

The Highwayman Y6

NC Year 6 Aims: Appendix 2- Vocabulary, Grammar and Punctuation

Pupils should be taught:

the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

how words are related by meaning as synonyms and antonyms

the use of the passive to affect the presentation of information in a sentence

the difference between structures typical of informal speech and structures appropriate for formal speech and writing

to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

to use different layout devices

the use of the semi-colon, colon and dash to mark the boundary between independent clauses

the use of the colon to introduce a list and use of semi-colons within lists

punctuation of bullet points to list information

Lesson 1

Lesson 2

Lesson 3

Lesson 4

✓

✓


✓

✓


✓

✓

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
how hyphens can be used to avoid ambiguity	✓			
to use the terminology for Year 6 in Appendix 2 (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points).	✓	✓	✓	✓
Key stage 2 English grammar, punctuation and spelling test framework 2016 Pupils should be taught:				
nouns, verbs and adjectives				
expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)				
cohesion				
appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				
possessive pronouns				
relative pronouns				
the use of -ly in Standard English to turn adjectives into adverbs				
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use using adverbs (e.g. then, next, soon, therefore)				

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
indicating degrees of possibility using adverbs (e.g. perhaps, surely)				
adverbials				
expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)				
use of the forms a or an according to whether the next word begins with a consonant or a vowel				
subjects and objects				
how the grammatical patterns in a sentence indicate its function as a statement				
how the grammatical patterns in a sentence indicate its function as a question, e.g. the use of question tags				
how the grammatical patterns in a sentence indicate its function as a command				
how the grammatical patterns in a sentence indicate its function as an exclamation (exclamations starting with what or how, e.g. What a good friend you are!)				
sentences and clauses				
relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun				
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely				
co-ordination using or, and and but				
subordination using when, if, that and because				
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although				
simple past tense and simple present tense				
use of the present perfect form of verbs				
using the perfect form of verbs to mark relationships of time and cause				
indicating degrees of possibility using modal verbs				
use of the progressive form of verbs in the present and past tense to mark actions in progress				
consistency of present and past tenses				
correct choice and consistent use of present and past tense throughout writing				

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
use of the passive to affect the presentation of information in a sentence				
capital letters for names of people, places, the days of the week, and the personal pronoun i				
capital letters to demarcate sentences				
full stops to demarcate sentences				
question marks to demarcate sentences				
commas to separate items in a list				
commas to clarify meaning or avoid ambiguity in writing				
commas after fronted adverbials				
exclamation marks to demarcate sentences				
inverted commas for direct speech				
inverted commas and other punctuation to indicate direct speech, (e.g. a comma after the reporting clause and end punctuation within inverted commas)				
possession in nouns				




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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
apostrophes to mark plural possession				
the grammatical difference between plural and possessive –s				
apostrophes to mark contracted forms				
brackets, dashes or commas to indicate parenthesis				
colon to indicate the boundary between independent clauses				
colon to introduce lists				
semi-colon to mark the boundary between independent clauses		✓		
semi-colons within lists				
dash to mark the boundary between independent clauses				
how hyphens can be used to avoid ambiguity	✓			
punctuation of bullet points to list information				✓
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
how the prefix un- changes the meaning of verbs and adjectives				
formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)				
verb prefixes (e.g. dis-, de-, mis-, over- and re-)				
the suffixes -ment, -ness, -ful, -less and -ly				
formation of nouns using suffixes such as -ness, -er				
formation of adjectives using suffixes such as -ful, -less				
converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)				
singular suffixes				
plural suffixes				
regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the nouns				
word families based on common words, showing how words are related in form and meaning				
 REGENT STUDIES Focused education on life's walk I done, We were / was, He was /were, isn't / ain't) www.regentstudies.com				

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4
pronouns (them / those, that / what)				
adverbs using -ly (run quickly / quick and anything / nothing)				
the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing, e.g. ask for / request			✓	
the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing			✓	
the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing			✓	
recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms				