

Grammar terminology at Year 6

This is a list of grammatical terms which children in Year 6 should be able to use and understand. It is produced at the request of some Somerset schools and is drawn from the pilot grammar test for year 6 and the draft programme of study.

NB. The pilot test was heavy in grammatical terminology. However, it is not known how similar the 2013 test will be.

Terminology for pupils	Notes
noun, adjective, verb, adverb, pronoun, preposition, conjunction, determiner	See word class chart for a definition of each of these terms. Children should be able to identify these in sentences and insert appropriately where missing in a sentence. Many teachers use the term 'connective' as a global term for any linking word within or between sentences. This is a convenient term in practice but children should also know the word conjunction as defined on the word class chart.
adverbial	Children should be able to identify or add in an adverbial (i.e. an adverb/adverbial phrase/adverbial clause) e.g. Suddenly, he opened the door. / With care, he opened the door. / Whistling quietly to himself, he opened the door.
tense – present , past, future	Children should be able to change a sentence from a given tense to another.
statement/command/exclamation/question	Children should understand that a sentence can be any of these.
passive tense/passive verb	Children should be able to change a sentence from active to passive and vice versa.
punctuation and punctuation mark	Children need to know not just the names of punctuation marks but the terms <i>punctuation</i> and <i>punctuation mark</i> .
speech marks /inverted commas/direct and indirect speech	Many teachers use the term 'speech marks', but children should also know the term 'inverted commas'. They should be able to change direct speech into indirect speech and vice-versa e.g. The baker said that he hoped to sell all of the loaves by lunchtime. (indirect speech) "I hope to sell all of the loaves by lunchtime," said the baker.(direct speech)
full-stop, capital letter, comma, bullet point, apostrophe, dash, hyphen, colon, semi-colon	Children should be able to identify these punctuation marks, understand their function and insert them in unpunctuated text.
apostrophe for contraction and possession	Children should be able to change words into a contracted form and vice versa e.g. I will be there - I'll be there.
singular and plural	Children should be able to change words from singular to plural and vice versa.
consonant and vowel	Children should know that the determiner 'a' or 'an' will depend on whether there is a vowel or a consonant at the beginning of a word.
clause and subordinate clause	Children should be able to identify the main and subordinate clauses in sentences such as: Although his Mum thought they were very smart, Peter disliked his new trousers. Before he could go swimming, Ali packed his towel. The twins asked Dad to turn up the heating as it was cold.
prefix and suffix	Children should be able to transform words from one word class to another using prefixes and suffixes e.g. changing the verb 'act' to the noun 'actor'; changing the adjective 'happy ' to the noun 'happiness'; changing words into their opposites by adding a prefix
synonym and antonym	Children should be able to suggest words which mean the same as, or the opposite of, a given word