

MARCHWOOD JUNIOR SCHOOL



Year 6  
Grammar Guide



For Children and Parents

A guide to the key grammar skills and understanding that your child will be learning this year with examples and practice questions to help you support them at home.

## The Basics

Here are some of the most important things that Year 6 children need to know and remember from previous years:

**Nouns:** These are often known as "naming" words. They name people, animals, places or things.

**Examples:** Lucy cat beach table teacher

**Adjectives:** Describe or give more information about a noun

**Examples:** bright tired dangerous useless hungry

**Verbs:** These are often known as "action" words. They describe what a person or thing is doing or being.

**Examples:** climb bounce write hope is was

**Adverbs:** Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how**, **when**, **where**, **why** or **how often** something is happening.

**Examples:** carefully (how) immediately (when) downstairs (where) therefore (why) always (how often) secondly Perhaps

### Sentence Example:

Adjective Noun Verb Adverb

The frightened rabbit jumped backwards.

**Practice Question:** Label the noun (a), adjective (b), verb (c) and adverb (d) in the following sentence:

The frustrated fisherman sat down.

## Year 6 Grammar Skills

### Active and Passive Voice

The 'voice' of a sentence determines whether the subject (the focus of the sentence) is doing or receiving an action. It changes how the information in a sentence is presented. In a sentence using the active voice the subject of the sentence is performing the action:

**The giant hailstone smashed the windscreen on our car.**

This sentence is in the active voice because the subject of the sentence (**the hailstone**) is performing the action/verb (the smashing).

In a sentence using the passive voice the subject of the sentence is receiving the action:

**The windscreen on our car was smashed by the giant hailstone.**

This sentence is in the passive voice because the subject (**the windscreen**) is receiving the action/verb (the smashing).

**Top Tip:** The word '**by**' is often used in the passive voice as it reveals who or what did perform the action at the end of the sentence.

**Practice Question:** Change this sentence from the active voice into the passive voice.

The furious director cancelled the evening performance.

## Year 6 Punctuation

### Semi-colons ;

Semi colons can be used to **join two related main clauses** (parts of a sentence that make sense by themselves) that have a strong link or relationship between them and are equally important

**Example 1:** The race was over; all the training was worth it.

Both parts of the sentence make sense by themselves so they are main clauses. They are closely related because the second main clause provides a reflection on the race mentioned in the first main clause.

**Example 2:** I stepped inside the building; I gasped in awe.

The two main clauses are linked as the second gives a reaction to what was inside the building mentioned in the first. Both clauses make sense on their own so they are main clauses.

#### Practice Question

Which of these sentences uses a semi-colon correctly?

1. He was waiting for me; as I was late again.
2. He was waiting for me; I was in a lot of trouble.
3. He was waiting for me; tapping his watch impatiently.

#### Before adverbs

A semi colon can also be used before certain adverbs such as **however**, **therefore**, **consequently** and **nevertheless** when they connect two parts of a sentence.

**Example 3:** Most pupils enjoyed the book; **however**, some children said it was too long.

**Example 4:** Regular exercise is important; **therefore**, I go running twice a week.

## Year 6 Punctuation

### Colons :

Colons can be used to connect a main clause with a clause, phrase or word that explains the main clause. The two parts of the sentence must have a strong link.

**Example 1:** The meal was awful: the sauce was cold and lumpy.

The second clause explains the first main clause.

**Example 2:** It was right there in front of me: the golden sword.

The phrase at the end explains what was mentioned in the main clause at the start of the sentence

**Example 3:** Mika knew what he had to do: win.

The single word 'win' explains the main clause. In a sentence like this the colon also helps emphasise the point as it causes the reader to pause before the key point.

#### Practice Question

Say whether the following sentences should use a colon or semi-colon to link the two parts.

1. Millie continued climbing **she was cold and exhausted.**
2. There was just one problem **Aunt Spiker.**
3. Mr Smith was calm and friendly **however, we all knew it wouldn't last long.**
4. The weather was amazing **there wasn't a cloud in sight.**

*Remember:* A colon should be used if the second part of the sentence directly explains the first part. A semi colon is used if both clauses are equally important.

## Year 6 Punctuation

### Colons to introduce lists

A colon can be used to introduce a list of items. It should always follow a complete statement.

**Example 1:** **You will need the following equipment:** a mixing bowl, a wooden spoon and kitchen scales.

The opening statement is complete so a colon is correct to use before the list.

**Example 2:** **You need** a mixing bowl, a wooden spoon and kitchen scales.

The opening statement is an incomplete statement so a colon shouldn't be used before the items.

**Example 3:** **You will need to pack some key essentials:** sunglasses, sun cream, towels and goggles.

The opening statement is complete so a colon is correct to use before the items.

### Semi-colons within lists

Semi-colons can make complicated lists much clearer to understand, especially if the items already contain commas.

**Example:** **I have travelled to many places around the world:** Lisbon, Portugal; Riga, Latvia; Venice, Italy and Kampala, Uganda.

A comma is already necessary to separate city names from their countries so using commas between each different place would be very confusing; therefore, a semi colon separates the different places. The opening statement is complete so a colon is again correct to use before the list of places.

## Year 6 Grammar Skills

### Synonyms and Antonyms

Words that have a similar meaning to each other are called synonyms. A thesaurus is full of synonyms because it lists all the words that you could use as a replacement for the word you used.

#### Synonym Examples

Word	Synonyms
excited	thrilled happy enthusiastic
jump	leap hurdle vault shoot spring
upset	sad distressed troubled unhappy

An antonym is a word that has the opposite meaning to any given word. They are helpful when trying to describe differences between two contrasting things.

#### Antonym Examples

Word	Antonyms
excited	bored calm unenthusiastic
dangerously	safely carefully cautiously
upset	happy pleased content joyful

**Practice Question:** Complete the table below by finding a synonym and antonym for each word. Imagine you are a thesaurus.

	Synonym	Antonym
1. confusing		
2. disturbingly		

