

Grammar in Year Six

In Year Six the children will be learning:

- To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing
 - Transforming a sentence from active to passive and vice-versa
 - To note and discuss how changes from active to passive affect the word order and sense of sentence
 - To investigate further the use of active and passive verbs
 - To know how sentences can be re-ordered by changing from one to the other
 - To consider how the passive voice can conceal the agent of a sentence, e.g. *The chicks were kept in an incubator*
- To understand the term “impersonal voice” and to be able to write in this style
- To understand features of formal official language through, e.g. :
 - Collecting and analysing examples, discussing when and why they are used
 - Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary
 - Collecting typical words and expressions, e.g. *“Those wishing to ...”, “hereby ...”, “forms may be obtained ...”*
- To revise the language conventions and grammatical features of the different types of text such as:
 - Narrative (e.g. stories and novels)
 - Recounts (e.g. anecdotes, accounts of observations, experiences)
 - Instructional texts (e.g. instructions and directions)
 - Reports (e.g. factual writing, description)
 - Explanatory texts (how and why)
 - Persuasive texts (e.g. opinions and promotional literature)
 - Discursive texts (e.g. balanced arguments)
- To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines
- To investigate connecting words and phrases:
 - Collect examples from reading and thesauruses
 - Study how points are typically connected in different kinds of text
 - Classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly*); logic (*therefore, so, consequently*)
 - Identify connectives which have multiple purposes (e.g. *on, under, besides*)
- To identify, understand and form complex sentences through, e.g.:
 - Using different connecting devices
 - Reading back complex sentences for clarity of meaning, and adjusting as necessary
 - Evaluating which links work best
 - Identifying main clauses
 - Using appropriate punctuation
- To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.
- To revise work on contracting sentences:
 - Summary
 - Note-making
 - editing
- To become aware of conditionals through:
 - Using reading to investigate conditionals, e.g. using *if...then, might, could, would*, and their uses, e.g. in deduction, speculation, supposition
 - Using these forms to construct sentences which express, e.g. possibilities, hypotheses
 - Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)
- To revise formal styles of writing:
 - The impersonal voice
 - The use of passive
 - Management of complex sentences

If you are interested in seeing what the children are learning in other year groups please visit our school website where you can access the full St. Andrew’s CE Primary School GRAMMAR Scheme of Work.