

# Y6 Grammar & Punctuation Test Performance Descriptor Analysis

	National Curriculum Objective (NAHT KPIs in bold)	Test Frameworks Performance Descriptor Statement
3.3c-iii	ensuring the consistent and correct use of tense throughout a piece of writing	choose tenses accurately and mostly consistently
3.3c-iv	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	ensure correct subject-verb agreement
3.4a-i	<b>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</b>	distinguish between formal and informal language and structures and standard and non-standard forms of English
3.4a-ii	<b>using passive verbs to affect the presentation of information in a sentence</b>	identify and use the active and passive verb forms
3.4a-iii	using the perfect form of verbs to mark relationships of time and cause	select and use regular and irregular verb forms that express present and past time, including the progressive and perfect forms
3.4a-iv	using expanded noun phrases to convey complicated information concisely	identify and use expanded noun phrases for description and concision
3.4a-v	using modal verbs or adverbs to indicate degrees of possibility	identify modal verbs to express future time and degrees of possibility
3.4a-vi	using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	identify and use main clauses and subordinate clauses (including relative clauses) in a sentence
3.4b-i	<b>using commas to clarify meaning or avoid ambiguity in writing</b>	use commas to mark clauses or phrases, including fronted adverbials, usually consistently
3.4b-ii	using hyphens to avoid ambiguity	identify and use, with some consistency, colons, semi-colons, single dashes and hyphens
3.4b-iii	using brackets, dashes or commas to indicate parenthesis	identify and use punctuation to indicate parenthesis
3.4b-iv	using semicolons, colons or dashes to mark boundaries between independent clauses	identify and use, with some consistency, colons, semi-colons, single dashes
3.4b-v	<b>using a colon to introduce a list</b>	identify and use, with some consistency, colons, semi-colons, single dashes
3.4b-vi	<b>punctuating bullet points consistently</b>	
3.4c-i	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	distinguish between formal and informal language and structures and standard and non-standard forms of English
3.4c-ii	How words are related by meaning as synonyms and antonyms	select appropriate synonyms and antonyms for a wide range of words
3.4c-iv	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (including subjunctive form)	distinguish between formal and informal language and structures and standard and non-standard forms of English
3.4c-v	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	Not testable in short answer paper
3.4c-vi	Use of the semi-colon, colon and dash to mark the boundary between independent clauses	identify and use, with some consistency, colons, semi-colons, single dashes
3.4c-vii	Use of the colon to introduce a list and use of semi-colons within lists	identify and use, with some consistency, colons, semi-colons, single dashes
3.4c-viii	Punctuation of bullet points to list information	

	National Curriculum Objective (NAHT KPIs in bold)	Test Frameworks Performance Descriptor Statement
3.4c-ix	How hyphens can be used to avoid ambiguity	identify and use, with some consistency, hyphens
3.4c-x	Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	demonstrate familiarity with terms relating to a sentence, including subject and object
Y5/i	<b>Converting nouns or adjectives into verbs using suffixes</b>	use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes
Y5/ii	Verb prefixes	use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes
Y5/iii	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	identify and use main clauses and subordinate clauses (including relative clauses) in a sentence
Y5/iv	<b>Indicating degrees of possibility using adverbs or modal verbs</b>	identify modal verbs to express future time and degrees of possibility
Y5/v	<b>Devices to build cohesion within a paragraph</b>	Not testable in short answer paper
Y5/vi	Linking ideas across paragraphs using adverbials of time, place and number or tense choices	Not testable in short answer paper
Y5/vii	Brackets, dashes or commas to indicate parenthesis	identify and use punctuation to indicate parenthesis
Y5/ix	Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Implied by other content

## Taken from earlier parts of the Programmes of Study

NC Objective (from other year groups)	Test Frameworks Performance Descriptor Statement
Taken from across KS1 and KS2	demonstrate familiarity with a range of word classes, their terminology and their use: nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners
Taken from across KS2 Programme of Study	use Standard English when appropriate
Taken from Y2 Programme of Study	recognise and write different types of sentences: statements, questions, commands and exclamations
Introduced in Y2 Programme of Study	distinguish between co-ordinating and subordinating conjunctions and use them to link clauses appropriately
Taken from Y2 Programme of Study	demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate
Taken from Y3 Programme of Study	identify and use main clauses and subordinate clauses (including relative clauses) in a sentence
Taken from Y4 Programme of Study	identify and use fronted adverbial phrases to denote time and place
Taken from Y4 Programme of Study	select pronouns appropriately for clarity and cohesion
Taken from Y4 Programme of Study	use inverted commas to denote speech and place these correctly in relation to internal punctuation
Taken from Y2/Y4 Programmes of Study	use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession
Taken from Y2–Y4 Programmes of Study	select and use regular and irregular verb forms that express present and past time, including the progressive and perfect forms
Implied from earlier year groups	identify, form and expand contractions accurately