

Year 6



Grammar Guide

A guide to the key grammar skills and terminology that your child will be learning this year with examples and practice questions to help you support them at home.

Key Things from Previous Years

Here are some of the most important things that Year 6 children need to know and remember from previous years:

Nouns: These are often known as “naming” words. They name people, animals, places or things.

Examples: Lucy cat beach table teacher

Adjectives: Describe or give more information about a noun

Examples: bright tired dangerous useless hungry

Verbs: These are often known as “action” words. They describe what a person or thing is doing or being.

Examples: climb bounce write hope is was

Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how**, **when**, **where**, **why** or **how often** something is happening.

Examples: carefully (how) immediately (when) downstairs (where) therefore (why) always (how often) secondly Perhaps

Conjunctions: Connect words and ideas within a sentence. They link two or more parts of a sentence together. We look at two types of conjunctions: co-ordinating conjunctions and subordinating conjunctions.

Co-ordinating Conjunctions are used to link words, phrases and clauses that are as important as each other (equally important).

Examples: and, but, so, yet, for, nor.

Subordinating Conjunctions are used to link subordinate clauses to main clauses. They show that the two parts of the sentence are not equal.

Examples: **when before after if because whilst since.**

Determiner: a modifying word that determines the kind of reference a noun or noun group has, for example *a, the, every*.

Year 6 Grammar Skills

Active and Passive Voice

The 'voice' of a sentence determines whether the subject (the focus of the sentence) is doing or receiving an action. It changes how the information in a sentence is presented. In a sentence using the active voice the subject of the sentence is performing the action:

The giant hailstone smashed the windscreen on our car.

This sentence is in the active voice because the subject of the sentence (**the hailstone**) is performing the action/verb (the smashing).

In a sentence using the passive voice the subject of the sentence is receiving the action:

The windscreen on our car was smashed by the giant hailstone.

This sentence is in the passive voice because the subject (**the windscreen**) is receiving the action/verb (the smashing).

Top Tip: The word '**by**' is often used in the passive voice as it reveals who or what did perform the action at the end of the sentence.

Practice Question: Change this sentence from the active voice into the passive voice.

The furious director cancelled the evening performance.

Year 6 Punctuation

Colons to introduce lists

A colon can be used to introduce a list of items. It should always follow a complete statement.

Example 1: You will need the following equipment: a mixing bowl, a wooden spoon and kitchen scales.

The opening statement is complete so a colon is correct to use before the list.

Example 2: You need a mixing bowl, a wooden spoon and kitchen scales.

The opening statement is an incomplete statement so a colon shouldn't be used before the items.

Example 3: You will need to pack some key essentials: sunglasses, sun cream, towels and goggles.

The opening statement is complete so a colon is correct to use before the items.

Semi-colons within lists

Semi-colons can make complicated lists much clearer to understand, especially if the items already contain commas.

Example: I have travelled to many places around the world: Lisbon, Portugal; Riga, Latvia; Venice, Italy and Kampala, Uganda.

A comma is already necessary to separate city names from their countries so using commas between each different place would be very confusing; therefore, a semi colon separates the different places. The opening statement is complete so a colon is again correct to use before the list of places.

Year 6 Grammar Skills

Synonyms and Antonyms

Words that have a similar meaning to each other are called synonyms.

A thesaurus is full of synonyms because it lists all the words that you could use as a replacement for the word you used.

Synonym examples:

| Word | Synonyms |
|---------|-------------------------------|
| Excited | thrilled, happy, enthusiastic |
| Jump | leap, shoot, spring |
| upset | Sad, troubled, unhappy |

An antonym is a word that has the opposite meaning to any given word. They are helpful when trying to describe differences between two contrasting things.

| Word | antonyms |
|-------------|------------------------|
| Excited | Bored, unenthusiastic |
| dangerously | Cautiously, carefully |
| upset | Happy, joyful, content |

Practice Question: Can you find a synonym and antonym for each word? Imagine you are a thesaurus.

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Terminology for children

(In addition to terminology taught in previous years)

Subject

Object

Active

Passive

Synonym

Antonym

Ellipsis

Hyphen

Colon

Semi-colon

Bullet points

Modifiers