



Knowledge Building Blocks:

Previous Learning:

- Throughout Years 2-6, children should regularly recap the terms noun and verb.

Year 6

- In this step, children will recap identifying different types of nouns and verbs in given sentences.
- A noun is used to name a person, place or thing. There are different types of nouns including common, proper, collective, concrete and abstract.
- A verb is used to express an action or a state of being. There is also different types of verbs including action, linking and auxiliary.
- Children should also understand that a sentence only needs to include a noun and a verb.
- Most sentences include other types of words and you can build on the simple sentences using this knowledge.

Abstract Noun

Nouns that do not have a physical form.
E.g. knowledge

Proper Noun

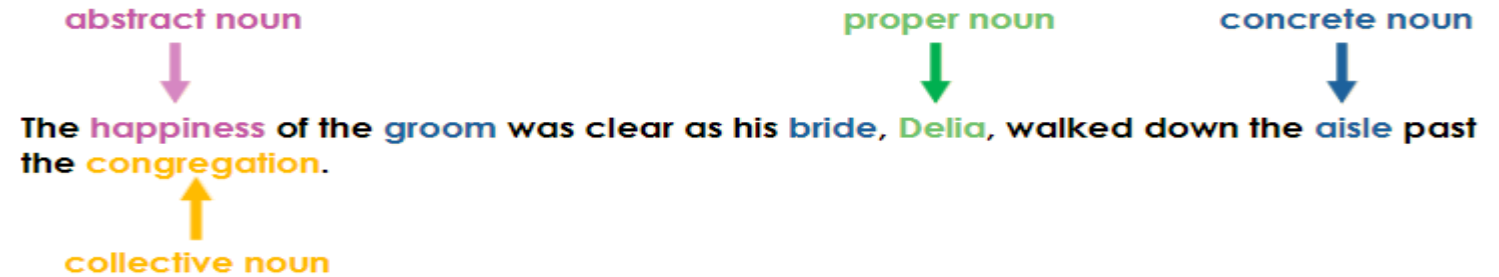
Names of a particular person, place or thing.
They always begin with a capital letter

Concrete Noun

Physical things that you can see, touch, taste, hear or smell.

Collective Noun

A noun that is used to represent a group of people, animals or objects.



Action Verb

A verb that describes an action.
E.g. jump, run, skip.

Linking Verb

A verb that links the person completing an action to a word or phrase that describes them. It is the only verb in the clause.
E.g. be, was, were, feel, seem.

Auxiliary Verb

A verb that helps to show tense, mood or voice. It is not the main verb in the sentence.
E.g. does, did, can, is, has.

Key Questions:

- Is 'happiness' a noun or a verb?
- List the nouns/verbs in the sentence.
- Is this noun common or proper? Is it concrete or abstract?
- Is this verb an action verb, a linking verb or an auxiliary verb?
- What auxiliary verb needs to go before this verb?

Key Vocabulary:

Noun abstract
verb auxiliary
common
proper
collective



Knowledge Building Blocks:

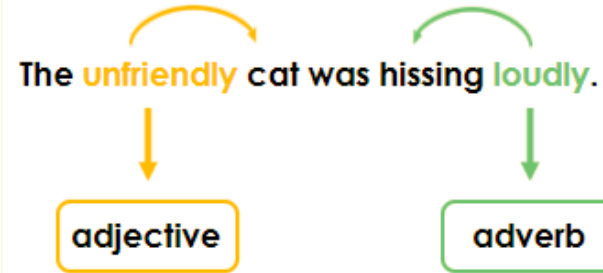
Previous Learning:

- Throughout Years 2 to 6, children should regularly recap the terms adjective and adverb and be able to identify them in given sentences.

Year 6

- An adjective is a word used to describe a noun.
- Adjectives can be used on their own or in a list to explain characteristics of a particular noun.
- They can also refer to comparatives and superlatives.
- An adverb is a word that describes, such as how, when, where and how often.
- Children should be able to identify whether a word is an adjective or an adverb based on the word it modifies.

Adjectives are used in sentences to give more description about the **noun**. They can also be used to show change or compare two things. These are known as **comparatives**. Adjectives can be used to show something has a quality to the greatest or least degree. These are known as **superlatives**. **Adverbs** or **adverbial phrases** are used in sentences to give more information about a **verb**. They can be used in different positions in a sentence. They can also be used to modify adjectives and other adverbs. We can identify adjectives and adverbs in sentences by looking at the words they are modifying.



Key Questions:

- Is this word telling us more about the noun or verb? How do you know?
- What adjective/adverb could be included to add extra information in this sentence?

Key Vocabulary:

- adjectives
- noun
- comparatives
- superlatives
- adverbs
- adverbial phrases
- verb
- modify

Louise is **taller** than her best friend.

Henry is **shorter** than Max.

"We need a garden that is **bigger** than the one we have now!" exclaimed Mum.

My coat is **more expensive** than my brother's coat.

London is the **largest** city in England.

My brother is the **best** player on his football team.

The girl has the **shortest** pencil in the class.



Knowledge Building Blocks:

Previous Learning:

- From prior learning, children should know that a sentence must include a noun and verb.

Year 6:

- Children need to know that nouns can have different 'job' within a sentence.
- Children should understand that a sentence will always include a subject and a verb, and does not need to include an object.
- Children should be able to use this knowledge to identify whether the nouns in a sentence are acting as the subject or as the object.

Nouns can have different functions within a sentence: **subject** or **object**

Sentences may only have one **noun** and a **verb**. The noun will always be the subject of the sentence.

A noun can be the thing that carries out the verb. This is called the **subject**.

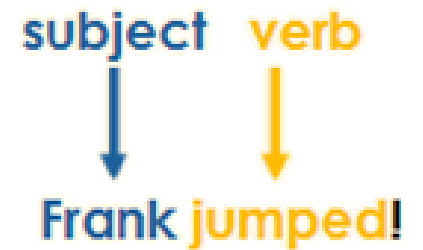
For example:

Laura ate an apple.

A noun can be the thing that has the verb done to it. This is called the **object**.

For example:

Laura ate an **apple**.



Key Questions:

- What two 'jobs' can nouns have in a sentence?
- How do you know if a noun is a subject?
- How do you know if a noun is an object?
- Identify the nouns in the sentence. Are they acting as a subject or an object?

Key Vocabulary:

- noun
- verbs
- subject
- object



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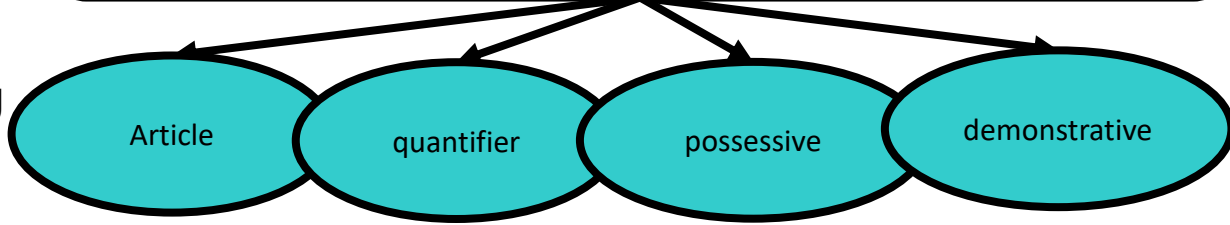
Previous Learning:

- Throughout Years 3-6, children should regularly recap the terms conjunction, preposition and determiner and be able to identify them in given sentences.

Year 6:

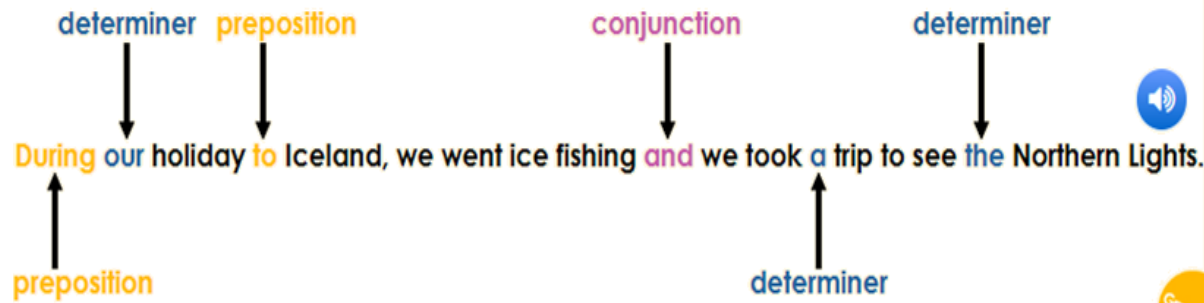
- Define and identify different types of conjunctions: co-ordinating and subordinating.
- Define and identify prepositions.
- Define and identify different types of determiners.

Determiners:
We use determiners with a noun to say which noun or how many of the noun there are.



Conjunctions:
A word that connect two words, two parts of a sentence or two sentences together. There are two main types of conjunctions: coordinating and subordinating.

Preposition:
A preposition is a type of word used to express time, place or cause. It is usually placed before a noun.



Key Questions:

- Can you change the determiner/conjunction/preposition in the sentence? How does it change the meaning of the sentence?
- Which word class does this word belong to? How do you know?



Key Vocabulary:

- conjunctions
- prepositions
- determiners
- coordinating
- subordinating
- article
- quantifier
- possessive
- demonstrative



Knowledge Building Blocks:

Previous Learning:

- Children should be able to identify verbs in sentences. They should know that the past tense of the verb 'to be' is 'was' or 'were'.
- Children may understand that 'was' is to be used for singular subjects and 'were' is to be used for plural subjects.

Year 6:

- Children will begin to understand the difference between using 'was' and 'were'.
- Children should know that using the subjunctive form 'were' indicates formal writing.

When we use the simple past tense of the verb 'to be' we use either '**was**' or '**were**', depending on the noun or pronoun carrying out the action.

She was fired.



I was fired.



Singular nouns, singular pronouns and single subjects use 'was'.

They were fired.



Jo and Ky were fired.



Plural nouns, plural pronouns and multiple subjects use 'were'.

Key Vocabulary:

- verbs
- past tense
- was
- were
- subjects
- singular
- plural
- Subjunctive form.

Key Questions:

- What does the verb 'was' indicate?
- What does the verb 'were' indicate?
- Should this sentence use was or were? Explain why?



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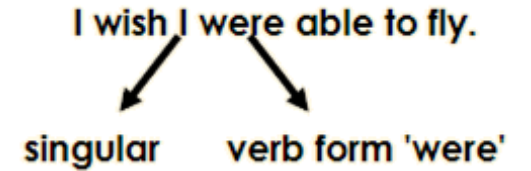
Previous Learning:

- Children should be familiar with the difference between using was and were. They should be able to recognise when 'were' is used in the subjunctive form, or for plural statements of facts.

Year 6:

- Recognise the subjunctive form of action verbs where the verb is in the basic form.
- Children should be able to identify action verbs in a sentence and recognise that the subjunctive uses these in sentences when the action is yet to happen.
- Children should be able to use the subjunctive form including were and action verbs to create sentences of their own and realise how it changes the meaning from factual to wishful thinking, hypothetical statements and unreal situations.

The subjunctive verb form is used to express a wish, obligation, desire or an imaginary situation. Using the subjunctive form changes the sentences from a factual sentence to wishful thinking to an imaginary situation.



I performed a backflip. → Factual sentence (it has happened)

I wish I were able to perform a backflip. → Wishful thinking

If I were a gymnast, I would be able to perform a backflip. → Imaginary situation

Key Questions:

- Is were used as a subjunctive in this sentence? Explain why or why not?
- In this sentence, which verb is written in the subjunctive form?
- Is this sentence in the subjunctive form? How do you know?
- What action verb is missing in this sentence? Does it need to be in the subjunctive form? How do you know?
- Change this sentence so it is in the subjunctive form.

Key Vocabulary:

- was/were
- subjunctive form
- singular
- plural
- wish
- obligation
- desire
- imaginary