**Year 6 SPAG Long Term Plan**

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| **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**
 | **Grammar*** **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**
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| **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**
 | **Terminology*** **preposition**
* **determiner**
* **modal verb**
* **relative pronoun**
* **relative clause**
* **parenthesis**
* **brackets**
* **dash**
* **cohesion**
* **ambiguity**
 | **Terminology*** **subject**
* **object**
* **active**
* **passive**
* **synonym**
* **antonym**
* **ellipsis**
* **hyphen**
* **colon**
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| **Spelling - Year 6**• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)• Learn words from personal lists. • Teach proofreading strategie | **Autumn**  | **Spring**  | **Summer** |
| **Revisit**Words ending in ‘-able’ and ‘-ably’ Revise words ending in ‘-ible’ and ‘-ibly’ **Rare GPCs** Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.**Prefixes/ Suffixes**Adding suffixes beginning with vowel letters to words ending in ‘-fer’.**Word endings** Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)**Homophones** advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy**Proofreading** in smaller chunks – sentences and paragraphs. | **Revisit**Words containing the letter string ‘-ough’**Prefixes/ Suffixes**Generating words from prefixes and suffixes**Word endings** Words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential)**Homophones** compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2**Proofreading** someone else’s writing. Note down strategies that help. | **Rare GPCs** Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)**Word endings**Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘- ence’/‘-ency’**Homophones and near homophones** draft/draught, dissent/descent, precede/proceed, wary/weary**Proofreading** Embedding proofreading strategies when reviewing own writing independently. |
|  | * **use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary**
* **use a thesaurus.**
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**Handwriting in Year 6**

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| Write legibly, fluently and with increasing speed by:* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited to a task
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**Writing in Year 6 (Composition)**

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| Pupils should be taught to plan their writing by | * identifying the audience for and purpose of the writing,
* selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
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| Pupils should be taught to draft and write by:  | * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* précising longer passages
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
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| Pupils should be taught to evaluate and edit by:  | * assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* ensuring the consistent and correct use of tense throughout a piece of writing
* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech
* and writing and choosing the appropriate register
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| Pupils should be taught to proof-read for spelling and punctuation errors  |
| Pupils should be taught to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  |