

Year 6 Spelling, Punctuation and Grammar LTP

Progression and Vocabulary			
Sentence structure	Standard English	Vocabulary / Language Structure	Punctuation
Nouns Verbs Adjectives Conjunctions Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating conjunctions Fronted adverbials	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural Paragraphs	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Dashes Hyphens Ellipses Colons Semi Colons

**National curriculum guidance
Learning Objectives**

Word Structure	Sentence structure	Text Structure	Punctuation
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>
<p>I can identify both formal and informal speech</p> <p>I can spell words from the year 5 and 6 spelling list</p>	<p>I can identify the subject, verb and object within a sentence</p> <p>I can identify active voice</p> <p>I can identify passive voice</p> <p>I can write using the active voice</p> <p>I can write using the passive voice</p> <p>I can identify the subjunctive form of the verb</p> <p>I can write using the subjunctive form of the verb</p>	<p>I understand how to use layout devices to organise a text.</p>	<p>I can identify when to use a colon and semi colons within a list</p> <p>I can use a colon and semi colons within a list</p> <p>I can identify and use a colon form explanation</p> <p>I can correctly punctuate bullet points correctly</p> <p>I can identify and use semi colons between independent clauses</p>

	I can identify the difference between formal and informal speech I can change formal speech into informal speech		I can use hyphens to avoid ambiguity
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	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				Synonyms and Antonyms		Word Classes			Subjunctive Form		Assessments
Spring	Punctuation		Active and Passive		Formal and Informal			Punctuation 2		Hyphens	Assessments	
Summer	Revision	Assessments (SATs)	Cohesion				Consolidation (Key Stage 2)				Assessments	