

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

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]</p>

**Year 6: Detail of content to be introduced (statutory requirement)**

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

