**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** | |
| **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.** | | |

**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 |

**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 |
| 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] |
| 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 |
| 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. | |