

## YEAR 6 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

### All lessons should aim to use SPAG questions from test papers to support and deepen children's understanding

	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1- 6 weeks	Spring 2 – 5 weeks	Summer 1 –7 weeks	Summer 2 – 6 ½
<b>Week 1</b>  <span style="background-color: yellow;">2 day week</span>	<b>Punctuation:</b> Cl . ,	<b>Spelling:</b> Adding suffixes beginning with vowel letters to words ending in –fer	<b>Spelling:</b> Words containing the letter-string ough	<b>Spelling:</b> Homophones and other words that are often confused – see spelling appendix	<b>Spelling:</b> Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> ) (year 3)	<b>Spelling:</b> Homophones and other words that are often confused – see spelling appendix
	<b>Grammar:</b>  Revision - To express time, place and cause using conjunctions (e.g. when, before, after, while, so) AKA subordinate clauses (year 3)	<b>Grammar:</b> 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 versus The window in the greenhouse was broken (by me)</i> ).	<b>Grammar:</b> Teach the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <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)	<b>Grammar:</b> Paragraphs: linking ideas across paragraphs using <b>adverbials of place</b> e.g. <i>nearby</i> (revision year 5)	<b>Grammar:</b> Revision – What is a subordinate clause? (year 3)	<b>Grammar:</b> Teach the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i> )
		<b>Punctuation:</b> Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i> )	<b>Punctuation:</b> Use of semi-colons within lists	<b>Punctuation:</b> Dashes (hyphens) to indicate parenthesis (revision year 5)	<b>Punctuation:</b> Use of the colon to introduce a list	<b>Punctuation:</b> Use of <b>other</b> punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "sit down!"</i> (revision year 4)
<b>Week 2</b>	<b>Spelling**:</b>  Endings which sound like /j əs/ spelt –cious or –tious	<b>Spelling:</b> Prefixes – un, dis and mis (revision year 4)	<b>Spelling:</b> Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> ) (year 3)	<b>Spelling:</b> Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner (revision year 4)	<b>Spelling:</b> Endings which sound like /j əs/ spelt – cious or –tious	<b>Spelling:</b> The prefix 'auto' meaning 'self' or 'own' (revision year 4)
	<b>Grammar:</b> Use of paragraphs to organise ideas around a theme (revision year 4)	<b>Grammar:</b> Teach the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i> )	<b>Grammar:</b> Teach the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <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)	<b>Grammar:</b> Paragraphs: linking ideas across paragraphs using <b>adverbials of number</b> e.g. <i>secondly</i> (revision year 5)	<b>Grammar:</b> To learn to use the appropriate choice of <b>pronoun</b> and <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition (revision year 4)	<b>Grammar:</b> 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 versus The window in the greenhouse was broken (by me)</i> ).
	<b>Punctuation:</b> Apostrophes – to mark where letters are missing (revision year 2)	<b>Punctuation:</b> Bullet points to list information	<b>Punctuation:</b> Inverted commas to punctuate direct speech (revision year 3)	<b>Punctuation:</b> brackets to indicate parenthesis (revision year 5)	<b>Punctuation:</b> Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i> )	<b>Punctuation:</b> Apostrophes - to mark singular possession in nouns e.g. <i>the girl's name</i> (revision year 2)

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Week 3	<b>Spelling:</b> Endings which sound like /ʃəl/ - cial	<b>Spelling:</b> Suffix – ation ( <i>revision year 4</i> )	<b>Spelling:</b> Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> ) ( <i>year 3</i> )	<b>Spelling:</b> Words with the /i:/ sound spelt ei after c	<b>Spelling:</b> Prefixes – un, dis and mis ( <i>revision year 4</i> ) Adding suffixes beginning with vowel letters to words ending in –fer	<b>Spelling:</b> Homophones and other words that are often confused – see spelling appendix
	<b>Grammar:</b> Use of adverbs to indicate degrees of possibility ( for example perhaps, surely) ( <i>revision year 5</i> )	<b>Grammar:</b> Teach how words are related by meaning as synonyms and antonyms ( for example, <i>big, large, little</i> )	<b>Grammar:</b> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a <b>word</b> or phrase	<b>Grammar:</b> Paragraphs: linking ideas across paragraphs using <b>adverbials of tense choices</b> e.g. he <b>had</b> seen her before ( <i>revision year 5</i> )	<b>Grammar:</b> To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i> ) ( <i>revision year 4</i> )	<b>Grammar:</b> 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 versus The window in the greenhouse was broken (by me)</i> ).
	<b>Punctuation:</b> Apostrophes - to mark singular possession in nouns e.g. the girl's name ( <i>revision year 2</i> )	<b>Punctuation:</b> Use of the colon to introduce a list	<b>Punctuation:</b> Use of commas to clarify meaning or avoid ambiguity	<b>Punctuation:</b> Use of <b>other</b> punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" ( <i>revision year 4</i> )	<b>Punctuation:</b> Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)	<b>Punctuation:</b> Apostrophes - to mark plural possession ( <i>revision year 4</i> )
Week 4	<b>Spelling:</b> Words ending in –ant and –ance/-ancy	<b>Spelling:</b> Use of the hyphen to join a prefix to a root word e.g. co-ordinate	<b>Spelling:</b> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<b>Spelling:</b> Words ending in –ant and –ance/-ancy	<b>Spelling:</b> The grammatical difference between plural and possessive – s ( <i>revision year 4</i> )	<b>Spelling:</b> Commonly misspelt HFW's
	<b>Grammar:</b> Relative clauses beginning with <i>who, which, where</i> ( <i>revision year 5</i> )	<b>Grammar:</b> 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 versus The window in the greenhouse was broken (by me)</i> ).	<b>Grammar:</b> Link ideas across paragraphs using a wider range of cohesive devices: <b>grammatical connections</b> (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> )	<b>Grammar:</b> Revision based on own class weaknesses	<b>Grammar:</b> Link ideas across paragraphs using a wider range of cohesive devices: <b>grammatical connections</b> (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> )	<b>Grammar:</b> Teach the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <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)
	<b>Punctuation:</b> Apostrophes - to mark plural possession ( <i>revision year 4</i> )	<b>Punctuation:</b> Use of hyphens to clarify meaning or avoid ambiguity ( <i>e.g. man eating shark versus man-eating shark</i> )	<b>Punctuation:</b> Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) ( <i>year 6</i> )	<b>Punctuation:</b> Use of commas after fronted adverbials ( <i>revision year 4</i> )	<b>Punctuation:</b> Use of hyphens to clarify meaning or avoid ambiguity ( <i>e.g. man eating shark versus man-eating shark</i> )	<b>Punctuation:</b> Use of the colon to introduce a list
Week 5	<b>Spelling:</b> Words ending in ent and –ence/-ency	<b>Spelling:</b> Words with the /i:/ sound spelt ei after c	<b>Spelling:</b> The grammatical difference between plural and possessive – s ( <i>revision year 4</i> )	<b>Spelling:</b> Words ending in ably and ibly	<b>Spelling:</b> Words with the /i:/ sound spelt ei after c	<b>Spelling:</b> Commonly misspelt HFW's
	<b>Grammar:</b> Relative clauses beginning with <i>when, whose, that</i> or an omitted relative pronoun ( <i>revision year 5</i> )	<b>Grammar:</b> Teach the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i> )	<b>Grammar:</b> Link ideas across paragraphs using a wider range of cohesive devices: <b>ellipsis</b>	<b>Grammar:</b> Revision based on own class weaknesses	<b>Grammar:</b> Link ideas across paragraphs using a wider range of cohesive devices: <b>ellipsis</b>	<b>Grammar:</b> Using devices to build <b>cohesion</b> within a paragraph (for example <i>then, after that, this, firstly</i> )

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	<b>Punctuation:</b> Use of <b>other</b> punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" ( <i>revision year 4</i> )	<b>Punctuation:</b> Ellipsis	<b>Punctuation:</b> Revision based on own class weaknesses	<b>Punctuation:</b> Revision based on own class weaknesses	<b>Punctuation:</b> Apostrophes - to mark plural possession ( <i>revision year 4</i> )	<b>Punctuation:</b> Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
<b>Week 6</b>	<b>Spelling:</b> Words ending in able and ible	<b>Spelling:</b> Possessive apostrophe with plural words ( <i>revision year 4</i> )	<b>Spelling:</b> Commonly misspelt HFW's		<b>Spelling:</b> Words ending in able and ible	<b>Spelling:</b> Commonly misspelt HFW's
	<b>Grammar:</b> Converting nouns into verbs using suffixes ( <i>revision year 5</i> )	<b>Grammar:</b> Paragraphs: linking ideas across paragraphs using <b>adverbials of time</b> e.g. later	<b>Grammar:</b> Revision based on own class weaknesses		<b>Grammar:</b> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a <b>word or phrase</b>	<b>Grammar:</b> Revision based on own class weaknesses
	<b>Punctuation:</b> brackets to indicate parenthesis ( <i>revision year 5</i> )	<b>Punctuation:</b> Revision based on own class weaknesses	<b>Punctuation:</b> Revision based on own class weaknesses		<b>Punctuation:</b> Revision based on own class weaknesses	<b>Punctuation:</b> Revision based on own class weaknesses
<b>Week 7</b>	<b>Spelling:</b> Words ending in ably and ibly	<b>Spelling:</b> Commonly misspelt HFW's			<b>Spelling:</b> Commonly misspelt HFW's	<b>Spelling:</b> Commonly misspelt HFW's
	<b>Grammar:</b> Converting adjectives into verbs using suffixes ( <i>revision year 5</i> )	<b>Grammar:</b> Revision based on own class weaknesses			<b>Grammar:</b> Revision based on own class weaknesses	<b>Grammar:</b> Revision based on own class weaknesses
	<b>Punctuation:</b> Dashes to indicate parenthesis ( <i>revision year 5</i> )	<b>Punctuation:</b> Revision based on own class weaknesses			<b>Punctuation:</b> Revision based on own class weaknesses	<b>Punctuation:</b> Revision based on own class weaknesses
<b>Week 8</b>	<b>Spelling:</b> Revision based on own class weaknesses					
	<b>Grammar:</b> Use of modal verbs to indicate degrees of possibility ( for example might, should, will, must) ( <i>revision year 5</i> )					
	<b>Punctuation:</b> Revision based on own class weaknesses					
<b>Terminology</b>	subject      object	active      passive      synonym	antonym      ellipsis	hyphen      colon      semi-colon	bullet points	

Each week the above objectives to be revised during guided reading activities.

A grammar lesson is to be taught every Monday during literacy time – this objective is then to be applied throughout the week.

\*\* see attached spelling appendix