

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
Autumn	1. Ready to Write				2. Synonyms and Antonyms		3. Word Classes			4. Subjunctive Form		Assessments
Spring	1. Punctuation 1		2. Active and Passive		3. Formal and Informal			4. Punctuation 2			5. Hyphens	Assessments
Summer	Revision	Assessments (SATs)	1. Cohesion				2. Consolidation (Key Stage 2)					Assessments

*Opportunities to consolidate previously taught Y5 objectives in red. *Links to previous year group's objectives in green

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		
Autumn	1. Ready to Write (5G3.1a) Using <u>relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</u> (5G4.1c) Using <u>modal verbs to indicate degrees of possibility</u> (5G4.1c) <u>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</u> (5G1.6) Using <u>adverbs to indicate degrees of possibility</u> (5G1.6) <u>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</u> (5G5.9) <u>Using brackets, dashes or commas to indicate parenthesis</u> (5G3.2) <u>Using expanded noun phrases to convey complicated information concisely</u> (5G4.1b) <u>Using the perfect form of verbs to mark relationships of time and cause</u> (5G5.6a) <u>Using commas to clarify meaning or avoid ambiguity in writing</u>				2. Synonyms and Antonyms (6G6.1) <u>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</u> Terminology for pupils: • (6G6.1) <u>synonym</u> • (6G6.1) <u>antonym</u>		3. Word Classes Terminology for pupils: • (6G1.9) <u>subject</u> • (6G1.9) <u>object</u>		4. Subjunctive Form (6G7.4) <u>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</u> (6G7.2) <u>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]</u> (6G7.3) <u>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech]</u> (6G4.3) <u>Recognising subjunctive forms</u>		Assessments		*Links to Y5 tenses, Y4 standard english *word classes	
	*Links to all Y5 objectives.				*Links to all year groups vocabulary teaching		*Links to Y2 word classes, Y5 relative clauses							

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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
Spring	1. Punctuation 1 (6G5.10) Using a colon to introduce a list (6G5.10) Use of the colon to introduce a list (6G5.11) Use of semi-colons within lists (6G5.14) Punctuating bullet points consistently (6G5.14) Punctuation of bullet points to list information Terminology for pupils: • (6G5.10) colon • (6G5.11) semi-colon • (6G5.14) bullet points		2. Active and Passive (6G4.4) Using passive verbs to affect the presentation of information in a sentence (6G4.4) Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>] Terminology for pupils: • (6G4.4) active • (6G4.4) passive		3. Formal and Informal (6G7.4) Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms (6G7.2) 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] (6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were or Were they to come in some very formal writing and speech]</i>		4. Punctuation 2 (6G5.11) Using semi-colons to mark boundaries between independent clauses (6G5.10) Using colons to mark boundaries between independent clauses (6G5.12) Using dashes to mark boundaries between independent clauses (6G5.11) Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] (6G5.10) Use of the colon to mark the boundary between independent clauses (6G5.12) Use of the dash to mark the boundary between independent clauses Terminology for pupils: • (6G5.10) colon • (6G5.11) semi-colon		5. Hyphens (6G5.13) Using hyphens to avoid ambiguity (6G5.13) How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover]</i> Terminology for pupils: • (6G5.13) hyphen		Assessments	
	*Links to Y5 parentheses, relative clauses		*Links to Y5 tenses		*Links to Y4 standard english *Formal and informal *subjunctive		*Links to Y5 parentheses, relative clauses *Punctuation 1		*synonyms and antonyms *punctuation 1 and 2			

Year 6 – Long Term Plan – Summer

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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	
Summer	Revision	Assessments (SATs)	<p>1. Cohesion</p> <p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • Ellipsis 					<p>2. Consolidation (Key Stage 2)</p> <p><i>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</i></p>					Assessments
			<p>*Links to Y5 cohesion, Y4 paragraphs</p> <p>*Adverbs</p>										