

AGE RELATED EXPECTATIONS IN ENGLISH - YEAR 6

★ **INSPIRE** our children to succeed

★ **CREATE** excitement for learning

★ **ACHIEVE EXCELLENCE**

Vocabulary, Grammar and Punctuation

Word

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out* – *discover*; *ask for* – *request*; *go in* – *enter*]

How words are related by meaning as synonyms and antonyms [for example, *big*, *large*, *little*].

Sentence

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech]

Text

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points