Year 6		
Vocabulary, Grammar and Punctuation		
Skills	Objectives	What should be seen in the classroom?
Vocabulary	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	
Grammar	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • 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 • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis	
Punctuation	• 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	**Grammatical Terminology** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Ready to Write * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * Using modal verbs to indicate degrees of possibility * Indicating degrees of possibility using modal verbs [for example, might, should, will, must] * Using adverbs to indicate degrees of possibility * Indicating degrees of possibility using adverbs [for example, perhaps, surely] * Using brackets, dashes or commas to indicate parenthesis * Using expanded noun phrases to convey complicated information concisely * Using the perfect form of verbs to mark relationships of time and cause * Using commas to clarify meaning or avoid ambiguity in writing				Synonyms and Antonyms * How words are related by meaning as synonyms and antonyms [for example, big, large, little] Terminology for pupils: • synonym • antonym		Word Classes Terminology for pupils: • subject • object		Subjunctive Form * Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms * 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] * 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] * Recognising subjunctive forms			Assessment
Spring	Punctuation 1 * Using a colon to introduce a list * Use of the colon to introduce a list * Use of semi- colons within lists * Punctuating bullet points consistently * Punctuation of bullet points to list information Terminology for pupils: • colon • semi-colon • bullet points		Active and Passive * Using passive verbs to affect the presentation of information in a sentence * 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)] Terminology for pupils: • active • passive		Formal and Informal * Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms * 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] * 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]			Punctuation 2 * Using semi-colons to mark boundaries between independent clauses * Using colons to mark boundaries between independent clauses * Using dashes to mark boundaries between independent clauses * Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] * Use of the colon to mark the boundary between independent clauses * Use of the dash to mark the boundary between independent clauses Terminology for pupils: • colon • semi-colon		Hyphens * Using hyphens to avoid ambiguity * How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re-cover] Terminology for pupils: • hyphen	

| Summer | Revision
Assessments (SATs) | Cohesion
* 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 [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Terminology for pupils:
• Ellipsis | Consolidation (Key Stage 2)
Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives. |