

## Year 6 grammar coverage

Spelling	Sentence/ grammar lessons
Antonyms	Fronted adverbials
Synonyms	Expanded noun phrases
Informal and formal language	Determiners and generalisers
Conjunctions	Imperatives
Connectives	Semicolons
Relative pronouns	Colons
Possessive pronouns	Bullet points
Hyphens for compound nouns	Dashes
Collective nouns	Passive and active sentences
Modal verbs	Informal and formal language
Abstract nouns	Rhetorical questions
Imperative verbs	Personification
<b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>	Metaphors
	Alliteration
	Similes
	Using coordinating conjunctions to create multi-clause sentences
	Using subordinating conjunctions to create multi-clause sentences
	Moving the clauses around within a sentence
	Relative clauses to create multi-clause sentences
	Pronouns – relative and possessive
	Ellipses
	Relative clauses
	Subject and object of the sentence
	Layout devices (could also be used in guided reading)
	Past tense
	Present tense
	Future tense
	Auxiliary verbs
	Modal verbs
	Embellishing simple sentences
	Repetition for effect
	Inverted commas
	Spell words with silent letters
	Explore homophones
	Use a dictionary to check spelling and meaning
	Spell words using prefixes and suffixes
	Using the perfect form of verbs to mark relationships of time and cause

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### Grammar coverage taken from National Curriculum

<p><b>Dashes</b> to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p><b>Ellipses</b> to create suspense and to show missing words in a quote</p>	<p><b>Modal verbs</b></p>	<p>The difference between <b>passive and active</b> sentence and when to use the passive</p>	<p><b>Simple sentences and how to embellish them</b></p>	<p>Identify the <b>subject and object</b> of the sentence</p>
<p><b>Semicolons</b> to demarcate within a list</p>	<p><b>Spell words with silent letters</b></p>	<p><b>Collective nouns</b></p>	<p><b>Alliteration</b></p>	<p>Consolidating <b>multi-clause sentences</b> using <b>coordinating conjunctions</b></p>	<p><b>Auxiliary verbs</b></p>
<p><b>Hyphens for compound words</b> to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i></p>	<p>- Explore <b>homophones</b></p>	<p><b>Abstract nouns</b></p>	<p><b>Similes</b></p>	<p><b>Multi-clause sentences</b> using <b>subordinate conjunctions</b></p>	<p><b>Tense (past, present and future)</b></p>
<p><b>Colon and bullet points</b> for a list</p>	<p>Spell words using prefixes and suffixes</p>	<p><b>Antonyms:</b> using prefixes</p>	<p><b>Metaphors</b></p>	<p>Moving the position of clauses within a <b>multi-clause sentence</b></p>	<p><b>Pronouns: relative and possessive</b></p>
<p><b>Colons</b> to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i></p>	<p>Use a dictionary to check spelling and meaning</p>	<p><b>Antonyms</b> to create different effects in sentences</p>	<p><b>Personification</b></p>	<p><b>Rhetorical questions</b></p>	<p><b>Relative clauses</b></p>
<p><b>Semicolons</b> to mark the boundary between clauses: <i>It's raining; I'm fed up</i></p>	<p><b>Imperative verb</b></p>	<p><b>Informal and formal speech:</b> <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> Use the subjunctive for formal writing: <i>If I were you...</i></p>	<p><b>Fronted adverbials</b></p>	<p>Expanded <b>noun phrases:</b> <i>The witch, who crashed her broom, is over there, feeling dazed.</i>  A whole sentence can be a noun phrase</p>	<p><b>Determiners and generalisers</b></p>
<p>Use <b>inverted commas</b> 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</p>	<p><b>Synonyms:</b> 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".</p>	<p><b>Connectives</b> to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> <li>- order of sequence</li> <li>- time connectives</li> <li>- additional ideas</li> <li>- space and place</li> <li>- contrasting</li> <li>- exemplification</li> <li>- results</li> <li>to summarise</li> </ul>	<p><b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p><b>Repetition for effect:</b> persuasion, suspense, emphasis</p>	<p>Using the <b>perfect form</b> of verbs to mark relationships of time and cause</p>