

## Passive and Active sentences.

In the majority of cases a sentence requires three elements: subject, verb and an object.

The man ate a cream cake

Subject

Verb

Object

**Subject** is normally the *person or thing that is carrying out the action* e.g. *the man* is doing the action

**Object** is normally the thing having the action done to it, e.g. *a cream cake* is being eaten.

Important note: In this area *the object can be a person*.

An **ACTIVE** sentence has the pattern: **subject, verb, object**

A **PASSIVE** sentence is more formal and also good for suspense!

A **PASSIVE** sentence has the pattern: **object, verb, subject**

A cream cake was eaten by the man

Note that a passive sentence requires an auxiliary verb, i.e.: was, is, will, are. Also note how the verb has changed

## Subjunctive Voice

The subjunctive is specific verb form used to express when something is wished rather than an actual situation.

It is often used to express a desirable situation.

**If I were you, I wouldn't climb that tree.**

Auxiliary verb 'were' is used in the subjunctive, it is often confused with 'was'.

## Determiners

*Determiners give us information about a noun; they can be found before a noun (or an adjective)*

**There are 4 types of determiner:**

**Possessives**-mine, hers, ours, his, theirs etc

**Quantifier**-any number, many, lots, some, more etc.

**Demonstrative**-this, that, those and these

**Article**- a, an, the

## Helpful Passive tip:

*If you can add 'by zombies' after the verb and it still makes sense, it's probably a passive sentence*

*A cream cake **was eaten** by zombies*

## Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Adverbial	A group of words that can function as an adverb
Antonym	A word that has the exact opposite meaning of another word
Bullet points	Organisation device used to list short phrases or items.
Ellipsis	Punctuation (...) that shows where words are left all or to create a cliff-hanger.
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Synonym	a word that means the same thing as another word.
Verb	A verb is the part of speech that indicates what something does, or what it is

# Year 6 Punctuation

## Building cohesion within and across a paragraph

Transitional phrases and fronted adverbials allows us to show relationships between ideas, logically connect sentences and paragraphs. It signals how the reader should process the information and makes writing more readable and engaging. Fronted adverbials can create cohesion when changing paragraph.

Transitional phrases		
<b>1A. Time and sequence</b>	<b>1B. Time and sequence</b>	<b>2. Conclusion</b>
After	Meanwhile	Consequently
Next	During	Therefore
Finally	Ultimately	In the end
<b>3. Illustration</b>	<b>4. Change of direction</b>	<b>5. Emphasis</b>
As an illustration	Although	Notably
Such as	But	Moreover
Including	Instead	Most important

## Colons and semi-colons within lists.

If you want to list items in a list when the items are longer than one word.

CV Raman was an Indian scientist whose achievements included: becoming the first non-white winner of the Noble prize for physics; understanding the way acoustics work in instruments and the way light scatters (known as the Raman Effect).

## Using hyphens

Hyphens are used to avoid confusion being caused by certain words or phrases::



Man eating shark



Man-eating shark

## End of year expectations

- Use of the passive to affect the presentation of information in a sentence.
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- 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, such as headings, subheadings, columns, bullets, or table.
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Use of the colon to introduce a list and use of semi-colons within lists.
- How hyphens can be used to avoid ambiguity.

**Semi Colons (;), colons (:)** can be used to separate the boundary between two clauses.

**Bats are excellent hunters:** they track small insects using echo-location.

*The first section describes the subject and the second adds extra detail.*

A semi colon can be used in place of a conjunction where we want the writing to flow where the clauses are closely related.

**We lost the ball too many times and we lost the game**  
Becomes:

**We lost the ball too many times; we lost the game.**

**Parenthesis** adds extra information to your sentence. You can choose from:

A comma (formal)

A dash (formal and sometimes informal)

Brackets (more informal)

I did not enjoy my meal, **it tasted strange**, so I made a complaint.

I did not enjoy my meal- **it tasted strange**- so I made a complaint.

I did not enjoy my meal (**it tasted strange**) so I made a complaint.