

| Vocabulary    |                                                                                                |
|---------------|------------------------------------------------------------------------------------------------|
| Adjective     | A word that adds more information about a noun.                                                |
| Adverb        | A word that adds more information about verbs, adjectives or other adverbs                     |
| Command       | Tell you to do something. Often urgent and short. Get in the car.                              |
| Exclamation   | Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car! |
| Paragraph     | Connected sentence about one idea or theme.                                                    |
| Past tense    | Verb form used describe things that happened in the past.                                      |
| Present tense | Verb form used to describe things happening right now.                                         |
| Question      | Sentences that ask something or show doubts. Is that your car? Usually end with question mark. |
| Speech marks  | Punctuation used to show what has been spoken or said.                                         |
| Statement     | Sentence that claims something as truth. My car is blue. Ends with full stop.                  |

|                                                                                    |                                                                                                                   |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|    | <b>Vocabulary</b><br>Looking at the choice of words that an author uses in a text.                                |
|    | <b>Infer</b><br>What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning. |
|    | <b>Predict</b><br>What might happen next based on what has happened in the text?                                  |
|  | <b>Explain</b><br>Explain an aspect of the text. This may include why the author includes it.                     |
|  | <b>Retrieve</b><br>Retrieve information from the text to answer questions.                                        |
|  | <b>Summarise</b><br>Sum up key points in the text or sequence events as a summary.                                |

| Punctuation Reminders: |                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>A</b>               | Capital letters for sentences, initials and proper nouns.                                                    |
| .                      | Full stops.                                                                                                  |
| !                      | Exclamation marks for exclamations or surprise.                                                              |
| ?                      | Question marks.                                                                                              |
| '                      | Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't. |
| ,                      | Commas in lists, and to mark parenthesis, fronted adverbials and clauses.                                    |
| “ ”                    | Inverted commas for speech. (Don't forget the commas too!)                                                   |
| -                      | Hyphen to connect words together.                                                                            |
| -                      | Dashes to show longer pauses or parenthesis.                                                                 |
| ( )                    | Brackets for parenthesis.                                                                                    |

## Year 6 English

Use hyphens to avoid ambiguity



A man eating shark



A man-eating shark

### Expanding sentences

Thor called down the power of lightning.

#### Adverbial opener

Raising his hammer to the sky, Thor called down the power of lightning.

#### Subordinate clause

Raising his hammer to the sky, Thor called down the power of lightning so he could defeat his foes.

#### Vary the position of the subordinate clause

Raising his hammer to the sky, Thor, so he could defeat his foes, called down the power of lightning.

Antonyms: word with opposite meanings

Hero

Villain



Synonym: Words with similar meanings  
 Heroic: brave, bold, intrepid, courageous  
 Villainous: evil, wicked, reprehensible, foul



### Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as  
 before after until  
 unless since when

### Important Links!

Link your sentences and paragraphs using time, place, frequency, contrast/cause and manner adverbials, e.g. Later that day, Deep inside the forest, Occasionally, On the other hand, Consequently, Waiting anxiously.

### Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

### Remember:

.... by zombies.



= passive voice

### Parenthesis

Use brackets, commas or dashes to punctuate extra information and asides:

The Millennium Falcon (Han Solo's ship) was capable of vast speeds.

Captain America, who was carrying his shield, helped to defeat Thanos.

The dragon—one of the only three in the world—carried the queen on his back.

### High-level Punctuation

Use semi-colons, colons and dashes to mark independent clauses:

He thought he would get away with it; however, he had forgotten about Wonder Woman.

She needed to know the plot: she used the lasso of truth.

They all knew his secret: he was actually Batman.

It felt like forever—the longest two hours of all time.

### Coordinating Conjunctions

|     |     |     |     |    |     |    |
|-----|-----|-----|-----|----|-----|----|
| for | and | nor | but | or | yet | so |
| F   | A   | N   | B   | O  | Y   | S  |

### Subordinating Conjunctions

|    |       |    |      |          |       |       |        |       |         |
|----|-------|----|------|----------|-------|-------|--------|-------|---------|
| if | since | as | when | although | while | after | before | until | because |
| I  | S     | A  | W    | A        | W     | A     | B      | U     | B       |

### Using commas for clarity

Let's eat grandma!



Let's eat, grandma!

