



# Grammar and Punctuation – Year 6

<u>Retrieve and review</u>	<u>Retrieve and review Terminology</u>
<p><b>Tenses –simple, perfect and progressive</b> Use verb tenses consistently and correctly throughout their writing. <b>(simple, perfect, continuous</b> (also known as <b>progressive</b>), and <b>perfect continuous</b>. The perfect aspect is formed using the verb <i>to have</i>, while the continuous aspect is formed using the verb <i>to be</i>.)</p> <p><b>Relative clause</b> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p><b>Adverb; and modal Verbs</b> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p><b>Passive and active voice</b> Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house vs The window in the greenhouse was broken(by me)]</p>	<p>Synonyms Antonyms Passive Semi colon Colon Object Subject Passive Past progressive Past perfect Past simple Present progressive</p>

<u>Terminology</u>	<u>Punctuation</u>				
Subjunctive	<p><u>Semi Colon, colons and dashes</u> Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p><u>Examples</u> Flora was beginning to feel desperate; her exams were starting in less than three weeks. Today she was struggling with her work: she had hay fever and couldn't stop sneezing. She had even started crying during Maths – it was so embarrassing.</p> <p><u>Hyphens</u> How hyphens can be used to avoid ambiguity.</p> <p><u>Examples</u></p> <table border="1"> <tr> <td>Man eating shark</td> <td>man-eating shark</td> </tr> <tr> <td>recover</td> <td>re-cover</td> </tr> </table>	Man eating shark	man-eating shark	recover	re-cover
Man eating shark		man-eating shark			
recover	re-cover				
ellipsis					
hyphen					
semi-colon					
bullet points					
Formal					
Informal					

<u>Word</u>	<u>Sentence</u>				
<p><b>Informal and formal vocabulary</b></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <table border="1"> <tr> <td><b>Informal</b></td> <td><b>Formal</b></td> </tr> <tr> <td>Find out</td> <td>Discover</td> </tr> </table>	<b>Informal</b>	<b>Formal</b>	Find out	Discover	<p><b>Informal and formal structures</b></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p><u>Example</u> The use of question tags e.g. He's your friend, isn't he? - informal.</p>
<b>Informal</b>	<b>Formal</b>				
Find out	Discover				

Ask for	Request	<b>Subjunctive Structures</b> Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Go in	Enter	
<b>Subjunctive</b> Recognise vocabulary that is appropriate for formal speech and writing including subjunctive mood		<b>Example</b>  If it were me, I'd go. I wish it were real.
Examples of verbs		
<b>C</b>	Command	<b>Dialogue</b> Integrate dialogue in narratives to convey character and advance the action. <b>Example</b>  "I wonder if you've got such a thing as a balloon about you?" "A balloon?" "Yes, I just said to myself coming along: 'I wonder if Christopher Robin has such thing as a balloon about him?' I just said it to myself, thinking of balloons, and wondering." "What do you want a balloon for?" you said. Winnie-the-Pooh looked round to see that nobody was listening, put his paw to his mouth, and said in a deep whisper: "Honey!" "But you don't get honey with balloons!" "I do," said Pooh.
<b>O</b>	order	
<b>W</b>	Wish	
<b>S</b>	Suggest	
<b>R</b>	Recommend	
<b>A</b>	Ask	
<b>I</b>	Insist	
<b>D</b>	Demand	
<b>Text</b>		
<b>Linking paragraphs</b> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections.		
<b>Examples</b> Use of adverbials -on the other hand, in contrast, or as a consequence Use of an ellipsis		
<b>Devices</b> Layout devices		
<b>Examples</b> headings, sub-headings, columns, bullets, or tables.		

