

## Year 6 Grammar and Punctuation Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduce subject and object - Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Ensure the correct use of commas for a subordinate clauses at the start of a sentence</p> <p>Use layout devices</p>	<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>Ensure the correct use of commas for a subordinate clauses at the start of a sentence</li> <li><b>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</b></li> <li>Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>Use layout devices</li> <li>Uses of ellipsis</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Use layout devices</p> <p>Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</p> <p>Recap on using a wide range of devices to include fronted adverbials, pronouns or nouns to and avoid repetition</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p><i>Revise the terms: article and determiner</i></p>	<p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity</p> <p>Revise how to punctuate direct speech accurately.</p> <p>Revise use of brackets, dashes or commas to indicate parenthesis</p> <p>Uses of ellipsis</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Revision of areas where gaps have been identified</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p><b>Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech</b></p> <p><b>Use of subordinate clauses and relative clauses</b></p> <p>Revision of all areas</p>	<ul style="list-style-type: none"> <li>• Revision of all areas</li> </ul>