

Year 6: Level 5C+

For your weekly spellings please use the relevant spelling lists for your Literacy Skills Group.

Key Grammar Objectives

Verbs/Adverbs

- Review 'Verb/Adverb' objectives from Yr 5
- Use of the passive to affect the presentation of information in a sentence
- Subjunctive verb forms (if I were)
- Use of adverbials such as **on the other hand, in contrast, as a consequence**

Nouns/Adjectives

- Review 'Noun/Adjective' objectives from Yr 5
- Review determiners
- Expanded noun phrases
- Extend understanding of modification of nouns
- Use of pre-noun modifiers and post-noun modifiers in relative clauses

STA Framework – By the end of KS2 expectation:

- **KS2: below expected:** Using different verb forms mostly correctly
- **KS2: working at expected:** Using passive and modal verbs mostly appropriately
- **KS2: working at greater depth:** Selecting verb forms for meaning and effect

Grammar & Punctuation Objectives linked to English Curriculum

(Biography and autobiography)

- To use expanded noun phrases to elaborate on details.
- To use fronted adverbials to create links between sentences in a paragraph.
- To use brackets for asides by the author or to explain technical vocabulary.

(Explanation)

- To identify the clause which is the 'cause' and the clause which is the 'effect'.
- To be able to construct complex sentences with 'cause' and 'effect' clauses joined by causal connectives.
- To use the passive voice to create a formal tone.
- To identify illustrating connectives and the clause it relates to.
- To illustrate a point using illustrating connectives.
- To use colons and bullet points to list information.

(Narrative 1)

- To identify the use of expanded noun phrases.
- To identify descriptive language used to build tension e.g. powerful verb choices.

(Narrative 2)

- To positioning main clauses at the end of a complex sentence to build tension.
- To use short sentences and sentence fragments to build tension.
- To use commas correctly to separate embedded clause from main clause.

(Narrative 3)

- To identify active and passive voice.
- To write in the passive voice.
- To use brackets to add additional information, such as defining technical language.
- To use subordinate clauses to open sentences, marking the clause with a comma.

(Narrative 4)

- To use dashes to create pauses for effect in writing.
- To identify and use of semi-colons to join two closely related sentences.
- To begin sentences with subordinate clauses, using commas to demarcate clauses.

(Narrative 5)

- To create complex sentences by opening with the subordinate clause.
- To use adverbial phrases and powerful verbs to describe characters' actions.
- To use sentence fragments and complex punctuation (dashes, ellipsis and exclamation marks) to build tension.
- To create complex sentences by adding embedded clauses.

(Journalistic Writing)

- To use brackets to add additional information about the subject of a sentence.
- To investigate and use conditional conjunctions and modal verbs used for speculation.
- To identify features of formal language through the use of vocabulary and subjunctive verb forms.
- To use connectives to agree or contrast an opinion.

(Fantasy Stories)

- To use verb sentence openers to vary sentence structures.
- To use adverbial sentence openers to vary sentence structures.
- To be able to use sensory language and expanded noun phrases to describe a setting.
- To be able to use prepositional sentence openers.
- To use a semi colon to add clarity to sentences
- To use emotive vocabulary to accurately describe a characters emotions.
- To vary sentence length for effect.
- To write complex sentences including embedded clauses.

(Argument)

- To use conditional sentences to consider introduce alternative viewpoints.
- To identify modal verbs in a text and explain their purpose.
- To consider how the use of the passive voice impacts upon the reader.
- To use contrasting connective to show opposing viewpoints and structure paragraphs.
- To use the subjunctive form in formal oral debates.
- To use relative clauses to give more information about the subject of the sentence, using to demarcate the clause.

(Non-chronological report)

- To know how hyphens are used to avoid ambiguity, e.g. *man eating shark* versus *man-eating shark*.
- To use the passive voice to create an impersonal style in writing.
- To create complex sentences including embedded clauses, using commas to mark clauses.
- To use logical connectives to make links within paragraphs and agreeing/disagreeing connectives to introduce positive or negative points.

(Narrative – spooky)

- To use expanded noun phrases and prepositional openers to extend description.
- To use commas in lists, for pauses and to separate clauses.
- To use short sentences for dramatic effect.
- To change compound sentences into complex sentences. (GFW pg105)
- Change the position of a subordinate clause to create a different effect.
- To use sentence fragments/one words sentences to build tension.

- To use three verb sentences.
- To use one sentence paragraphs and write paragraph openers that create links to previous points.

(Poetry – imagery)

- To use commas to clarify meaning in writing.
- To create expanded noun phrases using powerful adjectives.

(Formal Writing)

- To identify and use the subjunctive forms of verbs.
- To use conditional sentences, including modal verbs, for subtle persuasion.
- To use semi-colons to mark a break between clauses.
- To use commas to mark embedded clauses.