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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Autumn | **Getting Ready to Write**  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  Using modal verbs to indicate degrees of possibility  Indicating degrees of possibility using modal verbs [for example, might, should, will, must]  Using adverbs to indicate degrees of possibility  Indicating degrees of possibility using adverbs [for example, perhaps, surely]  Using brackets, dashes or commas to indicate parenthesis  Using expanded noun phrases to convey complicated information concisely  Using the perfect form of verbs to mark relationships of time and cause  Using commas to clarify meaning or avoid ambiguity in writing | | | | **Synonyms and antonyms**  How words are related by meaning as synonyms and antonyms [for example, big, large, little] | | **Word classes**  Knowing object and subject | | **Subjunctive form**  Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms  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]  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]  Recognising subjunctive forms | |
| Spring | **Punctuation**  Using a colon to introduce a list  Use of the colon to introduce a list  Use of semi- colons within lists  Punctuating bullet points consistently  Punctuation of bullet points to list information | | **Active and Passive**  Using passive verbs to affect the presentation of information in a sentence  Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus Th e window in the greenhouse was broken (by me)] | | **Formal and Informal**  Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms  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]  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] | | **Punctuation**  Using semi-colons to mark boundaries between independent clauses  Using colons to mark boundaries between independent clauses  Using dashes to mark boundaries between independent clauses  Use of the semi-colon to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]  Use of the colon to mark the boundary between independent clauses  Use of the dash to mark the boundary between independent clauses | | **Hyphens**  (Using hyphens to avoid ambiguity  How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re- cover] | |
| Summer | **Revision and SATS** | | | | **Cohesion and consolidation**  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  Terminology for pupils: • Ellipsis | | | | | |

Rodmersham School Grammar Scheme of Work Year 6