



Grammar, Punctuation and Spelling

Year 6

Autumn Block 4

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.

Autumn Block 4 – Subjunctive Form

National Curriculum Objectives:

- (6G4.3) [Recognising subjunctive forms](#)

Small Steps

1. [Was or Were?](#)
2. [Recognising Subjunctive Form](#)
3. [Using Subjunctive Form](#)

Step 1 – Was or Were?

Notes and Guidance

- From previous year groups, children should be able to identify verbs in sentences. They should know that the past tense of the verb 'to be' is 'was' or 'were'. At this point, children may understand that 'was' is to be used for singular subjects and 'were' is to be used for plural subjects.
- In this step, children will begin to understand the difference between using 'was' and the *subjunctive form* 'were'.
- 'Was' is used to indicate statements of fact, such as *I was watching TV last night*.
- 'Were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example, *I wish I were older* (wishful); *If I were a teacher, I would...* (hypothetical); *Sally acts as if she were the boss* (unreal).
- Children should know that using the subjunctive form 'were' in the above ways indicates formal writing (this will be covered in greater detail in Spring Block 3).

Focused Questions

- What does the verb 'was' indicate?
- What does the verb 'were' indicate?
- Should this sentence use was or were? Explain why.

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 – Recognising Subjunctive Form

Notes and Guidance

- From the previous step, children will be familiar with the difference between using was and were. They should be able to recognise when 'were' is used in the subjunctive form, or for plural statements of fact.
- The main focus of this step is to recognise the subjunctive form of action verbs where the verb is in the basic form (without the -s). For example: They insisted that he *play* the piano.
- Children should be able to identify action verbs in a sentence and recognise that the subjunctive uses these in sentences when the action is yet to happen

Focused Questions

- Is were used as a subjunctive in this sentence? Explain why or why not? [for example: 'They were going shopping' is not an example of a sentence in the subjunctive form].
- In this sentence, which verb is written in the subjunctive form?
- Is this sentence in the subjunctive form? 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 3 – Using Subjunctive Form

Notes and Guidance

- Once children can recognise the subjunctive form of verbs in sentence they can now move on to using them.
- From prior learning, children should know that *were* is used when looking at things for wishful thinking, hypothetical statements and unreal situations.
- In this step, children should be able to use the subjunctive form including *were* and action verbs (without the –s) to create sentences of their own and realise how it changes the meaning from factual (is or has happened) to wishful thinking, hypothetical statements and unreal situations.

Focused Questions

- What action verb is missing in this sentence? Does it need to be in the subjunctive form? How do you know?
- Change this sentence so it is in the subjunctive 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.