

Year 6 grammar coverage

Grammar coverage					
Informal and formal speech: <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> Aut 1 – Informal piece of writing about themselves	Use inverted commas 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 Aut 1 – Newspaper report Return to in Spr 1 – JTTRS – Cinderella story	Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i> Aut 2 – Balanced argument All writing from Aut 2	Semicolons to demarcate within a list Aut 2 – Balanced argument All writing from Aut 2	Simple sentences and how to embellish them Aut 1/2 sentence structure taught through all pieces of work and when looking at fronted adverbials and relative clauses and parenthesis	Modal verbs Spr1 – Chronological report (Titanic)
Abstract nouns Taught at the beginning of the year	Repetition for effect: persuasion, suspense, emphasis Spr 2 – Description writing Sad Room. Sad Hobby. Spr 2 – Narrative Cinderella Story	Colon and bullet points for a list Aut 1 – Explanation Text and balanced argument	Alliteration Aut 1 –Newspaper Report	Consolidating compound sentences and coordinating conjunctions Aut 2 – Explanation Text Taught FANBOYS when teaching subordinate clause so they understand they can never start a sentence but can extend using them.	Auxiliary verbs Aut 1 – Grammar lesson 1
Synonyms: 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	Connectives to signpost and create cohesion within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification	Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i> Spring 2 – Description. Sad Room. Sad Hobby.	Similes Spring 2 – Description. Sad Room. Sad Hobby.	Complex sentences and subordinate conjunctions Aut 2 – Explanation text All writing from Aut 2	Tense (past, present and future) Aut 1 – Summaries in the present tense (Macbeth)

Year 6 grammar coverage

"big". Spr 1 – Non- Chronological Report	- results - to summarise Aut 1 – Macbeth – contrasting conjunctions Aut 2 Balanced Argument Spr 1 – Chronological report				
Antonyms: using prefixes Spr 1 – Non- Chronological Report	Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs Aut 1 – Non Chronological report Reading sessions	Identify the subject and object of the sentence Aut 2 – Balanced Argument Part of the Active and Passive lesson	Metaphors Sum 2 – poetry	Combining complex and compound clauses to create a sentence All writing from Aut 1 focusses on varying sentence structures	Pronouns: relative and possessive Relative – Aut 1 – All writing from Aut 1
Collective nouns Taught at the beginning of the year when recapping nouns	Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i> Aut 2 – All writing from Aut 2	Ellipses to create suspense and to show missing words in a quote Spr 2 - Cinderella story (narrative)	Personification Sum 2 – poetry	Rhetorical questions Aut 1 – Non chronological report All writing from Aut 1 if necessary	Relative clauses Aut 1 – Non- chronological report All writing from Aut 1
The difference between passive and active sentence and when to use the passive Aut 2 – Balanced Argument	Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i> Aut 2 – Balanced Argument All pieces of writing from Aut 2	Antonyms to create different effects in sentences Taught in grammar lesson with synonyms ready for Spr 1 – Non- Chronological Report	Fronted adverbials Aut 1 – Writing a summary All writing from Aut 1	Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase Aut 1 – write a summary and writing in role as Banquo All writing from Aut 1	Determiners and generalisers Standalone Grammar lesson as they will use determiners throughout the year in their writing
Imperative verb Aut 2 – Instructions in D&T					

Year 6 grammar coverage

and Science (Cross Curricular)					
--------------------------------	--	--	--	--	--

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
Abstract nouns	Rhetorical questions
Imperative verbs	Personification
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Metaphors
	Alliteration
	Similes
	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex sentences
	Pronouns – relative and possessive
	Ellipses
	Relative clauses
	Subject and object of the sentence
	Layout devices (could also be used in guided reading)
	Past tense
	Present tense

Year 6 grammar coverage

	Future tense Auxiliary verbs Modal verbs Embellishing simple sentences Repetition for effect Inverted commas
--	---

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.