



**Grammar, Punctuation and Spelling**

**Year 6**

**Autumn Block 3**

## 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
<b>Autumn</b>	<b>1. Ready to Write</b>				<b>2. Synonyms and Antonyms</b>		<b>3. Word Classes</b>			<b>4. Subjunctive Form</b>		<b>Assessments</b>
<b>Spring</b>	<b>1. Punctuation 1</b>		<b>2. Active and Passive</b>		<b>3. Formal and Informal</b>			<b>4. Punctuation 2</b>		<b>5. Hyphens</b>	<b>Assessments</b>	
<b>Summer</b>	<b>Revision</b>	<b>Assessments (SATs)</b>	<b>1. Cohesion</b>				<b>2. Consolidation (Key Stage 2)</b>					<b>Assessments</b>

## 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.

# Autumn Block 3 – Word Classes

## National Curriculum Objectives:

- Terminology for pupils:
  - (2G1.1) [noun](#)
  - (2G1.2) [verb](#)
  - (2G1.3) [adjective](#)
  - (2G1.6) [adverb](#)
  - (3G1.4) [conjunction](#)
  - (3G1.7) [preposition](#)
  - (4G1.8) [determiner](#)
  - (6G1.9) [subject](#)
  - (6G1.9) [object](#)

## Small Steps

1. [Identifying Nouns and Verbs in Sentences](#)
2. [Identifying Adjectives and Adverbs in Sentences](#)
3. [Identifying Subjects and Objects in Sentences](#)
4. [Identifying Determiners, Conjunctions and Prepositions in Sentences](#)
5. [Identifying Word Classes in Sentences](#)

# Step 1 – Identifying Nouns and Verbs in Sentences

## Notes and Guidance

- Throughout Years 2 to 6, children should regularly recap the terms *noun* and *verb*.
- In this step, children will recap identifying different types of nouns and verbs in given sentences.
- A noun is used to name a person, place or thing. There are different types of nouns including common, proper, collective, concrete and abstract. Repeated nouns can also be replaced by pronouns.
- A verb is used to express an action or a state of being. There are also different types of verbs including actions, linking and auxiliary (helping).
- Children should also understand that a sentence only needs to include a noun and a verb, for example 'Izzy ran.' Some sentences can be one word sentences in which the subject or the verb are implied. Most sentences include other types of words and you can build on the simple sentence using this knowledge.

## Focused Questions

- Is 'happiness' a noun or a verb?
- List the nouns/verbs in the sentence.
- Is this noun common or proper? Is it concrete or abstract?
- Is this verb an action verb, a linking verb or an auxiliary verb?
- What auxiliary verb needs to go before this verb?

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 – Identifying Adjectives and Adverbs in Sentences

### Notes and Guidance

- Throughout Years 2 to 6, children should regularly recap the terms *adjective* and *adverb* and be able to identify them in given sentences.
- An adjective is a word used to describe a noun (or pronoun). Adjectives can be used on their own or in a list to explain characteristics of a particular noun. They can also refer to comparatives and superlatives which compare two or more things.
- An adverb is a word that describes a verb, such as how, when, where or how often it is happening.
- Children should be able to identify whether a word is an adjective or an adverb based on the word it modifies (a noun or a verb).

### Focused Questions

- Is this word telling us more about the noun or verb? How do you know?
- What adjective/adverb could be included to add extra information in this 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 3 – Identifying Subjects and Objects in Sentences

### Notes and Guidance

- Children need to know that nouns can have different 'jobs' within a sentence – the thing that does the verb (*subject*) and the thing that has the verb done to it (*object*).
- From prior learning, children should know that a sentence must include a noun and verb. The noun must be doing the verb so the noun acts as a *subject*. If the sentence includes a second noun, it is having the verb done to it so this noun acts as an *object*.
- From this knowledge, children should understand that a sentence will always include a *subject* and a *verb*, and does not need to include an *object*.
- Children should be able to use this knowledge to identify whether the nouns in a sentence are acting as the *subject* or as the *object*.

### Focused Questions

- What two 'jobs' can nouns have in a sentence?
- How do you know if a noun is a subject?
- How do you know if a noun is an object?
- Identify the nouns in the sentence. Are they acting as a subject or an object?

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 – Identifying Determiners, Conjunctions and Prepositions in Sentences

## Notes and Guidance

- Throughout Years 3 to 6, children should regularly recap the terms *conjunction*, *preposition* and *determiner* and be able to identify them in given sentences.
- A conjunction is used to join two or more clauses (or words) together. A co-ordinating conjunction is used to join two main clauses of equal value. A subordinating conjunction is used to add a subordinate (dependent) clause to the main clause.
- A preposition is a word that describes where something is or where it needs to move to, for example 'Pour the ingredients into the bowl.'
- A determiner is a word which comes before a noun (or an adjective) to explain whether a noun is general or specific. There are different types of determiners such as articles, demonstrative, quantifiers and possessive.

## Focused Questions

- Can you change the determiner/conjunction/preposition in the sentence? How does it change the meaning of the sentence?
- Which word class does this word belong to? How do you know?

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 – Identifying Word Classes in Sentences

### Notes and Guidance

- Children need to use their knowledge and understanding of the previous four steps to identify different word classes in given sentences.
- They should be able to explain how they know what word class each word belongs to using their knowledge of how the word classes are used.

### Focused Questions

- Are there any words that can belong to more than one word class?
- Identify all of the word classes in the 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.