

Grammar Year 6

Word	E	D	S	M
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				