**Year 6**

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| **Grammar- word**  | • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Plus Year 3/4/5 objectives: • Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use verb prefixes [for example, dis–, de–, mis–, over– and re–] • Recognise the grammatical difference between plural and possessive –s • Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Form nouns with a range of prefixes [for example super–, anti–, auto–] • Use a or an according to whether the next word begins with a vowel or con-sonant • Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] |
| **Grammar- sentence** | Plus Year 3/4/5 objectives: • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
| **Grammar -Paragraphs** | • Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis] • Use layout devices Plus Year 3/4/5objectives: • Organise paragraphs around a theme with a focus on more complex narrative structures • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Use paragraphs to organise ideas around a theme • Use Fronted adverbials [for example, later that day, I heard the bad news.] • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Group related ideas into paragraphs • Use headings and sub-headings to aid presentation • Expressing time, place and cause using conjunctions, adverbs and prepositions |
| **Grammar -Tenses** | • Use 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)]. Plus Year 3/4/5 objectives: • Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech • Link ideas using tense choices • Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility 45 • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Use present and past tenses correctly and consistently • Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] |
| **Grammar - Punctuation** | • Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it’s raining; I’m fed up] • Use the colon to introduce a list and use semi-colons within lists • Punctuate bullet points consistently • Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Plus Year 3/4/5 objectives: • Use commas to clarify meaning or avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis • Use commas after fronted adverbials • Indicate apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Use inverted commas to punctuate direct speech • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] |
| **Writing - Composition** | **Plan writing**: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices **Evaluate and edit:** Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors |
| **Handwriting** | • Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books. • Children will address inaccuracies by put a line neatly through the error. • Accuracy of spelling will need to be considered prior to using a Berol handwriting pen. • Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured. |
| **Terminology children MUST know by the end of Year 6** Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause. Determiner , pronoun, possessive pronoun, adverbial Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity **Semi colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.** |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| Star of Fear, Star of Hope by Jo Hoestlandt, Erika’s Story by Ruth Vander Zee | Can We Save the Tiger? by Martin Jenkins | The Selfish Giant by Oscar Wilde & Ritva Voutila | Island by Jason Chin, Jemmy Button by [Alix Barzelay](https://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Alix+Barzelay%22) | Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys | Sky Chasers by Emma Carroll |
| **Additional texts:**Erika’s story by Ruth Vander ZeeAn Eagle in the snow by Michael Morpurgo | **Additional texts:** | **Additional texts:**Gulliver’s Travels retold by Martin Jenkins, illustrated by Chris Riddell | **Additional texts:**Jemmy Button by Jennifer Uma, Valerio Vidali, Alix BarzelayThe Explorer by Katherine Rundell | **Additional texts:**Great Adventurers by Alastair HumphreysDolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts) | **Additional texts:**The Unforgotten Coat by Frank Cottrell Boyce |
| **Outcome**: To write a story with a flashback from another character’s point of view **Greater depth**: To write a story with a flashback from another character’s point of view including a section in recount genre e.g. diary, letter, eye-witness account | **Outcome:** To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion) **Greater depth:** To write and present a ‘Newsround’ style TV news report about the tiger crisis | **Outcome**: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character’s point of view **Greater depth**: To write a version from the special tree’s perspective | **Outcome**: To write a journalistic report (hybrid) about Charles Darwin’s discoveries **Greater depth**: To write a journalistic report about Charles Darwin’s discoveries which includes extracts from another genre e.g. diary, interview, information | **Outcome**: To write a multi-modal biography of Jacques Cousteau in the style of the ‘Great Adventurers’ text **Greater depth**: To add a section entitled ‘How Jacques Cousteau inspired me’ linked to his role in the conservation debate | **Outcome**: To write the next chapter of Sky Chasers in the style of the author from two different viewpoints **Greater depth**: To write from three different viewpoints |
| **Prior Learning (Gateway Keys)** • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Use of inverted commas and other punctuation to punctuate direct speech • Use Y5 standard punctuation • Use consistent and correct tense | **Prior Learning (Gateway Keys)** • Use expanded noun phrases to convey complicated information concisely • Apply persuasive language • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Use clear organisational features | **Prior Learning (Gateway Keys)** • Use expanded noun phrases to convey complicated information concisely • Integrate dialogue to convey character and advance the action • Select appropriate grammar and vocabulary • Use brackets, dashes or commas to indicate parenthesis (Y5) • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) | **Prior Learning (Gateway Keys)** • Select appropriate grammar and vocabulary • Distinguish between the language of speech and writing • Use a wide range of devices to build cohesion • Use Y5 standard punctuation correctly • Use semi-colons to mark boundaries between independent clauses (GD) | **Prior Learning (Gateway Keys)** • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Organise paragraphs around a theme • Use fronted adverbials • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Use punctuation at Y4 standard correctly | **Prior Learning (Gateway Keys)** • Use expanded noun phrases to convey complicated information concisely • Select appropriate grammar and vocabulary • Integrate dialogue to convey character and advance the action • Use a wide range of devices to build cohesion |
| **Sentence**Use expanded noun phrases to convey complicated information conciselyUse passive verbs | **Sentence**Use modal verbs or adverbs to indicate degrees of possibility  | **Sentence**Recognise vocabulary and structures for formal speech and writing, including subjunctive formsUse passive verbs | **Sentence**Use passive verbsVariety of verb forms used correctly and consistently including the progressive and the present perfect forms | **Sentence**Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | **Sentence**Recognise vocabulary and structures for formal speech and writing, including subjunctive forms |
| **Text**Link ideas across paragraphs using a wider range of cohesive devicesIntegrate dialogue to convey character and advance the action | **Text**Enhance meaning through selecting appropriate grammar and vocabulary | **Text**Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action | **Text**Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text | **Text**Use a wider range of devices to build cohesion | **Text**Identify the audience and purpose for writing Choose the appropriate register |
| **Punctuation**Use a colon to introduce a list  Punctuate bullet points consistently | **Punctuation**Use brackets, dashes or commas to indicate parenthesis | **Punctuation**Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently) | **Punctuation**Use colons or dashes to mark boundaries between independent clauses | **Punctuation**Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity | **Punctuation**Use semi-colons, colons or dashes to mark boundaries between independent clauses |
| **Vocabulary linked** **to text** | friction benevolence compassion angst authority conflict dispute timidly pounding invaded Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community | originally especially including affected definitely exactly fewer particular accidentally probably managed unfortunately Panthera tigris breeding grassland swampy appetite disease rancher prairies captive/captivity predator conservation(ists) population | bore rattled ceased blossoms bitterly longed admired merely hastened slay ogre trespasser casement wound awe | revolutionary emerge transform exchange magnificent stirring frequent flourish several evolution endemic seamount natural selection extinction descendants terrain elevation colony/colonise | fascinated villainous surrounded perilous pioneer inventor legacy innovations camouflaged seascape marine scorpion fish dorados emeralds sapphires rubies checkerboard fish truckfish moustache | inventor obsession contraption setback ingenuity experiment elation triumph deceit contraption espionage mechanics pickpocket prototype aeronautical papermill airborne rooster poultry orphan |
| **YR 5/6 Vocabulary** | aggressive cemetery convenience desperate immediately necessary neighbour occupy prejudice queue recognise restaurant sacrifice soldier symbol | according bargain category committee communicate controversy develop disastrous exaggerate frequently government hindrance interfere parliament persuade signature sincerely | ancient awkward community correspond determined familiar forty harass hindrance interrupt nuisance privilege rhyme rhythm stomach vegetable | accommodate apparent average environment excellent existence explanation individual occur physical pronunciation relevant system temperature thorough variety | accompany achieve amateur conscience conscious curiosity determined environment equipment foreign muscle programme shoulder sufficient vehicle yacht | appreciate attached available bruise curiosity definite identity language leisure lightning marvellous mischievous opportunity profession recommend suggest twelfth |
| **Feature keys** (vocabulary, manipulating sentences and tense, structure)• Use small details for characters to amuse, entertain or create drama • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language • Manipulate tense and verb forms • Manipulate structure using a flashback • Use paragraphs to vary pace and emphasis | **Feature keys** (vocabulary, manipulating sentences and tense, structure)• Use concise word choices • Select language to appeal to the reader • Clarify technical vocabulary • Adapt formality to suit purpose and audience • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience (hybrid text) • Include a summarising statement | **Feature keys** (vocabulary, manipulating sentences and tense, structure)• Use language carefully to influence the reader’s opinion of a character, place or situation • Use archaic language • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc | **Feature keys** (vocabulary, manipulating sentences and tense, structure)Journalistic report hybrid: • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Direct address to the reader through questions as subheadings • Use quotes from people to provide opinions and information • Use passive voice for ambiguity • Use appropriate formality for intended audience • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question | **Feature keys** (vocabulary, manipulating sentences and tense, structure)• Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use verb tenses consistently and correctly • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately | **Feature keys** (vocabulary, manipulating sentences and tense, structure)• Use language carefully to influence the reader’s opinion of a character, place or situation • Use powerful and varied verbs for action • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Combine action, dialogue and description |
| **Grammar lessons (Nelson) and SPAG style questions.** |
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