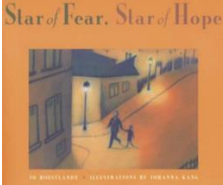
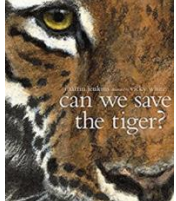
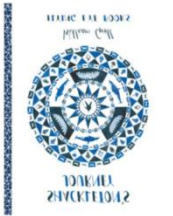
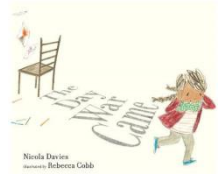

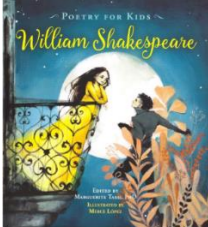




Year 6

Grammar Knowledge Organiser 2024-2025

Name.....

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	<p>Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs</p>	<p>Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)</p>	<p>Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs</p>	<p>Sentence Use passive verbs</p>	<p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>	<p>Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>
	<p>Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i></p>	<p>Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i></p>	<p>Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i></p>	<p>Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)</p>	<p>Text Use a wider range of devices to build cohesion</p>	<p>Text <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i></p>
	<p>Punctuation Punctuate bullet points consistently</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Punctuation Use semi-colons to mark boundaries between independent clauses</p>	<p>Punctuation Use colons or dashes to mark boundaries between independent clauses</p>	<p>Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity</p>	<p>Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>

*Achievements in italics are writing conventions achievements

Grammar Objectives Introduced in Autumn 1

Use expanded noun phrases to convey complicated information concisely

To be concise means to give information clearly in a few words. Using expanded noun phrases concisely means to choose the most appropriate vocabulary to create the expanded noun phrases, removing unnecessary words.

A **huge scary giant** headed towards us.

In the expanded noun phrase in bold, we do not need the word 'huge' as we can assume that people know that giants are huge or tall. The word huge could be removed, or, the adjectives 'huge' and 'scary' could be changed to 'monstrous'.

A **scary** giant headed towards us.

A **monstrous** giant headed towards us.

We can also use more precise nouns to make expanded noun phrases more concise.

The red sports car won the race.

This could be changed to ...

The red Ferrari won the race.

We can assume that people know a Ferrari is a sports car

Use passive verbs

When the verb is passive, the subject is having the action done to it. It is used to focus on what is happening rather than who is completing the action.

'**The Fish Monster roared.**' is an **active sentence**, because we know who did the roaring – the Fish Monster.

But if the sentence is '**Roaring was heard,**' it's not clear who roared, so this is a **passive sentence**.

Link ideas across paragraphs using a wider range of cohesive devices

What is cohesion?

Cohesion refers to how a writer links different parts of a text together. It helps the reader understand main points and how they are linked and helps the writing flow. A range of cohesive devices can be used to create writing that is cohesive.

What are cohesive devices?

Cohesive devices are the structures, words or phrases that are used to connect ideas across a text.

Paragraphs

Paragraphs create cohesion by grouping sentences that are linked. This makes the writing easier to read and helps it to flow.

Pronouns

Pronouns are used to link back to nouns or noun phrases that have already been mentioned. They also help to avoid repetition when writing.

There are many people who have tried camping and hated it!

Adverbials

These can be used to link paragraphs, showing contrasting views, where or when events take place or sequencing ideas and events. Fronted adverbials are often used.

On camping holidays, children have freedom to explore the landscape.

In contrast, some people do not enjoy having nature quite so close.

Conjunctions

Conjunctions can create cohesion by linking related sentences to create compound sentences. Subordinate conjunctions can be used to link ideas by showing cause and effect.

The kit is expensive to purchase initially but is also often uncomfortable.

Prepositions

A preposition shows the link between a noun or noun phrase and another part of the sentence, creating cohesion.

Synonyms

Words with the same or similar meaning can be used to refer to the same thing, creating cohesion and also avoiding repetition.

equipment/kit

nature/landscape/outdoors

Related words and repetition

Words within the same word family can help to create cohesion when writing. Repeating words and phrases can also create cohesion, reminding the reader of key events or information.

camp, campers, campsite

Determiners

Determiners indicate which noun is being referred to, linking to an earlier sentence.

... they are bringing their own accommodation.

Colons and semi-colons

These punctuation marks are used to show when two sentences are closely linked.

The inside of the tent can become very dirty: especially in wet weather...

There are only so many board games you can play as a family while under canvas as the rain hammers down; this is the time when social media is most missed.

Use a colon to introduce a list

A colon can be used to introduce a list after an independent clause. An independent clause (also known as a main clause) is a clause that makes sense on its own as a sentence.

Tigers can be found in four countries: Russia, North Korea, China and India.

A variety of equipment is needed to create the circuit: wires, bulb, battery and a switch.

Integrate dialogue to convey character and advance the action



Using Dialogue to Advance the Action

Use your characters' dialogue to tell the story. Remember to have your characters talk about the events otherwise the plot will not advance.



Using Dialogue to Create Tension

Use the dialogue between your characters to create tension. Try making them shout or stutter to give the impression of urgency or fear.



Using Dialogue to Develop Characters

Use the way that your character speaks and their choice of words to show your reader more about their personality, attitude and viewpoint.

Punctuate bullet points consistently

Colons are usually used to introduce bullet points. If the information after the bullet point is not a complete sentence, the bullet points do not need to be punctuated.

Tigers are found in the following countries:

- North Korea
- Russia
- China

If the information after the bullet point is a complete sentence, it should be punctuated with a capital letter and full stop.

In the wild, tigers face many threats:

- Their habitats are being destroyed.
- Poachers hunt and kill tigers so that parts of their body can be used for medicines.

New Grammar Objectives Introduced in Autumn 2

Use modal verbs and adverbs to indicate degrees of possibility

What are adverbs?

Adverbs are words that modify verbs but can also modify adjectives, other adverbs or whole sentences. They can give the answers to the following questions within a sentence: How ...? When ...?, Where...?, How often...? or How much ...?

Adverbs can, but do not always, end with the suffix -ly.

How do adverbs show possibility?

Adverbs also show degrees of possibility. They are used to indicate how sure or likely an event or situation will be. Examples include certainly, never, always, definitely and rarely.

Rich always remembered to do his homework.

She never eats her peas.

That's definitely the correct answer.

What are modal verbs?

Adverbs can be used alongside modal verbs to show degrees of possibility. Modal verbs also modify verbs in a sentence and examples include might, will, can, must, would, could and should.

Most common modal verbs

will, would, should, could, may, can, shall, ought to, must, might

Possibility

Modal verbs can be used when we want to show how likely something is to happen:

It might rain tomorrow.

"I shall go to the ball!" said Cinderella.

Ability

Modal verbs can be used when we want to show a skill or someone's ability to do something:

Jack can sing.

We could walk.

Obligation and advice

Modal verbs can be used to state when something is necessary or compulsory, to give an instruction or to give advice:

You must tidy your room.

She ought to help with the shopping.

James should cook the dinner tonight.

Permission

Modal verbs are used to give or ask for permission for an activity:

You may have another biscuit.

You can get down from the table now.

Could I go to the toilet, please?

Use brackets, dashes or commas to indicate parenthesis

What is parenthesis?

Parenthesis is added to a sentence to give extra information, an explanation or an afterthought. The parenthesis is not needed to make the sentence complete and, if removed, the sentence will still make sense without it. Parenthesis must be punctuated with brackets, dashes or commas to separate it from the rest of the sentence.

Pete (a pupil in year 6) won the school's poetry competition.

Pete, a pupil in year, won the school's poetry competition.

Pete - a pupil in year 6 - won the school's poetry competition.

If you take out the word or phrase between the two brackets, dashes or commas, the sentence should still make sense and be complete.

Pete won the school's poetry competition.

When are brackets used for parenthesis?

The use of brackets means the parenthesis can easily be seen, and they are often used when adding numerical information such as dates. They are used less in very formal writing

When are dashes used for parenthesis?

Dashes are often used in informal formal writing, showing when information is added as an afterthought. They also draw more attention to the parenthesis.

When are commas used for parenthesis?

When commas are used, the parenthesis blends in with the rest of the sentence. They are often chosen in more formal writing. However, if the text already has many commas, this may become confusing for the reader.

New Grammar Objectives Introduced in Spring 1

Distinguish between the language of speech and writing

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

What is formal and informal language?

The level of formality needed in speech and writing depends on the purpose and audience for writing

Formal language

Formal language is used in official or formal situations. This includes the use of Standard English and formal vocabulary choices, and may also include the passive voice or the subjunctive form of verbs. Words are written in full (rather than using contractions) and the text is usually written in the third person.

Formal language should be used in the following speech or writing:

- any official letters to schools, employers or someone important
- a presentation of information in a meeting or for school
- in most school work
- usually, when writing to someone you do not know personally
- in published books

Informal language

Informal language is used in situations where you are more familiar with the person you are communicating with, for example a friend or family member. More informal language choices could include the use of contracted words, question tags, less formal vocabulary choices, non-Standard English, exclamation marks to emphasise a point and the use of colloquialisms (words or phrases that are used in everyday conversations such as 'the kids' or 'we are heading to town').

Informal language is often used in the following speech or writing:

- speaking with friends, family and other people we know well.
- writing dialogue in narratives
- taking notes
- letters, postcards or emails sent to people we know
- text messages
-

How can we use vocabulary in formal or informal speech and writing?

The words chosen can indicate the level of formality in speech and writing. Knowledge of synonyms can support pupils to make the appropriate vocabulary choices.

Formal vocabulary Informal vocabulary

discover find out

request ask
enter go in

What is the subjunctive form?

The subjunctive form is used in very formal speech and writing. It can be used to suggest or demand, or indicate something that is desired, especially something that is important or urgent.

It is important that he attend. (Rather than: It is important that he attends.)

The subjunctive form can also be used to show hypothetical situations or wishes.

If she were rich, she would buy a zoo.

I wish I were a bird so I could fly above the clouds.

How is the subjunctive formed?

Sentences that use the subjunctive form to suggest or demand follow the same structure.

noun/pronoun verb that noun/pronoun infinitive verb (root word) additional information to end the sentence

Mrs Drake asks that the class attend promptly

The sergeant commanded that he listen carefully

These infinitive verbs are often used when using the subjunctive form: suggest, attend, insist, propose, command, ask, recommend, demand, request, propose, advise, urge, order, be.

When showing desires and wishes, sentences in the subjunctive form begin:

'I wish I were...' or 'If I were...'

The pronoun can be changed, for example:

'If she were...' or 'They wish they were...'

What is a subjunctive verb?

The subjunctive verb form can be used to show that we don't think the situation is really possible.

All verbs except the past of 'be', you use the same as the infinitive (basic) form

be (past)	be (present)	all other verbs (past and present)
I were you were he, she, it were we were you were they were	I be you be he, she, it be we be you be they be	I work you work he, she, it work we work you work they work

How is the subjunctive formed?

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The pronoun can be changed, for example:

'If she were...' or 'They wish they were...'

Using the subjunctive mood

Subjunctive Mood	Normal Verb Use
If I were the boss, I'd leave.	If I was the boss, I'd leave
If I were to be rude.	If I was going to be rude.
If that were the case, I would go.	If that was the case, I would go.

Formal and Informal Word Mat

Informal	Formal	Informal	Formal
and	in addition	go up	increase
anyways	nevertheless	have to	must
ask for	request	home	residence
better	improved	in charge of	responsible
boss	employer	job	occupation
buy	purchase	keep	retain
carry on	continue	look at	regard
chance	opportunity	look for	seek
choose	select	look into	investigate
describe	depict	lots of	numerous
enough	sufficient	make out	discern
get	obtain	maybe	perhaps
get rid of	dispose of	next	subsequently
give	provide	not fair	injustice
give back	return	put off	postpone
give up	withdraw	right now	immediately
go ahead	continue	so	therefore
go down	decrease	think about	consider
good for	beneficial	try out	test

Use semi-colons to mark boundaries between independent clauses

What is an independent clause?

An independent clause (also known as a main clause) is a clause that makes sense on its own as a sentence. Independent clauses can be joined using co-ordinating conjunctions, semi-colons, colons or dashes.

How are semi-colons used to mark independent clauses?

Semi-colons are used to join two independent clauses that are linked and of equal importance. They can often be used instead of a co-ordinating conjunction

Use passive verbs

What are active and passive verbs?

Passive verbs are used when the object and verb (or action) is emphasised in a sentence over the subject. The subject is not performing the verb in the passive voice, but is rather being acted upon by it.

When the **subject** is emphasised, this is the **active** voice.

Active and passive verb examples

Active: The school arranged a visit.

Passive: A visit was arranged by the school.

Active: The fans adored The Beatles.

Passive: The Beatles were adored by fans.

Active: The angry wasp chased Claire.

Passive: Claire was chased by the angry wasp.

New Grammar Objectives Introduced in Spring 2

Variety of verb forms used correctly and consistently including the progressive and the present verb forms

What are tenses?

The tense shows when the actions happen in a sentence. The verb shows whether the sentence is written in the present tense (happens now), the past tense (happened in the past) or the future tense (will happen at some point). The verb forms that show tense can be in their simple, progressive, perfect or perfect progressive forms.

What is the simple tense?

The **simple present tense** states things that are true now or things that happen often or regularly in the current period and is formed by adding -s to the verb or using the root form of the verb (infinitive).

The **simple past tense** is used to show when something happened in the past at an earlier time and is created by adding the suffix -ed to most verbs (the infinitive), although there are some verbs that are irregular (e.g. teach / taught or fly/flew).

What is the progressive (continuous) tense?

The **present progressive tense** is used to show something happening in that precise moment and will continue for a longer period of time. It is formed using the verbs is/are/am and the verb ending in the suffix -ing (present participle).

The **past progressive tense** is used to show something was not finished before something else happened or for something that continued for some time. It is formed using the verbs was / were and the verb ending in the suffix -ing (present participle).

What is the perfect tense?

The **present perfect tense** is used when something has happened and is still relevant now or when something began happening in the past and continues to happen now. It is formed using has / have and the past tense form of the verb (past participle).

The **past perfect tense** is used to show something that happened before something else or for something that started happening in the past and was still happening at a later time. It is formed using had and the past tense form of the verb (past participle).

Use colons to mark boundaries between independent clauses

What is a colon?

A colon is a punctuation mark that is introduced in Year 6. It can be used to mark the boundary between independent clauses and can also be used to introduce a list or bullet points.

What is an independent clause?

An independent clause (also known as a main clause) is a clause that makes sense on its own as a sentence. Independent clauses can be joined using co-ordinating conjunctions, semi-colons, colons or dashes.

How are colons used to mark independent clauses?

Colons are used to join two independent clauses when the second clause is an explanation, expands upon or offers an example linked to the first.

Wilf goes to several clubs after school: he attends chess, cricket, gymnastics and cooking clubs.

Children should have a healthy, balanced diet: fruits, vegetables and whole grain foods should be included daily.

Crocodiles are dangerous animals: several people are killed or injured by them every year

Use organisational and presentational devices to structure text

What is a layout device?

When writers want to convey information in a way that's clear and easy for readers to follow and understand, they will make use of different layout devices, such as the following:

Headings, Sub-headings, Columns, Bullet points, Tables, Diagrams

New Grammar Objectives Introduced in Summer 1

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

What is a relative clause?

Relative clauses are a type of subordinate clause that adds information about a noun.

They can be used to specify which person or thing.

The girl *who lives next door* has a new cat.

The relative clause tells us which girl has the cat. This is called a defining relative clause and commas are not needed around it.

They can also add information about the person or thing.

The song, *which he wrote last year*, is now a worldwide hit!

We now know when the song was written. This is called a non-defining relative clause. It does not specify which person or thing is being written or talked about but gives more information. Commas are needed to punctuate these relative clauses.

What is a relative pronoun?

Relative clauses begin with a type of pronoun (a word that can be used to replace a noun in a sentence) called a relative pronoun. These are who, which, where, when, whose, whom or that.

*Paul has a brother **who** works at the bank.*

*Hassim travelled for a meeting, **which** was in London, by train.*

*Can we go to the park **where** the tall slide is?*

*Marge has a daughter **whose** school is closed today.*

*The man **whom** Steve met on the train was an old friend.*

*The shoes **that** I bought today are very comfortable.*

When can relative pronouns be omitted?

The word 'omitted' means to be removed. We can omit relative pronouns in some relative clauses if the noun is the object of the verb.

The man **whom** Steve met on the train was an old friend.

The man Steve met on the train was an old friend.

'Whom' can be omitted because 'The man' is the object of the verb 'met' (Steve met the man).

The shoes **that** I bought today are very comfortable.

The shoes I bought today are very comfortable.

'That' can be omitted because 'The shoes' are the object of the verb 'bought' (I bought the shoes).

Use hyphens to avoid ambiguity

What are hyphens?

A hyphen is a punctuation mark that is used to join two or more words or a prefix to a word.

great-aunt

co-operate

deep-blue

When are hyphens used?

Compound adjectives

A hyphen can be used to join two adjectives before a noun.

We watched the dolphins swim in the deep-blue sea.
My brother has many high-tech gadgets.
The cold-hearted witch planned her revenge.

With prefixes

A hyphen can be used to join some prefixes to words. This is usually when the root word begins with the same letter as the end of the prefix. The hyphen helps the reader to read the word accurately.

co-operate
re-enter

They are also used regularly with some prefixes, such as self- or ex-.

ex-wife
self-assess

They are also used with prefixes to help make meaning clear. The word may have different meanings with and without the hyphen.

resign (to voluntarily leave a job)
re-sign (to sign something again)

What does 'ambiguity' mean?

Ambiguity means that something could be open to more than one interpretation. It could be ambiguous.

How do hyphens avoid ambiguity?

The hyphens help make the meaning clear to the reader and avoid confusion, including when some prefixes are used. Some examples are listed below.

man eating shark (a man eating a shark)
man-eating shark (a shark that eats men)
recover (to return to health)
re-cover (to put a new cover on something)
long running race (a running race which is long)
long-running race (a race that has been happening for many years)

Use a colon to introduce a list and use semi-colons within lists

What is a colon?

A colon is a punctuation mark that is introduced in Year 6. It can be used to mark the boundary between independent clauses and can also be used to introduce a list.

How is a colon used to introduce a list?

A colon can be used to introduce a list after an independent clause. An independent clause (also known as a main clause) is a clause that makes sense on its own as a sentence.

Tigers can be found in four countries: Russia, North Korea, China and India.

A variety of equipment is needed to create the circuit: wires, bulb, battery and a switch.

How are semi-colons used in a list?

A semi-colon is used in a list to separate longer phrases.

- Tigers face many threats in the wild: their habitats are being destroyed; poachers hunt and kill the animal for medicines; and tigers are killed or captured if they come too close to communities as their habitat shrinks.
- The circuit can be used to illuminate a range of items: a small table lamp; a nightlight for a child's bedroom; sections within a picture or painting; or a toy with buttons that light

New Grammar Objectives Introduced in Summer 2

Use adverbs to indicate degrees of possibility

What is an adverb?

An adverb is a word or phrase that modifies an adjective, verb another adverb or entire sentence. Adverbs can be used to show manner (how something happens). Degree (to what extent), place (where), and time (when).

Degrees of possibility

Adverbs also show degrees of possibility. They are used to indicate how sure or likely an event or situation will be.

Examples include certainly, definitely, maybe, surely, clearly, obviously, perhaps, probably, undoubtedly, never and always.

For example: The sky went very dark so *obviously* it was going to rain.

Using Adverbs and Modal Verbs to Indicate Degrees of Possibility

You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known.

Modal verbs usually come before another verb to show the possibility or certainty of the action happening.

Adverbs

It is certainly going to rain later.
Tom is definitely a better singer than Alex.
Maybe you should take a shower.
Surely, you don't mean that.
I am possibly attending the party later.
My sister is clearly very lazy.
Obviously, our class is the best.
Perhaps we should visit the museum.
It would probably be a good idea to tidy up.
Florida is undoubtedly sunnier than London.
Jamil could hardly believe he had won the competition.
It is quite likely that I will eat pizza for dinner.



Modal Verbs

Positive

I will try to do my best in class.
It would be a catastrophe.
Kay can win the race.
We could buy sandwiches for lunch.
Ibrahim may play the king in the play.
Those ducks might swim across the river.
The class shall have a treat this afternoon.
Snacks should be eaten at break time.
You must open the door.
Katja ought to get up early.

Modal Verbs

Negative

I will not (won't) try to do my best in class.
It would not (wouldn't) be a catastrophe.
Kay cannot (can't) win the race.
We could not (couldn't) buy sandwiches for lunch.
Ibrahim may not play the king in the show.
Those ducks might not (mightn't) swim across the river.
The class shall not (shan't) have a treat this afternoon.
Snacks should not (shouldn't) be eaten at break time.
You must not (mustn't) open the door.
Katja ought not (oughtn't) get up early.

Use relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun

What is a relative clause?

Relative clauses are a type of subordinate clause that adds information about a noun.

They can be used to specify which person or thing.

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The shoes **that** I bought today are very comfortable.

The shoes I bought today are very comfortable.

'That' can be omitted because 'The shoes' are the object of the verb 'bought' (I bought the shoes).

Link ideas across paragraphs using adverbials and tense choices

What is an adverbial?

Adverbials are used like adverbs. They are words or phrases that add more information to a verb, and explain how, when or where something happened.

Examples of adverbials

Later, we ate our lunch with our friends.

Just then, we heard a noise.

I like to walk through the forest occasionally.

Use semi-colons, colons or dashes to mark boundaries between independent clauses

What is an independent clause?

An independent clause (also known as a main clause) is a clause that makes sense on its own as a sentence. Independent clauses can be joined using co-ordinating conjunctions, semi-colons, colons or dashes.


How are semi-colons used to mark independent clauses?

Semi-colons are used to join two independent clauses that are linked and of equal importance. They can often be used instead of a co-ordinating conjunction.

Identify the audience for and purpose of writing

• AUDIENCE •

The WHO




When we think about audience we need to ask ourselves:

Who is this text being written for?

- For children
- For parents
- For teachers
- For customers
- For a family member
- For the community
- For a friend
- For students
- For adults
- For a specific person
- Someone else

• PURPOSE •

The WHY



When we think about purpose we need to ask ourselves:


Why is this text being written?

- To explain
- To remind
- To share
- To persuade
- To message
- To instruct
- To advertise
- To capture
- To entertain
- To inform
- Another purpose

Choose the appropriate register

• LANGUAGE CHOICES •

The HOW



When we think about language we need to ask ourselves:


What choices will I need to make so it suits the text type, audience and purpose?

- Formal and respectful
- Informal and friendly
- Colloquial language
- Language of sequence and order
- Descriptive Adjectives
- Vivid verbs
- Poetic
- Technical language
- Informative
- Emotive
- Topic-based language
- Other

• PERSONAL VOICE •

This can be described as the writer's

STYLE



When we want to write using our personal voice or style in fictional or creative writing we can remember these ideas:

- Write so the reader feels the emotion.
- Write honestly and from the heart.
- Write to connect with the reader.
- Include cultural references and language if it suits.
- Play with words - make up words.
- Be unique - be creative - be imaginative - be original.
- Experiment with structure.