**Grammar Guide for Parents - Year 6**

**Cohesive Devices**

Cohesive devices link ideas across sentences and paragraphs. These include:

* Layout devices such as headings and diagrams
* Repetition of words or phrases (The girl and the lady were having a conversation. **The girl** seemed interested but **the lady** was bored.)
* Pronouns (I saw the man. **He** was old.)
* Adverbials (however, moreover, consequently)
* Ellipsis (…)
* Omission (Where are you going? To school! (‘I am going’ has been omitted)

**Active and Passive Voice**

Passive voice is used to present the information in a sentence differently, in order to put emphasis on the **object** rather than the *subject* (who is completing the action).

Active: *I* broke the **window**.

Passive: The **window** was broken (by *me*).

It is possible for the subject (the person breaking the window) to be omitted.

**Punctuation**

In Year 6, we need to learn about the function of different punctuation marks:

* Colon to introduce lists and semi-colons to separate detailed items within the list:

*John went to the shops and bought: 3 bananas to make a banoffee pie; 6 eggs for breakfast; fresh bread to put in the freezer and a bottle of semi-skimmed milk.*

* Colons, semi-colons and dashes to separate two independent clauses (clauses which make sense on their own):

*Somebody trod on the cat’s tail: it was really angry.*

*Somebody trod on the cat’s tail; it was an accident.*

NB. Colons and semi-colons must be used differently, but a dash can replace both.

* Hyphens to avoid ambiguity:

*The man eating shark (the man who is eating shark)*

*The man-eating shark (the shark that eats man)*

*I hope she recovers from the operation*

*I hope she remembered to re-cover the chicken with foil.*

**Synonyms and Antonyms**

Synonyms are words with the same or similar meanings *(big, huge, enormous).*

Antonyms are words with opposite meanings *(big – small, tiny, minuscule).*

The children will also need to consider the different meanings of words before choosing synonyms and antonyms *(big = large, important or spectacular in different contexts: big room; big meeting; big show)*

**Formal and Informal Writing**

In Year 6, we need to write appropriately for the audience, using formal and/or informal language.

This can be at word level:

**Find out** (informal) vs **discover** (formal),

Or sentence level:

You’re going to the park, **aren’t you**? (informal question tag)

If I **were** wealthy, I would buy a BMW. (formal subjunctive mood)