

# National Curriculum 2014 

## English

## Year 6

## Vocabulary, Grammar and Punctuation

## Appendix

| Year 6: Detail of content to be introduced (statutory requirement) |  |
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| Word | The difference between vocabulary typical of informal speech and vocabulary <br> appropriate for formal speech and writing [for example, find out - discover; ask for - <br> request; go in - enter] <br> How words are related by meaning as synonyms and antonyms [for example, big, <br> large, little]. |
| Sentence | Use of the passive to affect the presentation of information in a sentence [for <br> example, I broke the window in the greenhouse versus The window in the greenhouse <br> was broken (by me)]. <br> The difference between structures typical of informal speech and structures <br> appropriate for formal speech and writing [for example, the use of question tags: He's <br> your friend, isn't he?, or the use of subjunctive forms such as If I were or were they to <br> come in some very formal writing and speech] |
| Text | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of <br> a word or phrase, grammatical connections [for example, the use of adverbials such <br> as on the other hand, in contrast, or as a consequence], and ellipsis <br> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to <br> structure text] |
| Punctuation | Use of the semi-colon, colon and dash to mark the boundary between independent <br> clauses [for example, It's raining; I'm fed up] <br> Use of the colon to introduce a list and use of semi-colons within lists <br> Punctuation of bullet points to list information <br> How hyphens can be used to avoid ambiguity [for example, man eating shark versus <br> man-eating shark, or recover versus re-cover] |
| Terminology for | supilssubject, object <br> active, passive <br> synonym, antonym <br> ellipsis, hyphen, colon, semi-colon, bullet points |

