Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
G&P **Autumn**	**1. Writing essentials** 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.				**2. Synonyms and Antonyms** How words are related by meaning as synonyms and antonyms [for example, big, large, little] Terminology for pupils: • synonym • antonym		**3. Word Classes** Terminology for pupils: • subject • object			**4. 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? 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.	

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Spring	**1. 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		**2. 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		**3. 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? he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.			**4. 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			**5. Hyphens** Using hyphens to avoid ambiguity How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, Terminology for pupils: • hyphen

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Summer	Revision	Assessments (SATs)	**1. 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					**2. Consolidation** (Key Stage 2 Coverage of all KS2 Grammar, Vocabulary)			