

## Age 10-11 > Grammar > Overview

This overview includes Year 6 statements from the National Curriculum English Appendix 2 SENTENCE, TEXT and TERMINOLOGY sections and their relationship to the exercises in the GRAMMAR section of tesSPaG. Exercises relating to the statements from the National Curriculum English Appendix 1 and Appendix 2 WORD section are also included in the GRAMMAR section with spelling revision for this year group in the SPELLING section of tesSPaG.

Statements from the National Curriculum Appendices	Teacher Notes about Grammar Objectives	Title of Exercise	Exercise Details
<i>WORD: How words are related by meaning as synonyms and antonyms (e.g. big, large, little)</i>	Synonyms have an identical or very similar meaning to a word, and antonyms an opposite, or very nearly opposite meaning to a word. The slightly different shades of meaning in synonyms can be used to add nuance to creative writing, so it's useful to know a wide variety of them. Included in the GRAMMAR section of tesSPaG.	<i>I can identify a synonym.</i>	Choose the correct synonym from the list of words.
		<i>I can identify an antonym.</i>	Choose the correct antonym from the list of words.
<i>WORD: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</i>	Use of formal or informal speech and writing depends on the audience to which it is directed. Informal writing is usually in the first person, and can use short sentences, contractions and more common parlance. Formal writing tends to be in the third person, uses more formal verbs and will always use Standard English. (Refer to the SENTENCE section below for use of the active/passive, personal and impersonal, subjective tense and question tags.)  Standard English is a not a matter of accent or dialect, but is an issue of grammatical accuracy, and is therefore important in all aspects of writing. You might, however, expect to see deliberate errors in Standard English in informal writing such as in speech dialogue that needs to convey a character or use a local dialect. (Use of Standard English is also covered in previous year groups.) Included in the GRAMMAR section of tesSPaG.	<i>I can use formal words and phrases in my writing.</i>	Choose the most formal word or phrase for the sentence.
		<i>I can use informal words and phrases in my writing.</i>	Choose the most informal word or phrase for the sentence.
		<i>I can use Standard English in my writing (revision).</i>	Correct the homophones, double comparatives and double negatives.
<i>WORD: Not explicitly listed in NC Grammar – Homonyms</i>	Homonyms are not specifically listed in the grammar section of the NC. They are words that have the same spelling and pronunciation, but have different meanings. Use of homonyms in the SPaG test is in the form of finding one word that will complete two sentences. Included in the GRAMMAR section of tesSPaG.	<i>I can use homonyms in a sentence.</i>	Find one word that will complete both parts of the sentence.

## Age 10-11 > Grammar > Overview

<p><i>SENTENCE: Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</i></p>	<p>In the active voice, the subject of the sentence does the action of the verb, and the action of the verb is received by the direct object: I (subject) wrote (verb) the book (direct object of the verb).</p> <p>In the passive voice, the subject of the sentence receives the action of the verb, which is performed by the agent: The book (subject) was written (verb) by me (agent).</p> <p>Passive voice can be used to change the emphasis of the sentence, is often considered to be more formal, and is often used in certain types of writing, such as writing up experiments, where who does the actions is not as important as the actions that are done.</p>	<i>I can correctly say whether a sentence is in the active or the passive voice.</i>	Decide whether the sentence is written in the active or passive voice.
		<i>I can rewrite a sentence in the passive voice.</i>	Practise writing in the passive voice by amending the sentences.
		<i>I can rewrite a sentence in the active voice.</i>	Practise writing in the active voice by amending the sentences.
		<i>I can identify the subject and direct object of a sentence.</i>	<i>Say which is the subject or direct object in the sentence.</i>
		<i>I can identify an agent in a sentence.</i>	<i>Identify the agent in the sentence.</i>
<p><i>SENTENCE: The difference between structures typical of informal speech and structures appropriate for formal speech and writing</i></p>	<p>The personal form of speech is more common – it's the speech that is used every day when opinions or actions are attributed to an individual or group. In the same way that passive constructions are more formal than active, impersonal constructions are more formal than personal, because they remove the individual from the equation and focus the readers' attention on the facts in the sentence. Impersonal forms are also used to attribute the action, information or opinion to an unspecified group of people.</p> <p>Use of the subjunctive appears in very formal writing (e.g. If I were to help you). The use of question tags is common in spoken English.</p>	<i>I can identify a personal and an impersonal form.</i>	Decide whether the sentence is personal or impersonal.
		<i>I can use the subjunctive correctly with hypothetical statements.</i>	Choose the correct subjunctive form of the verb to complete the sentence.
		<i>I can use positive and negative question tags in my writing.</i>	Choose the correct question tag to complete the sentence.
<p>SENTENCE: Not explicitly listed in NC – Clause identification</p>	<p>The SPaG test requires pupils to identify a main (independent) and a subordinate clause. The marker for whether a clause is a main clause is whether it makes sense as an independent sentence; a subordinate clause will not make sense on its own and is usually signalled by a connective. Similarly, a phrase will not stand on its own. It is a group of words that becomes meaningful when used in a clause.</p>	I can identify a main clause and a subordinate clause (revision).	Practice of identifying main and subordinate clauses.
		I can identify a phrase and a clause.	Practice of identifying clauses and phrases.

## Age 10-11 > Grammar > Overview

SENTENCE: Not explicitly listed in NC – Additional skills to improve sentence structure and clarify meaning, and to revise grammatical features and terms	Coordinating connectives link two main (independent) clauses that can stand on their own as sentences in their own right. Subordinating connectives link a subordinate clause, where the independent clause is needed to make sense of the subordinated material.	I can identify a connective as subordinating or coordinating.	Decide whether the connective used in the sentences is subordinating or coordinating.
	Adverbs modify the sentence in different ways. It's useful to be able to distinguish between the different types.	I can identify different types of adverbs.	Decide which type of adverb is being used in each sentence.
	The sentences in the prepositions exercise focus on the use of different forms: 'similar to', 'compared with' and 'rather than'. These are specific usages of these prepositions, which can often be confused.	I can correctly identify which prepositions to use.	Choose the correct preposition to complete the sentence.
	Revise using pronouns. This exercise practises using a pair of pronouns correctly in a sentence.	I can use the correct pronoun in a sentence (revision).	Choose which two pronouns will complete the sentence and put them in the right places.
	It is useful to know whether a word is an attributive noun or an adjective so that a sentence makes sense. Attributive nouns show what something is made of. Adjectives describe the feel or quality of something.	I can say whether a word is an attributive noun or an adjective.	Say whether the word is an attributive noun or an adjective.
		I can use attributive nouns and adjectives correctly.	Choose the correct word to complete the sentence.
Adjectives used with 'like' and 'as' make similes which add interest and description to sentences.	I can use similes in adjectival and adverbial phrases.	Choose the correct word to complete the simile.	

## Age 10-11 > Grammar > Overview

<p><i>TEXT: Linking ideas across paragraphs using a wider range of cohesive devices</i></p>	<p>A semicolon or a connective can join two conceptually linked sentences. An alternative way of linking sentences conceptually, is to keep two end-stopped sentences, and to link the second to the first using a connective that specifically references the first.</p>	<p><i>I can choose the correct connective to provide cohesion between two sentences.</i></p>	<p>Choose the correct connective to make the sentences follow logically.</p>
<p>TEXT: Not explicitly listed in NC – Revision of conventions of direct and reported speech</p>	<p>The changes from direct speech to reported and back again can include changes in person, tense, or modality of verb. “‘I will go if I can,’ said Mum’ will change into ‘Mum said she would go if she could.’</p>	<p>I can rewrite speech as direct or reported speech (revision).</p>	<p>More practice of writing direct and reported speech.</p>
<p>TEXT: Not explicitly listed in NC – Use of the present participle, infinitive and imperative forms of verbs</p>	<p>The progressive (continuous) tense uses the present participle of a verb with an -ing ending. It is useful to know that the present participle can function as an adjective (a boring book) and is often seen after a preposition (After playing, we went home). If a verb ending with -ing is used as a noun e.g. I like fishing, it is called a gerund.</p>	<p>I can use the present participle of a verb in a sentence.</p>	<p>Complete the sentence using the present participle of the verb.</p>
	<p>The present participle can be used instead of the infinitive: ‘I like to sleep’ becomes ‘I like sleeping’. The exception is with verbs such as ‘want’ and ‘need’ which are followed by the infinitive (I want to go), <u>unless</u> the sentence is in the passive form (the dog wants feeding). The imperative form is used to give a command or order (Sit down!), or an instruction (Take the next right). The base form of the verb is used at the start of the sentence.</p>	<p>I can identify the infinitive and imperative forms of a verb.</p>	<p>Is the verb in the imperative or infinitive form?</p>
<p><b>TERMINOLOGY:</b> <i>Revision of the terms used in this year group</i></p>	<p>These exercises are intended to check pupils’ understanding of the range of concepts and terms used in this and earlier year groups and to help revise for the SPaG test.</p>	<p><i>Grammar revision - SPaG practice questions (set1).</i></p>	<p>For grammar practice and revision.</p>
	<p>They are based on the grammar questions that pupils might see in a formal short answer SPaG test paper, covering concepts in the order they might be presented. Set 1 and 2 include questions on word classes, tenses, sentence types and word meanings. Set 3 covers sentence structure (phrases, clauses). Set 4 is based on grammar questions that might appear in a Level 6 SPaG test.</p>	<p><i>Grammar revision - SPaG practice questions (set2).</i></p>	<p>For grammar practice and revision.</p>
		<p><i>Grammar revision - SPaG practice questions (set3).</i></p>	<p>For grammar practice and revision.</p>
		<p><i>Grammar revision - SPaG practice questions (set4).</i></p>	<p>For grammar practice and revision.</p>