# Year 6 —Punctuation and Grammar

## Key Vocabulary

## Active and Passive sentences

**Active** and **passive sentences** can be used in writing to vary the sentence structure and to make writing more interesting. Sentences are usually formed by using the **'active'** voice with a **subject**, **verb** and **object**.

The **active voice** is usually quite direct and clear.

The **winner** of the race **lifted** the **cup**.

verb    subject   object

A sentence written in the **Active voice** the **subject preforms the action.**

The **doctor examined** the patient.

The **patient** was **examined** by the doctor.

A sentence written in the **Passive voice** the **subject has the action done to it.**

The **passive voice** can be useful to use in writing when:

- When we do not know or do not want to say who has performed the action.

- To put the focus on the person/object that has the action happen to them, rather than the person/object who does it.

- To create a factual or authoritative tone in some writing.

Try adding the verb 'to be' (in correct tense) before the main verb. Also look to add a preposition such as 'by'

**Graffiti** was **scrawled** all over the **wall**.

At dinner, **six sausages** were **eaten** by **Albert**.

(emphasis on the number of sausages eaten not who ate them or when)

**Pupils** are not **allowed** in the **hall** after 1pm.

**Exams** have <u>to be</u> **taken** every year <u>by</u> **pupils**.

| | |
|---|---|
| **Apostrophe** | (') Can be used to show that something belongs to something 'The **girl's** hat' or in a contraction 'do not becomes **don't**' |
| **Noun** | A word that names a person, place or thing and ideas and emotions. |
| **Pronoun** | Used in place of a noun (she, he, his, her, our) |
| **Verb** | Shows and action like movement or thinking |
| **Adverb** | A word that adds a little more information about the verb or adjective. |
| **Fronted adverbial** | Group of words functioning as an adverb, at the front of the sentence before the verb. |
| **Adjective** | A word that adds more information about a noun. |
| **Preposition** | Describes where or when something is in relation to something else. |
| **Complex sentence** | Made up of a main clause that makes sense on its own and a subordinate clause. |
| **Reporting clause** | A reporting clause shows you that something was 'said' and by who. |
| **Subordinate clause** | A group of words that do not make sense on their own but add detail to the noun |
| **Relative clause** | Form of a subordinate clause that starts with a relative noun. |
| **Bullet point** | Can be used to break up information into lists. |
| **Antonym** | Words with the opposite meanings. |
| **Ellipsis** | Show where words are missing (often called dot dot dot) ……. |
| **Synonym** | Words with the same or similar meanings. |

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## Subjunctive voice

The subjunctive is a type of verb form that is used when something is wished for rather than in an actual situation. In the subjunctive we use the verb forms **I were, they be** and **so**. It is not used in writing as commonly now, instead it is often replaced with modal verbs like **might, should** and **could**.

Watch out for when **'I were'** should be used instead of was:

**I wish I were flying like a bird.**

**I wish I was flying like a bird.** ✗

## Hyphens and Dashes

A hyphen are different to dashes. They tend to be shorter. They can be used in a variety of different ways:

- They can be used to change meaning eg **re-form** means to start something again, **reform** means to change something.
- Prefixes will sometimes need a hyphen eg, **non-profit**
- **Compound words** are new words when two or more a put together, you can use a hyphen to join them eg **runner-up** or **well-known.**

### End of year expectations

- 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.
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
- Layout devices, such as headings, subheadings, columns, bullets, or table.
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Use of the colon to introduce a list and use of semi-colons within lists.
- How hyphens can be used to avoid ambiguity.

## Colons and Semi colons.

**A semi colon** is used to **separate two main clauses that are closely related.** Main clauses can make sense on their own and can be connected with a conjunction. But you can use a **semi colon** to connect them instead of a conjunction. This can add effect to writing as it makes the reader pause slightly as they read.

**It was cold and the sun was shinning.**

Or you could use a semi colon

**It was cold; the sun was shining.**
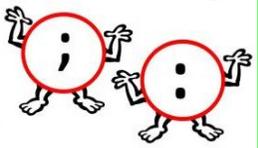
A **colon** is used to bring attention to the words after it. Colons can be used to introduce a list of items or to introduce a quotation within text:

**She went to the shop and bought: bread, butter, flour and milk**

**The teacher announced: "Tomorrow is sport's day!"**

## Cohesion across paragraphs

| Transitional phrases | | |
|---|---|---|
| **1A Time and sequence** After Next Finally | **1B Time and sequence** Meanwhile During Ultimately | **Conclusion** Consequently In the end Therefore |
| **Illustration** As an illustration Such as Including | **Change of direction** Although But Instead | **Emphasis** Notably Moreover Most important |