

# Year 6 ST MARTIN'S SCHOOL VGP LONG TERM PLAN



## Grammar coverage

### Grammar and punctuation

#### Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

#### Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

#### Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

<p><b>Informal and formal speech:</b>  <i>find out / discover</i>  <i>ask for / request</i>  <i>go in / enter</i>                      Using question tags for informality:  <i>He's in your class, isn't he?</i>                      Use the subjunctive for formal writing:  <i>If I <u>were</u> you...</i></p>	<p>Use <b>inverted commas</b> accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p><b>Dashes</b> to mark the boundary between clauses:  <i>It's raining – I'm fed up</i></p>	<p><b>Semicolons</b> to demarcate within a list</p>	<p><b>Simple sentences and how to embellish them</b></p>	<p><b>Modal verbs</b></p>
<p>Consolidating <b>compound sentences</b> and coordinating conjunctions</p>	<p><b>Repetition for effect:</b>                      persuasion, suspense, emphasis</p>	<p><b>Colon and bullet points</b> for a list</p>	<p><b>Alliteration</b></p>	<p><b>Abstract nouns</b></p>	<p><b>Auxiliary verbs</b></p>
<p><b>Synonyms:</b>                      Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p><b>Connectives</b> to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> <li>- order of sequence</li> <li>- time connectives</li> <li>- additional ideas</li> <li>- space and place</li> <li>- contrasting</li> <li>- exemplification</li> <li>- results</li> </ul>	<p><b>Hyphens for compound words</b> to avoid ambiguity:  <i>man eating shark</i>                      or  <i>man-eating shark</i></p>	<p><b>Similes</b></p>	<p><b>Complex sentences and subordinate conjunctions</b></p>	<p><b>Tense (past, present and future)</b></p>

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	- to summarise				
Combining <b>complex and compound clauses</b> to create a sentence	<b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the <b>subject and object</b> of the sentence	<b>Metaphors</b>	<b>Antonyms:</b> using prefixes	<b>Pronouns:</b> <b>relative and possessive</b>
Expanded <b>noun phrases</b> : <i>The witch, who crashed her broom, is over there, feeling dazed.</i>  A whole sentence can be a noun phrase	<b>Colons</b> to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	<b>Ellipses</b> to create suspense and to show missing words in a quote	<b>Personification</b>	<b>Rhetorical questions</b>	<b>Relative clauses</b>
The difference between <b>passive and active</b> sentence and when to use the passive	<b>Semicolons</b> to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	<b>Antonyms</b> to create different effects in sentences	<b>Fronted adverbials</b>	<b>Collective nouns</b>	<b>Determiners and generalisers</b>
<b>Imperative verb</b>					

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Spelling	Sentence/ grammar lessons
Antonyms	Fronted adverbials
Synonyms	Expanded noun phrases
Informal and formal language	Determiners and generalisers
Conjunctions	Imperatives
Connectives	Semicolons
Relative pronouns	Colons
Possessive pronouns	Bullet points
Hyphens for compound nouns	Dashes
Collective nouns	Passive and active sentences
Modal verbs	Informal and formal language
	Rhetorical questions
	Personification
	Metaphors
	Alliteration
	Similes
	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex sentences
	Pronouns – relative and possessive

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<p>Abstract nouns</p> <p>Imperative verbs</p> <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	<p>Ellipses</p> <p>Relative clauses</p> <p>Subject and object of the sentence</p> <p>Layout devices (could also be used in guided reading)</p> <p>Past tense</p> <p>Present tense</p> <p>Future tense</p> <p>Auxiliary verbs</p> <p>Modal verbs</p> <p>Embellishing simple sentences</p> <p>Repetition for effect</p> <p>Inverted commas</p>
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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.