



Knowledge Building Blocks:

Previous Learning:

- From Year 2, children may already know how to use commas in a list.
- Children should know the term commas, how it differs from a full stop and be able to use it in a list.
- Children should also understand when not to use a commas.

Year 6

- This step will recap the job of a commas and how it is used in a list to separate items.

Key Questions:

- What punctuation marks can you see in this list?
- What is a commas used for?
- Where should the commas go in this list?

Commas can be used to separate items in a list. **For example: I speak English, French and Spanish.** Lists may also consist of phrases instead of single words. **For example: My favourite clothes are my pink t-shirt, my dotty dress and my ripped jeans.**

Lists can be embedded within a sentence that already contains a commas for a different purpose.

comma to mark a fronted adverbial

comma to mark items in a list

In winter, we go sledging with my aunt, roast marshmallows over the fire and sing Christmas songs at school.

commas to mark parenthesis

comma to mark items in a list

The man, who was getting on in years, liked to grow vegetables in his allotment, read the morning newspaper and complete a daily crossword.

Key Vocabulary:

- commas
- list
- separate
- phrases
- embedded



Knowledge Building Blocks:

Once children can recognise and use commas in a list, they need to move on to using colons to introduce a list and semi-colons within a list.

Key Vocabulary:

- commas
- colons
- semi-colons
- example
- quotation
- independent clauses
- main clauses
- phrases
- explanation

Key Questions:

- Which punctuation mark can be used to indicate a list is about to start?
- Which punctuation mark can be used to separate the items in a list?
- Explain why a semi-colon is needed here and not a comma.

Colons (:) are used in a sentence to indicate that something is about to follow, such as an example, a quotation or a list. **For example: There are four different flavours: chocolate, vanilla, strawberry and mint.**

Semi-colons(;) are used to join two independent clauses, to separate main clauses or to separate items in a list if the list is made up of longer phrases or adds an explanation which requires a comma. For example: You will need: a carton of milk; 3 eggs, medium or large; 4 tbsp. sugar; and 100g plain flour.

On a rainy day, you'll need extra items: wellington boots to keep your feet dry, a raincoat to keep your clothes dry and a large umbrella to keep your head dry.

There are four band members: Guy Tarr, aged 52, on lead guitar; Lee Singer, aged 49, on lead vocals; Baz Geeter, aged 61, on bass guitar; and Drew Hummer, aged 59, on the drums.

The list is introduced with a colon.

Commas further separate items within a group.

For the school trip, you will need the following items: a pillow, a sleeping bag and warm, woolly pyjamas for the overnight stay; a rucksack, a water bottle and sensible shoes for the afternoon walk; and a change of clothes for after kayaking.

Semi-colons show us which items are grouped together.



Knowledge Building Blocks:

Year 6

- Children will learn to write notes by identifying key information in a sentence.
- This skill will help them with summarising information that they have read, writing down something that has been discussed verbally, or planning their own writing in using a basic outline.
- Key information in a sentence is usually restricted to certain word classes, for example, verbs and nouns. The meaning of a sentence is usually still clear if other word classes are omitted.
- Children should be able to use notes in the ways suggested above and explain why they have used specific information to keep the meaning of the sentence clear.

Sometimes, we need to write in note form. Note form is writing the key information of a sentence. This helps to summarise information and is a useful skill to practise as it allows us to easily record key information from a speech or video recording. The key information is often the noun and the verb of a sentence. The meaning is still clear if other word classes are omitted. There may be more than one noun or verb in a sentence. Some words that are neither a noun nor verb can also be useful information to record.

The red balloon popped loudly.



balloon popped

The fireworks exploded and the dog was scared.



fireworks exploded dog scared

The flower wilted because it had no water.



flower wilted no water

Key Questions:

- Which words can be omitted from the sentence without losing any meaning?
- Which word(s) are key to the sentence?
- Look at his sentence and the note for it. What key information has been left out of the notes?

Key Vocabulary:

- notes
- key information
- summarising
- verbs
- nouns
- meaning
- clear
- omitted
- word classes



Knowledge Building Blocks:

Year 6

- Once children can write clear notes, they should begin to use bullet points to organise their notes.
- Bullet points are used to draw attention to important information that can be identified quickly by the reader.
- Bullet points need to be punctuated consistently.
- Bullet points should all start with the same word class, for example, present participle, imperative verb, determiner, noun etc.
- Children should be able to use bullet points in their writing and punctuate these accurately including colons and semi-colons where necessary.

- When we make notes from a longer paragraph of text, we can use bullet points to organise the information into a list.
- We need to introduce the list by writing a short sentence and finish this with a colon (:) before writing the items in the list.
 - We can then list the items underneath, starting each item with a bullet point.
- When we write a list using bullet points, we need to make sure each item begins with the same word type.
 - The items in the list do not need a capital letter or a punctuation mark.

There are lots of activities happening in my city this weekend:

There are lots of activities happening in my city this weekend:

- a funfair at the park

bullet points
indented

colon

Key Vocabulary:

- notes
- bullet points
- punctuated
- word class
- present participle
- colons
- semi-colons

Key Questions:

- Rewrite the sentences adding bullet points for the list.
- Change the list of bullet points into full sentences.
- Has the list been punctuated correctly? Explain why or why not?



Knowledge Building Blocks:

Previous Learning:

- From prior learning, children should be familiar with identifying verbs within sentences.

Year 6

- Recognise the passive form of an active verb in a sentence. A 'active' verb follows the usual pattern of subject, verb and object.
- The passive form is used to change the presentation of a sentence. The person, place or thing that would normally be the object of the active sentence becomes the subject with the use of the part participle of the verb and an auxiliary verb.
- Once the children can recognise the passive form of an active verb in a sentence, they can begin using it in their writing.
- They learn to use the passive form to change an active sentence into a passive one.

When a sentence is in the active form, the subject is performing the action.
 When a sentence is in the passive form, the subject is having the action performed to it.
 When a sentence is in the passive form, it uses the passive verb.

The sentence uses the **active verb**. Our sentence changes from

For example:

The **cat** **saw** the mouse.

The **cat** **saw** the mouse.

to

The **mouse** **was seen** by the cat.

form of the verb 'to be'

The mouse **was seen** by the cat.

past participle

Key Vocabulary:

- verb
- passive
- active
- subject
- object
- part participle
- auxiliary

Key Questions:

- Of these sentences, which verb is written in the passive voice?
- Which is the passive verb? How do you know?
- What passive verb is missing in this sentence? How do you know?
- Change this sentence so it is in the passive form?
- Change this sentence from passive to active.



Knowledge Building Blocks:

Previous Learning:

- Children may be familiar with different styles of writing from different text types such as fiction, newspaper articles and letters.

Year 6:

- Children should recognise and identify the differences in structure, layout and language between formal and informal texts.

Key Questions:

- Is this formal or informal? How do you know?

Standard English is the form of the English language that is accepted as the usual, correct form and does not use any slang.

Whether the text is formal or informal depends on the genre, purpose and audience that the piece is intended for.

Each formal style has language appropriate to the subject, which may include factual language, sophisticated vocabulary and jargon.

Informal writing may use a relaxed style which may include colloquial language and slang.

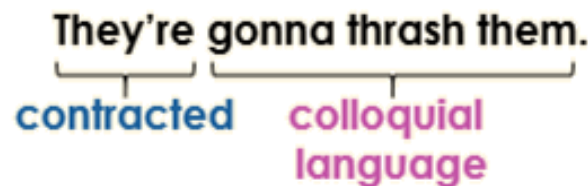
Formal:



Key Vocabulary:

- formal
- informal
- fiction
- non-fiction
- standard English
- slang
- genre
- purpose
- audience
- jargon
- colloquial

Informal:





Knowledge Building Blocks:

Previous Learning:

- Children should already be familiar with formal and informal speech and writing and be able to recognise the appropriate vocabulary to use in those situations.

Year 6:

- Children will recap the subjunctive form which was covered in Autumn Block 4 and link this to formal writing.
- Children should know that using the subjunctive form 'were' usually indicates formal writing.
- The subjunctive form can be recognised due to its use of be and were, rather than the most commonly used am, are, is or was.
- The use of the subjunctive indicates formal writing by changing the tone of a sentence.

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.

wishful thinking



I wish I **were** younger.

hypothetical statements



If I **were** a teacher, I would allow more playtimes.

unreal situations



Sally acts as if she **were** the boss.

Key Vocabulary:

formal
informal
subjunctive form
tone

Key Questions:

- How does the use of the subjunctive change the tone of this sentence?
- Is this written in the subjunctive style?



Knowledge Building Blocks:

Previous Learning:

- Children have looked at the differences in language and structure in formal and informal texts as well as the use of the subjunctive form in formal writing.

Year 6:

- Children will be introduced to question tags in informal speech and writing.
- Question tags are short questions which are added on to a sentence.
- They are commonly used to ask for agreement or to check is a statement is true.
- Question tags are common in informal speech and writing and usually use the contracted form of a word.

Questions tags are short questions which are added onto a sentence. They are commonly used to ask for agreement or to check if a statement is true.

Question tags are common in informal speech and writing. When the statement is positive, the question tag usual uses a negative contraction. When the statement uses a negative contraction, the question tag is usually in a positive form.

It's freezing today, **isn't it?**



comma

He **is** very loud, **isn't he?**



is not

We **could** try, **couldn't we?**



could not

You **don't** like maths, **do you?**



do not

We **won't** start without you, **will we?**



will not

Key Questions:

- Can you add a question tag to this sentence?

Key Vocabulary:

- formal
- informal
- subjunctive
- question tags
- speech
- agreement
- contraction
- positive/negative



Knowledge Building Blocks:

Previous Learning:

- Children should be familiar with examples of formal and informal tone and vocabulary from their previous exposure to different genres of writing.

Year 6:

- Informal vocabulary includes the use of shortened forms of words.
- Formal vocabulary is sophisticated, fact-based and includes the full and formal versions of all words.
- Sentences with the same meaning can be written in both a formal and informal manner by the omission or addition of appropriate words.

Informal language includes the use of shortened form of words, abbreviations and contractions. Informal language also uses slang and colloquialisms. Slang is very informal language, more common in speech than writing.

Formal language using sophisticated vocabulary. Formal language uses jargon. Jargon is words and phrases that are used by particular groups of people that may be difficult for others to understand.

We can use our knowledge of synonyms and the omission and addition of words to help make informal writing more formal.

because	→	cos (shortened word)	coulda	→	could have
going to	→	gonna (shortened word)	LOL	→	laugh out loud
television	→	TV (abbreviation)	phone	→	telephone
it is	→	it's (contraction)	let's	→	let us

Key Vocabulary:

- | | |
|------------|----------------|
| formal | omission |
| informal | abbreviations |
| tone | contractions |
| vocabulary | slang |
| genres | colloquialisms |
| | jargon |

Key Questions:

- Is this formal or informal? How do you know?
- Change this sentence from formal to informal?