

YEAR 6 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

All lessons should aim to use SPAG questions from test papers to support and deepen children's understanding

	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1- 6 weeks	Spring 2 – 5 weeks	Summer 1 –7 weeks	Summer 2 – 6 ½
Week 1 2 day week	Punctuation: Cl . ,	Spelling: Adding suffixes beginning with vowel letters to words ending in –fer	Spelling: Words containing the letter-string ough	Spelling: Homophones and other words that are often confused – see spelling appendix	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (year 3)	Spelling: Homophones and other words that are often confused – see spelling appendix
	Grammar: Revision - To express time, place and cause using conjunctions (e.g. when, before, after, while, so) AKA subordinate clauses (year 3)	Grammar: 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>).	Grammar: Teach 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</i> in some very formal writing and speech)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of place e.g. <i>nearby</i> (revision year 5)	Grammar: Revision – What is a subordinate clause? (year 3)	Grammar: Teach the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>)
		Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)	Punctuation: Use of semi-colons within lists	Punctuation: Dashes (hyphens) to indicate parenthesis (revision year 5)	Punctuation: Use of the colon to introduce a list	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "sit down!"</i> (revision year 4)
Week 2	Spelling**: Endings which sound like /j əs/ spelt –cious or –tious	Spelling: Prefixes – un, dis and mis (revision year 4)	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (year 3)	Spelling: Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner (revision year 4)	Spelling: Endings which sound like /j əs/ spelt – cious or –tious	Spelling: The prefix 'auto' meaning 'self' or 'own' (revision year 4)
	Grammar: Use of paragraphs to organise ideas around a theme (revision year 4)	Grammar: Teach the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>)	Grammar: Teach 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</i> in some very formal writing and speech)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of number e.g. <i>secondly</i> (revision year 5)	Grammar: To learn to use the appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition (revision year 4)	Grammar: 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>).
	Punctuation: Apostrophes – to mark where letters are missing (revision year 2)	Punctuation: Bullet points to list information	Punctuation: Inverted commas to punctuate direct speech (revision year 3)	Punctuation: brackets to indicate parenthesis (revision year 5)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)	Punctuation: Apostrophes - to mark singular possession in nouns e.g. <i>the girl's name</i> (revision year 2)

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Week 3	Spelling: Endings which sound like /ʃəl/ - cial	Spelling: Suffix – ation (<i>revision year 4</i>)	Spelling: Revision: Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>) (<i>year 3</i>)	Spelling: Words with the /i:/ sound spelt ei after c	Spelling: Prefixes – un, dis and mis (<i>revision year 4</i>) Adding suffixes beginning with vowel letters to words ending in –fer	Spelling: Homophones and other words that are often confused – see spelling appendix
	Grammar: Use of adverbs to indicate degrees of possibility (for example perhaps, surely) (<i>revision year 5</i>)	Grammar: Teach how words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>)	Grammar: Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of tense choices e.g. he had seen her before (<i>revision year 5</i>)	Grammar: To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) (<i>revision year 4</i>)	Grammar: 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>).
	Punctuation: Apostrophes - to mark singular possession in nouns e.g. the girl's name (<i>revision year 2</i>)	Punctuation: Use of the colon to introduce a list	Punctuation: Use of commas to clarify meaning or avoid ambiguity	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" (<i>revision year 4</i>)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)	Punctuation: Apostrophes - to mark plural possession (<i>revision year 4</i>)
Week 4	Spelling: Words ending in –ant and –ance/-ancy	Spelling: Use of the hyphen to join a prefix to a root word e.g. co-ordinate	Spelling: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Spelling: Words ending in –ant and –ance/-ancy	Spelling: The grammatical difference between plural and possessive – s (<i>revision year 4</i>)	Spelling: Commonly misspelt HFW's
	Grammar: Relative clauses beginning with <i>who, which, where</i> (<i>revision year 5</i>)	Grammar: 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>).	Grammar: Link ideas across paragraphs using a wider range of cohesive devices: grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>)	Grammar: Revision based on own class weaknesses	Grammar: Link ideas across paragraphs using a wider range of cohesive devices: grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>)	Grammar: Teach 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</i> in some very formal writing and speech)
	Punctuation: Apostrophes - to mark plural possession (<i>revision year 4</i>)	Punctuation: Use of hyphens to clarify meaning or avoid ambiguity (e.g. <i>man eating shark versus man-eating shark</i>)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) (<i>year 6</i>)	Punctuation: Use of commas after fronted adverbials (<i>revision year 4</i>)	Punctuation: Use of hyphens to clarify meaning or avoid ambiguity (e.g. <i>man eating shark versus man-eating shark</i>)	Punctuation: Use of the colon to introduce a list
Week 5	Spelling: Words ending in ent and –ence/-ency	Spelling: Words with the /i:/ sound spelt ei after c	Spelling: The grammatical difference between plural and possessive – s (<i>revision year 4</i>)	Spelling: Words ending in ably and ibly	Spelling: Words with the /i:/ sound spelt ei after c	Spelling: Commonly misspelt HFW's
	Grammar: Relative clauses beginning with <i>when, whose, that</i> or an omitted relative pronoun (<i>revision year 5</i>)	Grammar: Teach the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>)	Grammar: Link ideas across paragraphs using a wider range of cohesive devices: ellipsis	Grammar: Revision based on own class weaknesses	Grammar: Link ideas across paragraphs using a wider range of cohesive devices: ellipsis	Grammar: Using devices to build cohesion within a paragraph (for example <i>then, after that, this, firstly</i>)

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	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" (<i>revision year 4</i>)	Punctuation: Ellipsis	Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses	Punctuation: Apostrophes - to mark plural possession (<i>revision year 4</i>)	Punctuation: Use of semi-colons to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
Week 6	Spelling: Words ending in able and ible	Spelling: Possessive apostrophe with plural words (<i>revision year 4</i>)	Spelling: Commonly misspelt HFW's		Spelling: Words ending in able and ible	Spelling: Commonly misspelt HFW's
	Grammar: Converting nouns into verbs using suffixes (<i>revision year 5</i>)	Grammar: Paragraphs: linking ideas across paragraphs using adverbials of time e.g. later	Grammar: Revision based on own class weaknesses		Grammar: Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase	Grammar: Revision based on own class weaknesses
	Punctuation: brackets to indicate parenthesis (<i>revision year 5</i>)	Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses		Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses
Week 7	Spelling: Words ending in ably and ibly	Spelling: Commonly misspelt HFW's			Spelling: Commonly misspelt HFW's	Spelling: Commonly misspelt HFW's
	Grammar: Converting adjectives into verbs using suffixes (<i>revision year 5</i>)	Grammar: Revision based on own class weaknesses			Grammar: Revision based on own class weaknesses	Grammar: Revision based on own class weaknesses
	Punctuation: Dashes to indicate parenthesis (<i>revision year 5</i>)	Punctuation: Revision based on own class weaknesses			Punctuation: Revision based on own class weaknesses	Punctuation: Revision based on own class weaknesses
Week 8	Spelling: Revision based on own class weaknesses					
	Grammar: Use of modal verbs to indicate degrees of possibility (for example might, should, will, must) (<i>revision year 5</i>)					
	Punctuation: Revision based on own class weaknesses					
Terminology	subject object	active passive synonym	antonym ellipsis	hyphen colon semi-colon	bullet points	

Each week the above objectives to be revised during guided reading activities.

A grammar lesson is to be taught every Monday during literacy time – this objective is then to be applied throughout the week.

** see attached spelling appendix