



[Type here]



Tacolneston and Morley Federation

English Knowledge Organiser Year 5 and 6

Grammar Terminology – Year 5

modal verb, relative pronoun, relative clause

Grammar Terminology – Year 6

subject, object active, passive synonym, antonym

This builds on previous work on sentence structure in Years 3 and 4 - consolidating and extending children's understanding of basic sentence structure.

Children should move from using simple sentences to complex and compound sentences, developing an understanding of where their use is most effective in their own writing.

Teaching of Grammar

In Years 5 and 6, children develop their use of conjunctions and compound sentences. They choose sentence type for effect and confidently use a range of sentence types in their writing.

Extending the range of sentences in upper Key Stage 2		
Simple Sentence	Complex sentence	Compound sentence
Informal and Formal speech.		
I want you to come. (informal)	I want some tea and biscuits. (informal)	If I was rich, I'd buy a yacht. (informal)
I request the pleasure of your company. (formal)	I desire tea and biscuits. (formal) (understanding that the second clause can be contracted)	If I were rich, I would purchase a yacht. (formal)
Using passive verbs		
The ball smashed the window.	The police discovered the stolen jewels and the dagger.	Although the boy saw the burglar, he said nothing.
The window was smashed by the ball.	The stolen jewels and the dagger were discovered by the police.	Although the burglar had been seen by the boy, the boy had said nothing.
Using the perfect form of verbs to mark relationships of time and cause.		
The man has been watching the house. (present perfect)	The man has bought some cheese and he has bought some ham. (present perfect)	Although it is raining, he has not brought an umbrella. (present perfect)
I had seen him somewhere before. (past perfect)	He had not visited Buckingham Palace nor had he seen the queen. (past perfect)	He had forgotten to bring an umbrella even though they had predicted rain. (past perfect)
Use expanded noun phrases to convey complicated information concisely.		
The hairy, bird-eating spider crawled through the undergrowth. The man with the long tangled beard, opened the door.		
Use modal verbs or adverbs to indicate degrees of possibility.		
I can swim. I will swim. I might swim.	I will go but I won't stay long. I might go but I will leave at ten o'clock. I should go so I can see her.	If I can, I will visit him. Although he might have left, I will go. I won't go as it will be late.
Use relative clauses beginning with: who, which, when, where, whose, that or when the relative pronoun is implied.		
A relative clause is a type of subordinate clause. I saw the man who had shouted. The cat, Bobby, ate the goldfish. (implied who is called Bobby) This is the house I lived in, when I was small. John, who has grey hair, smoked.		

Punctuation

[Type here]

The use of a comma to clarify meaning and avoid ambiguity		
Now, I can talk.	Quick as a flash, I grabbed the key and unlocked the door.	Before anyone noticed, I ran outside and jumped, without making a sound, over the fence.
Using hyphens to avoid ambiguity		
I saw a man-eating shark. I saw a man, eating shark.		
Using brackets, commas or dashes for parenthesis.		
The capital city (London) is huge.	I visited The Tate -a famous art gallery- and The Globe (Shakespeare's theatre).	Because we were hungry, we bought a pizza (at Pizza Hut) and ate it.
Using a colon to introduce a list		
I bought a number of things: fish, chips, ketchup and vinegar.	I bought a number of things: fish and chips, ketchup and vinegar, and salt and pepper.	Although it was dark, I could make out: dustbins, milk bottles, a small shed and the old gate.
Using a semi-colon, colons or dashes to mark boundaries between clauses		
He ran to the door; he was breathing heavily. ; between two related main clauses. He ran to the door – puffing and panting. -between a main clause and additional information (not a main clause) He was breathing heavily: he had just been running. : between 2 main clauses where the second explains the first.		
Punctuating bullet points consistently - using upper or lower case		
You need to bring the following things with you: *Towel *Hat *Gloves and shoes		

Text

Children in Year 5 should be building cohesion within a paragraph using adverbials of time, place and number or tense choices.

By Year 6, they should develop this further using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections such as: on the other hand, in contrast, or as a consequence, and ellipses.

Children should confidently use layout devices such as: headings, sub-headings, columns, bullets or tables.

How you can help

Encourage your child to read a wide range of texts and to increase their awareness of how writers create effects such as tension, atmosphere.

Read with or to your child (or encourage them to listen to stories) so children become more confident with the effective use of punctuation.

Look for examples of the features of different text types such as: magazines, novels, newspapers, menus etc.