PUNCTUATION, VOCABULARY & GRAMMAR YEAR 6 KNOWLEDGE ORGANISER

Year 6 Overview

-By the end of Year 6, you should be able to use a formal or informal tone whenever it is appropriate, altering your vocabulary choices appropriately.

-You should be able to make precise vocabulary choices drawing from a range of synonyms and antonyms.

-To add creativity and relevance to your writing, you should be able to accurately use the passive voice and the subjunctive form.

-You should be building whole text cohesion and clarity using adverbials and presentational devices.

-Use a wide range of punctuation accurately, including semi-colons, colons, dashes and hyphens.

Vocabulary and Grammar

Word Level

Formal and Informal Tone: Unless the type of writing requires informal, speech-like language, you should now be attempting to use formal, precise vocabulary in your writing.

e.g. rather than 'find out' – 'discover', rather than 'ask for' – 'request', rather than 'go in' – enter, rather than 'try to' – 'attempt', and rather than 'right' – correct.

Synonyms: Synonyms are words with a similar meaning. Antonyms are words with an opposite meaning.

e.g. Synonyms of 'large' – substantial, huge, colossal, giant, great, enormous, immense, mighty, vast.

Antonyms of 'large' – small, thin, meagre, scanty, miniscule, tiny, little, compact, teeny, small-scale.

Sentence Level

- Passive Voice: The passive form is when the subject of the sentence is acted upon by the verb.

e.g. 'The ball was thrown by the pitcher. The fruit was eaten by the toddler. The fence was jumped by the horse.'

The Subjunctive Form: The subjunctive is a verb form that shows that that could or should happen. It can be used to express wishes, hopes, commands, demands and suggestions.

e.g. 'If I were you' and 'I suggest you take a coat with you.'

Note the use of 'were', rather than 'was.'

Text Level

Building Cohesion across Paragraphs: Ideas can be connected through the use of cohesive devices, such as adverbials e.g. 'on the other hand', 'consequently', 'furthermore', 'in contrast', or 'as a result.'

Layout Devices: You should now be thinking about how you present your writing on the page. Headings, sub-headings and bullet points can help to separate or compartmentalise ideas, whilst tables can add further information and clarity.

Punctuation

Semi-Colons

-Semi-colons separate two independent clauses (clauses that make sense on their own) that are closely related.

-e.g. 'The town was deserted; everyone was on holiday' or 'I cleaned the car; it looked sparkling clean.

Colons

-Colons can be used to introduce lists.
-e.g. 'I had three things to do that day: visit my grandma, go shopping and rest.'

-Colons are also used to separate clauses where one explains the other. E.g. a whale is not a fish: it is a warm-blooded mammal.

Dashes

-Dashes can be used for a number of different purposes within writing.

-Dashes can be used in place of a semi-colon, e.g. 'The town was deserted – everyone was on holiday.

-They can also be used to show parenthesis.

Hyphens

-Although they look similar, hyphens should not be confused with dashes.

-Hyphens join words and separate syllables. They can change the meaning of sentences.

-e.g. 'The man-eating shark' vs 'The man eating shark.' The meaning changes!

Key Terminology

| Subject | Object | Active | Passive | Synonym | Antonym | Ellipsis | Hyphen | Colon | Semi-Colon | Bullet Points |