

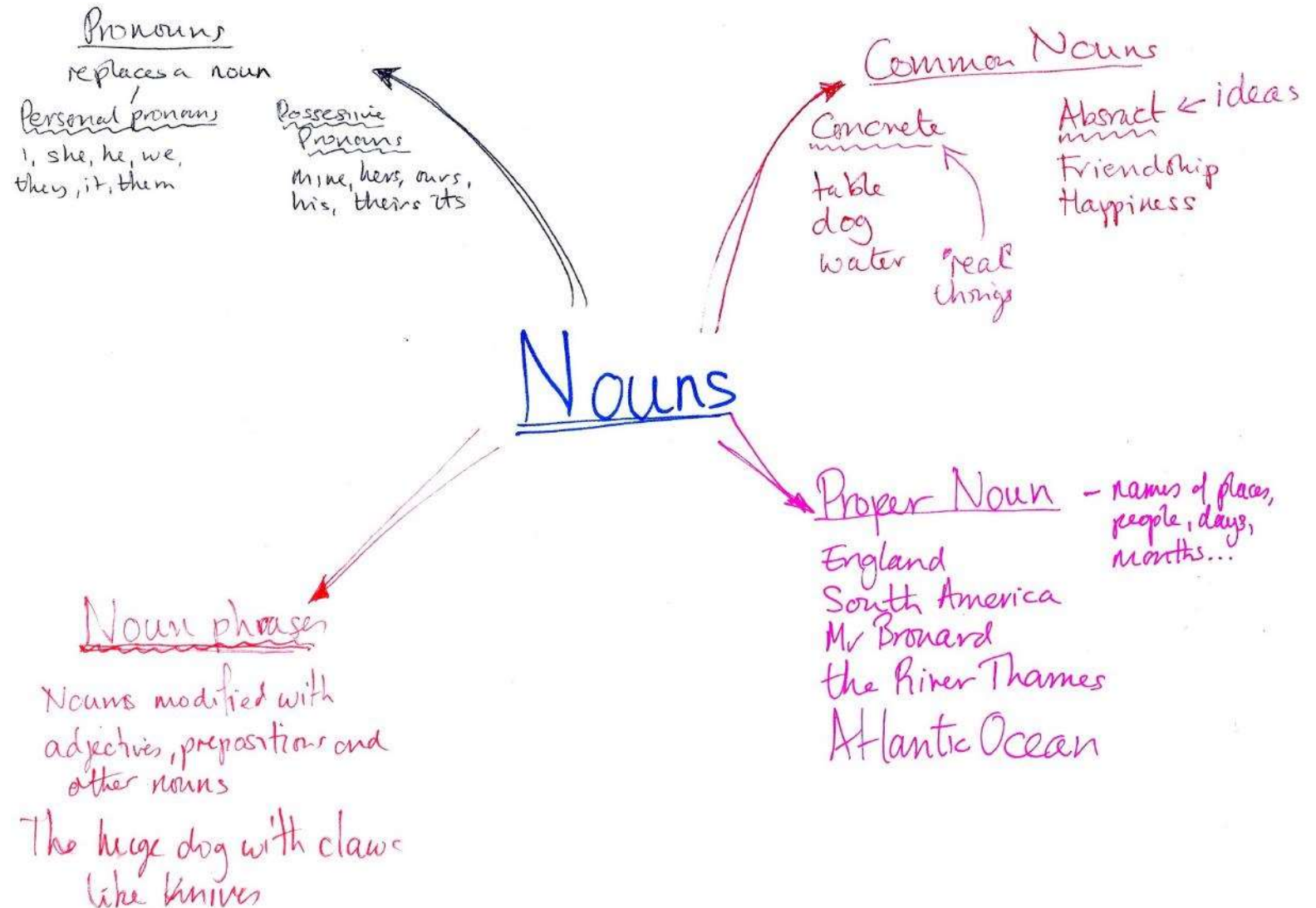
Year 6 Grammar and Punctuation Revision Easter Homework

Create **at least 3** mind maps – like the one shown here – from the grammar and punctuation information that you should know by the end of primary school!

You can use the information in the pack and there are lots of links on the class page of the school website – link here:

bit.ly/y6-revision

Your mind map can be as colourful as you like – or in a single colour if you want – but it should help you organise and remember the information!



Grammar and Punctuation you need to know and use.

Grammatical terms and word classes

What	What you need to know!	Examples
Nouns	A person, place, thing or concept Common nouns (concrete, abstract) proper nouns, collective nouns	Common Concrete nouns – table, ball, train, pen, dog, elephant Common Abstract Nouns – love, anger, friendship Proper nouns – England, Wednesday, South America, the River Thames, Mr Brouard, Manchester
Verbs	Action (dynamic) verbs “Being” (stative) verbs Modal verbs	To run, to jump, to fall, to breathe To believe, to see, to own, to like May, might, must, should, would, could, can
Adjectives	Describe nouns and pronouns 1. Descriptive Adjectives: describe the qualities of a noun or pronoun. 2. Quantitative Adjectives: indicate the quantity or amount of a noun. 3. Comparative and Superlative Adjectives: <ul style="list-style-type: none"> positive, comparative superlative. 	1. red, happy, big, small, delicious. 2. many, some, few, several, a lot, enough, twenty, thee, millions 3. happy, happier, happiest <ul style="list-style-type: none"> big bigger biggest
Conjunctions	Linking words that join clauses together They can show time, place and cause	Time: when, until, before, as soon as, whilst, during Place: next to, near, where, beyond Cause: as, as long as, because, in order to, so, so that
Pronouns	Words that can replace nouns to help you repeating the noun too much – usually Personal pronouns	Personal Pronouns: I, she, he, you, we, us, them, it
Possessive pronouns	Pronouns that show it belongs to someone	Possessive pronouns: mine, hers, his, theirs, its, our, your
Relative pronouns	<u>Relative clauses</u> give additional information about a noun. They are introduced by a relative pronoun	that, which, who, whose, where when The dog, which is very friendly, belongs to my neighbour. This is the house that I grew up in.
Adverbs	Words that tell us something about the verb in a sentence – they can show time, place and cause (e.g. then, next, soon, therefore) or degrees of possibility (e.g. perhaps, surely) We often use –ly to turn adjectives into adverbs	He ate his breakfast quickly . He quickly ate his breakfast. He got up then he ate his breakfast. Perhaps he will eat his breakfast when he gets up.
Adverbials	words or phrases that give more information about the verb to the sentence	He ate his breakfast quickly and carefully .
Fronted adverbials	when the adverbial word or phrase is moved to the front of the sentence, before the verb	Quickly and carefully , he ate his breakfast.

What	What you need to know!	Examples
Prepositions	A word that tells you where or when something is (the position in time or space!)	The house was on the hill beside a tree. They arrived home before it started raining.
Determiners	Tells you about the noun - shows which one, how many or whose it is. eg the, a, an, that, many, some, my, your...	Which one - I have the apples. I have an apple. How many - I have some apples. I have ten apples. Whose - I have my apples.
Subject and object	Subject – the noun doing the verb or being described! Object – has the verb done it	The <u>dog</u> chased the <i>ball</i> . ↑ <u>subject</u> verb <i>object</i> ↑

Types of sentences

What	What you need to know!	Examples
Statements	A sentence that gives you simple information	This is a statement.
Questions	A sentence that asks for information or an answer – they have question marks	Is this a question?
Commands	A sentence that orders you to do something – they start with imperative (bossy) verbs	Get your work done. Work harder.
Exclamations	a sentence that expresses strong emotion or surprise.- they start with “what” or “how” and end with an exclamation mark.	How fantastic, you are working!

Combining words, phrases and clauses

What	What you need to know!	Examples
Phrases	Words that tell you an idea but with no verb.	The big dog
Sentences and clauses	<p>Clauses are a group of words with a subject that is doing a verb</p> <p>A sentence is one or more clauses that tell you a complete idea. They also have a capital letter and a full stop (or? ! ... – question mark, exclamation mark or ellipses)</p>	<p>The <u>big dog</u> barked.</p> <p>↑ <u>subject</u> verb ↑</p>
Relative clauses	<p>A type of subordinate clause.</p> <p>relative clauses begin with who, which, where, when, whose, that</p>	<p>My friend, who lives in London, is visiting us next week.</p> <p>The girl who won the race is my friend</p>
Noun phrases	<p>We use expanded noun phrases to describe or give information about nouns. They are used to tell complicated information clearly. Nouns can be changed (modified) with adjectives, nouns and prepositions to make noun phrases.</p>	<p>The huge dog with claws like knives</p> <p>The <i>beautiful</i> HOUSE below the <u>mountains</u></p> <p>↑ <i>Adjective</i> MAIN NOUN preposition <u>modifying noun</u> ↑</p>
Co-ordinating conjunctions Compound sentences	<p>They join two clauses together that would also make sense on their own.</p> <p>The main ones are: and, but, or</p> <p>Two main clauses joined like this make a compound sentence.</p>	<p>I had a terrible cold. I still went to school.</p> <p>I had a terrible cold but I still went to school.</p> <p>I had a terrible cold but still went to school.</p>
Subordinating conjunctions and subordinate clauses	<p>A subordinate clause is a part of a sentence that adds additional information to the main clause. It can not be a sentence on its own!</p> <p>Subordinating conjunctions are the word/words that is used to join a subordinating clause to another clause or sentence.</p> <p>Some common subordinating conjunctions: when, if, that and because</p> <p>Othe subordinating conjunctions: although, until, after, before, while, since</p>	<p>Subordinating conjunction <u>subordinate clause</u></p> <p>I went to the park after it rained.</p> <p>Because I was hungry, I ate a sandwich.</p> <p>Although it was raining, we went for a walk.</p> <p>Since Robin refused to wear his <u>seat belt</u>, Batman has banned him from the Batmobile.</p> <p>Robin looked regretfully at the Batmobile whenever he <u>passed it in the Batcave</u>.</p> <p>Robin must promise to stop playing with the Batmobile before he <u>gets his job in the Batcave back</u>.</p>


Verbs and tenses

What	What you need to know!	Examples
Simple past and simple present	simple past tense and simple present tense Uses just the verb	Past simple - Yesterday I jumped in a puddle. Present simple - I jump in puddles whenever I can Future simple – I will jump in puddles tomorrow.
Verbs in the perfect form	use of the present perfect form of verbs using the perfect form of verbs to mark relationships of time and cause Uses the correct “ <u>have</u> ” and the -ed verb ending	Past perfect - I <u>had</u> jumped in puddles. Present perfect - I <u>have</u> jumped in puddles. Future Perfect - I <u>will have</u> jumped in puddles.
Modal verbs	indicating degrees of possibility – could, should, must, may...	
Present and past progressives (continuous)	use of the progressive form of verbs in the present and past tense to mark actions in progress Uses the correct “ <u>be</u> ” and the -ing verb ending	Past progressive – I <u>was</u> jumping in puddles. Present progressive – I <u>am</u> jumping in puddles. Future progressive – I <u>will be</u> jumping in puddles.
Tense consistency tense (past, present)	correct choice and consistent use of present and past tense throughout writing	We was waiting for the bus. ✗ We were waiting for the bus. ✓ I is going home. ✗ I am going home. ✓
Subjunctive verb forms	For commands, requests, wishes and imaginary situations. It is often more formal. Subjunctive verb forms always uses the base form of the verb (no endings such as -s or -ing) eg: see, hold, have Commands and requests use ‘that’ with the base form of the verb. Wishes and imaginary situations use were (rather than was).	if I were you, The governors propose <u>that</u> class 5 learn maths all day. ↑ base verb ‘ <u>that</u> ’ ↑ I wish I were able to fly.
Passive and active	Active – the subject does the action. Passive – the subject receives the action. The active voice is clear and direct. The use of the passive voice changes how the information in a sentence is presented. The passive voice is often used in formal writing and in scientific or technical work.	Active: The cat chased the mouse. Passive: The mouse was chased by the cat. Active: The icy wind froze our bones Passive: our bones were frozen by the icy wind.

A table of verb tenses!

	Simple	Progressive / Continuous	Perfect	Perfect continuous
Past	I played tennis.	I was playing tennis.	I had played tennis.	I had been playing tennis.
Present	I play tennis.	I am playing tennis.	I have played tennis.	I have been playing tennis.
Future	I will play tennis.	I will be playing tennis.	I will have played tennis.	I will have been playing tennis.

Punctuation

What	What you need to know!	
Capital letters	capital letters for names of people, places, the days of the week, and the personal pronoun I At the start of all sentences.	They ran after me along South Street as I tried to find Mr Jones .
Full stops	full stops end most sentences	
Question marks ?	question marks are used at the end of all question sentences	
Exclamation marks !	exclamation marks to end exclamations sentences	
Commas in lists	commas are used to separate items in a list	I visited New York, Paris and London.
Commas to clarify	commas can be used to make sure the reader understands all the clauses in a sentence – they help give a clear meaning or avoid confusion in writing	These pairs of sentences have different meanings because the commas are in different places! He sprang to his feet quickly, realising that someone was at the door. He sprang to his feet, quickly realising that someone was at the door. Bill claims Joe is the best bowler in the team. Bill, claims Joe, is the best bowler in the team.
Commas after fronted adverbials	Commas are used to show the end of the fronted adverbial in a sentence.	When the summer was over, we returned to school. Before sunrise, Zack ate his breakfast. After the rain stopped, Sophie went outside to play.
Inverted commas	inverted commas (or ‘speech marks’) are used to show the start and end of direct speech	<p>“You can’t park there,” said the police officer.</p> 
Apostrophes	apostrophes for possession – for singular and plural nouns apostrophes to mark contracted forms	<p>The girl's toys – toys that belong to one girl The girls' toys – toys that belong to more than one girl</p> <p>Do not => don't, will not => won't we will => we'll they are => they're has not => hasn't it will => it'll</p>

Punctuation for parenthesis	Parenthesis is where extra words (extra information) as added into a sentence. They are separated from the rest of the sentence by brackets, dashes or commas Use brackets when adding factual or technical information. Use dashes when you want to add extra information in a clause for dramatic effect or when you want to be chattier and more informal. Use commas , when your writing is more formal and you haven't already used lots of commas in your sentence – too many commas could be confusing and make your sentence look messy!	The lion (a large African carnivore) ate his dinner. Plymouth (a city on the south coast of England) has 250,000 residents. The water – cold as ice – sucked the breath from my lungs. A roar – ferocious and close at hand – blasted through the trees. John Smith, a man who lives in the village, delivers everyone's milk.	
Colons :	colons link two clauses where the first (main clause) sets up the second one – the second explains or is an example of the first. colons can introduce lists	The weather is unpredictable: one minute it's sunny, the next it's pouring with rain.	
Semi-colons :	A semi-colon links two main clauses where the second one is linked to the first. Semi-colons are used in complicated lists	Martha has gone to the library; her sister has gone to play football. We visited London, England; Madrid, Spain; Paris, France and Rome, Italy.	
Single dashes –	We can use a dash to add extra information at the end of a sentence by adding another main clause.	She was so happy—until she realized she'd missed her flight.	
Hyphens	Hyphens joint two words to make their meaning clear.	The red-eyed monster The superstar player decided to re-sign his contract	
Bullet points	bullet points are used in lists. They start with an opening sentence and a colon. If you only use words and phrases, you do not need and punctuation. If you are listing clauses (especially with commas in) each one can have a semicolon (just like in a complicated list) and the last one needs a full stop.	<div>Using words and phrases Manchester is home to several museums:<ul style="list-style-type: none">the People’s History Museumthe National football museumthe Manchester Art Gallery</div>	<div>Using clauses Manchester is home to several museums:<ul style="list-style-type: none">the People’s History Museum, which looks at working people in the UK;the National football museum, which moved there in 2012;the Manchester Art Gallery, located in the city centre.</div>

Vocabulary

What	What you need to know!																						
Synonyms and antonyms	Synonyms are words that have the same meaning antonyms are words that have the opposite meaning	Cold, chilly, icy Cold - warm																					
Prefixes	Prefixes change the meaning of words. For example, using the prefix un- changes the meaning of verbs and adjectives to the opposite meaning. Nouns can have a range of prefixes (e.g. super-, anti-, auto-) Verb can also have prefixes (e.g. dis-, de-, mis-, over- and re-)	<table> <tr> <th>base word</th><th>prefixed word</th><th>type of meaning</th></tr> <tr> <td><i>possible</i></td><td><i>impossible</i></td><td>opposite</td></tr> <tr> <td><i>able</i></td><td><i>unable</i></td><td>opposite/negation</td></tr> <tr> <td><i>payment</i></td><td><i>non-payment</i></td><td>negation</td></tr> <tr> <td><i>war</i></td><td><i>pre-war</i></td><td>time (before)</td></tr> <tr> <td><i>terrestrial</i></td><td><i>extraterrestrial</i></td><td>place (outside of/beyond)</td></tr> <tr> <td><i>cook</i></td><td><i>overcook</i></td><td>manner (too much)</td></tr> </table>	base word	prefixed word	type of meaning	<i>possible</i>	<i>impossible</i>	opposite	<i>able</i>	<i>unable</i>	opposite/negation	<i>payment</i>	<i>non-payment</i>	negation	<i>war</i>	<i>pre-war</i>	time (before)	<i>terrestrial</i>	<i>extraterrestrial</i>	place (outside of/beyond)	<i>cook</i>	<i>overcook</i>	manner (too much)
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Suffixes	the suffixes -ment, -ness, -ful, -less and -ly You can form nouns using suffixes such as -ness, -er You can form adjectives using suffixes such as -ful, -less You can change nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) You can make singular and plural - regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), Suffixes change the meaning of the nouns	<p>Some examples:</p> <table> <tr> <th>words</th><th>suffix</th><th>new words</th></tr> <tr> <td>forget, use</td><td>-ful</td><td>forgetful, useful</td></tr> <tr> <td>state, govern</td><td>-ment</td><td>statement, government</td></tr> <tr> <td>complicate, create</td><td>-ion</td><td>complication, creation</td></tr> </table>	words	suffix	new words	forget, use	-ful	forgetful, useful	state, govern	-ment	statement, government	complicate, create	-ion	complication, creation									
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Word families	word families based on common words, showing how words are related in form and meaning	<p>Examples:</p> <p>"Happy" Family: happy, happier, happiest, unhappiness, happily.</p> <p>"Play" Family: play, played, playing, player, playful.</p> <p>"Study" Family: study, studied, studying, student.</p>																					

Standard English and formality

What	What you need to know!															
Standard English standard verb forms	e.g. I did / I done We were / was He was / were isn't / ain't pronouns them / those that / what anything / nothing adverbs using –ly eg run quickly / quick	Examples: Standard English / non-standard I did / I done We were / We was He was / He were isn't / ain't pronouns them / those that / what anything / nothing adverbs using –ly eg run quickly / quick														
Formal and informal vocabulary	Using different vocabulary in informal speech and writing compared to in formal speech and writing.	<table><tr><th>Formal</th><th>Informal</th></tr><tr><td>Request</td><td>Ask for</td></tr><tr><td>Profession</td><td>Job</td></tr><tr><td>Injustice</td><td>Not fair</td></tr><tr><td>Immediately</td><td>Now</td></tr><tr><td>Sacrifice</td><td>Give up</td></tr><tr><td>I understand from</td><td>What's this about you...</td></tr></table>	Formal	Informal	Request	Ask for	Profession	Job	Injustice	Not fair	Immediately	Now	Sacrifice	Give up	I understand from	What's this about you...
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