

Learning Objective: L-UKS2 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Idea	Differentiation
Have our useful Year-by-year grammar terminology display lists (3, 4, 5 & 6) in your literacy display. Refer to the terms during shared writing or reading, checking their understanding and explaining it as necessary.	Have the differentiated terminology in word boxes around your shared text on the flipchart. Highlight elements of the text and ask children to pull the appropriate word/phrase next to the example.
When pupils are discussing their reading or writing, either as a whole class or in a guided group, ensure they use correct terminology . If a child's ideas are good but he/she uses informal language (e.g. <i>I've put the extra letters on the end.</i>) repeat their answer but substitute the formal language so the class hears/sees a good model (e.g. <i>That's right, you've added a suffix.</i>)	Hint at correct usage – encourage children to correct themselves by guiding them to the display.
Put copies of our child-friendly glossaries (3, 4, 5 & 6) in your literacy toolkits, or get the children to make poster versions for your display.	Why not get your more able students to write their own glossaries for Y3 and Y4 terms?
For quick access, here's a link to the 2014 KS1 & KS2 English curriculum . Appendix 2 starts on page 64!	
As a morning activity , choose 2 or 3 words from the terminology lists and write them on your board. As appropriate, ask the children to: <ul style="list-style-type: none">• Give an example;• Explain to a partner what the word/phrase means;• Write a sentence which includes an example of the grammar terminology item, highlighting it precisely.	Differentiate the task by giving lower/higher ability groups words and phrases from different year groups' terminology lists.

Learning Objective: L-UKS2 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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Year 6 Grammar Glossary

Grammar term	What does it mean?
Active	When a sentence is in the active voice, the pattern is subject-verb-object. The <u>subject</u> of the verb is more important. • <u>James</u> broke the window. • <u>The PTA</u> painted the playground.
Antonym	Antonyms are words with opposite meanings. • young – old, straight – bendy, full - empty
Object	The object is the person, noun phrase, pronoun or thing which usually comes directly after the verb. It shows what the verb is acting on. • Wednesday is <u>my favourite day</u> . • Cheryl's mum is picking <u>me</u> up today. • Are you coming to <u>the sleepover</u> ?
Passive	When a sentence is in the passive voice, the pattern is usually object-verb-(subject). The object of the verb is more important. • <u>The window</u> has been broken. • <u>The playground</u> was painted (by the PTA).
Subject	The subject is the person, noun phrase, pronoun or thing which does the verb in a clause. • <u>Wednesday</u> is my favourite day. • <u>Cheryl's mum</u> is picking me up today. • Are <u>you</u> coming to the
Synonym	A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a thesaurus. • talk = speak = mention • sleep = doze = kip

Everything from Year 5, plus...



colon



antonym



subject

hyphen



active



bullet



points

Year 6

Grammar

Terminology

passive



semi-colon

synonym



ellipsis



object

