



**Grammar, Punctuation and Spelling**

**Year 6**

**Spring Block 3**

## 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	

## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

# Spring Block 3 – Formal and Informal

## National Curriculum Objectives:

English Year 6: (6G7.4) Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

English Year 6: (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]

English Year 6: (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: *He's your friend, isn't he?*, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech]

## Small Steps

1. Recognising Formal and Informal Writing
2. Subjunctive Form in Formal Speech and Writing
3. Question Tags in Informal Speech and Writing
4. Formal and Informal Vocabulary
5. Using Formal and Informal Vocabulary and Structures

# Step 1 – Recognising Formal and Informal Writing

## Notes and Guidance

- Children may be familiar with different styles of writing from different text types such as fiction, newspaper articles and letters. However, some children may have had less exposure to formal genres and may be less familiar with this style of writing.
- In this step, children should recognise and identify the differences in structure, layout and language between formal and informal texts.
- Whether a text is formal or informal depends on the genre, purpose and audience that the piece is intended for. These are the factors which then influence the vocabulary and structure used.
- Formal genres such as formal letters, information texts and newspaper articles have a common layout structure to follow. For example: Newspaper articles are set out in columns with headlines; formal letters include the address at the top; information texts include sub-headings.
- Each formal style has language appropriate to the subject and may include factual language, sophisticated vocabulary, jargon and a formal tone.
- Informal writing may use a more relaxed style which may include colloquial language and slang.

## Focused Questions

- Is this formal or informal? How do you know?

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 2 – Subjunctive Form in Formal Speech and Writing

### Notes and Guidance

- From the previous step, children should now already be familiar with formal and informal speech and writing and be able to recognise the appropriate vocabulary to use in those situations.
- In this step, children will recap the subjunctive form which was covered in Autumn Block 4 and link this to formal writing.
- In Autumn Block 4, children were introduced to the subjunctive form where 'were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example: *I wish I were older* (wishful); *If I were a teacher, I would...* (hypothetical); *Sally acts as if she were the boss* (unreal).
- Children should know that using the subjunctive form *were* in the above ways usually indicates formal writing.
- The subjunctive form can be recognised due to its use of *be* and *were*, rather than the more commonly used *am*, *are*, *is* or *was*.
- The use of the subjunctive indicates formal writing by changing the tone of a sentence.

### Focused Questions

- How does the use of the subjunctive change the tone of this sentence?
- Is this written in the subjunctive style?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 3 – Question Tags in Informal Speech and Writing

### Notes and Guidance

- In the previous steps, children have looked at the differences in language and structure in formal and informal texts as well as the use of the subjunctive form in formal writing.
- In this step, children will be introduced to question tags in informal speech and writing.
- Question tags are short questions which are added on to a sentence. For example: *It's freezing today, isn't it?*
- They are commonly used to ask for agreement or to check if a statement is true.
- Question tags are common in informal speech and writing and usually use the contracted form of a word. For example: isn't instead of *is not*.
- If the main part of the sentence includes an auxiliary verb, the question then repeats this. For example: *She can't see me, can she?*
- If the main part of the sentence does not include an auxiliary verb, the verb 'do' is used in the question tag. For example: *You like this show, don't you?*

### Focused Questions

- Can you add a question tag to this sentence?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 4 – Formal and Informal Vocabulary

### Notes and Guidance

- Now that children are familiar with some of the different features of formal and informal speech and writing, they can move on to looking at formal and informal vocabulary.
- Children should be familiar with examples of formal and informal tone and vocabulary from their previous exposure to different genres of writing.
- Informal vocabulary includes the use of shortened forms of words e.g. 'cos/because, slang e.g. *epic fail- a large failure* and colloquialisms e.g. *fella, dude*.
- Formal vocabulary is sophisticated, fact-based and includes the full and formal versions of all words. Depending on the intended audience, vocabulary can be scientific and specialist to the subject being written about.
- Sentences with the same meaning can be written in both a formal and informal manner by the omission or addition of appropriate words. For example: *Can you try this?* versus *May I suggest that you try this please?*

### Focused Questions

- Is this formal or informal? How do you know?
- Change this sentence from formal to informal.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 5 – Using Formal and Informal Vocabulary and Structures

### Notes and Guidance

- Now that children are familiar with recognising the language and structures of formal and informal speech and writing, they should begin using these in their own writing.
- In this step, children will consolidate what they have learnt in this block by beginning to use formal and informal vocabulary and structures.

### Focused Questions

- Can you rewrite this sentence in the style of a newspaper report?
- Is your sentence formal or informal? What features have you used?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.