

## Year 6 Vocabulary, Grammar & Punctuation Statutory Guidelines

<b>Word</b>	<p>The difference between vocabulary typical of <i>informal speech</i> and vocabulary appropriate for <i>formal speech</i> and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as <i>synonyms and antonyms</i> [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of <b>question tags</b>: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word or phrase</b>, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p><b>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</b></p>
<b>Punctuation</b>	<p>Use of the <b>semi-colon, colon and dash</b> to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation of bullet points to list information</b></p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for Pupils</b>	<p><b><i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></b></p>

*NB: Text features will be taught through Weekly English lessons*

## Year 6 Grammar, Punctuation & Spelling Long Term Planning

Autumn	Spring	Summer
<b>Week 1: Word classification</b>	<b>Week 1: Commas- Lists, Sub-ordinate Clauses &amp; Direct Speech</b>	<b>Week 1: SATS Grammar revision (identified gaps)</b>
<b>Week 2: Fronted adverbials (on the other hand, in contrast, as a consequence)</b>	<b>Week 2: Apostrophes-Contractions, Singular &amp; Plural Possessions</b>	<b>Week 2: SATS Grammar revision (identified gaps)</b>
<b>Week 3: Pronouns- Personal &amp; Possessive</b>	<b>Week 3: Inverted commas (direct and indirect speech)</b>	<b>Week 3: SATS Grammar revision (identified gaps)</b>
<b>Week 4: Conjunctions (Subordination and coordination)</b>	<b>Week 4: Colon &amp; Semi Colons</b>	<b>Week 4: SATS Grammar revision (identified gaps)</b>
<b>Week 5: Prepositions and prepositional phrases</b>	<b>Week 5: Brackets, Dashes &amp; Hyphens for parenthesis</b>	<b>Week 5: Punctuation ( A , . () - ! ? ; / "" : )</b>
<b>Week 6: Punctuation ( A , . ? ! ' "" () - )</b>	<b>Week 6: Hyphen to avoid ambiguity</b>	<b>Week 6: Punctuation ( A , . () - ! ? ; / "" : )</b>
<b>Week 1: Formal/Informal</b>	<b>Week 1: Plurals (all rules, irregular &amp; regular)</b>	<b>Week 1: Word classification</b>
<b>Week 2: Synonyms and antonyms</b>	<b>Week 2: Expanded Noun, Verb &amp; Prepositional Phrases</b>	<b>Week 2: Proof reading- spelling and punctuation</b>
<b>Week 3: Modal verbs</b>	<b>Week 3: Prefixes and Suffixes</b>	<b>Week 3: Prefixes and Suffixes</b>
<b>Week 4: Subject, object, verb</b>	<b>Week 4: Subordinating clauses/ main clauses</b>	<b>Week 4: Colons and Semi-colons</b>
<b>Week 5: Subject &amp; Verb Agreement including passive &amp; active voice</b>	<b>Week 5: Relative clauses &amp; Relative pronouns</b>	<b>Week 5: Brackets, Commas, Hyphens for parenthesis</b>
<b>Week 6: Proofread- Spelling and punctuation</b>	<b>Week 6: Passive and active voice</b>	<b>Week 6: Proof read</b>

**NOTE: Additional weeks to be focused on GAPS/ weaknesses identifies by class teacher. Where it indicates 'revision' this should include previously taught content from other years.**