



Knowledge Building Blocks:

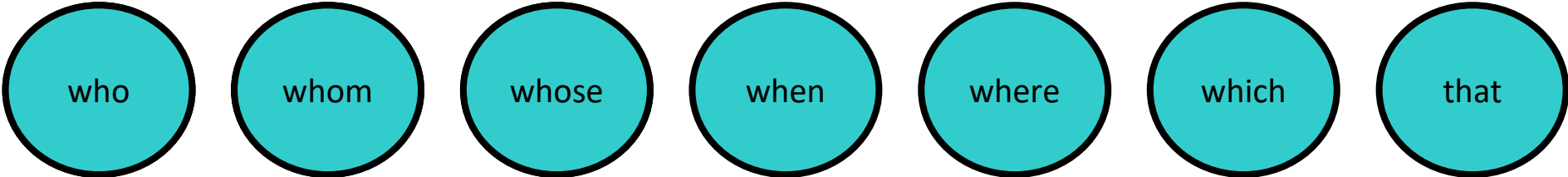
Previous Learning:

- The term pronouns refer to a word that takes the place of a noun.
- There are different types of pronouns, including relative pronouns and possessive pronouns.
- A relative clause is a type of subordinate clause which modifies a noun. It can also refer to the whole main clause.

Year 6

- A relative clause must start with a relative pronoun and must always follow the noun or other pronoun they are modifying.

Relative clauses are a specific type of subordinate clause. Relative clauses adapt, describe or modify nouns and help to add more information to sentences. Relative clauses begin with a relative pronoun. Examples of relative pronouns are: who, whose, when, where, which, that, whom. Relative pronouns introduce a relative clause by linking one part of a sentence back to another.



Key Questions:

- Identify the relative cause in this sentence.
- Which word is the relative pronoun?
- Can a relative clause be moved around in a sentence? Why not?
- Can the relative pronoun be omitted from this sentence? Why? Why not?

Key Vocabulary:

- relative clause
- relative pronoun
- omitted
- embedded



Knowledge Building Blocks:

Previous Learning:

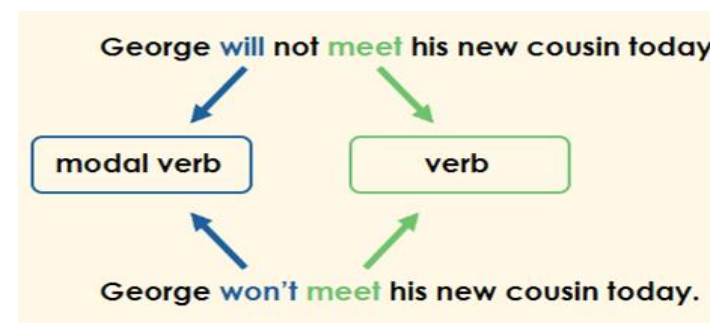
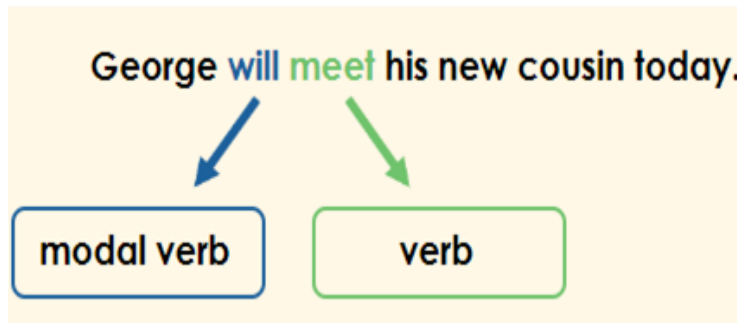
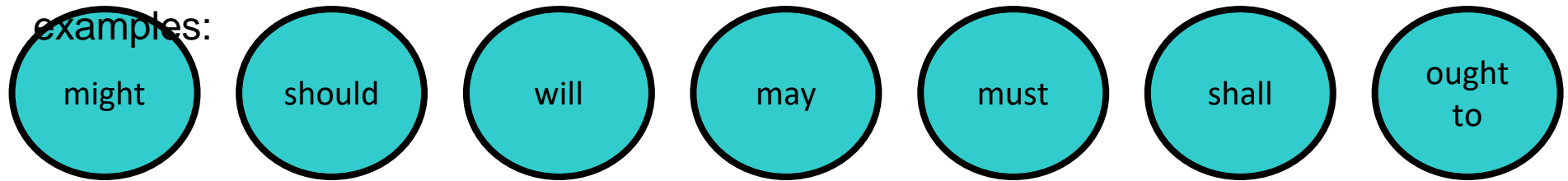
- Recognise the modal verbs: can, could may, might, shall, should, must, will, would, ought to.
- Choose appropriate modal verbs to indicate certainty, necessity and ability.
- Explain why they have chosen a particular modal verb.

Year 6

- Recognise modal verbs are used to indicate degrees of possibility including might, should, will must.
- Recognise a modal verb modifies another verb.
- Modal verbs only have

A modal verbs is a type of verb. A modal verb changes and affects the verbs in a sentence by expressing a degree of possibility or obligation, or indicating ability or permission. For example, it might rain, it will rain, it must rain.

Some examples:



Key Questions:

- What is a modal verb?
- What word class does a modal verb modify?
- What are the three different uses of modal verbs?

Key Vocabulary:

- modal verb
- certainty
- necessity
- permission
- ability
- obligatory/obligation
- possibility
- modifies
- finite



Knowledge Building Blocks:

Previous Learning:

- Know the difference between adverbs and modal verbs.

Year 6

- Use adverbs to indicate the possibility of the verb, including perhaps, surely, maybe, possibly, definitely and certainly.

Perhaps

surely

maybe


possibly

An adverb is a type of word that gives more information about a verb. It can indicate a degree of possibility, or tell you how, when, where or how often something happens. Adverbs to show degrees of possibility are adverbs used to show how sure we are about a situation or event. For example: **perhaps, surely, maybe, possibly.**

Modal verbs are positioned next to the verbs they modify.

Ruby **will** **walk** home after school.
 modal verb verb

Adverbs modify the verb in the sentence and can move position.

Obviously, Ruby goes to school every day. 
 Ruby **obviously** goes to school every day.
 adverb

The children **definitely** enjoyed seeing their friends.

adverb to indicate possibility

Key Questions:

- Where is the adverb in the sentence?
- What type of words do adverbs indicating possibility modify?
- Can an adverb to indicate possibility move within a sentence?

Key Vocabulary:

adverbs
 modal verbs
 possibility
 modify



Knowledge Building Blocks:

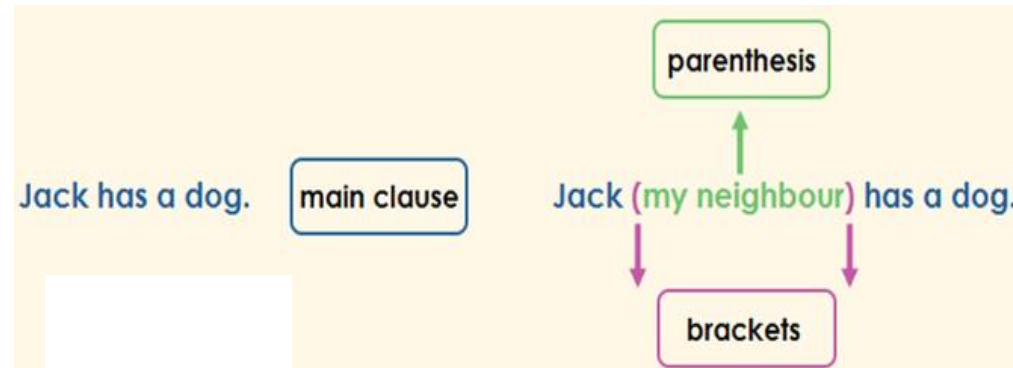
Previous Learning:

- Children should know that the term parenthesis means to add extra information, using brackets, dashes or commas.

Year 6:

- Parenthesis can be used to interrupt the sentence or to clarify information within a sentence.
- Children should know that they need to use a pair of brackets to add additional information, while dashes and commas can be used in pairs or on their own.

Parenthesis is a word, phrase or clause inserted into a sentence to add extra, subordinate or clarifying information. When parenthesis is removed., the sentence still make sense on its own. Parenthesis is punctuated with brackets, commas or dashes. For example, **I miss seeing Amelia (my best friend from primary school) every day.**



I am cooking lasagne (my favourite meal) for tea.

I am cooking lasagne — my favourite meal — for tea.

I am cooking lasagne, my favourite meal, for tea.

Key Questions:

- What is parenthesis?
- What punctuation marks can be used to add parenthesis to a sentence?
- Can a bracket be used on its own or in a pair?
- Can a dash be used on its own or in a pair?
- Are the brackets used to add extra information or clarify information already in the sentence?
- Is the extra information a main clause, a relative clause or a subordinate clause?

Key Vocabulary:

- parenthesis
- phrase
- clause
- subordinate
- clarify
- brackets
- commas
- dashes



Knowledge Building Blocks:

Previous Learning:

- Children learnt how to use expanded noun phrases to convey complicated information concisely.

Year 6:

- Children should be able to identify which information is necessary and which information can be removed from a noun phrase to make sure it is presented concisely.
- Children may realise (without necessarily being taught) that not every sentence needs an expanded noun phrase

Expanded noun phrases add more detail to the noun by adding one or more **adjectives**. An adjective is a word that describes a noun. **For example: a huge tree, some colourful sweets, the large, royal castle.** An expanded noun phrase can also add detail by saying **where** a noun is. **For example: a tree next to the house, some sweets on the floor, the castle by the ocean.**



Key Questions:

- Identify the expanded noun phrases(s).
- Is all the information in this expanded noun phrase needed?
- Which information could we remove from this noun phrase? Does it still make sense without it?
- Do all the sentences in this paragraph included expanded noun phrases? Why not?

Key Vocabulary:

- expanded noun phrase
- adjectives
- describes
- noun
- detail
- convey
- concisely
- cohesion



Knowledge Building Blocks:

Previous Learning:

- Children should know that commas have many different jobs including separating items in a list, demarcating fronted adverbials, clarifying meaning or to avoid ambiguity.
- Children should know that commas can be used to punctuate clauses which add extra information.

Year 6:

- Use commas to clarify meaning and avoid ambiguity within writing.

A comma is a punctuation mark that is used to separate words in a list. It can also be used to mark the end of a fronted adverbial. Commas can be used to indicate a word, phrase or clause which gives further information within the sentence. Commas need to be used carefully within sentences to avoid ambiguity.

Commas have a variety of uses, some of which are outlined below:

Commas can be used to separate items in **lists**.

For example: **I always carry my purse, keys and diary in my bag.**

Commas can also be used after a **fronted adverbial**.

For example: **After a while, I fell asleep.**

Commas can also be used to mark **clauses, phrases or parenthesis**.

For example: **Joe, who is my best friend, lives next door.**

Commas help to clarify the meaning of a sentence.

A. Let's eat Grandma.

In this sentence, it is suggested that the girl is about to eat her grandma!

B. Let's eat, Grandma.

When the comma is added, the meaning changes. The sentence is now the girl telling her grandma to eat.

Key Vocabulary:

- comma
- punctuation
- separate
- fronted adverbial
- phrase
- clause
- ambiguity
- clarifying

Key Questions:

- What are the commas used for in this sentence?
- Can you remove the commas from the sentence?
- How does the commas(s) in this sentence change the meaning of the information?

Knowledge Building Blocks:

Previous learning:

- Regular simple present verbs use the infinitive verb form; regular present progressive verbs use the present participle form; and the regular present perfect verbs use the past participle form.
- Children should be able to identify which tense from a sentence is written in based on the structure of the sentence.

Year 6:

- Simple present.
- Present progressive

The simple present tense is the form a verb takes to show an action is happening right now, or a constant or regularly repeated action.

The present progressive tense is the form a verb takes to show an ongoing action that is currently happening and will continue for some time.

The present perfect tense describes an action that happened in an unspecified time in the past and may be continuing into the present.

Simple present tense shows an action happening right now, or a constant or regularly repeated action. It is formed using the infinitive verb form.

For example:

I **cycle** to my friend's house.



Present progressive tense shows an ongoing action that is currently happening and will continue for some amount of time. It is formed using the present participle and the correct form of the verb 'be'.

For example:

I **am cycling** to my friend's house.

We can also use the **present perfect tense**.

The **present perfect tense** describes an action that started in the past but continues now.

It is formed by using the verb 'have' or 'has' followed by the past participle. Regular past participles end in the suffix '-ed'.

For example:

He **has lived** in London since he was three.

Key Questions:

- Which verbs can you conjugate by adding -ed or -ing?
- Is this verb in the infinitive, present participle or past participle form?
- Which tense and form is used in this sentence? How can you tell?

Key Vocabulary:

simple present tense
verb
action
present progressive
tense
present perfect tense
past
infinitive
regular



Knowledge Building Blocks:

Previous Learning:

- Children should know from previous learning that: regular simple past verbs use the infinitive verb followed by the suffix -ed; regular past progressive verbs use the present participle form; and regular past perfect verbs use the past participle form.
- Children should be able to identify which tense form a sentence is written in based on the structure of the sentence.

Year 6:

- Simple past.
- Past progressive.
- Past perfect.

A past participle can be combined with the verb 'to have' to form the perfect tense of a verb, usually by adding the suffix '-ed'.

The simple past tense is the form a verb takes to show an action that began and ended in the past.

The past progressive tense is the form a verb takes to show an action that was happening at a particular time in the past but is no longer happening.

The past perfect tense describes an action that was completed in the past. We use 'had' followed by the past participle.

The past tense can take different forms.

The **simple past tense** shows an action that began and ended in the past. It is formed for regular verbs by adding the suffix '-ed' to the infinitive form of the verb.

For example:

The boy **sneaked** out of the door.

We can also use the **past perfect tense**.

The past perfect tense is often used to describe an action that happened in the past before something else happened.

To form this tense, we use 'had' followed by the past participle.

For example:

The reporters **had interviewed** the girl about her experience before she reached the school gates.

We can also use the **past progressive tense**.

This shows an action that was happening at a particular time in the past but is no longer happening. It is formed using the present participle of the verb with the correct past tense form of the verb 'to be'.

For example:

The boy **was sneaking** out of the house while his parents slept upstairs.

The lights **were flickering** in the darkness.

Key Questions:

- Which tense and form is used in this sentence? How can you tell?
- How can you change this sentence from the simple past form to the present perfect form?
- Which other words do you need to include when writing in the past progressive/past perfect form?

Key

Vocabulary:

simple past
tense
infinitive
verb form
suffix
participle
tense
past progressive
past perfect



Knowledge Building Blocks:

Previous Learning:

- Children will know from previous years that words can have a similar meaning.
- They may already know the term synonym.

Year 6:

- Synonyms are groups of words that have a similar meaning, such as small, little and tiny. These words are often interchangeable within sentences and used to avoid repetition.
- Children should be aware that while synonyms are interchangeable, they should think about the strength of the synonym and how it affects the mood within the sentence.


Synonyms are words that have the same meaning. For example: unhappy is a synonym of sad. We can use synonyms to improve our writing by making the vocabulary more varied. Some synonyms can be more powerful than others.


A thesaurus is a book used to find word that have the same meaning.

Some synonyms can be more powerful than others.

For example there are different synonyms for 'angry'.

_____→

Frustrated Annoyed Cross Furious Enraged Livid 



Key Questions:

- Use a thesaurus to find synonyms of the following words.
- Which two words have the same meaning in the following sentence?
- Which synonym would work better in the sentence?

Find the synonym of 'ran' in the sentence below.

The rain sprinted down the windows. 

Does it make sense for that synonym to be used?

Explain your answer.

Key Vocabulary:

Synonym
interchangeable
repetition
varied
thesaurus



Knowledge Building Blocks:

Previous Learning:

- Children will know from previous years that words can have opposite or opposing meanings. They may already know the term antonym.

Year 6:

- Antonyms are pairs of words that have the opposite meaning, such as small/big and quiet/loud.
- These words are not interchangeable within sentences.
- Children should be able to identify and suggest antonyms of given words and explain how it affects the meaning within a sentence.

Antonyms are words that have the opposite meaning. For example cold is an antonym of warm. We use antonyms to change the meaning of a sentence. As antonyms have different meanings, they cannot be changed in the same way as synonyms.

happy → sad

We can use antonyms to change the meaning of a sentence.

I dislike the hot weather.
↓
I like the hot weather.

For example:

- A. The bus ride to work was long.
- B. The bus ride to work was short.



Key Vocabulary:

- opposite
- opposing
- antonym
- not
- interchangeable
- thesaurus

Key Questions:

- Use a thesaurus to find antonyms of the following words.
- Which two words have the opposite meaning in the following sentence?
- Which antonym would change the meaning of the sentence?



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

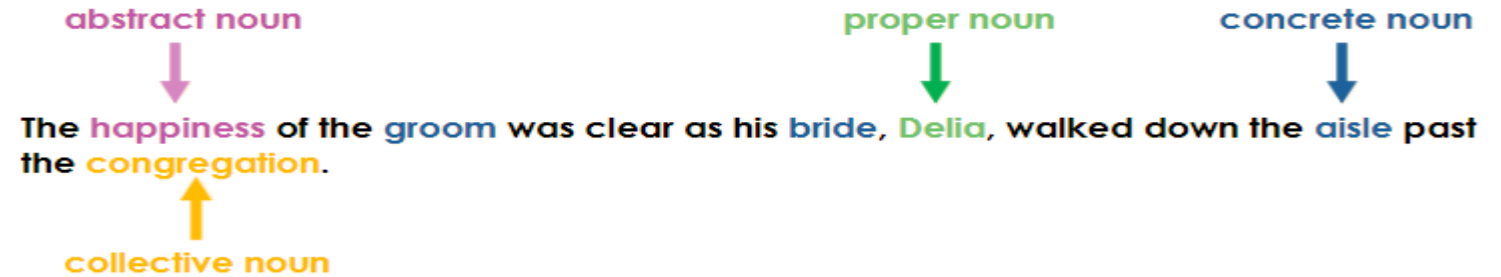
Names of a particular person, place or thing.
They always begin with a capital letter

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



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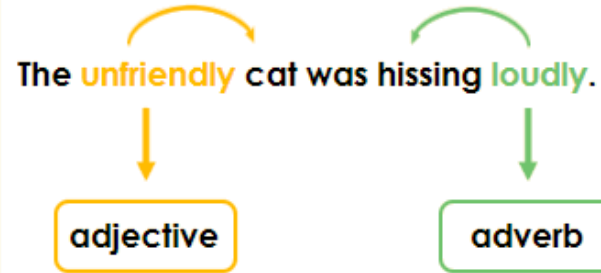
Previous Learning:

- 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.



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.

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



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**.

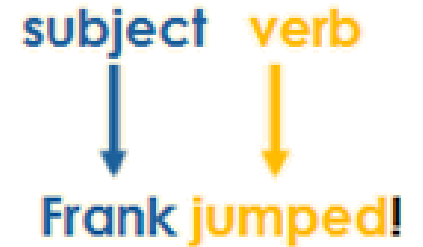
For example:

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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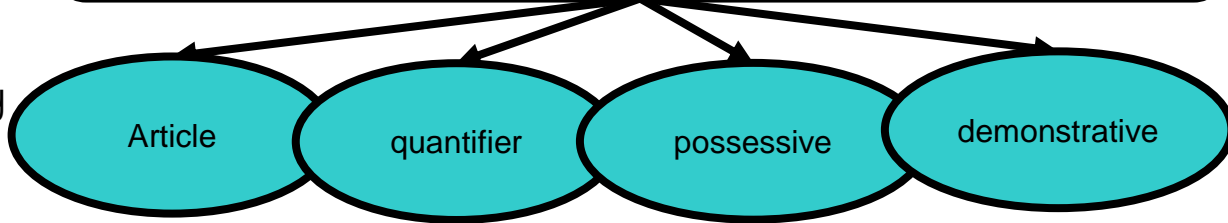
Previous Learning:

- 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:

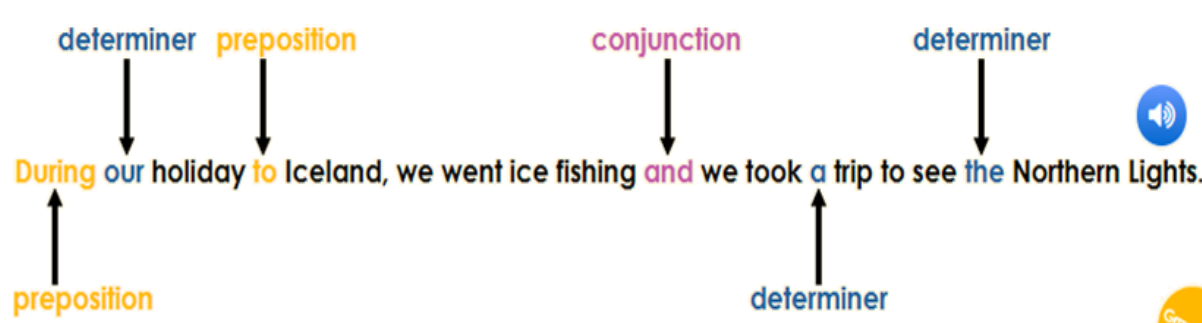
- Define and identify different types of conjunctions: co-ordinating and subordinating.
- Define and identify prepositions.
- Define and identify different types of determiners.

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?



Knowledge Building Blocks:

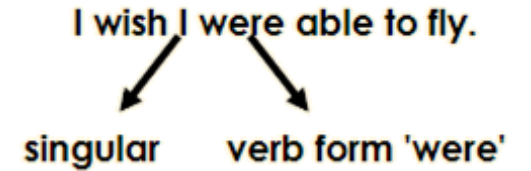
Previous Learning:

- 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



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:

They were **determined to succeed on this occasion.**

not contracted

sophisticated vocabulary

Informal:

They're gonna thrash them.

contracted colloquial language

Key Vocabulary:

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



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?



Knowledge Building Blocks:

Previous Learning:

- Children should be familiar with main and subordinate clauses, and be able to identify them within sentences.
- Children should know that a main clause contains a subject and a verb, and makes sense on its own.
- A subordinate clause also contains a subject and a verb, but does not make sense on its own. A subordinate clause is therefore dependent upon a main clause for it to make sense.

Year 6:

- Identify main and subordinate clauses within sentences using knowledge of clause structure.

A **main clause** contains a **subject** and a **verb** and makes sense on its own.
 A **subordinate clause** also contains a **subject** and a **verb**, but does not make sense on its own. If a subordinate clause is at the beginning of the sentence, then it is separated from the main clause using a **comma**. Sometimes, the subordinate clause is **embedded** within the main clause. A pair of commas are used to mark the subordinate clause. Sentences may have more than two clauses. However, each clause will still contain a **subject** and a **verb**.

For example:

The **dog** ran away.

The dog ran away **because it heard fireworks.**
 └──────────────────────────────────┘
 subordinate clause

Because it heard fireworks, the dog ran away.

↑
comma

The school, **which was named after a king,** opened one hundred years ago.

↑
comma

↑
comma

Key Questions:

- Underline the subordinate clause.
- Which is the main clause? How do you know?

Key Vocabulary:

- main clause
- subordinate clause
- subject
- verb
- embedded
- comma



Knowledge Building Blocks:

Previous Learning:

- Some children may be familiar with semi colons from books they have read but not know how to use them accurately.

Year 6

- Semi colons are used to mark the boundary between main clauses which are closely related to one another.
- The clause which follows the semi colon does not require a capital letter.

Key Questions:

- Where should the semi colon be in this sentence? How do you know?

Semicolons can be used to mark the **boundary** between **independent clauses** which are closely related to one another. Each clause makes sense on its own.

Semicolons are also used with certain **adverbs** when they are used as **conjunctions** to connect independent clauses. They are called **conjunctive adverbs**.



semicolon

The factory had to be destroyed; lots of jobs would be lost.

The second clause does not need a capital letter.

Key Vocabulary:

- semicolons
- boundary
- clauses
- adverbs
- conjunctions

semicolon

She went back to the garage; however, her car was not ready.

comma after the adverb



Knowledge Building Blocks:

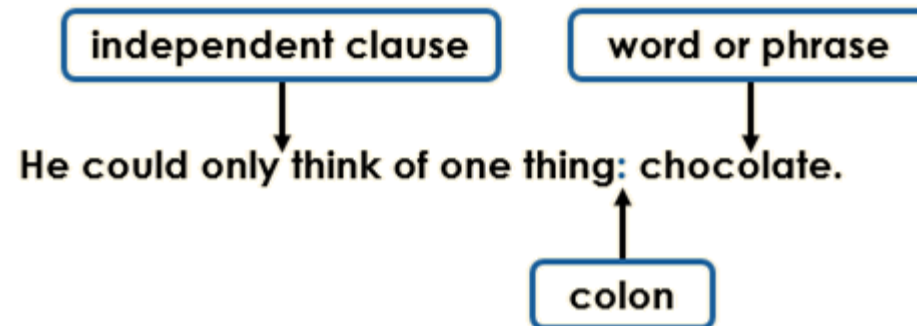
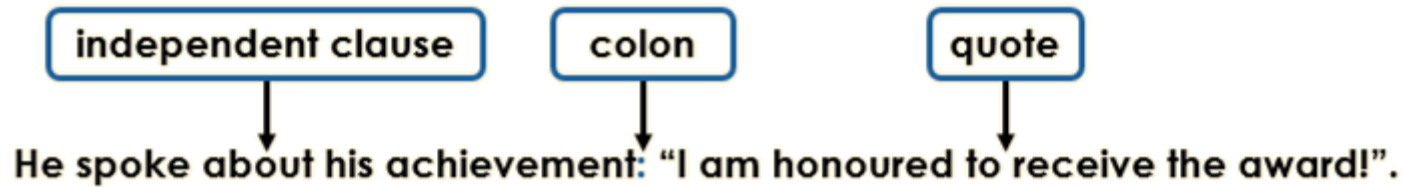
Previous Learning:

- Once children are able to use semi colons accurately, they can move on to use colons.

Year 6

- A colon is used to connect main clause with a clause, phrase or word. Colons can be used to provide an explanation, add emphasis, introduce a quote or indicate a title.
- A colon can be used after a main clause to show that what comes next is an explanation of it. Both clauses must be independent.
- To emphasise a point, a colon can be used to cause the reader to pause.
- A colon can also be used to introduce a quote where the exact words are repeated.

A **colon** (:) is used to connect a main clause with a clause, phrase or word. It can also be used to introduce a list, a quote or to introduce a word or phrase that adds emphasis.



Key Vocabulary:

- semicolons
- colon
- clause
- phrase
- explanation
- quote
- main clause
- list
- emphasis

Key Questions:

- Is this colon used correctly?
- Add a colon to this sentence to mark the boundary between independent clauses.



Knowledge Building Blocks: Year 6

- Use dashes to mark the boundary between independent clauses, indicate interruptions, add extra information, show stammering in direct speech and for ranges.
- In informal writing, dashes can be used instead of a colon to mark the boundary between independent clauses.

Key Questions:

- Add a pair of dashes to show extra information in this sentence.
- Is this dash in the correct place in this sentence?

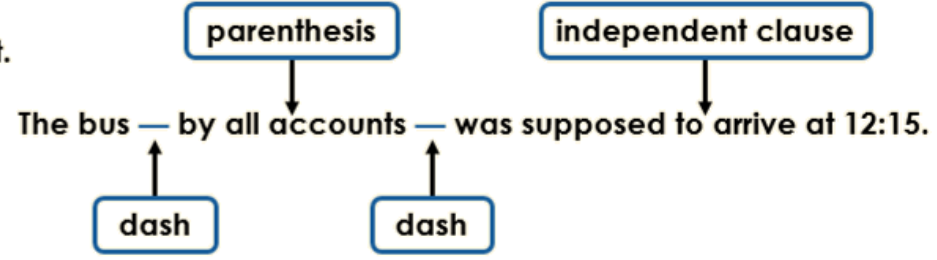
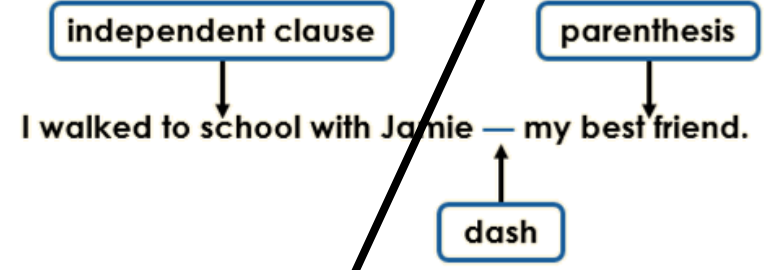
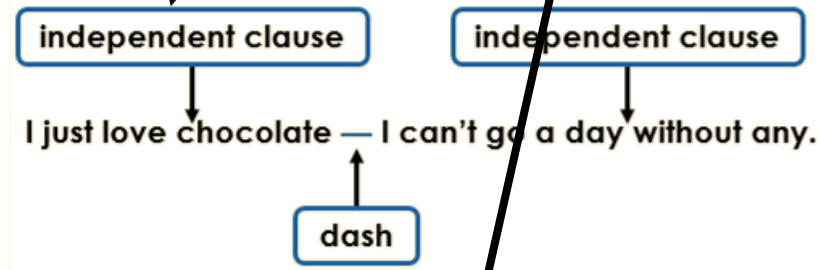
Key Vocabulary:

- | | |
|---------------|---------------|
| dashes | direct speech |
| boundary | ranges |
| clauses | informal |
| interruptions | colon |
| | pair |

• A **dash** (-) can be used to mark the boundary between **independent clauses**.

- It can be used to add extra information or interruptions.
- A **pair of dashes** can be used to add extra information or interruptions.

A dash can be used to show a range.



Knowledge Building Blocks:

Year 6:

- Hyphens can be used to join or separate words or parts of words, or to avoid ambiguity.
- Hyphen are sometimes necessary in words with prefixes in order to avoid confusion with words spelt in a similar way.
- Identify hyphens and recognise the different meanings that can be conveyed in words and sentences with or without a hyphen.
- Begin to use hyphens within their own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence.
- Hyphens can be used like commas to change the meanings of sentences.

Hyphens can be used to separate **prefixes** and root words in order to avoid confusion. Phrases may have different meanings with or without a hyphen.

Sometimes, more than one hyphen is needed to join the parts of the **adjectives**. One or more of the adjectives would not make sense on their own.

Sometimes, changing a **commas** to a hyphen can change the meaning of a sentence.

Key Questions:

- What are the different meanings in this sentence when the hyphen is used or not used?
- Does the meaning of the word change when you remove the hyphen? Explain how.
- Choose two words from the word bank which could be hyphenated to convey a different meaning.
- Choose where to position a hyphen in the sentence to change the meaning.

man eating shark

a man is eating a shark

man-eating shark

a shark that eats people

The **nine-year-old** boy loved dinosaurs.

I ate **red, hot** chillies.

I ate **red-hot** chillies.

Key Vocabulary:

- hyphens
- ambiguity
- prefix
- omitting
- root words
- phrases
- adjectives
- commas



Knowledge Building Blocks:

Previous Learning:

- In Year 5, children learned about pronouns to avoid repetition, relative clauses, adverbials, parenthesis for clarity and concise noun phrases to build cohesion.

Year 6:

- Recap devices to build cohesion, pronouns, relative clauses, adverbials, parenthesis, conjunctions and ellipsis.

Key Questions:

- What has a conjunction been added to this sentence? What extra information do we get?
- Underline the cohesive devices in this paragraph.
- Underline the adverbials in this paragraph.

Cohesive devices are tools used to help link ideas, sentences or paragraphs together. For example, pronouns, relative clauses, adverbials, parenthesis, conjunctions and ellipsis.

Pronouns

Pronouns are used to replace a noun to avoid repetition.

Relative Clause

Add extra information using a relative pronoun.

Adverbial

Build cohesion by linking ideas across sentences and paragraphs.

Parenthesis

Used for clarity makes a sentence clearer.

Conjunctions

Build cohesion by linking ideas.

ellipsis

To show where words have been omitted.

Key Vocabulary:

pronouns
repetition
relative clauses
adverbials
parenthesis
clarity
concise

noun phrases
cohesion
ellipsis
conjunctions



Knowledge Building Blocks:

Previous Learning:

- Children should be familiar with the use of paragraphs to organise ideas from their previous learning in KS2.

Year 6:

- How can paragraphs be used in fiction and non-fiction writing.
- A new paragraph should be used when there is a change in time, location, character or theme.
- In non fiction writing, ideas are organised into paragraphs and may be structured using headings, sub-headings, bullet points and tables.

In fiction writing, a new **paragraph** is started when there is change in time, location, character or theme. To do this we might use different cohesive devices.

For example: When the time , location or character or theme in the piece of fiction changes, we can use a suitable sentence opener to link the paragraphs together.

Once upon a time, there lived a young princess who was trapped in a tower. A dragon, with green and red scales and the sharpest claws you have ever seen, guarded the princess fiercely. She had been locked away by her evil step-sister, who was jealous of her beauty.

Many years later, a fearsome knight passed by on horse back. He heard the a sweet melody coming from the open window of the tallest tower. Never had he heard something so beautiful.

'Many years later' links the second paragraph to the first.

Key Questions:

- Why is there a new paragraph here?
- Where should the paragraphs be in this piece of writing? How do you know?
- What could be added to this article to make it easier to read?
- Add sub-headings to this piece of writing.

Key Vocabulary:

- paragraphs
- fiction
- non-fiction
- time
- location
- character
- theme
- headings
- subheadings
- bullet points
- tables
- cohesive devices



Knowledge Building Blocks:

Year 6:

- How are sentences organised within paragraph for both fiction and non-fiction writing?
- Sentences should follow a logical sequence which will be different depending on the intended outcome of the writing.
- For non-fiction writing, sentences should also follow a logical sequence. They may begin with an opening sentence which introduces a new point and links back to the previous.
- To contrast ideas, words or phrases can be used.
- To develop an idea, language can be used.
- Sequencing ideas involves the use of adverbials of time.

In fiction texts, we need to ensure that our sentences are in a **logical order**. The order they are written in will depend on the intention of the writing.

Sentences within a **paragraph** can be sequenced using different **adverbials**.

Sentences in non-fiction texts are also sequenced logically. This differs depending on the text type being used.

Use the word bank provided to complete the paragraph below.

Ice

The top and bottom of our planet are covered in ice. This ice at the Earth's poles helps to reflect some of the Sun's energy so that the planet doesn't become too hot. _____, the planet becomes warmer and more ice melts. _____, freshwater is introduced to salt water, _____ the currents and can have a detrimental impact on the weather.

Seas and Oceans

Around 71% of the Earth's surface is covered in water, so seas and oceans have an enormous impact on life; _____ we as humans are also having a huge impact on them. _____ that we produce is absorbed by the oceans, _____ them to become more acidic. This _____ has negative effects on marine life.

Extract taken from 'Year 6 Reading Skills – The Climate Crisis' by Classroom Secrets

- but
- then
- which affects
- which causes

- As melting ice travels into the ocean
- As the atmosphere stores more of this energy
- Some of the carbon dioxide

Key Questions:

- Organise these sentences into a logical order. Does it work if they are in a different order?
- Are these sentences sequenced correctly? How do you know?

Key Vocabulary:

- organised
- paragraphs
- fiction/non-fiction
- logical
- sequence
- adverbials



Knowledge Building Blocks:

Previous Learning:

- Now that children can organise sentences within paragraphs they can organise paragraphs within texts.

Year 6:

- This step covers both fiction and non-fiction writing.
- In non-fiction, paragraphs are usually sequenced, beginning with an introduction and ending with a conclusion.
- In fiction writing, paragraphs should flow and follow on from each other to build a story.

Key Questions:

- Organise these paragraphs into a logical order. Does it work if they are in a different order?
- Are these paragraphs sequenced correctly? How do you know?

In non-fiction writing, **paragraphs** usually begin with an **introduction** and end with a **conclusion**. Paragraphs in non-fiction texts should contain topic language and refer back to points already discussed in previous paragraphs using **cohesive devices**. The order of these paragraphs may not affect the flow or cohesiveness of the text. This will depend on the type of non-fiction text.

Number the paragraphs to sequence them correctly.

Once you have measured all of your ingredients, you need to whisk together the flour, eggs and milk together until there are no lumps in the batter. Use a spatula to scrape any remaining flour from the edge into the centre. If you would like thicker pancakes, leave the batter to settle for a few minutes.

Ladle a spoonful of batter into a very hot, greased frying pan. Leave the pancake to cook. After you see bubbles appearing on the top side of the pancake, it is ready to flip! You can do this using a spatula and leave to cook on the second side for about a minute.

Weigh and sieve a cup of flour into the bowl. Make sure you use self-raising flour if you would like thick, fluffy American pancakes. The bowl should be large enough to add the other wet ingredients into. You will also require one egg and a cup of semi-skimmed milk.

Key Vocabulary:

- organise
- paragraphs
- fiction/non-fiction
- sequenced
- introduction
- conclusion
- logical
- cohesive