



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

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

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

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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.