

Year 6 Grammar Curriculum

Punctuation	
Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>
Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	Ellipses to create suspense and to show missing words in a quote
Semicolons to demarcate within a list	Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>
Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	Colon and bullet points for a list
Grammar	
Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i>	Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".
Use the subjunctive for formal writing: <i>If I were you...</i>	Antonyms: using prefixes to create different effects in sentences
Using passive and active sentences Identifying object and subject	Collective nouns
Imperative verbs	Abstract nouns
Auxiliary verbs	Pronouns: relative and possessive
Modal verbs	Determiners and generalisers
Connectives to signpost and create cohesion within a text: order of sequence, time connectives, additional ideas, space and place, contrasting, exemplification, results, to summarise	Tenses present, past, future present perfect, past perfect, future perfect present progressive, past progressive, future progressive present perfect progressive, past perfect progressive, future perfect progressive
Fronted adverbials	Relative clauses
Complex sentences and subordinate conjunctions	Consolidating compound sentences and coordinating conjunctions
Combining complex and compound clauses to create a sentence	Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase
Simple sentences and how to embellish them	Alliteration
Personification	Similes
Rhetorical questions	Metaphors
Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Repetition for effect: persuasion, suspense, emphasis