used in sentences to indicate the something is about to follow, such as a quotation, and example or a list.
Bullet points	A way of setting information out in a list of points, which may be phrases, words or short sentences.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do', and 'have', plus the modal verbs. E.g. I am running. He was eating.
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. E.g. Yesterday I was late because I had walked to school.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. E.g. I have cycled two miles already.