

UKS2 Grammar and Punctuation

Please also look at the LKS2 list to regularly revisit and reconnect with previous grammar and punctuation.

Consolidate and revisit **regularly**:

- use of . , ! ?
- difference between clauses and phrases
- Capital letters for beginning of sentences and proper nouns

Terminology (*on displays and referred to regularly – use for daily reconnects*):

Year 5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Purpose	Text type	Grammar Year 5 and Year 6	Punctuation Year 5 and Year 6
Writing to entertain	Story	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Devices to build cohesion within a paragraph [<i>for example, then, after that, this, firstly</i>] • Speech: The difference between structures typical of <u>informal</u> speech and structures appropriate for <u>formal</u> speech and writing [<i>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</i>] 	<ul style="list-style-type: none"> • Ellipsis (cliff hanger) • Use of the semi-colon, colon and dash to mark the boundary between independent clauses
	Description	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • How words are related by meaning as synonyms and antonyms [<i>for example, big, large, little</i>]. 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Ellipsis (cliff hanger)
	Poetry	<i>Figurative language techniques – e.g. metaphor/simile/personification/hyperbole etc.</i>	<ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity • How hyphens can be used to avoid ambiguity [<i>for example, man eating shark versus man-eating shark, or recover versus re-cover</i>]
Writing to persuade	Leaflet	<ul style="list-style-type: none"> • Modal verbs • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists
	Letter (formal)	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis

		<ul style="list-style-type: none"> and writing [<i>for example, find out – discover; ask for – request; go in – enter</i>] Speech: The difference between structures typical of <u>informal</u> speech and structures appropriate for <u>formal</u> speech and writing [<i>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</i>] 	
	Letter (informal)	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [<i>for example, then, after that, this, firstly</i>] 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis
	Speech	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [<i>for example, then, after that, this, firstly</i>] Modal verbs How words are related by meaning as synonyms and antonyms [<i>for example, big, large, little</i>]. 	
Writing to inform	Non-chronological report	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [<i>for example, then, after that, this, firstly</i>] Layout devices [<i>for example, headings, sub-headings, columns, bullets, or tables, to structure text</i>] How words are related by meaning as synonyms and antonyms [<i>for example, big, large, little</i>]. 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Bullet point to list information.
	Recount	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [<i>for example, then, after that, this, firstly</i>] 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [<i>for example, man eating shark versus man-eating shark, or recover versus re-cover</i>]
	Diary	<ul style="list-style-type: none"> Modal verbs 	
	Leaflet	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time [<i>for example, later</i>], place [<i>for example, nearby</i>] and number [<i>for example, secondly</i>] or tense choices [<i>for example, he had seen her before</i>] 	
	Instructions	<ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms [<i>for example, big, large, little</i>]. 	
	Newspaper	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in 	

		<p>a sentence <i>[for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</i>.</p> <ul style="list-style-type: none"> • Speech: The difference between structures typical of <u>informal</u> speech and structures appropriate for <u>formal</u> speech and writing <i>[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]</i> 	
Writing to discuss	Speech	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph <i>[for example, then, after that, this, firstly]</i> • Modal verbs • Layout devices <i>[for example, headings, sub-headings, columns, bullets, or tables, to structure text]</i> 	<ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists
	Letter (formal)		
	Balanced argument		