

THE
GOLDEN THREAD
ALLIANCE

GPS Knowledge Organiser Year 6

Year 6: Grammar, Punctuation and Spelling Organiser

Prior Learning: Punctuation

I can use capital letters, full stops, question marks and exclamation marks.

I can use commas in lists, to mark clauses and to avoid ambiguity.

I can use inverted commas to punctuate direct speech.

Ahmet approached Brendan the bully, "Leave me alone!" he cried.

"Make me," snarled Brendan, "I dare you."

I can use an apostrophe for contraction and possession.

That is Jack's coat.
That is the boys' toilet.

Prior Learning: Grammar

I can use relative clauses beginning with who, which and that to add detail and description.

Jack, who didn't want to eat his dinner, cried until he went to bed.

The shop, that was across the road, sold Hubba Bubba.

I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

Time - After the clock struck midnight...

Place - In the middle of the deep, dark hole...

Number - Firstly, secondly, after...

I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).



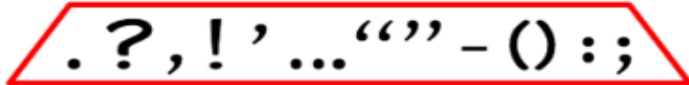
Prior Learning: Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs.
Adverbial	A group of words that can function as an adverb.
Antonym	A word that has the exact opposite meaning to another word.
Bullet Points	Organisational device used to list short phrases or items.
Ellipsis	Punctuation (...) that shows where words are left or to create a cliff-hanger.
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Synonym	A word that means the same thing as another word.
Verb	A verb is the is a word which shows an action.

Year 6: Grammar, Punctuation and Spelling Organiser

New Learning: Punctuation

To be able to use the full range of punctuation matched to requirements of the text type.



I can use a colon to introduce a list and semi-colons within a list.

You will need to bring the following: pyjamas for an overnight stay; slippers for the morning; and a swimming kit for the water activities.

I can use semi-colons, colons and dashes:

Semi-Colon – links closely related clauses instead of using a conjunction.

I enjoyed my run in the park this morning; I felt exhausted afterwards.

The cat sleeps in the basket; the dog sleeps on the bed.

Colon – links clauses where the second clause explains more about the first.

Mr Ali was late for work: his alarm didn't go off.

Unaccompanied refugees are left to suffer: they are orphans due to the conflict.

Dash (normally used informally) – indicates parenthesis within a sentence.

Mrs Ambris enjoyed her netball match – she played in defence.

New Learning: Punctuation

I can use hyphens to avoid ambiguity.

A **re-formed** music group
His **long-standing** friend
Please **re-cover** the book

I can use correct punctuation of bullet points.

New Learning: Grammar

I can use the subjunctive voice.

The subjunctive is specific verb form used to express when something is wished rather than an actual situation. It is often used to express a desirable situation.

If I were you, I wouldn't climb that tree.

Auxiliary verb 'were' is used in the subjunctive; it is often confused with 'was'.

I can use expanded noun phrases to convey complicated information concisely (e.g. *The fact that it was raining meant the end of sports day*).

I can use a sentence structure and layout matched to the requirements of the text type.

Spelling

Look at National Curriculum Year 5/6 Spelling List.

New Learning: Grammar

I can use passive voice where appropriate.

A sentence where the subject receives an action by someone/something.

Passive - The house was cleaned by Miss Abraham.
Active – Miss Abraham cleaned the house.

I can use a wide range of device to build cohesion within and across paragraphs.

Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. They couldn't wait).

Conjunctions to link ideas and adverbs and adverbials to convey time, place or reason. Eventually, they agreed to share the apple because they wanted to stay friends.

I can use paragraphs to signal change in time, scene, action, mood or person.

TiP ToP
Time Person Topic Place