



OASIS ACADEMY TEMPLE

Year 6 Grammar

Children in Year 6 need to be able to:

Use capital letters

Names of people	Places	Days of the Week/Month	Pronoun
Miss McGeorge	Manchester	Monday	I
Mr Smith	Cheetham Hill	Tuesday	
Aisha	Smedley Road	Wednesday	I go to Oasis
Jake	Oasis Temple	Thursday	Academy Temple
Khezar	Academy	Friday	and I am in Year
		Saturday	5.
		Sunday	
		January	
		February	
		March	
		April	

Children in Year 6 need to be able to:

Know what a noun is

People	Places	Things
Mum	School	Trees
Dad	Park	Window
Sister	Mosque	Butterfly
Brother	Shop	Pen
Miss Smith	Zoo	Table
Adam	Manchester	Coat

Children in Year 6 need to be able to:

Know what a verb is

A verb describes what is happening in the sentence...

The frog **jumped** into the pond.

I **was** tired.

My sister **hugged** her teddy.

Children in Year 6 need to be able to:

Know what an adverb is

A adverb describes a verb...

The frog **jumped** **enthusiastically** into the pond.

I **was** **extremely** tired.

My sister **hugged** her teddy **tightly**.

Adverbs

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
inquisitively
irritably
joyously
loudly
madly

merrily
nervously
quickly
sadly
safely
shyly
solemnly
weakly
well
wildly

When?

afterwards
again
before
beforehand
early
lately
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

How often?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

How much?

almost
completely
entirely
little
much
rather
totally
very

More useful adverbs...

additionally
fittingly
insufficiently

appropriately
hence
suitably

consequently
however
therefore

Children in Year 6 need to be able to:
Use question (?) and exclamation (!)
marks

Ask a question: Where is the office?

Command: Come here!

Surprise/excitement: Wow!

Shouting: Don't forget your lunch!

Children in Year 6 need to be able to:

Use commas in lists

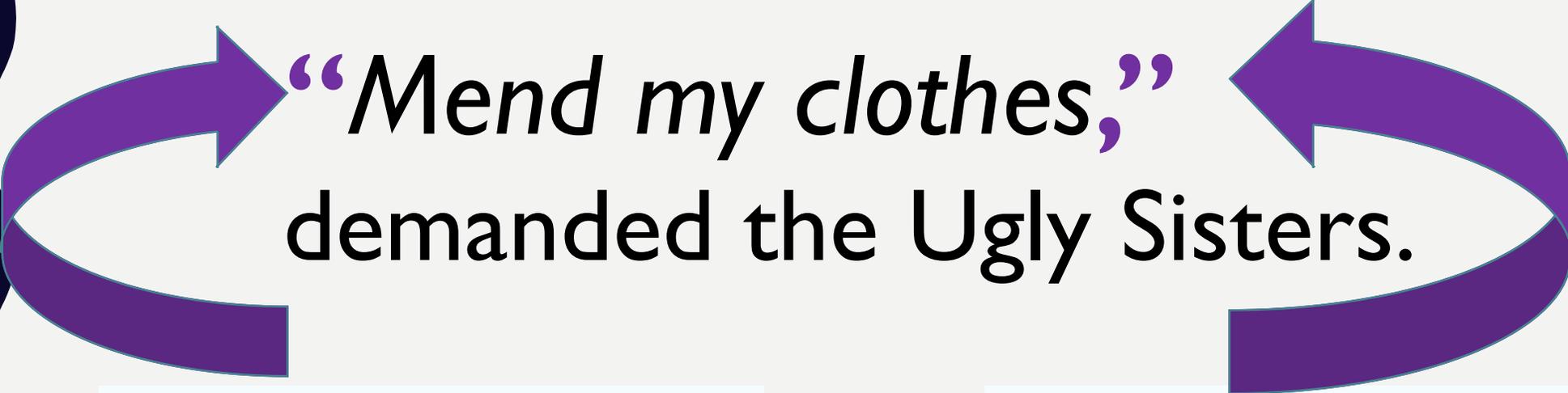
I am going to take to the
teddy bear's picnic
sandwiches, crisps, fruit and a
drink.



The **last** item in the list needs
to be separated by 'and'.

Children in Year 6 need to be able to:

Use punctuation to show direct speech



“Mend my clothes,”
demanded the Ugly Sisters.

You need to **open** your inverted commas with a “ (66) before the first word which is being spoken.

You need to **close** your inverted commas with a ” (99) after the last word **which is being spoken.**

“What’s the matter, Dina?” said Sid.

You need to end the speaking with:

- a comma
- a question mark, if it is a question.
- an exclamation mark, if it is an exclamation.

You will need to finish your sentence with a full stop after the reporting clause.

Examples of other punctuation in direct speech are:

“How exciting it is!” exclaimed Sarah.

“I don’t know what to do,” said Sayeed.

Children in Year 6 need to be able to:

Begin to use a variety of punctuation

Punctuation	Example
Colon : (to introduce a detailed list)	For my birthday I received: the book 'The 'Ickabog' by J.K.Rowling; a new TV for my bedroom and a gold necklace with my name engraved on it.
Semi-colon ; (connect two complete sentences and to show they are related)	I love dogs; they are great companions.
Dash - (break between two main clauses/informal)	The film was very informative — I learnt a great deal about sharks.
Hyphen _____ - _____	thirty-four co-operate a ten-year-old child beautiful-looking flowers

Children in Year 6 need to be able to:

Use a subordinating conjunction

Time	Place	Cause
Before	Where	Since
After	Next to	Then
When	Beyond	Because
While	Opposite to	Therefore
Finally	Nearby	Consequently
Currently	Here	
Meanwhile		

Examples:

Use a comma to
separate the 2
clauses

Before long, the two girls had got lost.

Subordinate clause

Main clause

Where the bike shed was, there stood an unusual figure.

Since the theft, Mr Khan had been worried about being alone in his house.

Children in Year 6 need to be able to:

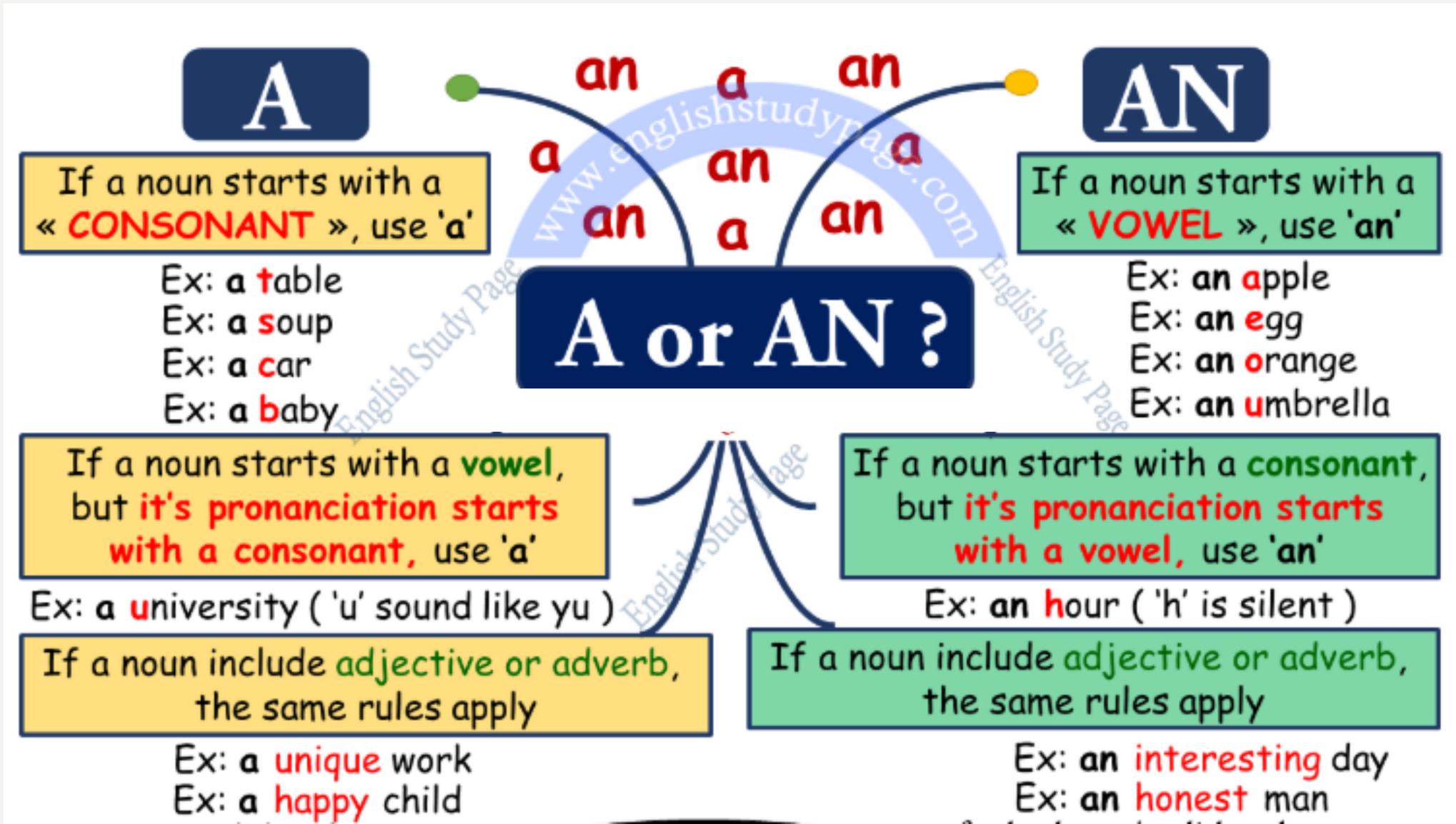
Use prepositions

- with
- at
- from
- into
- during
- including
- until
- against
- among
- throughout
- despite
- towards
- upon
- concerning
- of
- to
- in
- for
- on
- by
- about
- like
- through
- over
- before
- between
- after
- since
- without
- under
- within
- along
- following
- across
- behind
- beyond
- plus
- except
- but
- up

A preposition is a word that tells you where or when something is in relation to something else.

Children in Year 6 need to be able to:

Use 'a' and 'an' correctly



Children in Year 6 need to be able to:

Use expanded noun phrases

The giant had a **short, stubby** nose which wrinkled when he glared.

↑
adjective

↑
adjective

↑
noun

Children in Year 6 need to be able to:

Use fronted adverbials

Adverbials are words or phrases that give more information to the sentence. It can tell us more information about how, when and where something was done.

Earlier today, I taught my pet a new trick.

The adverbial word or phrase is **at the front of the sentence**. So here, 'earlier today' is a fronted adverbial.

It is separated by a **comma**.

Fronted Adverbials

are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



Children in Year 6 need to be able to:

Vary their sentence openers

Sentence openers	Examples
Pronouns Instead of repeating the name, use he/she/they/his/her/it/I	Laila loved music. <u>She</u> is in the school choir and <u>her</u> voice sounds beautiful.
Adverb	<u>Yesterday,</u> I did not feel well. <u>Unfortunately,</u> I will not be able to make my appointment.
Fronted adverbial	<u>In the night sky,</u> the stars shone bright.
Emotion word	<u>Desperate,</u> he screamed for help.
Verb	<u>Slithering,</u> the snake edged towards the mouse.
Synonyms	Malala fortunately survived her injuries. <u>This inspirational girl</u> went on to achieve...

Children in Year 6 need to be able to:

Use punctuation for parenthesis

Parenthesis is a word, phrase, or clause inserted into a sentence to add extra information. When the parenthesis is removed, the sentence still makes sense on its own.

The young boy, **who attended Oasis Academy High School**, won the reading award in 2020.

The young boy (**who attended Oasis Academy High School**) won the reading award in 2020.

The young boy - **who attended Oasis Academy High School** - won the reading award in
2020.

Children in Year 6 need to be able to:

Write a sentence with a relative clause

This clause is relative to the subject in the sentence – it gives us more information about Mohammed.

Mohammed, **who was in big trouble**, had broken mum's vase.

Mohammed had broken mum's vase.
(makes sense together)

Relative pronoun:

who (person)

Whose (possessive)

which (object)

where (place)

when (time)

Children in Year 6 need to be able to:

Use adverbs/model verbs to show a degree of possibility

Adverbs	Modal Verbs
Perhaps	Might
Surely	Should
Possibly	Must
Obviously	Could
Definitely	Can not
Undoubtedly	