

Grammar coverage					
<p>Informal and formal speech: <i>Find out / discover</i> <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>Use inverted commas 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>Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs</p>
<p>Abstract nouns</p>	<p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	<p>Auxiliary verbs</p>
<p>Synonyms: Realising that when you find a synonym, the word means something slightly different, e.g., "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p>Conjunctions to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> - order of sequence - time conjunctions - additional ideas - space and place - contrasting - exemplification - results - to summarise 	<p>Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i></p>	<p>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future)</p>
<p>Antonyms: using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>
<p>Collective nouns</p>	<p>Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i></p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Personification</p>	<p>Rhetorical questions</p>	<p>Relative clauses</p>

Year 6 grammar coverage

TGJA

<p>The difference between passive and active sentence and when to use the passive</p>	<p>Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i></p>	<p>Antonyms to create different effects in sentences</p>	<p>Fronted adverbials</p>	<p>Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase</p>	<p>Determiners and generalisers</p>
<p>Imperative verb</p>					

Spelling	Sentence/ grammar lessons
Antonyms	Fronted adverbials
Synonyms	Expanded noun phrases
Informal and formal language	Determiners and generalisers
Conjunctions	Imperatives
Relative pronouns	Semicolons
Possessive pronouns	Colons
Hyphens for compound nouns	Bullet points
Collective nouns	Dashes
Modal verbs	Passive and active sentences
Abstract nouns	Informal and formal language
Imperative verbs	Rhetorical questions
	Personification
	Metaphors
	Alliteration
	Similes
	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex 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
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	

