

<h1>YEAR 6</h1> <p>NB: Practise and consolidate Y4 and Y5 lists</p>			
<p>NC terminology for children: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points Note: by the end of Y5, most of the National Curriculum grammar requirements should have been covered. Y6 is therefore largely extending and exploring concepts already taught.</p>			
TEXT LEVEL: Connectives, cohesion and paragraphing	SENTENCE LEVEL: structure and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Consolidation:</p> <ul style="list-style-type: none"> – Much of the Y6 work should focus on consolidating and expanding ideas encountered in previous years and putting these to increasingly effective, independent and inventive use <p>Innovate known stories by:</p> <ul style="list-style-type: none"> – Substituting new characters, settings, events – Addition of new characters, events – Altering the course of a story to create time-slips or flash backs, or to change events that bring new consequences – Switching genres e.g. from story to information text or police report, or creating a short play-script – Changing viewpoint e.g. writing the story through the eyes of a character 	<p>Sentence Types: Identify and use a range of sentence types including <i>simple, compound, complex sentences; long and short sentences; statements, questions and exclamations; imperative, active and passive, dialogue sentences</i>, having regard to their effect on the reader.</p> <p>Improve dull sentences by:</p> <ul style="list-style-type: none"> – using more precise, colourful words – choosing a different opening phrase or clause – re-ordering words, phrases, clauses – joining sentences with conjunctions and other connectives – combining sentences into complex sentences with subordinate clauses <p>Formal style: Understand some key differences between formal and informal language e.g.:</p>	<p>Word choice: Choose or find words for precision and impact, to create effects and sustain the interest of the reader - depending on the topic, style, audience and purpose of the text</p> <p>Word order: Manipulate word order for emphasis, clarity and economy of expression</p> <p>Use expanded noun phrases:</p> <ul style="list-style-type: none"> – As subjects of sentences: <i>Many different kinds of... What really concerns us... The dark looming form...</i> – And as drop-in phrases to convey complex meaning: <i>The boy, who was waiting by the car, jumped over the fence..., The sudden downpour signalled the end of sports day</i> <p>Choose from a wide range of connectives appropriate to text-types, to</p>	<p>Maintain style throughout a piece of writing e.g.</p> <ul style="list-style-type: none"> – formality of voice – use of description e.g. figurative language – persuasive devices – talking to the reader – humour <p>Use figurative language for a variety of effects:</p> <ul style="list-style-type: none"> – Sounds - alliteration/ onomatopoeia – Images - similes, metaphor/ personification <p>Develop wordplay for effect through deliberate use of:</p> <ul style="list-style-type: none"> – ambiguities – homophones – puns – jokey or sarcastic similes and metaphors <p>See Y5 for more detail</p>

<p>Paragraphs:</p> <ul style="list-style-type: none"> – Develop ideas, feelings, information and events in depth within paragraphs and/or sections paying attention to word choice and sentence structure. <p>Cohesion</p> <ul style="list-style-type: none"> – Link ideas across paragraphs using a widening range of cohesive devices: pronouns, adverbials, connectives, topic sentences subject specific vocabulary and chains of reference connecting characters, ideas, events etc. coherently – Sequence and signpost text to make development of story-line, argument etc. clear to the reader. Provide clues and hooks, and link closings back clearly to openings where appropriate. <p>Revisit sentence variation - questions, exclamations, imperatives, sentences of 3, ‘ed-ing-ly’ at the front, in the middle and at the end of a sentence, short/ long plus drop in phrases and clauses.</p> <p>Use sentence fragments for emphasis, e.g. Disaster!</p> <p>Revisit varying openings – ‘ed-ing-ly’,</p>	<ul style="list-style-type: none"> – Impersonal, official style sometimes with technical terms and jargon: <i>We write to advise you..., You may be aware that..., ...to whom we have passed this information.</i> – passive voice: <i>The room was made ready..., He was voted the strongest in the competition (revisit active and passive from year 5)</i> – reported or indirect speech: <i>The police described her as..., He agreed that..., she could only conclude...</i> – generalising/empty nouns and pronouns: <i>No-one could imagine that..., Most people believe...</i> <p>Sentences with modal verbs: use sentence types expressing uncertainty, possibility, speculation, conditionality, obligation, warning, using modal verbs, for different purposes (see Y5)</p> <p>Sentence manipulation: combine and re-order sentences, clauses and phrases for effect e.g. <i>Wondering what to do next, the knight drew his sword and considered the choices before him..., Considering the choices before him, the knight drew his sword, wondering what to do next..., Drawing his sword etc.</i></p> <p>Punctuation:</p>	<p>start paragraphs, provide hooks and clues for readers and link ideas:</p> <ul style="list-style-type: none"> – Addition: <i>also, furthermore, as well as, moreover,</i> – Opposition: <i>but, however, nevertheless, yet, on the other hand, although</i> – Reinforcement: <i>besides, anyway, after all, in any case,</i> – Listing: <i>first, after that, next, when,</i> – Indicating causes: <i>because, so that, in order to</i> – Indicating result: <i>so, unfortunately, consequently, happily, luckily</i> – Indicating time: <i>first, just then, meanwhile, suddenly, all at once, later, after, when, before, as soon as, that morning, at last, in the end, just when...</i> <p>Consolidate earlier work on:</p> <ul style="list-style-type: none"> - well-chosen adjectives/ adverbs that add something new; - ‘name it’ (poodle not ‘dog’; - powerful verbs; - speech verbs; - making sure each word earns its place, avoiding ‘over-writing’; - creating new combinations, avoiding clichés, e.g. the old lady was hobbling = the old lady was break-dancing. 	<p>Use ellipsis i.e. omission to:</p> <ul style="list-style-type: none"> – avoid repetition e.g. ‘Where did you leave the box?’ ‘Underneath.’ (= I left it underneath XXX); – leave the reader speculating often signalled by three dots... <i>He did not expect it to snow but.... (= it did snow; it poured with rain instead; even so, the journey took all morning etc.); Laura whispered, ‘I wonder if...?’; ‘He stared at the empty space. ‘What on earth...?’ he asked himself.</i> <p>Use techniques and think about effect on reader.</p>
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<p>prepositional phrases, connectives.</p> <p>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</p>	<ul style="list-style-type: none"> - Uses of hyphens - Revise and investigate degrees of division of sentences: full stop, dash, colon, semi colon, comma. 	<p>Word families Explore common word roots and stems and their meanings e.g. <i>-cede, -cept, flect, -form, -graph, -scribe, -tract, phone, -vent</i>, experiment with adding prefixes (to change meaning) and suffixes (to change grammar)</p> <p>Extend work from Y5 on adverbial and adjectival phrases.</p>	
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