



**Hilton Lane**  
Primary School

# Grammar, Punctuation and Spelling

## Year 6 - Long Term Plan

Grammar, Punctuation and Spelling - Year 6 - Long Term  
Plan

## Year 6 - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<b>Autumn</b>	<b>1. Ready to Write</b>				<b>2. Synonyms and Antonyms</b>		<b>3. Word Classes</b>		<b>4. Subjunctive Form</b>		<b>Assessments</b>			
<b>Spring</b>	<b>1. Punctuation 1</b>		<b>2. Active and Passive</b>		<b>3. Formal and Informal</b>		<b>4. Punctuation 2</b>		<b>5. Hyphens</b>		<b>Assessments</b>			
<b>Summer</b>	<b>Revision</b>		<b>Assessments (SATs)</b>		<b>1. Cohesion</b>				<b>2. Consolidation (Key Stage 2)</b>				<b>Assessments</b>	

## **Summary**

*This overview has been designed to be used in conjunction with your English writing curriculum.*

*Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas.*

*The Ready to Write section occurs at the start of the academic year and is an opportunity to revisit learning from the previous year group.*

*Staff are expected to teach this directly in their SPAG starter a minimum of 3 times per week.*

*Weekly spellings are to be taught specifically using the agreed scheme as per the teaching and learning policy.*

# Year 6 - Long Term Plan - Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>1. Ready to Write</b>  (5G3.1a) <a href="#">Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</a>  (5G4.1c) <a href="#">Using modal verbs to indicate degrees of possibility</a>  (5G4.1c) <a href="#">Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</a>  (5G1.6) <a href="#">Using adverbs to indicate degrees of possibility</a>  (5G1.6) <a href="#">Indicating degrees of possibility using adverbs [for example, perhaps, surely]</a>  (5G5.9) <a href="#">Using brackets, dashes or commas to indicate parenthesis</a>  (5G3.2) <a href="#">Using expanded noun phrases to convey complicated information concisely</a>  (5G4.1b) <a href="#">Using the perfect form of verbs to mark relationships of time and cause</a>  (5G5.6a) <a href="#">Using commas to clarify meaning or avoid ambiguity in writing</a>				<b>2. Synonyms and Antonyms</b>  (6G6.1) <a href="#">How words are related by meaning as synonyms and antonyms [for example, big, large, little]</a>  Terminology for pupils: • (6G6.1) <a href="#">synonym</a> • (6G6.1) <a href="#">antonym</a>		<b>3. Word Classes</b>  Terminology for pupils: • (6G1.9) <a href="#">subject</a> • (6G1.9) <a href="#">object</a>		<b>4. Subjunctive Form</b>  (6G7.4) <a href="#">Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</a>  (6G7.2) <a href="#">The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</a>  (6G7.3) <a href="#">The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</a>  (6G4.3) <a href="#">Recognising subjunctive forms</a>		<b>Assessments</b>	

# Year 6 - Long Term Plan - Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<b>1. Punctuation 1</b>  (6G5.10) <a href="#">Using a colon to introduce a list</a>  (6G5.10) <a href="#">Use of the colon to introduce a list</a>  (6G5.11) <a href="#">Use of semi-colons within lists</a>  (6G5.14) <a href="#">Punctuating bullet points consistently</a>  (6G5.14) <a href="#">Punctuation of bullet points to list information</a>  Terminology for pupils: • (6G5.10) <a href="#">colon</a> • (6G5.11) <a href="#">semi-colon</a> • (6G5.14) <a href="#">bullet points</a>		<b>2. Active and Passive</b>  (6G4.4) <a href="#">Using passive verbs to affect the presentation of information in a sentence</a>  (6G4.4) <a href="#">Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</a>  Terminology for pupils: • (6G4.4) <a href="#">active</a> • (6G4.4) <a href="#">passive</a>		<b>3. Formal and Informal</b>  (6G7.4) <a href="#">Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</a>  (6G7.2) <a href="#">The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</a>  (6G7.3) <a href="#">The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</a>		<b>4. Punctuation 2</b>  (6G5.11) <a href="#">Using semi-colons to mark boundaries between independent clauses</a>  (6G5.10) <a href="#">Using colons to mark boundaries between independent clauses</a>  (6G5.12) <a href="#">Using dashes to mark boundaries between independent clauses</a>  (6G5.11) <a href="#">Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</a>  (6G5.10) <a href="#">Use of the colon to mark the boundary between independent clauses</a>  (6G5.12) <a href="#">Use of the dash to mark the boundary between independent clauses</a>  Terminology for pupils: • (6G5.10) <a href="#">colon</a> • (6G5.11) <a href="#">semi-colon</a>		<b>5. Hyphens</b>  (6G5.13) <a href="#">Using hyphens to avoid ambiguity</a>  (6G5.13) <a href="#">How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</a>  Terminology for pupils: • (6G5.13) <a href="#">hyphen</a>		<b>Assessments</b>	

# Year 6 - Long Term Plan - Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Summer</b>	<b>Revision</b>	<b>Assessments (SATs)</b>	<b>1. Cohesion</b>  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 <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and ellipsis  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  Terminology for pupils: <ul style="list-style-type: none"> <li>• Ellipsis</li> </ul>					<b>2. Consolidation (Key Stage 2)</b>  <i>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</i>					<b>Assessments</b>