

Year 6

Grammatical Terminology to teach

Year 5

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6 review

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Autumn 1 Supporting Spelling: Composition: Writing Grammar: Punctuation: Oracy: Transcription: text/s: outcomes: Spelling: Planning: • use the • use a using MICHAEL diagonal and thesaurus Story with commas to clarify meaning • noting and horizontal a historical • spell some words with developing initial or avoid strokes that setting using 'silent' letters ambiguity in ideas, drawing on expanded are needed to join letters noun phrases writing reading and research • Writing in to convey where necessary and • use role knowledge of complicated • using understand information which letters, morphology brackets, Drafting: Diary Entry and etymology when concisely dashes or selecting in spelling and commas to appropriate grammar • Poetry adjacent to understand indicate including and one another, nature **Poetry** vocabulary, understan that the subjunctive parenthesis are best left inspired spelling of forms ding how such unjoined some words choices can change needs to be • using the and enhance meaning • increase the perfect form of learnt legibility, verbs to mark specifically, as • in narratives, consistency describing settings, listed in relationships of and quality of time and cause characters and Appendix 1 their atmosphere handwriting • apply simple further



	spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words	cohesive devices such as grammatical connections and adverbials			Editing: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors using the Brecknock Marking code	 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	
			Autu	mn 2			
Supporting text/s: Evolution Revolution	Spelling: • continue to distinguish between homophones and other words which are often confused	Grammar: • use a thesaurus • using expanded noun phrases to convey complicated	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing • using		Composition: Planning: • noting and developing initial ideas, drawing on reading and research where necessary Drafting:	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters,	Writing outcomes: • Christmas story • Biography • Explanation text



A Christmas Carol Christmas Ca	use further prefixes and suffixes and understand the guidance for adding them use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview use dictionaries to check the spelling and	information concisely • using modal verbs or adverbs to indicate degrees of possibility • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (hypothetical situations) • using the perfect form of verbs to mark relationships of time and cause	brackets, dashes or commas to indicate parenthesis • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere using a wide range of devices to build cohesion within and across paragraphs using further organizational and presentational devices to structure text and to guide the reader Editing:	when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting	• Discussion text



			Sprir	og 1	 ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors using the Brecknock Marking code 		
A MONSTER CALLS A MONS	Spelling: • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand	Grammar: • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using passive verbs to affect the	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses	Oracy:	Composition: Planning: • noting and developing initial ideas, drawing on reading and research where necessary Drafting: • selecting appropriate grammar and vocabulary, understan ding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere	Transcription: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task	Writing outcomes: • Story with a dilemma • Persuasive writing • Formal letter • Poetry - Tanka



that	the	presentation of		• using a wide range	
l l		information in a		of devices to build	
	·	sentence		cohesion within and	
1	ds to be			across paragraphs	
learr		• using the			
		perfect form of		• using further	
liste		verbs to mark		organizational and	
		relationships of		presentational	
		time and cause		devices to structure	
• ap	ply simple			text and to guide the	
		• differences in		reader	
	9	informal and			
	9	formal		• Using standard	
		language		English consistently	
	Home	94496		g	
		• synonyms &		Editing:	
		Antonyms		• assessing the	
		,e		effectiveness of their	
• use	e	• further		own and others'	
	-	cohesive		writing	
		devices such as		9	
		grammatical		• proposing changes	
		connections		to vocabulary,	
word		and adverbials		grammar and	
				punctuation	
		• use of ellipsis		to enhance effects	
				and clarify meaning	
				• ensuring correct	
				subject and verb	
				agreement when	
				using	
				singular and plural	
				- Janan an a prana n	
				distinguishing	
				between the	
				language of	
				speech and writing	



					and choosing the appropriate register • proofread for spelling and punctuation errors using the Brecknock Marking code		
			Spri	ng 2			
Supporting text/s: Out Thousand and One Arriban Nights Science Parties of Control of C	Spelling: • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words	Grammar: • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • synonyms & Antonyms	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list	Oracy:	Planning: • noting and developing initial ideas, drawing on reading and research where necessary Drafting: • selecting appropriate grammar and vocabulary, understan ding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Transcription: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task	Writing outcomes: • Folk tale • Explanation text • WBD narrative



	needs to be		
	learnt	• précision in longer	
	specifically, as	passages	
	listed in		
	Appendix 1	• using a wide range	
	препак і	of devices to build	
	• apply simple	cohesion within and	
	spelling rules	across paragraphs	
	and guidance	across paragraphs	
	from Appendix	• using further	
	1 as set out in	organizational and	
	the Home	presentational	
		devices to structure	
	Learning		
	overview	text and to guide the	
		reader	
	• use	E to	
	dictionaries to	Editing:	
	check the	• assessing the	
	spelling and	effectiveness of their	
	meaning of	own and others'	
	words	writing	
		• proposing changes	
		to vocabulary,	
		grammar and	
		punctuation	
		to enhance effects	
		and clarify meaning	
		ensuring correct	
		subject and verb	
		agreement when	
		using	
		singular and plural,	
		distinguishing	
		between the	
		language of	
		speech and writing	



					and choosing the appropriate register • proofread for spelling and punctuation errors using the Brecknock Marking code		
			Sumi	mer 1			
Supporting text/s: RUNTOPERS HUGO CARRET	Spelling: • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the	Grammar: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (hypothetical) • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list •punctuating bullet points consistently	Oracy:	Planning: As before Drafting: • selecting appropriate grammar and vocabulary,understan ding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précision in longer	Transcription: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task	Writing outcomes: • Write in role • Setting description • Persuasive text • Poetry - figurative



spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words	grammatical connections and adverbials		passages • using a wide range of devices to build cohesion within and across paragraphs Editing: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
dictionaries to				
overview				
			and claim, meaning	
			• ensuring correct	
			using	
			appropriate register	
			• proofread for	
			spelling and	
			punctuation errors	
			using the Brecknock	
 			Marking code	
			-	



Summer 2											
Supporting text/s: NIKOLATESLA Where does with thing roome from? COOCHEART COOCHEART	Spelling: • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	Grammar: • using passive verbs to affect the presentation of information in a sentence • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials	Punctuation: • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list •punctuating bullet points consistently	Oracy:	Composition: Planning: As before Drafting: • selecting appropriate grammar and vocabulary,understan ding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précision in longer passages • using a wide range of devices to build cohesion within and across paragraphs Editing: • assessing the effectiveness of their	Transcription: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task	Writing outcomes: • Mystery story with a historical setting • Report • Biography				



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spelling rules			own and others'	
and guidance			writing	
from Append				
1 as set out in			• proposing changes	
the Home			to vocabulary,	
Learning			grammar and	
overview				
overview			punctuation	
			to enhance effects	
• use			and clarify meaning	
dictionaries to	P			
check the			• ensuring correct	
spelling and			subject and verb	
meaning of			agreement when	
words			using	
			singular and plural,	
			distinguishing	
			between the	
			language of	
			speech and writing	
			and choosing the	
			appropriate register	
			appropriate register	
			• • • • • • • • • • • • • • • • • • •	
			• proofread for	
			spelling and	
			punctuation errors	
			using the Brecknock	
			Marking code	