



Grammar, Punctuation and Spelling

Year 6

Autumn Block 1

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Grammar, Punctuation and Spelling – Year 6 – Ready to Write

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.

We recommend using the [Year 6 Baseline Assessment](#) before the Autumn Block 1 guidance and resources so that you can address any gaps in prior knowledge from Year 5.

Autumn Block 1 – Ready to Write

National Curriculum Objectives:

- (5G3.1a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- (5G4.1c) Using modal verbs to indicate degrees of possibility
- (5G4.1c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must]
- (5G1.6) Using adverbs to indicate degrees of possibility
- (5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely]
- (5G5.9) Using brackets, dashes or commas to indicate parenthesis
- (5G3.2) Using expanded noun phrases to convey complicated information concisely
- (5G4.1b) Using the perfect form of verbs to mark relationships of time and cause
- (5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing

Small Steps

1. Relative Clauses
2. Modal Verbs
3. Adverbs
4. Parenthesis
5. Expanded Noun Phrases
6. Commas
7. Present Tense
8. Past Tense

Step 1 – Relative Clauses

Notes and Guidance

- From Year 4, children should know the term *pronouns* refers to a word that takes the place of a noun. They should know that there are different types of pronouns, including relative pronouns and possessive pronouns. This step focuses on the use of relative pronouns in relative clauses.
- From Year 5, children should know that a relative clause is a type of subordinate clause which modifies a noun. It can also refer to the whole main clause.
- A relative clause must start with a relative pronoun and must always follow the noun or other pronoun they are modifying.

Focused Questions

- Identify the relative clause in this sentence. Which word is the relative pronoun?
- Can a relative clause be moved around in a sentence? Why not?
- Can the relative pronoun be omitted from this sentence? Why/why not?

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 2 – Modal Verbs

Notes and Guidance

- Children should know that modal verbs are used to indicate degrees of possibility, including *might*, *should*, *will* and *must*.
- A modal verb modifies another verb and tells you how certain, how able or how necessary (obligatory) it is.
- Modal verbs only have finite forms such as *may*, *can* or *should*. Modal verbs do not have any other forms, i.e. *mayed* or *maying*.

Focused Questions

- What is a modal verb?
- What word class does a modal verb modify?
- What are the three different uses of modal verbs?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 3 – Adverbs

Notes and Guidance

- This step focuses on using adverbs to indicate the possibility of the verb, including *perhaps, surely, maybe, possibly, definitely and certainly*.
- From Year 5, children should know the difference between adverbs and modal verbs (and from the previous step). Modal verbs follow directly after the noun it modifies, while adverbs indicating possibility modify the verb in the sentence and, like other adverbs, can move location within the sentence.

Focused Questions

- Where is the adverb in this sentence?
- What type of words do adverbs indicating possibility modify?
- Can an adverb to indicate possibility move within a sentence?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 4 – Parenthesis

Notes and Guidance

- From Year 5, children should know that the term *parenthesis* means to add extra information within a sentence, using brackets, dashes or commas.
- Parenthesis can be used to interrupt the sentence or to clarify information within a sentence.
- Children should know that they need to use a pair of brackets to add additional information, while dashes and commas can be used in pairs or on their own.

Focused Questions

- What is parenthesis?
- What punctuation marks can be used to add parenthesis to a sentence?
- Can a bracket be used on its own or in a pair?
- Can a dash be used on its own or in a pair?
- Are the brackets used to add extra information or clarify information already in the sentence?
- Is the extra information a main clause, a relative clause or a subordinate clause?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 5 – Expanded Noun Phrases

Notes and Guidance

- In Year 5, children learnt how to use expanded noun phrases to convey complicated information concisely, for example using *the curly-haired girl* instead of *the girl with the curly hair*.
- This skill is useful for later in Year 6 when children learn about writing notes for bullet points.
- Children should be able to identify which information is necessary and which information can be removed from a noun phrase to make sure it is presented concisely.
- Children may realise (without necessarily being taught) that not every sentence needs an expanded noun phrase and that a variety of sentence types and lengths will help to build cohesion.

Focused Questions

- Identify the expanded noun phrase(s) in this sentence.
- Is all of the information in this expanded noun phrase needed?
- Which information could we remove from this noun phrase? Does it still make sense without it?
- Do all of the sentences in this paragraph include expanded noun phrases? Why not?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 6 – Commas

Notes and Guidance

- Children should know that commas have many different jobs including separating items in a list, demarcating fronted adverbials, clarifying meaning, or to avoid ambiguity.
- This step focuses on using commas to clarify meaning and avoid ambiguity within writing. From Year 5 (and Step 4 within this block), children should know that commas can be used to punctuate clauses which add extra information.
- Commas can also be used to avoid ambiguity and to make the meaning of the sentence clear, for example *I enjoy running ballet classes and swimming* compared to *I enjoy running, ballet classes and swimming*. In the first sentence, 'running ballet classes' can be interpreted as teaching the ballet class while in the second sentence, the comma makes running and ballet classes two separate activities.

Focused Questions

- What are the commas used for in this sentence?
- Can you remove the commas from the sentence?
- How does the comma(s) in this sentence change the meaning of the information?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 7 – Present Tense

Notes and Guidance

- In Year 6, children should have already covered all the different tense forms. This step focuses on the present tense forms: simple present, present progressive and present perfect.
- Children should know from previous learning that: regular simple present verbs use the infinitive verb form; regular present progressive verbs use the present participle form; and the regular present perfect verbs use the past participle form.
- All irregular verb forms (those which cannot be conjugated using -ed or -ing) must be learnt explicitly rather than following a spelling pattern.
- Children should be able to identify which tense form a sentence is written in based on the structure of the sentence.

Focused Questions

- Which verbs can you conjugate by adding -ed or -ing?
- Is this verb in the infinitive, present participle or past participle form?
- Which tense and form is used in this sentence? How can you tell?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 8 – Past Tense

Notes and Guidance

- This step focuses on the past tense forms: simple past, past progressive and past perfect.
- Children should know from previous learning that: regular simple past verbs use the infinitive verb followed by the suffix -ed; regular past progressive verbs use the present participle form; and regular past perfect verbs use the past participle form.
- All irregular verb forms (those which cannot be conjugated using -ed or -ing) must be learnt explicitly rather than following a spelling pattern.
- Children should be able to identify which tense form a sentence is written in based on the structure of the sentence.

Focused Questions

- Which tense and form is used in this sentence? How can you tell?
- How can you change this sentence from the simple past form to the present perfect form?
- Which other words do you need to include when writing in the past progressive/past perfect form?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.