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.

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. 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. / Writh care, he opened the door. / Whistling quietly to himself, he opened the door. Children should be able to change a sentence from a given tense to another. Statement/command/exclamation/question Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from a given tense to another. Children should be able to change a sentence from active to passive and vice versa. Children should be able to change a sentence from active to passive and vice versa. The baker said that he hoped to sell all of the loaves by lunchtime. Indirent should also know the term 'inverted commas'. The baker said that he hoped to sell all of the loaves by lunchtime. (indirect speech) "In bope to sell all of the loaves by lunchtime," said the baker, direct speech) "In be aker said that he hoped to sell all of the loaves by lunchtime," indirect speech) Children should be able to identify these punctuation marks, understand their function and insert them in unpunctuated text. English of the count of the loaves by lunchtime," and the count of the	Terminology for pupils	Notes
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