**Year 6 SPAG Long Term Plan**

**Expected punctuation**

* **capital letters and full stops**
* **exclamation marks and question marks**
* **inverted commas**
* **apostrophes (omission and possession)**
* **commas (to separate words in a list)**
* **commas (to separate an independent clause from a subordinate clause)**
* **commas (to mark a fronted adverbial of time, reason, manner or place)**
* **parenthesis**
* **use of the colon to introduce a list and use of semi-colons within lists**
* **semi-colons, colon and dash to mark the boundary between independent clauses**
* **hyphens**
* **colons and dashes**
* **punctuation of bullet points to list information**

**Expected grammar**

* **coordinating conjunctions (using acronym ‘fanboys’)**
* **expanded noun phrases (including adding a prepositional phrase)**
* **tense (past simple, present simple)**
* **tense (past progressive, present progressive)**
* **tense (past perfect, present perfect)**
* **subordinating conjunction (using acronym ‘a white bus’)**
* **adverbs (time, reason, manner, place)**
* **fronted adverbials**
* **relative clauses and relative pronouns**
* **modal verbs**
* **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]**
* **how words are related by meaning as synonyms and antonyms [for example, big, large, little].**
* **active and passive voice**
* **subjunctive form**

**Terminology**

* **preposition**
* **determiner**
* **modal verb**
* **relative pronoun**
* **relative clause**
* **parenthesis**
* **brackets**
* **dash**
* **cohesion**
* **ambiguity**
* **subject**
* **object**
* **active**
* **passive**
* **synonym**
* **antonym**
* **ellipsis**
* **hyphen**
* **colon**