Year 6 curriculum (All children are expected to know all previous year group curriculum content)				
Word	Sentence	Text	Punctuation	Terminology for pupils
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]	Use of the passive voice 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 e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	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]	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 a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]	Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points