Year 6 English Knowledge Progression

<table>
<tr><th colspan="4">YEAR 6</th></tr>
<tr><th>Step</th><th>Knowledge</th><th>Exemplification</th><th>Assessment</th></tr>
<tr>
<td>1</td>
<td>Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions</td>
<td>
Rain lashed the freezing playground, yet we ventured outside, and everyone played football together.

A main clause makes sense on its own. It is a group of words made up of a subject (single or compound) paired with a predicate (single or compound).

A compound sentence contains two or more main clauses joined by a co-ordinating conjunction or semi-colon, a capital letter to begin the sentence and a stop mark to end the sentence. Multi-clause compound sentences contain a minimum of three main clauses joined by a minimum of two co-ordinating conjunctions and/or semi-colons.

A comma is written before the following words when they function as co-ordinating conjunctions:

<table>
<tr><th colspan="2">Co-ordinating Conjunctions (FANBOYS)</th></tr>
<tr><td>for</td><td>‘For’ is used to give a reason for something. It introduces the second clause as the reason for the first one.

e.g. I believe you, for you are trustworthy.</td></tr>
<tr><td>and</td><td>‘And’ is used to join additional information to existing information.

e.g. The family moved into the new house, and the neighbours welcomed them warmly.

N.B. When joining predicates, phrases or single words, ‘and’ functions as a conjunction, rather than a co-ordinating conjunction. For example, in the sentence ‘The driver gripped the steering wheel and narrowed her eyes’, ‘narrowed her eyes’ is a predicate and not a main clause. Refer to knowledge step 10 in the Year 3 Progression Document for further clarification.</td></tr>
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<td>
Use two different co-ordinating conjunctions and one main clause to complete the sentence about the picture.

The man felt exhausted _____ he climbed into bed.

The man felt exhausted, so he yawned loudly, and he climbed into bed.
</td>
</tr>
</table>

nor	'Nor' presents an additional negative idea when a negative idea has already been stated. e.g. *He <u>doesn't</u> like football, **nor** does he enjoy hockey.*
but	'But' is used to join contrasting information. e.g. *The children played football**, but** they disliked the game.*
or	'Or' is used to join alternatives to existing options. e.g. *Did the boy push the girl**, or** did the girl push the boy?*
yet	'Yet' is used to join contrasting information, where the second main clause is surprising information. e.g. *The children didn't understand the rules**, yet** the children played the game.*
so	'So' is used to join an effect to a cause. e.g. *The boy pushed the girl**, so** the girl fell into the swimming pool.* N.B. 'So' as a co-ordinating conjunction is distinct from 'so that' as a subordinating conjunction.

A semi colon can replace both the comma and the coordinating conjunction in a compound sentence if the two main clauses are closely related. Refer to knowledge step 1 in the Year 4 Progression Document for further clarification.

2

Identify and write multi-clause complex sentences joined with two different subordinating conjunctions

Whilst *rain lashed the freezing playground****,*** *we ventured outside****, because*** *the fire alarm rang.*

A subordinate clause does not make sense on its own. It is a group of words made up of a subject (single or compound) paired with a predicate (single or compound) and it begins with a subordinating conjunction. A subordinate clause is dependent on a main clause to make sense and form a complete thought.

A complex sentence contains two or more subordinate clauses joined to a main clause using a subordinating conjunction, a capital letter to begin the sentence and a stop mark to end the sentence. Multi-clause complex sentences can contain two subordinate clauses each joined to one main clause.

A subordinate clause can be written before or after the main clause. When a subordinate clause precedes a main clause, a comma is required to separate the subordinate clause from the main clause. A subordinating conjunction always begins a subordinate clause.

Cause and Effect	Time	Comparison	Condition
because *since* *as*	*when* *after/before* *while*	*although* *even though*	*if*

Subordinating conjunctions that indicate <u>cause and effect</u> establish one event or action as the direct result of another. Subordinating conjunctions that indicate <u>time</u> establish the order of events or actions. Subordinating conjunctions that indicate a <u>comparison</u> establish that an event or action occurred in spite of something else. Subordinating conjunctions that indicate a <u>condition</u> establish that an event or action is required for another to occur. 'If' refers to a hypothetical situation.

N.B. There are numerous subordinating conjunctions. As a minimum expectation, students must revise the 9 most common listed above; however, this is not an exhaustive list of subordinating conjunctions. Refer to knowledge steps 3, 9 and 16 in the Year 4 progression document for further clarification.

Use one main clause and one subordinate clause to complete the sentence about the picture.

Even though her ankle was hurting _____ she wanted to win the race.

Even though her ankle was hurting, the athlete jumped over the hurdle because she wanted to win the race.

Writing Outcome A

Two expositional paragraphs taken from a non-chronological report. Each paragraph must include a minimum of two multi-clause sentences. Each paragraph must be comprised of:

1. a topic sentence
2. a minimum of three supporting detail sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To Inform	3rd Person	Past

SPO 1

Topic Sentence: _____

1. _____
2. _____
3. _____

Concluding Sentence: _____

SPO 2

Topic Sentence: _____

1. _____
2. _____
3. _____

Concluding Sentence: _____

3	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	***Whilst*** *rain lashed the freezing playground****,*** *we ventured outside****, and*** *everyone played football together.* Despite the inclusion of two main clauses joined by a co-ordinating conjunction, these sentences are not compound because they also include a subordinate clause joined to one of the main clauses with a subordinating conjunction. A comma is written before a co-ordinating conjunction. When a subordinate clause precedes a main clause, a comma is required to separate the subordinate clause from the main clause. A subordinating conjunction always begins a subordinate clause.	Rewrite the group of sentences below as one sentence with one subordinate clause followed by two main clauses. *It was so cold. The class braced themselves for the wild weather. They raced outside.* *Even though it was so cold, the class braced themselves for the wild weather, and they raced outside.*
4	Identify and write a combination of sentence types to avoid repetition	***Dark clouds filled the sky. Whilst rain lashed the freezing playground, we ventured outside, and everyone played football together. The teachers handed out rain coats, but we were still soaked.*** Varying sentence types alters the rhythm for the reader. Varying sentence types reduces monotonous repetition and allows writers to add emphasis. N.B. Specify the order of simple and compound sentences when first introducing this knowledge step.	Redraft the paragraph below to include one complex sentence, one compound sentence and one simple sentence. Do not change the order of the sentences. *The boy crossed the finish line. The crowd cheered. His teacher handed him a medal. The boy did not smile. He had not beaten his previous record.* *As the boy crossed the finish line, the crowd cheered. His teacher handed him a medal, but the boy did not smile. He had not beaten his previous record.*

<table>
<tr>
<td>5</td>
<td>Identify and write simple sentences to enhance the mood and/or add emphasis</td>
<td>Whilst rain lashed the freezing playground, we ventured outside, and everyone played football together. I couldn’t believe it.

A simple sentence includes a single main clause, a capital letter to begin the sentence and a stop mark to end the sentence. A main clause makes sense on its own. It is a group of words made up of a subject (single or compound) paired with a predicate (single or compound).

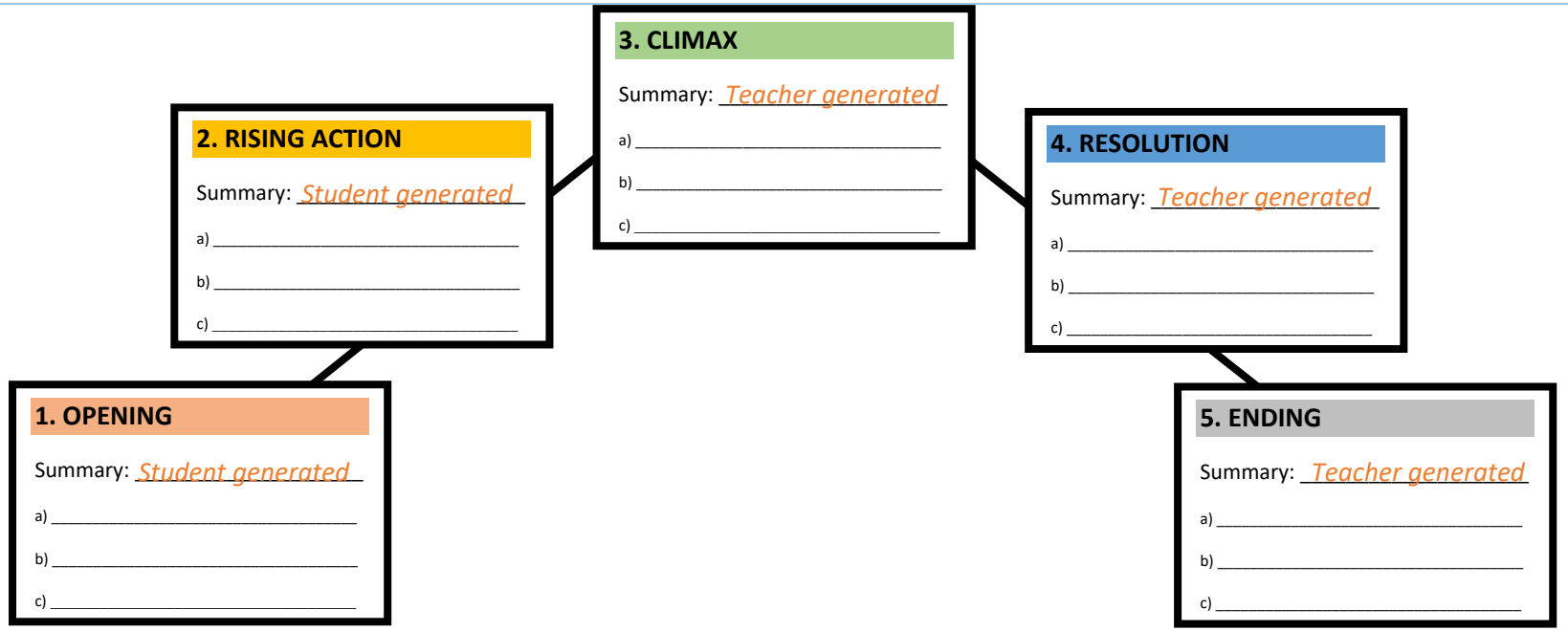
Simple sentences are not defined by their length. For example, ‘The incessant ticking and chiming echoed off the weathered walls of the clock repair shop.’ and ‘I blinked.’ are both simple sentences. Simple sentences that enhance the mood and/or add emphasis are typically 5 words or less in length. They are written at the end of a paragraph comprised of longer sentences. The contrast enhances the mood and/or adds emphasis.</td>
<td>Write one simple sentence for emphasis to complete the passage.

As his heart slammed against his rib cage and sweat coated his brow, the engineer stared down at the 10 second countdown flashing wildly on the bomb display.

_____

Time was running out.</td>
</tr>
<tr>
<td colspan="3">Writing Outcome B</td>
<td>A narrative extract that includes a minimum of two multi-clause complex sentences joined with one subordinating conjunction and two simple sentences to enhance the mood. The narrative extract must be comprised of:
1. Opening – three paragraphs minimum
2. Rising Action – three paragraphs minimum

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Entertain</td><td>1st Person</td><td>Past</td></tr>
</table>
</td>
</tr>
</table>



6	Identify and use colons to introduce lists	*The school offered some clubs for its pupils:* ***music, football and chess.*** *Main Clause* *List* Colons can introduce a list of nouns or noun phrases which are separated by commas (if the commas can be replaced by the conjunctions 'and' or 'or'). The final conjunction in a list is not replaced with a comma. The list must be preceded by a complete main clause in order to use a colon. For example, "There are three kinds of soda on the menu: ginger ale, Pepsi, and lemonade." rather than "We need: ginger ale, Pepsi and lemonade."	Write a sentence that lists all the information given in the box below. ***Items for school*** *laptop* *charger* *laptop case (for extra protection)* *I bought some items for school: a laptop, a charger and a laptop case (for extra protection).*

7	Identify and use colons to explain	*The school offered some clubs:* ***that was the key to the children's success.*** *Main Clause* *Explanation* Colons can separate a sentence into a main clause and an explanation. Typically, the explanation is also a main clause directly related to the first. For example, 'That is the secret of my extraordinary life: always do the unexpected.' The explanation can also be a single phrase or word so long as it explains the preceding main cause. For example, 'The jury finally reached a verdict: guilty.'	Use the picture to complete the sentence. *I didn't eat the sandwich: _____* *I didn't eat the sandwich: it was mouldy.*
8	Distinguish between active and passive voice	***The school offered some clubs.*** *Active Voice* ***Some clubs were offered by the school.*** *Passive Voice* The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. For example, in the sentence 'The passive voice **is used** frequently.' we are interested in the passive voice, not who uses it. If we want to say who or what performs an action while using the passive voice, we use the preposition 'by'. N.B When introducing this knowledge step, use singular subjects and 'was' and then plural subjects and 'were'. The use singular subjects and 'has been' and then plural subjects and 'have been'.	Rewrite the sentence below in passive voice. *Mike threw the ball.* *The ball was thrown by Mike.*

Writing Outcome C

Two expositional paragraphs taken from a non-chronological report. Each paragraph must include one example of a colon used to list, one example of a colon used to explain and a minimum of two sentences written in the passive voice. Each paragraph must be comprised of:

1. a topic sentence
2. a minimum of three supporting detail sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To Inform	3rd Person	Past

SPO 1

Topic Sentence: _____

1. _____
2. _____
3. _____

Concluding Sentence: _____

SPO 2

Topic Sentence: _____

1. _____
2. _____
3. _____

Concluding Sentence: _____

9	Identify and use dashes and ellipses in direct speech for characterisation	***" When will you learn, " the teacher asked, " that I don't – "*** *Direct Speech* *Reporting Clause* *Direct Speech* ***" Leave me alone! " the girl interrupted.*** Inverted commas are written in pairs, and they surround spoken words. Inverted commas cannot be closed without a punctuation mark. Reporting clauses indicates who has spoken (subject) and how they have uttered the speech (verb). **Punctuation in the direct speech** / **Features of Speech** *dashes for interruption*: • the reporting clause in the first character's speech opens the interrupted sentence • a dash replaces the final word in the first character's direct speech • the verb in the second character's reporting clause is 'interrupted' *ellipsis as a stop mark*: • an ellipsis can be used in place of a stop mark to indicate a character's thought has been left unfinished (the proceeding words are referred to as a fragment) N.B. Refer to knowledge step 11 in the Year 5 Progression Document for further clarification. *ellipsis as a pause*: • an ellipsis can be used between two words in a complete sentence to indicate a pause in a character's speech (when used to indicate a pause, ellipsis always features in grammatically complete sentences)	Rewrite the passage below using a dash to show interruption. *The girl cried, " Give me the pencil! "* *" No! " interrupted the boy.* *The girl cried, " Give me the – "* *" No! " interrupted the boy.*

<table>
<tr>
<td></td>
<td></td>
<td>
<table>
<tr><td></td><td>N.B. Refer to knowledge step 12 in the Year 5 Progression Document for further clarification.</td></tr>
</table>

N.B. Refer to knowledge step 8 in the Year 5 Progression Document for further clarification on converting spoken word into direct speech.
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<tr>
<td>10</td>
<td>Identify and write non-standard English in direct speech for characterisation</td>
<td>
“ I’m not helping no more! ” exclaimed the girl.

Non-standard English is used to express informality. When used for characterisation, non-standard English is used in the direct speech. It is not used in the reporting clause. Non-standard English varies from standard grammatical functions in the following ways:
<table>
<tr><th>Type of non-standard English</th><th>Example</th></tr>
<tr><td>Double negative</td><td>NON-STANDARD: You don’t know nothing.
STANDARD: You don’t know anything. You know nothing.</td></tr>
<tr><td>Incorrect relative pronoun</td><td>NON-STANDARD: I love the player what scored.
STANDARD: I love the player who scored.

N.B. Refer to knowledge step 3 in the Year 5 Progression Document for further clarification.</td></tr>
<tr><td>Adjectives used in place of adverbs</td><td>NON-STANDARD: I played good.
STANDARD: I played well.

N.B. Refer to knowledge step 1 in the Year 5 Progression Document for further clarification.</td></tr>
<tr><td>Incorrect subject/verb agreement when</td><td>NON-STANDARD: We was there yesterday.
STANDARD: We were there yesterday.</td></tr>
</table>
</td>
<td>
Using non-standard English, rewrite the sentence changing only the underlined word.

“ Pass me <u>those</u> books, ” commanded the man.

“ Pass me them books, ” commanded the man.
</td>
</tr>
</table>

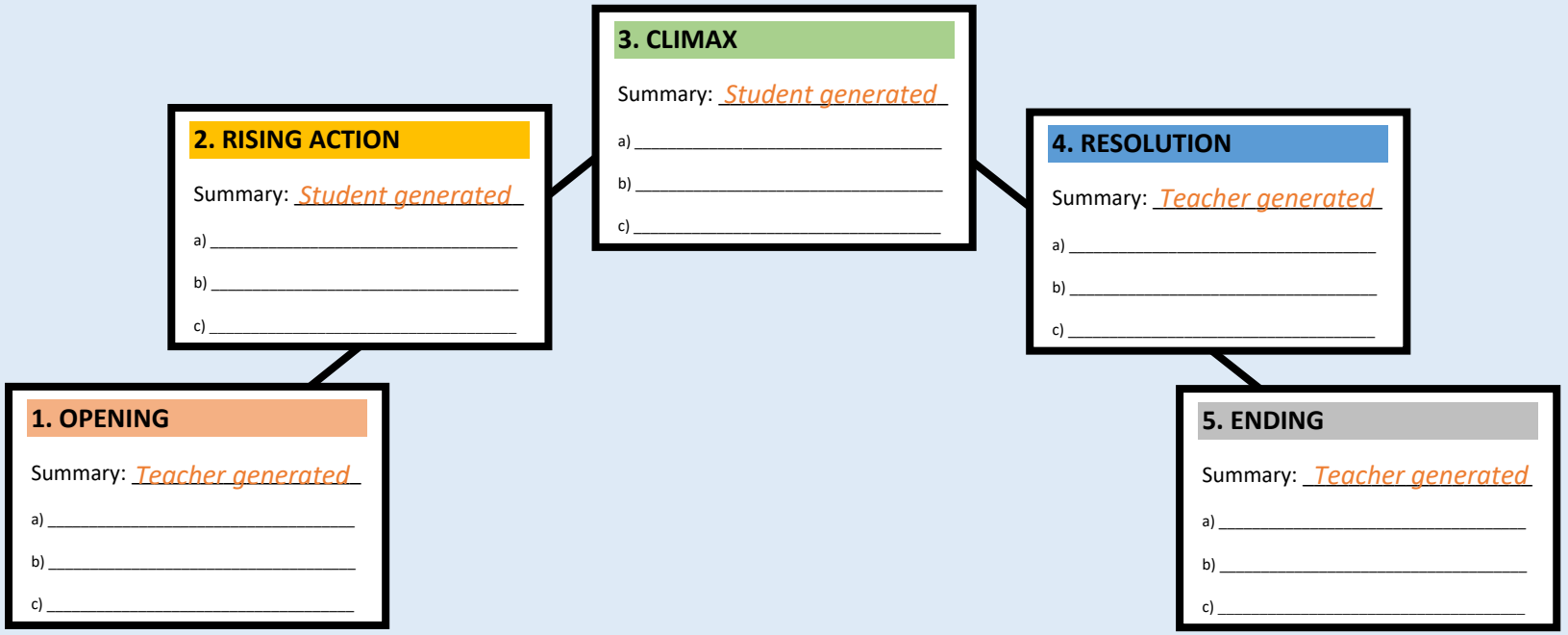
writing with singular and plural subjects	N.B. Refer to knowledge step 10 in the Year 2 Progression Document for further clarification.
Pronouns used in place of determiners	**NON-STANDARD:** She lifted them chairs. **STANDARD:** She lifted those chairs.

Writing Outcome D

A narrative extract that includes a minimum of two instances where dashes, ellipsis or non-standard English have been used in direct speech for characterisation. The narrative extract must be compromised of:

1. Rising Action – two paragraph minimum
2. Climax – three paragraph minimum

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Past



<table>
<tr>
<td>11</td>
<td>Identify and write conjunctive adverbs to link paragraphs</td>
<td>
Many parents argue that there are significant benefits to primary school children completing homework. After a day of learning, pupils need the opportunity to practice the skills that they have learnt in school. The time spent doing additional work at home maximises the time spent learning which will make children more successful. In addition, it is believed that completing homework builds a hard working attitude in children which will help them in the future. There are many benefits to children completing homework. Therefore, it should remain in primary schools.

On the other hand, some parents claim that homework should not remain in primary schools. Children, who already spend 6 hours a day learning, have to do more work when they should be spending time with their family. Furthermore, a large number of children do not have a suitable place to work in their houses. This can cause arguments between siblings competing for limited space. Consequently, homework should be banned in primary schools.

<table>
<tr><th>Cause and Effect</th><th>Contrast</th><th>Sequence</th></tr>
<tr><td>therefore
consequently</td><td>however
on the other hand</td><td>furthermore
in addition</td></tr>
</table>

Conjunctive adverbs are cohesive words or groups of words that connect one clause or sentence to another. Unlike conjunctions, they <u>do not</u> join.

When using conjunctive adverbs to connect a topic sentence to a preceding concluding sentence:

a stop mark ends the concluding sentence
a conjunctive adverb begins the topic sentence with a capital letter
a comma is written after the conjunctive adverb

Conjunctive adverbs that indicate cause and effect, such as ‘therefore’, establish one event or action as the direct result of another.

Conjunctive adverbs that indicate a contrast, such as ‘however’, indicates an alternative or opposing point, event or action.

Conjunctive adverbs that indicate sequence, such as ‘in addition’, establish the order of points, events or actions.
</td>
<td>
Complete the topic sentence in the second paragraph using a conjunctive adverb.

There is no doubt that car fumes are a major source of pollution. In the UK, cities are close enough together to cause high levels of air pollution across large areas of the country. Consequently, the number of health problems, such as asthma, have increased. Air pollution damages public health.

_____ it could be argued that banning cars would create other problems. Public transport is often unreliable. Would there be enough buses to provide a reliable service? People may avoid travel altogether if they were only given the option to travel using public transport.

On the other hand,
</td>
</tr>
</table>

		N.B. There are numerous conjunctive adverbs. As a minimum expectation, students must learn the 6 most common listed above; however, this is not an exhaustive list of conjunctive adverbs. Refer to knowledge step 13 in the Year 5 Progression Document for further clarification.	
12	Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence	*Many parents argue that there are significant benefits to primary school children completing homework. After a day of learning, pupils need the opportunity to practice the skills that they have learnt in school. The time spent doing additional work at home maximises the time spent learning which will make children more successful. In addition, it is believed that completing homework builds a hard working attitude in children which will help them in the future. There are many benefits to children completing homework. Therefore, it should remain in primary schools.* ***On the other hand, some parents claim that homework should not remain in primary schools.*** *Children, who already spend 6 hours a day learning, have to do more work when they should be spending time with their family. Furthermore, a large number of children do not have a suitable place to work in their houses. This can cause arguments between siblings competing for limited space. Consequently, homework should be banned in primary schools.* A topic sentence expresses the main idea of a paragraph. It is written at the beginning of a paragraph. A concluding sentence summarises the paragraph. It expresses the main idea of the paragraph and could serve as the topic sentence. A concluding sentence is written at the end of the paragraph. When linking a topic sentence to its preceding concluding sentence, the subject or object of the concluding sentence is often repeated as a subject in the topic sentence. N.B. When introducing this knowledge step, provide all other detail in both paragraphs. N.B. Refer to knowledge step 6 and 8 in the Year 4 Progression Document for further clarification.	Write a topic sentence in the second paragraph that links to the previous concluding sentence. *There is more than one cause of climate change. Over the past 150 years, many countries have been burning large amounts of fossil fuels, such as oil. During this process, harmful gases are released. These gases trap heat and warm the Earth. This is known as the 'Greenhouse Effect'.* _____ _____ *Rainforests absorb greenhouse gases from the air. However, many rainforests are being cut down to make palm oil and timber. Without the rainforests, high levels of greenhouse gases warm the atmosphere.* *The Greenhouse Effect is also worsened by chopping down trees.*

Writing Outcome E

A chronological report including one introductory paragraph, three thematic paragraphs and one concluding paragraph.

The introductory paragraph and the concluding paragraph must be comprised of:

1. three sentences each

The thematic paragraphs must each be comprised of:

1. a topic sentence that links to the preceding concluding sentence
2. a minimum of two supporting details sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To inform	3rd Person	Past

Introductory Paragraph

Topic Sentence: _____

1. _____

SPO

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

Concluding Paragraph

Topic Sentence: _____

1. _____

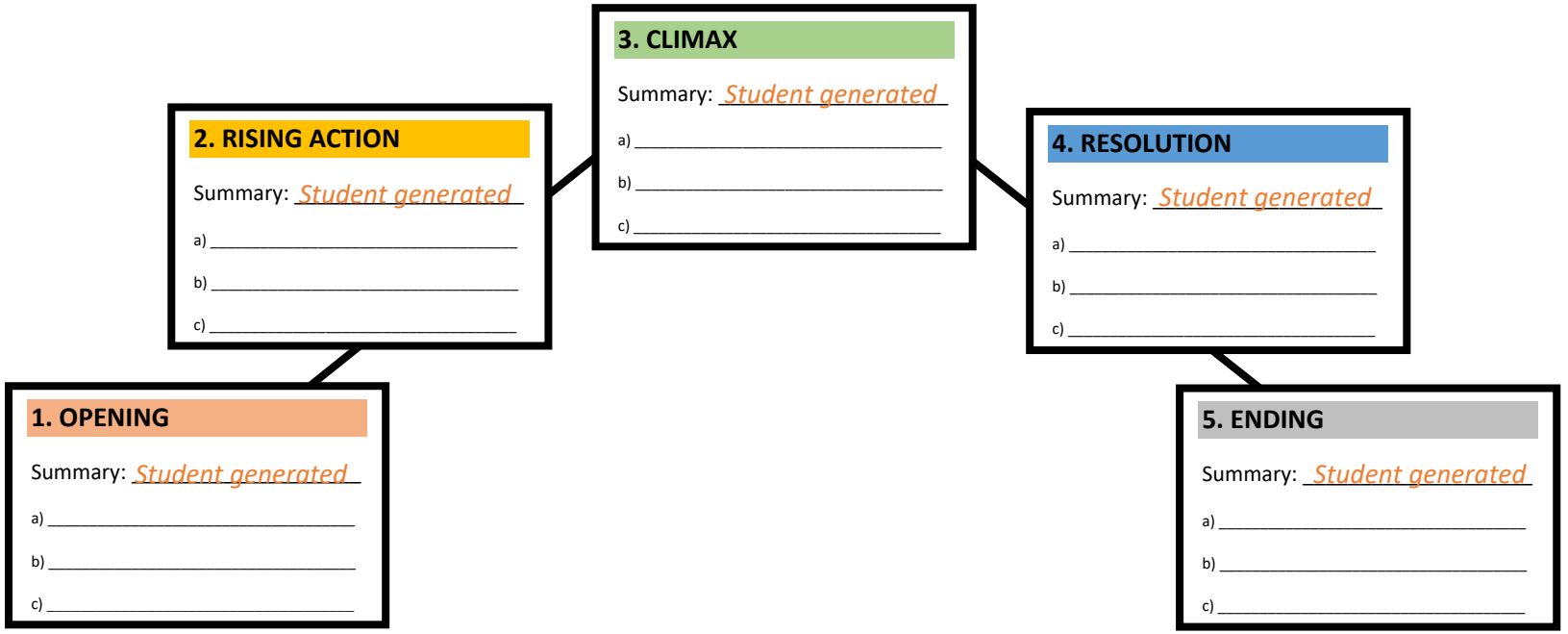
13	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	*He nervously fumbled with the wires. As his heart slammed against his rib cage and sweat coated his brow, the engineer stared down at the 10 second countdown flashing wildly on the bomb display.* ***Time was running out.*** *Behind the engineer, the boy held his breath. Fear flooded his body as he closed his eyes and clenched his shaking hands.* Single sentence paragraphs are typically simple sentences comprised of 5 words or less in length. They are written directly after a paragraph that ends with a longer sentence. The contrast enhances the mood, adds emphasis or alters the pace of the narrative. N.B. Single sentence paragraphs are never entire plot points. They are part of previous or subsequent paragraph(s) that, together, comprise a plot point.	Write // at the beginning of two different sentences to show the start of two new paragraphs. One of your paragraphs must be one sentence in length. Erin's head jolted forward, snapping her awake. As the helicopter blades roared above her head, she rubbed her tired eyes. The pilot stretched out one arm and pointed to the passenger window, so Erin leaned over to take a look outside. //Erin's jaw dropped. //On the horizon, a swarm of birds darkened the sky. She couldn't take her eyes off of the swelling cloud of feathers that were now heading right towards the helicopter at high speed.

Writing Outcome F

A five-plot-point narrative that includes a minimum of eight paragraphs and a minimum of one dialogue. The narrative extract must be comprised of:

1. Opening
2. Rising Action
3. Climax
4. Resolution
5. Ending

Purpose	Narrative Perspective	Tense
To Entertain	1st Person	Past



14	Identify and write anaphora	***Danger lurks*** *behind every parked car.* ***Danger lurks*** *in every tower block.* ***Danger lurks*** *around every street corner.* Anaphora is a type of repetition. Anaphora is the repetition of the same word or group of words at the start of each consecutive sentence. Anaphora is more memorable if subjects and verbs are repeated across consecutive sentence. The use of anaphora draw attention to one of the four sentence functions: statement, question, exclamation or command. N.B. The non-deliberate repetition of pronouns or determiners at the beginning of consecutive sentences is <u>not</u> classified as anaphora. For example, in the passage 'He awoke to screeching sirens. He reached for his phone.' The repetition of the pronoun 'he' is <u>not</u> an example of anaphora.	Write two more sentences using anaphora. *Leave the classroom.* _____ _____ *Leave the school. Leave the city.*
15	Identify and write epistrophe	*The big sycamore by the creek* ***was gone****. The willow tangle* ***was gone****. The little enclave of untrodden bluegrass* ***was gone****.* Epistrophe is a type of repetition. Epistrophe is the repetition of the same word or group of words at the end of each consecutive sentence.	Write two more sentences using epistrophe. *Leave the classroom.* _____ _____ *Walk away from the classroom. Do not return to the classroom.*

16	Identify and write exaggeration	***The elderly man was older than the Himalayas.*** The subject of exaggeration is made to seem larger, more important, better, or worse than it really is. Comparative adjectives are often used to compare two nouns, noun phrases or pronouns in order to exaggerate. Exaggeration comes in two forms: overstatement and hyperbole. Overstatement exaggerates the original idea so it is still within the realms of possibility; whereas, hyperbole exaggerates the original idea so it can no longer be interpreted literally. **Original Statement** / **Overstatement** / **Hyperbole** *My new shoes cost £50.* / *My new shoes bankrupted me.* / *My new shoes cost me an arm and three kidneys.* N.B. Either overstatement or hyperbole are acceptable uses of exaggeration.	Complete the sentence using exaggeration. *I'm so hungry I* _____ *I'm so hungry I could eat a horse.*

Writing Outcome G

Four expositional paragraphs in a letter format that includes a minimum of one instance of anaphora, one instance of epistrophe and one instance of exaggeration.

The introductory paragraph and the concluding paragraph must be comprised of:

1. three sentences each

The thematic paragraphs must each be comprised of:

1. a topic sentence that links to the preceding concluding sentence
2. a minimum of two supporting details sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To Persuade	2nd Person	Present Progressive

Introductory Paragraph

Topic Sentence: _____

1. _____

SPO – For

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO – Against

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

Concluding Paragraph

Topic Sentence: _____

1. _____