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| **Vocabulary** | **What is it?** | **Example** |
| **Active and Passive voice** | Active voice means that a sentence has a subject that acts upon its verb. Passive voice means that a subject is a recipient of a verb’s action. | **Active voice examples**  Monkeys adore bananas.  The dog chased the squirrel.  **Passive voice examples**  Bananas are adored by monkeys.  The squirrel was chased by the dog. |
| **Subject and object** | All verbs have a subject. The subject is generally the person or thing that the sentence is about. It’s often the person or thing that performs the action of the verb.  The object is the person or thing affected by the verb |  |
| **Hyphen** | A short line (-) used to connect the parts of a compound word or the parts of a word divided for any purpose. | We’re looking for a dog-friendly hotel.  This rock-hard cake is absolutely impossible to eat. |
| **Synonym** | A word having the same or nearly the same meaning as another in the language, as happy, joyful, elated. | Intelligent:  Smart, brilliant, bright, sharp |
| **Colon** | A colon means "that is to say" or "here's what I mean." | You know what to do: practice. |
| **Semi-Colon** | Like commas, semicolons indicate an audible pause—slightly longer than a comma's, but short of a period's full stop. | Call me tomorrow; you can give me an answer then. |
| **Bullet Point** | Used to break-up complicated information and turn it into a list. | I need to buy:   * Bread * Milk * Cheese |

**Year 6**

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| What do I need to know from Year 4? | Pronoun  Possessive pronoun Adverbial |
| What do I know from last year?  Year 5 | Relative Clause  Modal Verb  Relative Pronoun  Parenthesis  Bracket  Dash  Determiner  Cohesion  Ambiguity |

**Grammar Matters!**

**The Year 6 grammar requirements are:**

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| **Word Structure** | **Sentence Structure** | **Text Structure** | **Punctuation** |
| 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 and writing) | Use of the passive voice to affect the presentation of information in a  Expanded noun phrases to convey complicated information concisely  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of the subjunctive in some very formal writing and speech | Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, grammatical connections, and elision | Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.  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 recover) |