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| **Year 5: Detail of content to be introduced (statutory requirement)** |
| **Word** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example,–*ate; –ise; –ify*]**Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*] |
| **Sentence** | **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronounIndicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] |
| **Text** | Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] |
| **Punctuation** | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| **Terminology for pupils** | modal verb, relative pronoun relative clauseparenthesis, bracket, dash cohesion, ambiguity |

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| **Year 6: Detail of content to be introduced (statutory requirement)** |
| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].The difference between structures typical of informal speech and structures appropriate for formal speech and writing [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] |

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| **Year 6: Detail of content to be introduced (statutory requirement)** |
| **Text** | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]Use of the colon to introduce a list and use of semi-colons within lists**Punctuation** of bullet points to list informationHow hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] |
| **Terminology for pupils** | subject, object active, passive synonym, antonymellipsis, hyphen, colon, semi-colon, bullet points |