



Year 6 teachers will want to have all key content covered by the beginning of Summer Term 1. Therefore, only a few objectives have been put in after this, mainly for revision and consolidation. They can, of course, be covered earlier, if required.

## Year 6 – Autumn Term 1

Week 1	Week 2	Week 3
<p><b>1) Objectives: (Revision)</b> To understand that different words do different jobs in a sentence. To know and explain the meanings of ‘noun’, ‘pronoun’, ‘verb’, ‘adverb’, ‘conjunction’, ‘preposition’ and ‘determiner’.</p> <p><b>2) Objective:</b> To explore and understand the different types of nouns.</p>	<p><b>Objective: (Revision)</b> To understand the difference between a phrase and a clause and how they are used.</p>	<p><b>1) Objective:</b> To identify and use main clauses and subordinate clauses.</p> <p><b>2) Objective: (Revision)</b> To understand and use the rules for adding <i>-able</i> and <i>-ible</i> to the end of words.</p>
<p><b>1) Success criteria:</b> I can explain the meanings of ‘noun’, ‘pronoun’, ‘verb’, ‘adverb’, ‘conjunction’, ‘preposition’ and ‘determiner’. I can identify these word classes and use them in my own writing.</p> <p><b>2) Success criteria:</b> I can explain what a common noun is and give examples. I can explain what a proper noun is and know that proper nouns begin with a capital letter. I can explain what an abstract noun is and give examples. I can explain what a collective noun is and give examples.</p>	<p><b>Success criteria:</b> I can explain what a phrase is and how it is used in a sentence. I can explain what a clause is and how it is used in a sentence.</p>	<p><b>1) Success criteria:</b> I can identify main clauses and subordinate clauses and use them in my writing.</p> <p><b>2) Success criteria:</b> I can use the rules for adding <i>-able</i> and <i>-ible</i> to the end of words.</p>
<p><b>1) Teacher’s Guide:</b> n/a <b>2) Teacher’s Guide:</b> Unit 1 p6–8</p>	<p><b>Teacher’s Guide:</b> Unit 4 p12–13</p>	<p><b>1) Teacher’s Guide:</b> Unit 5 p14–15 <b>2) Teacher’s Guide:</b> n/a</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 1 p4–7 <b>2) Grammar and Punctuation Pupil Book:</b> Unit 2 p8–9</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 7 p16–17</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 8 p18–19 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 3 p8–9</p>
<p><b>1) Interactive activity:</b> Word classes</p>		



# Year 6 – Autumn Term 1

Week 4	Week 5	Week 6
<p><b>Objective:</b> To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p>	<p><b>1) Objective:</b> To use conjunctions to link ideas between phrases, clauses, sentences and paragraphs.</p> <p><b>2) Objective: (Revision)</b> To spell words with the endings <i>-cial</i> and <i>-tial</i>.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 6’</p> <p><b>Content:</b> Inverted commas, prefixes, prepositions, statements/commands, commas to clarify meaning, pronouns, noun phrases, capital letters, present and past progressive continuous, determiners, verbs, tense agreement, nouns, apostrophes, subordinate clauses, subject-verb agreement, relative pronouns, punctuation for parenthesis, possessive pronouns, commas in lists.</p>
<p><b>Success criteria:</b> I can explain the difference between formal and informal speech and writing. I can choose the correct vocabulary and grammar for formal and informal writing.</p>	<p><b>1) Success criteria:</b> I can use conjunctions to link ideas between phrases, clauses, sentences and paragraphs.</p> <p><b>2) Success criteria:</b> I can spell words with the endings <i>-cial</i> and <i>-tial</i>.</p>	
<p><b>Teacher’s Guide:</b> Unit 25 p54–55</p>	<p><b>1) Teacher’s Guide:</b> Unit 10 p24–25 <b>2) Teacher’s Guide:</b> n/a</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 6:</b> Autumn test 1 p9</p>
<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 18 p40–41 <b>Grammar and Punctuation Pupil Book:</b> Unit 14 p30–31 and Unit 17 p36–37</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 12 p26–27 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 2 p6–7</p>	
	<p><b>2) Interactive activity:</b> Suffixes</p>	



## Year 6 – Autumn Term 2

Week 1	Week 2	Week 3
<p><b>Objectives:</b> To know and explain the meaning of the terminology ‘active’ and ‘passive’. To use the passive to affect the presentation of information in a sentence.</p>	<p><b>1) Objective:</b> To understand how to use the subjunctive forms in some very formal writing and speech.</p> <p><b>2) Objective: (Revision)</b> To understand and use the rules for adding <i>-tious</i> and <i>-cious</i> to the end of words.</p>	<p><b>Objectives:</b> To know the terminology ‘colon’ and ‘semi-colon’. To use the colon to introduce a list and use semi-colons within lists. To use the semi-colon to mark the boundary between independent clauses.</p>
<p><b>Success criteria:</b> I can explain the difference between the active and the passive voice. I can identify the active and passive voice in sentences. I can use the active and passive voice appropriately in my own writing.</p>	<p><b>1) Success criteria:</b> I can use the subjunctive form ‘were’ in formal writing.</p> <p><b>2) Success criteria:</b> I can use the rules for adding <i>-tious</i> and <i>-cious</i> to the end of words.</p>	<p><b>Success criteria:</b> I can use a colon to introduce a list and use semi-colons within lists. I can use a semi-colon to separate two closely related sentences. I can identify and use colons and semi-colons appropriately.</p>
<p><b>Teacher’s Guide:</b> Unit 6 p16–17</p>	<p><b>1) Teacher’s Guide:</b> Unit 2 p8–9 <b>2) Teacher’s Guide:</b> n/a</p>	<p><b>Teacher’s Guide:</b> Unit 15 p34–35</p>
<p><b>Grammar and Punctuation Pupil Book:</b> Unit 9 p20–21</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 4 p11 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 1 p4–5</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 18 p38 (colons) Unit 19 p39 (semi-colons)</p>
<p><b>Interactive activity:</b> Active and passive</p>	<p><b>2) Interactive activity:</b> Suffixes</p>	<p><b>Interactive activity:</b> Colons and semi-colons</p>



## Year 6 – Autumn Term 2

Week 4	Week 5	Week 6
<p><b>1) Objectives:</b> To know and explain the meaning of the terminology ‘bullet points’. To understand how to use layout devices such as bullet points to structure text. To use bullet points as punctuation to list information.</p> <p><b>2) Objectives:</b> To understand and use the rules for adding <i>-ent</i>, <i>-ence</i> and <i>-ency</i> to words.</p>	<p><b>Objectives:</b> To know the four basic sentence types and how to use them. To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing, in the use of question tags.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 6’</p> <p><b>Content:</b> Colons, passive and active, question tags, statements, semi-colons, modal verbs, suffixes, nouns, commas in lists, adverbs, prefixes, adverbials, inverted commas, verbs, synonyms and antonyms, capital letters, word families, single dashes, nouns/verbs/adjectives/prepositions.</p>
<p><b>1) Success criteria:</b> I can use bullet points to help to organise a text. I can use bullet points to list information.</p> <p><b>2) Success criteria:</b> I can use the rules for adding <i>-ent</i>, <i>-ence</i> and <i>-ency</i> to words.</p>	<p><b>Success criteria:</b> I know the four basic sentence types and how to use them. I can identify where a question tag has been used to turn a statement into a question. I can use a question tag to turn a statement into a question.</p>	
<p><b>1) Teacher’s Guide:</b> Unit 16 p36–37 <b>2) Teacher’s Guide:</b> Unit 17 p38–39 (also refers to <i>-ant</i>, <i>-ance</i> and <i>-ancy</i> – see Spring Term 1, Week 1. Photocopiable p39 could be used after for consolidation of both.)</p>	<p><b>Teacher’s Guide:</b> Unit 3 p10–11</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 6:</b> Autumn test 2 p18</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 21 p42–43 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 5 p12–13</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 5 p12–13</p>	



# Year 6 – Spring Term 1

Week 1	Week 2	Week 3
<p><b>1) Objective: (Revision)</b> To understand how to use hyphens to avoid ambiguity.</p> <p><b>2) Objective:</b> To understand and use the rules for adding <i>-ant</i>, <i>-ance</i> and <i>-ancy</i> to the end of words.</p>	<p><b>1) Objectives:</b> To understand the purpose of a verb and how it can change according to what, whom or when it refers.</p> <p><b>2) Objectives:</b> To identify what tense is being specified by the verb form. To choose and use the correct verb tense consistently.</p>	<p><b>Objectives:</b> To use adverbials as a cohesive device to link ideas across paragraphs.</p>
<p><b>1) Success criteria:</b> I can identify why a hyphen has been used. I can use hyphens appropriately.</p> <p><b>2) Success criteria:</b> I can use the rules for adding <i>-ant</i>, <i>-ance</i> and <i>-ancy</i> to the end of words.</p>	<p><b>1) Success criteria:</b> I can explain what a verb is. I know that a verb can change to show what, who or when it is referring to.</p> <p><b>2) Success criteria:</b> I can identify the tense of a verb by the form it takes. I can choose and use the correct verb tense consistently.</p>	<p><b>Success criteria:</b> I can identify adverbs, adverbials and fronted adverbials which link ideas across paragraphs. I can use adverbs, adverbials and fronted adverbials to link ideas across paragraphs.</p>
<p><b>1) Teacher's Guide:</b> n/a <b>2) Teacher's Guide:</b> Unit 17 p38–39 (also refers to <i>-ent</i>, <i>-ence</i> and <i>-ency</i> – see Autumn Term 2 Week 4. Photocopiable p39 could be used for consolidation of both.)</p>	<p><b>1) Teacher's Guide:</b> n/a <b>2) Teacher's Guide:</b> Unit 9 p22–23</p>	<p><b>Teacher's Guide:</b> Unit 7 p18–19</p>
<p><b>1) Spelling and Vocabulary Pupil Book:</b> Unit 8 p18–19 <b>Grammar and Punctuation Pupil Book:</b> Unit 22 p44 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 4 p10–11</p>	<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 3 p10 <b>2) Grammar and Punctuation Pupil Book:</b> Unit 11 p24–25</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 10 p22–23</p>



1) <b>Interactive activity:</b> Hyphens	1) <b>Interactive activity:</b> Tenses 2) <b>Interactive activity:</b> Modal verbs	
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## Year 6 – Spring Term 1

Week 4	Week 5	Week 6
<p><b>1) Objectives:</b> To know and explain the meaning of the terminology 'ellipsis'. To use ellipsis as a cohesive device to link ideas across paragraphs. To use ellipsis to show where a word or a phrase is missing from writing but the context means the writing can still be understood.</p> <p><b>2) Objectives:</b> To know and use the 'i before e except after c' rule. To know and spell the exceptions to this rule.</p>	<p><b>Objectives:</b> To understand how to use different layout devices to organise a text effectively.</p>	<p><b>Assessment Task:</b> Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 6'</p> <p><b>Content:</b> Statements, noun phrases, verbs, single dashes, prefixes, colons, modal verbs, subject-verb agreement, statement/questions, semi-colons, relative clauses, prepositions, nouns/verbs, commas in lists, subordinating conjunctions, suffixes, adverbials, pronouns, inverted commas.</p>
<p><b>1) Success criteria:</b> I can explain the meaning of 'ellipsis'. I can use ellipsis to link ideas across paragraphs. I can use ellipsis to show where a word or phrase is missing</p> <p><b>2) Success criteria:</b> I can use the 'i before e except after c' rule. I can spell the exceptions to this rule.</p>	<p><b>Success criteria:</b> I can identify the different layout devices in a text. I can use different layout devices in my own writing.</p>	



<p>1) <b>Teacher's Guide:</b> Unit 11 p26–27</p> <p>2) <b>Teacher's Guide:</b> Unit 18 p40–41</p>	<p><b>Teacher's Guide:</b> Unit 8 p20–21</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 6:</b> Spring test 1 p27</p>
<p>1) <b>Grammar and Punctuation Pupil Book:</b> Unit 13 p28–29</p> <p>2) <b>Spelling and Vocabulary Pupil Book:</b> Unit 9 p20–21</p>	<p><b>Pupil book:</b> n/a</p>	
<p>2) <b>Interactive activity:</b> I before e</p>		

## Year 6 – Spring Term 2

Week 1	Week 2	Week 3
<p><b>Objectives:</b> To understand that a singular subject takes a singular verb and a plural subject takes a plural verb.</p>	<p><b>1) Objectives:</b> To understand the difference between synonyms and antonyms. To use a thesaurus to find alternative words to use in writing.</p> <p><b>2) Objective:</b> To understand and use the rules for adding <i>-ery</i>, <i>-ory</i> and <i>-ary</i> to the end of words.</p>	<p><b>Objectives:</b> To know and explain the meaning of the terminology 'subject' and 'object'. To understand that every sentence has a subject and a verb, and can have an object.</p>
<p><b>Success criteria:</b> I can identify subject and verb agreement.</p>	<p><b>1) Success criteria:</b> I can explain what synonyms and antonyms are.</p>	<p><b>Success criteria:</b> I can explain what a subject and object are.</p>

I can check that I am using subject and verb agreement.	I can use a thesaurus to find alternative words to use in my writing.  <b>2) Success criteria:</b> I can use the rules for adding <i>-ery</i> , <i>-ory</i> and <i>-ary</i> to the end of words.	I can identify the subject and object in a sentence. I can check that my sentences have a subject and a verb, and may have an object.
<b>Teacher's Guide:</b> Unit 12 p28–29	<b>1) Teacher's Guide:</b> Unit 23 p50–51 <b>2) Teacher's Guide:</b> n/a	<b>Teacher's Guide:</b> Unit 13 p30–31
<b>Grammar and Punctuation Pupil Book:</b> Unit 15 p32–33	<b>1) Spelling and Vocabulary Pupil Book:</b> Units 15–16 p32–36 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 6 p14–15	<b>Grammar and Punctuation Pupil Book:</b> Unit 16 p34–35
	<b>1) Interactive activity:</b> Antonyms	<b>Interactive activity:</b> Subject, verb, object





## Year 6 – Spring Term 2

Week 4	Week 5	Week 6
<p><b>1) Objectives:</b> To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</p> <p><b>2) Objectives:</b> To understand and use the rules for adding suffixes beginning with vowel letters to words ending in <i>-fer</i>.</p>	<p><b>Objectives:</b> To use inverted commas to punctuate direct speech. To use other punctuation needed in direct speech.</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 6’</p> <p><b>Content:</b> Apostrophes, synonyms and antonyms, capital letters, tense agreement, passive and active, nouns/verbs/adjectives/prepositions, colons, statements/questions, commands, nouns, semi-colons, commas after fronted adverbials, nouns/verbs, subordination conjunctions, nouns/verbs/adjectives/pronouns, commas to clarify meaning, present and past progressive continuous, relative clauses, modal verbs.</p>
<p><b>1) Success criteria:</b> I can add appropriate adjectives to a noun. I can give more information to explain <i>which</i> noun I am writing about. I can add a preposition phrase to a noun to make an expanded noun phrase.</p> <p><b>2) Success criteria:</b> I can use the rules for adding suffixes beginning with vowel letters to words ending in <i>-fer</i>.</p>	<p><b>Success criteria:</b> I can use inverted commas to show where direct speech begins and ends. I can use other punctuation with inverted commas.</p>	
<p><b>1) Teacher’s Guide:</b> n/a <b>2) Teacher’s Guide:</b> n/a</p>	<p><b>Teacher’s Guide:</b> Unit 14 p32–33</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 6:</b> Spring test 2 p36</p>
<p><b>1) Grammar and Punctuation Pupil Book:</b> Unit 6 p14–15 <b>2) Spelling and Vocabulary Pupil Book:</b> Unit 7 p16–17</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 20 p40–41</p>	



Interactive activity: Punctuation

## Year 6 – Summer Term 1

Week 1	Week 2	Week 3
<p><b>Objectives:</b>            To understand that there are many irregular spellings, which need to be learned.            To develop strategies for spelling irregular words.</p>	<p><b>Objective:</b>            To use knowledge of morphology and etymology in spelling.</p>	<p><b>Objective:</b>            To spell and know the meanings of homophones and other words which are often confused. (Year 5 and 6 list).</p>
<p><b>Success criteria:</b>            I am developing different strategies to help me to spell irregular words.            I can spell irregular words related to my English, Science and topic work.</p>	<p><b>Success criteria:</b>            I know that words in a word family are normally related to each other by their root word, grammar or meaning.</p>	<p><b>Success criteria:</b>            I can spell and know the meanings of homophones and other words which are often confused.</p>

<b>Teacher's Guide:</b> n/a	<b>Teacher's Guide:</b> Unit 20 p44–45	<b>Teacher's Guide:</b> Unit 19 p42–43
<b>Spelling and Vocabulary Pupil Book:</b> Unit 12 p26–27	<b>Spelling and Vocabulary Pupil Book:</b> Unit 11 p24–25	<b>Spelling and Vocabulary Pupil Book:</b> Unit 10 p22–23
<b>Interactive activity:</b> Spelling	<b>Interactive activity:</b> Root words and spelling	<b>Interactive activity:</b> Homophones



# Year 6 – Summer Term 1

Week 4	Week 5	Week 6
<p><b>Objectives:</b> To understand the effect of using a double negative in a sentence. To understand when it is appropriate to use a double negative and when it is not.</p>	<p><b>1) Objectives:</b> To spell words on the Year 5 and 6 word list and understand what they mean. To use the rules that they have been learning to help to spell unfamiliar words.</p> <p>(This objective will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p>	<p><b>Assessment Task:</b> Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 6’</p> <p><b>Content:</b> Commas in lists, present and past progressive continuous, determiners, tense agreement, inverted commas, modal verbs, relative clauses, apostrophes, prepositions, subordinating conjunctions, synonyms and antonyms, nouns/verbs/adjectives/pronouns, question tags, noun phrases, suffixes, semi-colons, passive and active, single dashes, colons.</p>
<p><b>Success criteria:</b> I can identify double negatives in sentences and explain what the sentence is actually saying. I can use a double negative appropriately, for effect.</p>	<p><b>Success criteria:</b> I can spell some words on the Year 5 and 6 word list and can explain what they mean. I can spell most words on the Year 5 and 6 word list and can explain what they mean. I can use the rules that I have been learning to help me to spell unfamiliar words.</p>	
<p><b>Teacher’s Guide:</b> Unit 24 p52–53</p>	<p><b>Teacher’s Guide:</b> Unit 22 p48–49</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 6:</b> Summer test 1 p45</p>
<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 17 p37–39</p>	<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 14 p30–31</p>	
	<p><b>Interactive activity:</b> Spelling</p>	



## Year 6 – Summer Term 2

Week 1	Week 2	Week 3
<p><b>Objectives:</b> To evaluate and edit writing by developing skills to proofread for spelling and punctuation errors.</p>	<p><b>Objectives:</b> To use vocabulary in the correct context. To use a dictionary to check the meaning of words.</p>	<p><b>Objectives:</b> To understand and use the rules to decide when to use 'is' and when to use 'are'.</p>
<p><b>Success criteria:</b> I can re-read my writing to check for any spelling or punctuation mistakes.</p>	<p><b>Success criteria:</b> I can use a dictionary to check that I am using vocabulary in the correct context.</p>	<p><b>Success criteria:</b> I can use the rules for deciding when to use 'is' and when to use 'are'.</p>
<p><b>Teacher's Guide:</b> Unit 21 p46–47</p>	<p><b>Teacher's Guide:</b> n/a</p>	<p><b>Teacher's Guide:</b> n/a</p>
<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 13 p28–29</p>	<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 19 p42–43</p>	<p><b>Grammar and Punctuation Pupil Book:</b> Unit 17 p36–37</p>



## Year 6 – Summer Term 2

Week 4	Week 5	Week 6
<p><b>Objectives:</b> To use a thesaurus to find alternative words to use in writing.</p>	<p><b>Objectives:</b> To use context clues to work out the meaning of an unfamiliar word.</p>	<p><b>Assessment Task:</b> Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 6'</p> <p><b>Content:</b> Suffixes, verbs, commas to clarify meaning, pronouns, subordinating conjunctions, commas in lists, relative clauses, question marks, apostrophes, adjectives, modal verbs, single dashes, colons, statements, prefixes, passive and active, punctuation for parenthesis.</p>
<p><b>Success criteria:</b> I can use a thesaurus to find alternative words to use in writing.</p>	<p><b>Success criteria:</b> I can use context clues to work out the meaning of an unfamiliar word.</p>	
<p><b>Teacher's Guide:</b> Unit 23 p50–51 (used in Spring Term 2, Week 2, Antonyms and synonyms)</p>	<p><b>Teacher's Guide:</b> n/a</p>	<p><b>Grammar, Punctuation and Spelling Progress Tests – Year 6:</b> Summer test 2 p54</p>
<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 15 p32–34</p>	<p><b>Spelling and Vocabulary Pupil Book:</b> Unit 20 p44–45</p>	