

Year 6

Vocabulary, grammar and punctuation

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

	How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>)
Verbs	To transform verbs from the active to the passive mood, and vice versa.
Vocabulary	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>