**SPaG Coverage Overview Sheet**

* Please follow the SPaG units in the order suggested to allow for a logical progression of the objectives.
* Each SPaG unit has been linked to a genre (see the pink section) that will provide a good platform to observe and apply the SPaG objectives so please teach these together.
* Please follow a 3-4 week plan for each unit:
* Week 1 should be teaching ONLY the SPaG objectives that have been assigned to that unit. Some units have more objectives than others so it may be necessary to go into a second week with some to ensure they are covered in enough depth.
* Week 2 should be deconstructing a text of the relevant genre. The objectives from week 1 should be a key focus (so choose or write your text carefully). However, also pull out relevant features that the children will have encountered in previous year groups or units - although you won’t have specifically taught them in this unit - as this will promote retrieval of knowledge.
* Week 3 – reconstruct and write in the appropriate genre. A key focus should be the SPaG objectives from week 1 with an expectation that they will also apply their previous learning.
* Initially, the children’s writing might be quite basic, particularly if they are struggling to retrieve objectives from before the summer holidays.However, with each passing unit, the children should apply more and more objectives to their work. For example, unit 6 might be adjectives and noun phrases linked to narrative, but unit 5 might have been adverbials and prepositions linked to instructions so while adverbials/prepositions won’t be specifically taught in unit 6, you should still pull them out in the deconstruct as they can be applied to narrative as well as instructions.
* The time before Christmas should be viewed as putting the building blocks in place rather than throwing everything at every piece of writing.Assessment should only be made on the objectives you’ve covered. Until Christmas/ Easter, this might mean some elements of the expected standard are missing from their work but you should have a good idea whether they are working within the expected standard based on how well they’ve applied the objectives so far. This is similar to maths in that you will have a good idea of whether they are an age-related mathematician based on their number skills before you teach the shape and measures elements.
* Make the writing as exciting as possible by linking it to other subjects. The majority of the time, this will mean linking it to the project but also consider opportunities in science and RE etc e.g. during the history unit, linking explanation texts to science (e.g. the water cycle) might be better to ensure it’s in the present tense to match the SPaG objectives.
* Once a genre has been taught, look for opportunities to revisit it through the year in afternoon project work.
* I’ve only listed genres that I feel will match the SPaG objectives well. Other genres can be put into your yearly plan either at the end, or they can be threaded between the other units as long as the relevant objectives for the deconstruct/ reconstruct have already been taught in the previous units.

**Y6 vocabulary, grammar and punctuation.**

**NOTE:** The objectives in yellow are not specifically mentioned in the Y6 curriculum but you must ensure the children have a secure understanding of them so that they can access the objectives that are. They will also help to make you aware of objectives that have been taught in previous year groups to ensure the children are still applying them to their work.

**Unit 1: Weeks 1 – 2 basic skills practice. Teach discrete SPaG skills to secure basic word classes and simple sentence structures before starting specific genres.**

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| **Points to consider** | **Example questions** |
| **LI - To identify nouns (focusing on common and proper).**  Common nouns are the names given to general items so we know what people are referring to. Ask the children to imagine a world where every noun was called ‘thing’. We would never know what people meant. For example - The thing (dog) was unhappy in the thing (garden) so we brought him into the thing (house). Ensure they don’t just associate nouns with the names of every day items. They need to recognise that words like wall, window, sky, town etc are also common nouns.  Proper nouns are specific examples of common nouns e.g. ‘day’ is a common noun as it could be any day but ‘Tuesday’ is a specific example. ‘Mountain’ is a common noun but ‘Everest’ is a specific example. ‘Town’ is a common noun but ‘Rotherham’ is a specific example. Ensure the children know all parts of a name have a capital letter as children will often only put one on the first word - Sandymount **R**oad, **T**he **T**ower of **L**ondon. Also stress that holidays such as Easter and Christmas need a capital; however, the seasons do not.  Really focus on letters that are descenders in their lower case form as children often struggle to show these as capitals e.g. j, p, g, q, f, y and ensure they cross the top and bottom of capital ‘I’. | Circle ALL the nouns in the sentences below.  I have left my wallet on the bus.  We watered the plants in the garden.  The dog ate my deep-pan pizza and drank my hot, milky tea.  Why do the underlined words have a capital?  As it is Easter, we are going to visit my Aunty Sarah in Wales and are planning to climb Snowdon.  Which words need a capital letter?  on tuesday, miss johnson is taking us all to the yorkshire wildlife park.  If ‘shop’ is the common noun, what could the proper noun be?  If February is the proper noun, what is the common noun? |
| **LI - To identify the subject and verb**  The subject comes at the start of a typical simple sentence and it is the NOUN that is doing the verb. Initially, keep the subject as a common noun (the boy) or a proper noun (Peter); however, some children may be able to apply their knowledge from previous year groups to make the subject an extended noun phrase (the derelict building) or pronoun (he). The verb normally follows the subject e.g. ‘The vase smashed.’ ‘The vase is the subject (in this case a noun phrase) so ‘smashed’ is the verb. If they are struggling to find the verb ask them who/what the subject of the sentence is and then ask what they are doing. Also ensure that as well as looking at the more obvious physical verbs (run and jump), you look at the mental verbs that you may not necessarily see happening because they are happening inside someone’s head (dream, know) e.g. The boy calculated the profit. ‘The boy’ is the subject – what is he doing? Calculating. Really stress that they might end up with a two word sentence e.g. Steve ran. However, if they have a subject doing a verb then they have a sentence and therefore it still needs to start with a capital letter and end with a full stop.  Revise the fact that common nouns have a determiner before them. Ensure children know that as well as the typical ones (a, an, the), they can be demonstratives (this, that, these, those), quantifiers (some, each, every), numbers (one, two, three) or question words (which, what whose). However, also stress that you can have possessive determiners (his, hers, their). NOTE – possessive determiners often get confused with pronouns. The key is to remember that determiners come before the noun so in ‘his bike’ ‘his’ is a possessive determiner because it is before the noun ‘bike’. However, pronouns totally replace the noun so in ‘that is his’ ‘his’ is a pronoun as it isn’t modifying a noun, it’s replaced it. Spend time revisiting when to use ‘a’ and ‘an’. Use ‘a’ if the next word (which could be a noun or adjective) starts with a consonant sound and ‘an’ if it starts with a vowel sound. Look at irregular examples such as ‘hour’ which starts with a consonant but actually has a vowel sound so it’s ‘an hour’. However, ‘university’ starts with a vowel but it has a consonant sound so it’s ‘a university’. | Label the subject and verb in the sentence below.  Tom cried.  Add a subject to the sentence below.  \_\_\_\_\_\_\_\_\_ fell.  Add a verb to the sentence below.  The toy \_\_\_\_\_\_\_\_\_.  Circle all the verbs in the sentence below.  Yesterday, Sam cleaned the car and he hovered the house.  Insert ‘a’ or ‘an’ to complete the noun phrases below.  \_\_\_\_\_\_ unicorn  \_\_\_\_\_ one-wheeled bike  \_\_\_\_\_ orange chair |
| **LI – To identify the subject, verb and object.**  Build on the last session by introducing the object. This is ‘who’ or ‘what’ the verb is done to. Really stress that it has to answer ‘who’ or ‘what’ (NOT ‘when’ or ‘where’ as these will be adverbials) e.g. Sam ripped the paper. That girl dropped the pencil. He kicked the bin. Holly hugged Sally. Keep verbally reinforcing the process e.g. who or what is the subject? What are they doing (this will be the verb)? Who or what are they doing it to? Ensure you choose examples to show that the subject and object don’t have to be people. They can be animals or objects too e.g. The clouds covered the sun. Keep discussing the use of determiners before the common nouns  Although you are now referring to them as the subject and object, keep reinforcing to the children that the subject and object are always a type of noun. Encourage them to say what type of noun they are e.g. the subject is a common noun in an extended noun phrase starting with the determiner ‘a’ and the object is a proper noun because it names a specific person and starts with a capital letter. Again, really stress that these are sentences and therefore need to start with a capital letter and end with a full stop. Also keep reinforcing capital letters for the proper nouns. | Label the subject, verb and object in the sentence below.  Sarah pushed Katie.  Add an object to the sentence below.  Adam played \_\_\_\_\_\_\_\_  Add a verb to the sentence below.  Jake \_\_\_\_\_\_\_\_ the pencil. |
| **LI - To identify and use pronouns.**  Pronouns replace the noun in a sentence. You can have subject pronouns (I, he, she, you, it, we, they) that replace the subject of the sentence and object pronouns (me, you, him, her, them, us, it) that replace the object. For example. Jake chased Jack. The subject (Jake) is replaced with ‘he’ and the object (Jack) is replaced with ‘him’ – He chased him. The same applies with she/her, I/me, we/us and they/them. Give the children some subject-verb-object sentences to see if they can replace the nouns with suitable pronouns. Some children get confused with words like ‘dad’ because it’s used instead of their actual name. Help them to see that ‘dad’ is a noun. To be a pronoun it would need to be replaced with ‘he’ or ‘him’.  There are also possessive pronouns (his, hers, theirs, ours, yours, mine) which indicate belonging. NOTE – take care with your examples as some can also be determiners. It is a pronoun if the noun is replaced altogether e.g. ‘That is **his**.’ However, it is a possessive determiner if the noun is still there e.g. ‘That is **his** bike.’ | Circle all the pronouns – They heard a noise. It seemed to be coming from outside the tent.  Replace the underlined words with a pronoun.  Because David misbehaved, David was sent to Mr Daniel’s office.  I’ve got a new trampoline. I can’t wait to play on the trampoline.  Complete with a possessive pronoun.  This dog belongs to my family. It is \_\_\_\_\_\_\_.  This computer belongs to my brother and sister. It is \_\_\_\_\_\_\_\_.  This top belongs to my mum. It is \_\_\_\_\_\_\_\_\_\_\_. |
| **LI – To identify words that can be nouns or verbs.**  Explain some words can be both a noun or a verb depending on how they are used in a sentence. If the word goes in the subject or object position in a sentence, it will be a noun (The sail was broken (subject). The wind broke the sail (object).) If it comes immediately after the subject in a basic sentence, it will be a verb (I sail a boat). Encourage them to keep their sentences really basic and to not add any suffixes on to the word e.g. ‘ing’ or ‘ed’. Stress that to keep the sentence present tense, it may help to start with ‘every’ or ‘most’ (Every day, I sail). | Write the word ‘cover’ as a noun and then as a ‘verb’.  Write the word ‘point’ as a noun and then as a verb.  Which sentence uses ‘book’ as a verb?  We decided to book tickets for the football match.  Arin wrote a book review for the school magazine.  The scientist’s ideas are explained in his latest book.  Book club meets every Wednesday in the library. |

**Y6 unit 2: past tense linked to recounts as most recounts**

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| **Points to consider** | **Example questions** |
| **LI - To use standard English forms for past tense verb inflictions.**  Ensure the children recognise that the subject of a sentence can be singular or plural depending on how many there are e.g. ‘the dog’ = singular and ‘the dogs’ = plural. Extend this to pronouns e.g. ‘he’ suggests one person so is singular whereas ‘we’ suggests more than one so is plural. Distinguish between 1st (I – singular, we = plural), 2nd (you = singular and plural) and 3rd person (he/she/it = singular, they = plural).  Ensure the children know that the verb form ‘to be’ (am/is/are/was/were) distinguishes between singular and plural subjects. Singular subjects whether they are pronouns (I/he/she/it), proper nouns (Steven, Rotherham) or noun phrases (the cat, the pencil) are paired with ‘was’ in the past tense. Plural subjects whether they are pronouns (we/you/they) or noun phrases (the boys, the lions) are paired with ‘were’. Use this to address local spoken forms e.g. ‘I were going to’ (‘I’ is a singular pronoun but ‘were’ is a plural verb so they don’t agree). ‘We was away’ (‘we’ is a plural pronoun but ‘was’ is a singular verb so they don’t agree). ‘You was ill’. ‘You’ can refer to a singular or plural subject but is always treated as the plural form so it is always ‘you were’ and never ‘you was’.  Explain to the children that you are focusing on the past tense so you are only looking at ‘was’ and ‘were’ initially. Get them to practise writing sentences starting with a subject and then an auxiliary verb so they have to focus on whether the subject is singular or plural to decide whether to use was or were. They may give sentences in the progressive tense rather than the simple past e.g. The girls were singing but don’t worry about this as long as they have used was and were correctly. | Which word shows the tense in the sentence?  The journey to Cornwall was really long.  Which sentence is written in the past tense?  The weather is lovely.  Those houses are really old.  You were really late to school today.  Change the sentence into the past tense by changing the verb.  I am really nervous.  Complete the sentence with an appropriate past tense auxiliary verb.  The children \_\_\_\_\_\_\_\_\_\_\_\_\_ really well behaved.  My mum \_\_\_\_\_\_\_\_ off work yesterday.  Add an appropriate subject to the sentence below.  \_\_\_\_\_\_\_\_\_ were really upset. |
| **LI - To use standard English form for past tense verb inflictions.**  Continue to practise subject–verb or subject-verb-object sentences but focus on writing past tense sentences with regular verbs that need an ‘ed’ ending. Look at the fact that these verbs sometimes sound like they end in ‘id’ (excited), ‘t’ (worked) or ‘d’ (moved) but the suffix is ‘ed’.  Move on to looking at irregular past tense verbs, particularly ones that they struggle with in their spoken language e.g. writed/wrote, buyed/bought, throwed/threw. In SPaG tests, the verb MUST be spelt correctly so really focus on this. It may be worth focusing on a couple of irregular verbs each day and constantly revisiting. | Circle all the verbs in the sentences below.  I ate my dinner before I did my homework.  Today, was the summer fayre so I bought and ate far too many sweets!  I spilt water all over my work so I threw it in the bin.  Write a word to complete a sentence in the past tense.  I \_\_\_\_\_ to France over the summer.  Write the verbs in the past tense.  Sam **throws** the ball. It **goes** through a window and he **breaks** it. He **writes** a sorry letter to the owner.  Which sentence is in the past tense?  The school is over 100 years old.  The main part of the school dates from 1891.  The new KS2 block was built last year. |
| **LI – To write in the past progressive tense.**    The past progressive tense = past tense auxiliary verb + main verb + ing (was swimming, were running). It is mainly used when an event has been interrupted e.g. ‘I was eating my dinner when my phone rang.’ Or when an event happens at a specific time e.g. ‘I was playing football at break.’ | Which word from the verb ‘play’ completes this sentence?  We were \_\_\_\_\_\_\_\_\_\_\_ tig when the bell rang.  Complete this sentence so it is in the past progressive.  Becky \_\_\_\_\_\_\_ thinking.  Circle the verb that would make this sentence past tense.  The rain is/was falling really heavily earlier. |

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| **LI - To use the past perfect form.**  Explain that the perfect tense also has an auxiliary verb before the main verb. It uses the verb ‘to have’. In the past tense this is ‘had’ and it’s quite easy to use because it doesn’t matter whether the subject is singular or plural, it’s ‘had’ for everything.  Explain that the structure is auxiliary verb + past participle. The past participle is sometimes the same as the past tense; however, often it is different and this is where people often become confused in their spoken language. Spend a lot of time looking at the past participle and key examples where it is different to the past tense e.g. broke/broken; fell/fallen; wrote/written; took/taken; ate/eaten. Also look examples like swam/swum; drank/drunk; began/begun; sang/sang and ensure the children know that the examples with ‘a’ are past tense and the examples with ‘u’ are the past participle.  The past perfect is used when talking/writing about two events that happened in the past. You put the past perfect on the event that happened first and just the simple past on the event that happened second e.g. The film had finished by the time we arrived. The perfect tense ‘had finished’ is used because the film finished first before they got there so ‘arrived’ is just in the simple past. Ensure the children don’t think the perfect tense comes first in the sentence. It goes on the event that happens first e.g. The visitors left after they had finished their cake. In this, they finish their cake first so that has the perfect tense (had finished) even though it’s listed second in the sentence. | Underline the verb form in the past perfect.  When we got home, we found out that we had been burgled.  Which sentence uses the past perfect?  I went to Alton Towers on Saturday.  Wendy sent the letter that she had written.  I used to always feel tired but I’ve felt much better since I started going to bed earlier.  I am always eager to try new things.  Complete the sentence below in the past perfect.  We gave away the money that we \_\_\_\_\_\_\_\_ earned.  He (to eat) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his dinner by the time the alarm sounded. |

**Y6 unit 3: present tense linked to explanation texts as most need to be written in the present tense.**

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| **Points to consider** | **Sample questions** |
| **LI - To use standard English forms for present tense verb inflictions.**  Revisit the fact that subjects can be singular or plural and that this applies to pronouns too 1st (I – singular, we = plural), 2nd (you = singular and plural) and 3rd person (he/she/it = singular, they = plural).  The present tense form of the verb form ‘to be’ (am, is and are) distinguishes between singular and plural subjects so singular pronouns (I, he, she, it), proper nouns (Steven, Rotherham) and noun phrases (the cat, the pencil) will pair with ‘am’ (for ‘I’ only) and ‘is’. Plural pronouns (we, you, they) and noun phrases (the boys, the lions) will pair with ‘are’. Note: ‘you’ can refer to both singular and plural subjects but it is always used in its plural form so ‘you are’, never ‘you is’.  Explain to the children that you are focusing on the present tense so they are only considering is/am/are. Get them to practise writing sentences starting with a subject and then an auxiliary verb so they have to focus on whether the subject is singular or plural to decide whether to use is, am or are. They may give sentences in the progressive tense rather than the simple present e.g. The girls are singing but don’t worry about this as long as they have used is/am/are correctly. | Circle the word that shows the sentence is present tense.  The drink is very hot.  Which word shows the tense in the sentence?  The girls are all really sporty.  Change the verbs so that the sentence below is in the present tense.  I was really angry because nobody was listening to me. |
| **LI - To use standard English forms for present tense verb inflictions.**  Explain that 3rd person singular subjects behave differently with the main action/mental verbs. When you have a third person singular subject, whether it’s a pronoun (he/she/it), proper noun (Steven, Rotherham) or noun phrase (the cat, the pencil), an s is always placed on the present tense verb e.g. ‘she runs’, ‘Rotherham hosts’, the cat sleeps’. Ensure the children recognise that a verb ending in ‘s’ is therefore a good clue that it is in the present tense.  With all other subjects, the ‘s’ is left off the present tense verb e.g. ‘The children play’, ‘I work’, ‘you sleep’, ‘we dance’, ‘they shout’.  When doing this ensure that the children understand that the present tense is not what is happening right now – that’s the progressive tense (I am talking and you are listening). Instead, present tense is used when detailing routines and habits (Every day, I **walk** to school. On Wednesday, she **plays** football) or when giving general truths e.g. (They **like** rock music. The new boy **sings** in a choir). Therefore, to practise the present tense, choose your task carefully. It may help to give them adverbial openers like the ones above to lead them into it. | This sentence should all be in the present tense. Which verb needs changing?  Mum made Sammy a hot drink every night and tells her a story.  Why isn’t the sentence below grammatically correct?  My friend play football for Rotherham.  Change the verbs below into the present tense.  I went shopping every Saturday and bought loads of clothes. |
| **LI – To write in the present progressive tense.**    The present progressive tense = present tense auxiliary verb + main verb + ing (am swimming, are running). It is mainly used when an event is happening right now e.g. ‘I am writing.’ Or when two things are happening at the same time e.g. ‘I am writing while you are reading.’ | Write one verb to complete what each child is saying.  Today, I am \_\_\_\_\_\_ a picture. Yesterday, I \_\_\_\_ a picture.  Tick the correct word to complete the sentence below.  We were \_\_\_\_ on the field. (played, plays, playing, play).  Add a suffix to complete the sentence.  The children are listen\_\_\_\_\_ to the teacher.  Are the sentences in the past or present tense? Becky was thinking. I am reading my book. Jo is going for a walk.  Add a verb to complete the sentence. The man was \_\_\_\_\_\_. |
| **LI - To use standard English forms for present tense verb inflictions.**  Explain to the children that the auxiliary verbs ‘to have’ are used in the perfect tense. They are had, have and has. They have already looked at ‘had’ for the past perfect so they are going to focus on ‘have’ and ‘has’ for the present perfect. Stress that they are not as easy to use as the verbs ‘to be’ because it’s not just a case of one being singular and the other plural. All subjects take the verb ‘have’ except 3rd person singular subjects which take ‘has’. This might mean doing some input on 1st, 2nd and 3rd person.  1st person = have so ‘I have’ (singular) and ‘we have’ (plural)  2nd person = have so ‘you have’  3rd person plural = have so ‘the boys have’, ‘they have’  3rd person singular = has so ‘the boy has’, ‘he has’  You might want to look at the verbs ‘to do’ as well as these follow the same format with ‘do’ being used for all subjects apart from 3rd person singular which uses ‘does’. | Insert the correct auxiliary verb to complete these sentences in the present perfect.  They \_\_\_\_\_\_\_\_ written everything down so we can check it.  She \_\_\_\_\_\_\_\_ eaten her main course but not her dessert.  Insert a suitable subject to complete these sentences in the present perfect tense.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ has fallen over in the playground.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ have swum a mile so far. |
| **LI - To use the perfect present form of verbs in contrast to the past tense.**  The perfect present tense = has (for 3rd person singular) or have (for all other subjects) + past participle (sometimes this is the same as the past tense but often it isn’t which is where people slip up in their spoken language).  Spend a lot of time verbally rehearsing the past participle – putting it in the form of a question starting with has/have is a good technique e.g. Have you (see) him? (seen) Have you (write) your answer? (written) Have you (take) your homework? (taken) NOTE swam is past tense and swum is the past participle. The ‘a’ to the ‘u’ also applies with drank/drunk and began/begun and sang/sung. Poor spoken language really impacts on this e.g. have writ/ have wrote instead of have written. You’ll also often find that people use the past tense verb instead of the past participle particularly if the ‘have’ or ‘has’ is contracted e.g. I’ve wrote it down instead of written or I’ve took it down instead of taken or he’s broke it instead of broken etc.  The present perfect has a number of uses:  When discussing life events that you have or haven’t done e.g. I **have** never **flown** on a plane.  When discussing something that started in the past and is still true now e.g. I **have lived** in Rotherham all my life.  When something happened in the past but still has an impact now e.g. I **have apologised** but she still won’t speak to me.   1. Give the children opportunities to decide whether to use the simple past tense or the perfect tense e.g. When Jack was at school, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (learn) to play the saxophone. He\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) it ever since. The first would use the simple past (learnt) because it’s a time that’s over and done with. The second would use the present perfect (has played) as it is something that is still true now. | Underline the verb form in the present perfect.  I love travelling and have wanted to visit India for years.  Which sentence uses the present perfect?  I went to Alton Towers on Saturday.  I used to always feel tired but I’ve felt much better since I started going to bed earlier.  I am always eager to try new things.  Complete the sentence below in the present perfect.  I don’t have any money because I \_\_\_\_\_\_\_\_ lost my wallet.  She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write) the email but she doesn’t know how to send it. |

**Y6 unit 4: adverb(ials) and commas and semi colons linked to instructions.**

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| **Points to consider** | **Sample questions** |
| **LI - To recognise and write adverbs (in preparation for fronted adverbial work).**  Adverbs do one of five key jobs in ONE WORD: how something is done (manner) - well, swiftly, happily; when something is done (time) - tomorrow, soon, next; where something is done (place) - here, there; how often something is done (frequency) - often, sometimes, never; and the degree that something is done (intensity) - too, very, quite.  Don’t fall into the trap of saying adverbs modify verbs as they can also modify adjectives (**extremely** beautiful) and other adverbs (**very** quickly). Also don’t refer to them as ‘ly’ words. A lot of manner adverbs end in ‘ly’ but not all e.g. worked **well**, ran **fast**. They also shouldn’t get into the habit of thinking all ‘ly’ words are adverbs as they could be adjectives e.g. the lovely girl.  Help the children recognise that adverbs can go in different positions within a sentence but if they come at the beginning, they are a fronted adverb and need to be marked with a comma e.g. I am collecting my results tomorrow. Tomorrow, I am collecting my results.  For instructions, don’t just think about adverbs to describe manner e.g. carefully, gently etc. The other types also play an important role e.g. degree = Completely cover the paper in glue; time = Afterwards, place the tray in the oven; where = Place them outside to dry; frequency = Stir frequently until the mixture melts. | Write an adverb to complete the sentence.  We poured the mixture \_\_\_\_\_\_\_\_\_\_\_\_.  Circle the adverb in the sentences below.  Jamie stomped aggressively across the playground.  We all sang beautifully in assembly.  What type of word is underlined in the sentence?  Poppy swam quickly to the deep end. Adjective, adverb, noun, verb.  Circle the adverb in the sentences below.  “Tomorrow,” he thought, “that’s when I’ll do it.”  She is an extremely lovely girl.  Circle the adverbs in the sentence below.  You have really grown recently.  Insert a suitable adverb.  She completed her homework \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **LI - To recognise and write adverbials.**  Explain that adverbials do exactly the same job as adverbs but in more than one word: manner (without a sound, as fast as lightning); time (in two hours, the next day); place (in the classroom, across the field); frequency (every hour, once a day).  Look at the fact they can go in different positions within a sentence, but if they go at the start, they are a fronted adverbial and the end needs to be marked with a comma e.g. He sprinted down the track as fast as lightning. As fast as lightning, he sprinted down the track. NOTE: similes can fall into adverbials of manner as they can describe ‘how’ a verb is done.  NOTE: a lot of the adverbials expressing ‘where’ in instructions will also be prepositional phrases as they will start with a preposition e.g. Put the mixture in the bowl. Stick the triangle onto the edge of the plate. Prepositional phrases can take two forms. They can be adjectival if they are describing a noun, but in this case they are adverbial as they are modifying the verb e.g. ‘in the bowl’ is modifying the verb ‘put’ by telling you where to put it. As such, there is a lot of cross over between adverbials and prepositional phrases which the children may pick up on. | Underline the adverbial in the sentence below.  Next Saturday, I have a hair appointment.  Insert the missing comma in the sentence below.  As quick as a flash the lion pounced.  Insert a suitable adverbial to complete the sentence.  She ran \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **LI - To link ideas using adverbials**  Continue to build on the last session by really focusing on linking sentences using adverb(ials) but stress that they will be fronted adverbials and the end of them needs to be marked with a comma e.g. She sat transfixed on what he was saying. **Finally**, she had learned the terrible truth. **Not long after**, unable to hold back her emotions any longer, she burst into tears.  Business at the bank was in full flow. **At the other side of town,** three masked men loaded their guns.  Apply the examples to instructions and creating links between your steps e.g. Secondly, whisk the ingredients together. Quickly but carefully, pour the mixture into the bowl. After ten minutes, check to see if it has set. NOTE: Really take care with your examples. Adverbials are phrases so they will be missing a subject, verb or both. If your example has a subject doing a verb, it won’t be an adverbial, it will be a subordinate clause e.g. After ten minutes = adverbial as there isn’t a subject/verb relationship but After you have finished mixing = subordinate clause as you have a subject (you) doing a verb (finished) |  |

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| **LI - To use commas in lists (linked to clarifying meaning and avoiding ambiguity).**  Remind the children that items in a list are separated with a comma apart from the last two that are separated with a conjunction such as ‘and’ or ‘or’. The comma before the final ‘and’ is called the Oxford comma. Explain to the children that they may see it in books (particularly those published in America) but it isn’t commonly used in the UK so we should avoid it. When showing the children lists, ensure some of them include complete sentences so they don’t just see lists as one-word items e.g. ‘Today, I need to hoover the house, do two loads of washing and go food shopping.’  Look at how commas can clarify meaning by ensuring the children can say how many children are going to the cinema in each example (remind them of their fronted adverbial knowledge).  After meeting, Jo, Sarah and David went to the cinema.  After meeting Jo, Sarah and David went to the cinema.  Look at how lists can be applied to instructions e.g. ‘You will need paper hats, chocolate cake and cheese straws.’ Against, ‘You will need paper, hats, chocolate, cake, cheese and straws. Focus on the importance of the commas to avoid ambiguity. | Where should the commas go?  Before his wife returned from work Sam had to do the food shop take his son to football practice and tidy the house.  Add commas to make it clear that Ana has four items to pack.  Ana needed to pack her swimming costume beach towel sun cream lotion and baseball cap. |
| **LI - To use colons and semi colons in more complex lists.**  Building on previous work, look at lists that already have commas either between adjectives (I bought shiny, ripe apples; small, sweet, juicy grapes; and firm pears.) or that include parenthesis (I still need to buy Christmas presents for Tom, my brother; Sophia, my niece; and Sue, my mother-in-law.) Explain that to avoid confusion in lists that already have commas, semi-colons can be placed between the items instead. Stress that commas should always be used first though and semi colons should only be used if using commas would be too confusing. Again, there is debate around using a semi colon before the final ‘and’ but because these lists are more complex, using one might help to make the separate items in the list clear.  A colon can only be used to introduce a list if it follows a main clause e.g. The band had three members: Jonny, vocals; Danny, guitar; and Nathan, drums. You couldn’t use one after ‘The band members were’ as that isn’t a main clause. You could still start a list like that, you just wouldn’t use a colon e.g. The band members were Jonny, vocals; Danny, guitar; and Nathan, drums. | Insert a colon into the sentences below.  The school gave its pupils three wonderful leaving gifts a book, a cross necklace and a hoodie.  I played several games at my party pass the parcel, musical bumps and pin the tail on the donkey.  Insert two semi colons into the list below.  I have three amazing friends: Ali, who is a wonderful magician Sandeep, who is a fantastic artist and Sam, who is a professional footballer. |
| **LI - To use bullet points and colons in lists.**  Really focus on getting the children to introduce lists with a main clause so that a colon can be used. E.g. Sarah has a number of exciting hobbies: OR There are a number of items you will need to remember for the school trip:  There are a number of ways to punctuate bullet points and there are no firm rules as long as you consistently apply whichever you choose. If the items in the list are phrases, it’s probably easier to follow the format of no punctuation so no capital letter at the start (unless a proper noun) and no end punctuation. However, if the items in the list are complete sentences, it may be better to apply the format of starting with a capital letter and including end punctuation after each item. | If the children get asked a question like the one below, they could do it as bullet points with a main clause and a colon but there’s a lot more margin for error. They could choose to write it as a simple list with commas instead.  Turn the information into a list.  **Cake ingredients**  margarine  sugar  eggs  flour (self-raising) |

**Y6 unit 5: adjectives and noun phrases linked to descriptive writing**

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| **Points to consider** | **Example questions** |
| **LI - To recognise and use adjectives.**  Before writing sentences with adjectives, check that the children can recognise them within a sentence. A good technique to do this is to use the subject-verb-object structure to identify the nouns (the subjects and objects of a sentence). Once the nouns have been identified, check if they are described in any way. Ensure the children don’t get used to it coming immediately before the noun (the nice girl) and know it can come after too (the girl is nice). It may help to highlight some typical sentence structures:  Determiner + adjective(s) + common noun + verb + determiner + adjective(s) + common noun.  Determiner + common noun + auxiliary verb + adjective. | Circle the adjective in the sentence.  Please go and wait by the leather sofa in the corner.  What type of word is underlined?  Gran thought the play was wonderful. |
| **LI - To write nouns phrases expanded by the addition of modifying adjectives.**  A noun phrase is just the determiner and the noun. Check that the children know when to use ‘a’ and ‘an’. If the word (noun or adjective) after them sounds like it starts with a vowel, then use ‘an’. If it sounds like it starts with a consonant, use ‘a’ e.g. ‘hour’ starts with a consonant but the initial sound is like a vowel so you use ‘an’. ‘University’ starts with a vowel but it sounds like it starts with a consonant so it’s ‘a’.  If you start to add adjectives, you get an expanded noun phrase e.g. ‘a cat’ to ‘an old cat’. Notice how ‘a’ changed to ‘an’ because ‘old’ begins with a vowel sound. Introduce the fact that two adjectives together have a comma between them e.g. the fat, brown cat unless the second adjective forms part of the noun e.g. that fast police car (here police goes with car to act as a noun). Really stress that the noun phrase starts with the determiner though, not the adjective.  NOTE – it’s really important to ensure adjectives aren’t overused and are chosen to be effective/ for a purpose. Demonstrate to the children how ineffective a run of too many adjective + adjective + noun sentences can sound. | Which is the noun phrase?  the stunning garden  very quickly  have been playing  extremely beautiful  Add a noun phrase containing at least three words.  \_\_\_\_\_\_\_\_\_\_\_\_were all really upset about their results.  Insert ‘a’ or ‘an’ to complete these extended noun phrases.  \_\_\_\_\_\_ unbelievable achievement  \_\_\_\_\_\_ one-wheeled bike  \_\_\_\_\_\_ flying unicorn |
| **LI - To use prepositional phrases in noun phrases.**  There are two types of prepositional phrases – adverbial phrases and adjectival phrases. Adjectival phrases act like an adjective to give more information about a noun in a sentence. Typically, they answer which one e.g. the book on the bathroom floor (which book? The one on the floor). The potatoes in the bottom of the fridge (which potatoes? The ones at the bottom of the fridge).  Adjectival phrases are a type of prepositional phrase so they start with a preposition ‘**on** the floor’ or ‘**in** the bottom of the fridge’. Adding an adjectival phrase to a noun expands what we know about it so it’s an expanded noun phrase. Try including the last lesson by writing adjectives before the noun and a prepositional phrase after the noun to help you answer which one e.g. ‘the beautiful girl’ Which girl? ‘the beautiful girl with the purple glasses’ OR ‘the purple, three-eyed monster’ Which monster? ‘the purple, three-eyed monster under the table’. Also look at some examples that don’t have any adjectives at all as a noun phrase doesn’t have to include an adjective e.g. the tree at the bottom of the garden.  There are also other ways to create extended noun phrases e.g. with relative clauses (the monster that looks like a metal tin), ‘ing’ verb (the monster standing on the roof) etc. You could introduce these now or wait until you cover them.  **NOTE:** these are phrases, not a main clause (a sentence). To have a sentence, the noun phrase would have to do something as a sentence needs a noun (subject) doing a verb so ‘**The purple, three-eyed monster under the bed** terrified me. Now the noun phrase has been made part of a sentence as it’s doing something – terrifying. | Underline the longest possible noun phrase in the sentences below.  Turn the blue switch at the top of the box carefully.  Those savage white dogs in the road are growling at me. |
| **LI - To use hyphens in compound adjectives.**  Explain that compound adjectives are two words acting as one adjective e.g. free-range eggs. They are not ‘free’ and they are not ‘range’. The words have to go together to form ‘free-range’. Really stress that hyphens join the adjectives together. They do not then connect them to the noun. Also look at examples like up-to-date and state-of-the-art. Stress that compound adjectives are only hyphenated if they come before the noun e.g. He loved eighteenth-century **history**. He loved **history** from the eighteenth century. Also stress that if the first adjective ends in ‘ly’, it is not hyphenated e.g. freshly washed sheets NOT freshly-washed. Look at how hyphens can change the meaning of sentences e.g. ‘The old furniture dealer’ against ‘The old-furniture dealer’. | Which sentence uses hyphens correctly?  A well known actor lives on the street next-door.  A well-known actor lives on the street next-door.  A well-known-actor lives on the street next-door.  Insert three hyphens into the sentence below.  The designer created a state of the art building to replace the old one. |
| **LI - To identify adjectives and adverbs.**  While this doesn’t necessarily fit the genre, the children do need to be secure on the difference and as both objectives have been covered, it would be a good point to look at them.  Remind the children that adjectives modify a noun. Adverbs can modify a verb, adjective or another adverb. When deciding if a word is acting as an adjective or adverb, encourage the children to identify what word it is modifying. If it is a noun, it will be an adjective. If it’s a different word class, it will be an adverb. Look at examples such as ‘The door opened wide.’ What is wide? Ensure they recognise that it’s not saying the door (noun) is wide, it’s saying it was opened (verb) wide so it’s an adverb. | Adjective or adverb? It is a direct flight to Spain. I hate arriving late. The door opened wide. That is the wrong spelling.  In which sentence is ‘round’ an adjective?  The dog ran round in circles. There was a round of applause.  The castle had a round tower. The team has made the final round.  Which is the adverb? The lively crowd cheered loudly when the rally car race began. |

**Y6 unit 6: relative clauses, parenthesis and hyphens linked to newspaper reports to provide additional information.**

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| **Points to consider** | **Sample questions** |
| **LI - To recognise and accurately use relative pronouns.**  Introduce the relative pronouns (who, whose, which, whom and that) and relative adverbs (where, when, why). Spend this lesson ensuring they know how to use them by just focusing on inserting the correct relative pronoun/ identifying relative pronouns in sentence. DO NOT have them writing the full relative clause yet. Particularly focus on whose (for belonging e.g. whose coat) and whom (when it refers to the object of the relative clause e.g. Jack saw a lady whom he presumed to be the director. Whom refers to the lady who is the object of the relative clause because ‘Jack’ is the subject as he’s the one doing the presuming about the lady).  ‘that’ can be used instead of ‘who’ or ‘which’ in informal writing when the relative clause is essential to the meaning of the sentence so you might need to include some work on essential and nonessential relative clauses e.g. ‘Children who hate chocolate are uncommon’. ‘Who hate chocolate’ is an essential clause because if it was removed, it would say ‘children are uncommon’ and the sentence doesn’t mean that. It means just ‘children who hate chocolate’ are uncommon. Similarly in the sentence, ‘The children who play football in the street are very noisy’, the ‘who play football in the street’ is an essential clause as it’s just them that are noisy, not all children. In these sentences, ‘that’ could replace the ‘who’ in more informal writing. Notice that when the relative clause is essential, it is not marked with commas but the nonessential information is e.g. My grandfather, who lives on a farm, said he would teach me how to ride a horse OR ‘The new computer, which we only bought last week, was really expensive.’ In these sentences, the relative clause could be removed and the meaning of the sentence is still there so they are nonessential. | Which word correctly completes the sentence.  The child \_\_\_\_\_\_\_\_\_\_\_\_ poem won the competition received a reward.  Which, whose, who’s or whom.  Circle the relative pronoun.  His horse, which has just retired, won the Grand National three times. |
| **LI - To recognise and write essential (defining) and nonessential (non defining) relative clauses, including comma use.**  Explain that relative clauses start with a relative pronoun and are a type of subordinate clause as they don’t make sense by themselves and need a main clause. NOTE: they are a clause (rather than a phrase) because the relative pronoun acts as the subject (just like a regular pronoun replaces the noun) and they will be doing a verb e.g. Tom, who lives next door, is a famous actor. ‘Who’ is the subject (replacing the proper noun Tom) and he is living.  Practice writing relative clauses applying the relative pronoun knowledge from the last session. Typically relative clauses get embedded e.g. Sam, who always seemed to be getting into trouble for something, was stood outside the Head’s office again. However, also stress they can go at the end of a sentence e.g. Where’s the girl that is selling buns? Sam said goodnight to his brother, who was staying up to play on his Xbox. (Notice the clause starting with ‘that’ doesn’t have a comma before it as it’s an essential clause but the one starting with ‘who’ does as it’s not essential).  Move on to looking at examples where the relative pronoun can be omitted from the relative clause. The relative pronoun can only be omitted when it is referring to the object of the relative clause. It cannot be omitted if it’s referring to the subject. For example, ‘The woman that spoke at the meeting was very knowledgeable’. In this, ‘that’ refers to ‘the woman’ and she is the subject of the relative clause because she is doing the speaking; therefore, ‘that’ can’t be omitted. However, in ‘The woman that the man loved had moved away’. Here ‘the man’ is the subject of the relative clause (the woman is the subject of the main clause) and ‘the woman’ is the object of the relative clause as it’s who/what he loves, so the ‘that’ can be omitted – The woman the man loved had moved away. (NOTE: really ensure the children understand that there are two clauses (a main one and a subordinate one) and each has their own subject and their own verb). | Underline the relative clause.  My TV unit, which is made of oak, needs varnishing.  The man that lives next door to me is a famous actor.  Prepositional phrase, relative clause, main clause or noun phrase?  I was born in London, which is the capital city of England.  Which sentence has a relative clause?  We are going to York tomorrow.  Whenever it is sunny, I like to visit the park.  The boys that are playing on the swings have been excluded from school. |
| **LI – To identify and write parenthesis.**  Ensure the children know that parenthesis can be a word (Jake Rogers, 54, has appeared in court charged with theft); phrase (Jake Rogers, of 64 Sandybank Road, has appeared in court charged with theft); or clause (Jake Rogers, who was arrested last month, has appeared in court charged with theft) and that it’s inserted into a sentence as an explanation or afterthought. Stress that as it is additional information, it can be removed from a text and the remaining information will still be grammatically sound. Non-defining relative clauses (from above) are just one type of parenthesis.  There are no firm rules on whether to use brackets, commas or dashes to mark parenthesis but if a sentence already has commas in it, it would probably be better to use dashes for parenthesis to avoid any confusion e.g. The teacher chose three students - Rachel, Ashley and Tom - to represent the class. Similarly, if a sentence already has hyphens, use commas as hyphens could be confused with the dashes e.g. James, a 23-year-old beggar from Hale, left his 4-million-pound mansion to live on the streets. | Where would you put punctuation to mark parenthesis?  I have told you in fact we have all told you to stop numerous times now.  Insert a pair of brackets into the sentences below.  Tom who first began playing football at the age of two has just signed for Manchester United.  The race is 6 miles 10 kilometres long.  What’s the name of the punctuation. What else could be used?  My dog (who is 15-years-old now) love going on long walks.  Insert a pair on commas in the sentence below.  Gemma arguably the fastest runner in the school has just been selected for Yorkshire trials. |
| **LI - To use hyphens in numbers and prefixes.**  The numbers 21-99 and fractions are always hyphenated if written out in words e.g. twenty-one and two-thirds. If the numbers are used as a compound adjective, they are only hyphenated if they come before the noun e.g. Mike is a three-year-old **boy**. Mike is a **boy** who is three years old.  Explain that the prefixes ‘ex’, ‘self’ and ‘all’ are always hyphenated with the root word. Also explain that if the prefix ends with the same letter that the root word starts with, they are also often hyphenated. With ‘o’ and ‘e’ it is often more lenient and you can choose whether to hyphenate or not. Look at examples where the hyphen can affect the meaning e.g. The football club asked the manager to resign. The football club asked the manager to re-sign. | Which sentence uses the hyphens correctly?  There are thirty seven year-olds going on the trip.  There are thirty seven-year-olds going on the trip.  There are thirty-seven year olds going on the trip.  There are thirty-seven-year-olds going on the trip.. |

**Y6 unit 7: building cohesion linked to biographies**

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| **Points to consider** | **Example questions** |
| **LI - To use conjunctions to build cohesion within and across a paragraph**  Check the children’s understanding of the subordinating conjunctions they’ve looked at so far (when. If, because, before, after, while, although) and start to introduce a wider range e.g. even though, although, as, unless, until. Assess their understanding of subordinate clauses and reteach elements if necessary e.g. subordinate clauses start with a subordinating conjunction and don’t make sense by themselves – they leave you asking ‘What?’ e.g. if you have a good day – what? What will happen? When it is time to go out – what? What will happen? The main clause ensures they make sense and completes the sentence e.g. If you have a good day, I’ll take you to the cinema tonight. Stress that the main clause and subordinate clause can swap positions. If the sentence starts with the main clause, then no comma is needed (I’ll take you to the cinema tonight if you have a good day.) However, if the sentence starts with a subordinate clause, the end of the subordinate clause is marked with a comma (If you have a good day, I’ll take you to the cinema tonight.)  Move on to looking at how conjunctions can be used to build cohesion between the sentences in a paragraph (similar to how the adverb(ials) were used in unit 4). For example, ‘The children breathed a sigh of relief **when** the bell finally rang.’ ‘Tommy cried. **Because** he hadn’t attended training, he was not selected to play.’ ‘Suddenly, the ground gave way. **After** the dust had settled, the children found themselves in an underground world surrounded by mystical creatures.’ Look at how examples could be applied to biographies e.g. Pip had a weak immune system which had a dramatic impact on his health. Because he was regularly ill as a child, he left school with very few qualifications; therefore, until he started working for his uncle, he was predominately unemployed.  NOTE: Take care with the examples that you choose. Some words (‘after’, ‘before’, ‘until’, ‘since’ and ‘because’) can be subordinating conjunctions or prepositions depending on how they are used. They are prepositions if they are used as part of a phrase (with the subject, verb or both missing) e.g. until bedtime, since Monday, after the cinema etc. However, they are subordinating conjunctions if they are used as part of a clause (with a subject doing a verb) e.g. until you’ve gone to bed, since you haven’t eaten your dinner, after you’ve finished your homework. | Sarah was really worried \_\_\_\_\_\_ she had forgotten her homework. (if, because, although)  \_\_\_\_ you tidy your room, you can play on the computer. (because, although, if)  Circle one word that could be replaced with the word ‘if’.  I will buy you a special treat because you’ve been good.  Complete the sentence below with an appropriate subordinate clause.  Kate always does a warm up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Complete the sentence below with an appropriate main clause.  When Bob heard the alarm, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **LI - To use prepositions to build cohesion within and across a paragraph.**  See the note above for the difference between conjunctions and prepositions. Look at how prepositions can be used within and across sentences to create links. For example, ‘I’ll meet you at the entrance **after** the last race.’ ‘Don’t call too late. **After** 9pm, I turn my phone off.’ ‘Two boys talked during the test. **Because** of this, they were instantly disqualified.’ Look at prepositions such as ‘before, ‘after’, ‘during’ and ‘because of’. Look at how examples could be applied to biographies e.g. Pip was sacked from his first job. After this, he struggled to pick himself back up and his family became concerned for his welfare.  NOTE: ‘after’ is the preposition and ‘after 9pm’ is the prepositional phrase. There are two types of prepositional phrases – adjectival (which modify a noun acting like the adjective – used in unit 5) or adverbial depending on their role in the sentence. As such, children might question why ‘after 9pm’ is a prepositional phrase and not an adverbial phrase. It is actually both as it’s a prepositional phrase doing the job of an adverbial (telling you ‘when’ it happened). | Tick all the sentences that contain a preposition.  Ali locked the door before he left for work.  You need to stand behind me.  The missing jigsaw piece is under the table.  The young athlete collapsed after he had finished the race.  Circle all the prepositions.  I went for a walk that went beside the river and through the woods.  Which sentence has a preposition?  He walked really fast.  He walked straight past me. |
| **LI – To use pronouns for cohesion within a paragraph.**  Ensure they can apply their pronoun understanding to their writing by choosing nouns and pronouns appropriately for clarity and cohesion and avoid repetition e.g. Sarah cheered excitedly after her exam had finished. **She** couldn’t believe **it** was finally over. Teach the children how to use them appropriately e.g. The noun needs to be stated initially so we know who/what the pronoun is referring to thereafter. Also look at examples involving two males for example, and how overusing pronouns can become confusing e.g. Steve and Dan were sent to the head teacher. He had punched him. |  |
| **LI – To create multi-clause sentences.**  To help them with their writing, look at creating multi-clause sentences through using a combination of coordinating conjunctions, subordinating conjunctions and relative pronouns e.g. **Because** of their courageous efforts, all of the passengers were saved, **which** was nothing short of a miracle.  When looking at this type of sentence, ensure the children can identify the main clause e.g. All of the passengers were saved, and recognise the type of subordinate clauses e.g. because of their courageous efforts – subordinate clause as it starts with the subordinating conjunction ‘because’ and which was nothing short of a miracle – relative clause as it starts with the relative pronoun ‘which’.  Keep reinforcing using these type of sentences to create time, place and cause links e.g. cause = Because he was late, which was not at all unusual, Sam had to start the match on the bench. Time - While the robbers prepared themselves, the customers at the bank, which was approaching its busiest time, were completely unaware of what was about to happen. | Say whether the following conjunctions are coordinating or subordinating.  I like ice-skating and roller-skating.  Jamie likes roller-skating, but he has never tried ice-skating.  Jamie will go ice-skating if I go with him.  Circle the conjunction in each sentence below.  The children had not read the book, yet they knew the story off by heart.  Keep your hat on until the rain has stopped.  Circle the conjunctions in the sentence below.  The passengers moved to get out, but the pilot held up his hand and they stood still. |

NOTE: also go back to unit 4 and look at how adverbials (that don’t start with a preposition like above) can be used to build cohesion by expressing time (Later in his life, he went on to become a successful writer) and place (Locally, Pip built up an amazing reputation.)

**Y6 unit 8: punctuation and speech linked to narrative**

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| **Points to consider** | **Example questions** |
| **LI – To punctuate simple sentences including proper nouns.**  Reinforce that all a sentence needs is a subject doing a verb. The subject can be a proper noun, noun phrase/extended noun phrase or pronoun e.g. He (subject) screamed (verb). The terrified boy (subject) ran (verb). Steven (subject) sighed (verb). Explain that short sentences such as these can be really effective in stories to create suspense and tension if they are used sparingly and contrasted with longer sentences. However, sentences are normally extended with objects and prepositions etc. Give small blocks of sentences with no full stops to punctuate. Encourage them to think about who the subject is and what they are doing and then who the next subject is to help them decide where a sentence ends. Note that it could be the same subject doing something else but with a pronoun used instead of repeating the noun e.g. **The girl** ran. **She** needed help.  Prepositions/adverbials can often confuse children e.g. Spain is a favourite holiday destination for British tourists millions visit every year. Putting a full stop after destination makes sense for the first clause but not the second. Look at examples like this but at this point, keep the sentences simple e.g. all starting with a subject rather than a subordinate clause etc. | Add two full stops in the correct places below.  Sam plays with Jamie every day Jake sometimes joins them.  Which punctuation mark is missing?  I have a new dog \_\_ I got it for my birthday.  Insert full stops and capital letters into the passages below so they are punctuated correctly.  Sammi has always been fascinated by roller coasters she has visited many different theme parks Alton Towers is her favourite and she can’t wait to visit again in the summer holidays.  daniel sat on the swing crying uncontrollably all the children were playing happily no one wanted to play with him |
| **LI - To write compound sentences.**  Explain that a compound sentence is two main clauses joined together with a coordinating conjunction. There are seven and a good way of remembering them is FANBOYS (for, and, nor, but, or, yet, so); however, the children need to know that this is only a memory aid and they are actually called coordinating conjunctions.  Ensure the children understand how to use them e.g. ‘For’ - a bit like ‘because’ (He couldn’t go, for he had no money). ‘Nor’ - when joining two negative things. NOTE how the second main clause changes (He doesn’t like fruit, nor does he like vegetables). ‘Yet’ can be used like ‘but’ (He didn’t revise, yet he still passed with flying colours). Typically, a comma is used at the end of the first main clause before the coordinating conjunction. Ensure the children recognise that it can sound ineffective if they join too many sentences with conjunctions and that they should avoid starting sentences with coordinating conjunctions.  NOTE: coordinating conjunctions don’t just have to join main clauses. They can also join words and phrases (but these won’t make compound sentences) e.g. Would you like to go to the park or to swimming? Mark and Sam are going to the cinema. | Insert a suitable coordinating conjunction into the sentences below.  Exercise keeps you healthy, \_\_\_\_\_ you should eat the right foods too.  You need to choose whether you want to go swimming \_\_\_\_ to the cinema.  Circle the coordinating conjunction in the sentence below.  I don’t like literacy, nor do I like maths.  Write two main clauses joined by the conjunction ‘but’. |
| **LI - To change direct speech into reported speech.**  The tense that a sentence is written in is key to converting between direct and reported so first give the children some practice in identifying whether sentences are written in the simple past, simple present, past perfect, present perfect, past continuous or present continuous.  Teach them step by step how to convert from direct to reported:  Take away the inverted commas.  Change 1st person pronouns and determiners to 3rd person (I to he/she my bike to his/her bike)  Follow the rules to change the verb into the correct form of the past tense:   * Present simple to past simple (play to played) * Present continuous to past continuous (am playing to was playing) * Present perfect to past perfect (has played to had played) * Past simple to past perfect (played to had played).   Add ‘that’ to introduce what is being said if appropriate.  Matt announced, “I taught Y6 earlier.” Becomes Matt announced that he had taught Y6 earlier.  ‘Taught’ is simple past so it needs to change to past perfect ‘had taught’. ‘I’ becomes ‘he’ and ‘that’ is introduced. | Turn the direct speech below into reported speech.  Sally asked, “What should I do?”  Sally asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Insert the correct verb form to complete the reported speech.  Sam remarked, “I have eaten my tea.”  Sam remarked that he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his tea.  Insert the correct determiners to complete the reported speech.  Alfie whispered, “I don’t think dad is in a good mood.”  Alfie whispered that \_\_\_\_\_\_ didn’t think dad was in a good mood. |
| **LI - To change reported into direct speech.**  Ensure the children know the basic rules of speech punctuation first:  Mark the start (66) and end (99) of when someone speaks with inverted commas.  Give the first word of speech a capital letter.  If who is speaking is introduced first, put a comma after it e.g. Gemma shouted**,** “Help!”  Put any punctuation relating to the spoken part inside the inverted commas. Spend some time on this as it goes against basic punctuation e.g. “What are you doing?” the furious teacher asked (‘the’ doesn’t have a capital even though it’s following a ?). “I know I’ve got 100%,” announced the confident child. (there’s a comma after 100% not a full stop even though it’s a complete sentence).  Move on to showing them how to convert reported speech into direct step by step:  Remove the ‘that’ (or other conjunctions) used to introduce reported speech.  Ensure there's a reporting verb such as ‘said’.  Change 3rd person pronouns/determiners to 1st person e.g. he/she to I his/her bike to my bike.  Change the verb into the correct form (past to present):   * Past simple becomes present simple (played to play). * Past continuous becomes present continuous (were playing to are playing). * Past perfect to present perfect (had played to has played).   Check the word order particularly in questions. Practice questions as these are particularly hard to convert e.g. She asked him if he wanted a banana. She asked him, “Do you want a banana?”  Once they are secure, look at examples where the reporting clause comes in the middle e.g. "We have," the workers cried "worked enough hours already!" and how the second part of the speech doesn’t need to start with a capital if it is a continuation of the sentence started in the first part of the speech. | Rewrite the sentence as direct speech.  I asked her if she was okay.    Rewrite the sentence as direct speech.  She asked if he knew where Mr Jones was.  Where should the missing inverted commas go?  Your performance was absolutely amazing, the proud parents said.  Which sentence is punctuated correctly?  Ali shouted, “where should I go?”  Ali shouted, “Where should I go”?  Ali shouted, “Where should I go?” |
| **LI - To use dashes.**  Ensure the children know that dashes are quite an informal piece of punctuation. They can be used instead of a colon in a list but more commonly when the list comes first and the main clause last (Sun cream, swimming costume and towel – they had everything they needed). They can be used to show repetition to represent fear and excitement e.g. “I—I—I don’t know what you’re talking about,” denied the politician. They can show a change in thought/interruption e.g. I wish you would—oh, never mind. They can be used in the same was as a colon to extend a sentence with a word, phrase or clause e.g. We have to go back to the car – I left the tickets there. OR He is only afraid of one thing – spiders.  Tie this objective in with the direct speech above to see if the children can use dashes to help portray the feelings of one of their characters when they speak. | Where would you insert the dash in the sentence below?  I gave you my last bit of food don’t waste it.  Which sentence is punctuated correctly?  His writing was full of errors errors - that could have been avoided.  His writing was full of errors - errors that could have been avoided.  Insert a comma and a dash into the sentence below.  While he attended college Jack rented an apartment paid for by his mum of course! |
| **LI – To use ellipsis to create cohesion.**  Ensure the children understand that ellipsis is three dots. Introduce the key ways they are used: 1) To show omission of a word/words/sentence from a text. 2) To create a pause for effect (e.g. A car was stolen in London but was found 5 days later…in France. NOTE – a comma could be used in the same way). 3) To show an unfinished thought (e.g. Well, you can just…). 4) To show a trail off into silence (Stealing ourselves, we entered the cave…). Ensure the children know that if the ellipsis comes at the end of a sentence, there needs to be 4 dots to account for the full stop as well. | Insert ellipsis into the correct place in the sentence below.  If only she had oh never mind. |

**Y6 unit 9: Sentence types linked to persuasive/ balanced writing which uses a range of sentence types e.g. rhetorical questions, commands etc.**

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| **Points to consider** | **Example questions** |
| **LI - To write and identify statements and questions.**  Ensure they understand that statements are usually marked with a full stop and questions with a question mark.  Sentences which have words like ‘ask’ in often confuse children e.g. You should ask the teacher. Because they see ask and they think it’s a question. Help them to recognise that if you say, “You should ask Simon,” they don’t need to answer you. It’s just something you’ve suggested they do. Also ensure they recognise that even if you only answer with yes/no, you’ve still answered so it’s a question. In persuasive writing rhetorical questions will be a key feature so ensure the children understand that they also need a question mark.  Move on to looking at tag questions where the children write a statement and then tag the question on the end e.g. It is going to be hot tomorrow. (statement) It is going to be hot tomorrow, isn’t it? Look at the fact that the end of the statement is marked with a comma and that the verb is the opposite of what it is in the statement e.g. if the statement is positive (is, are, do), then the tag is negative (isn’t, aren’t, don’t) and vice versa. You are ten, aren’t you? You aren’t going to the party, are you? | Add a full stop or question mark to complete the sentences.  I am going running My mum’s favourite colour is blue Are we nearly there  Do you know where Phillip is When you’ve tidied up, you can go out  Rubin and Suresh what to find out about planets. Write a question they could ask their teacher.  What type of sentence is this? Today, I really wanted to go to the park.  Write a question starting with ‘which’.  Robin wants to find out when the film starts. Write a question that he could ask. |
| **LI - To write and identify questions and exclamations and use question marks and exclamation marks.**  Exclamatory sentences MUST start with ‘how’ or ‘what’. That doesn’t mean you can’t use exclamation marks to show strong emotion on other sentences e.g. ‘Help!’, they are just not exclamatory sentences e.g. Go and stand outside Mr Smith’s office! – you’d give this an exclamation mark as it shows strong emotion but it isn’t an exclamatory sentence, it’s a command. Ensure that you put across that exclamation marks and exclamatory sentences are not the same thing.  Ensure the children recognise that the fact a sentence starts with ‘how’ or ‘what’ doesn’t automatically make it an exclamatory sentence though as it could be a question (or statement). Ensure the children can tell whether a sentence starting with ‘how’ or ‘what’ is a question or exclamation e.g. What was the show like What an amazing show that was  Sentences must have a verb so that needs to go at the end of an exclamatory sentence - How amazing that **was**! What a wonderful day it **is**! What an amazing mum you **have**! What a caring person you **are**! | Which sentence uses the exclamation mark correctly? What a wonderful performance that was! Do you like school! How did you do that! Can you help Sam find his way!  What punctuation mark completes the sentence? What a wonderful day it is  Tick the question that is a statement. What an interesting painting! Can you collect the crayons, please? James washed the paint brushes. Check that your tables are clean.  What type of sentence is the one below?  What a fantastic piece of work that is |
| **LI – To indicate degrees of possibility using adverbs or modal verbs.**  Ensure the children know the different modal verbs (can, might, should, will, would, may, must etc) and how they can show the possibility of something happening e.g. the difference between saying, ‘I might go to the football’, ‘I will go to the football’ and ‘I must go to the football.’ Look at how modals could be applied to persuasive writing e.g. You must be able to see that this situation simply cannot continue. You can help to change the current situation.  Also review adverbs of degree (introduced in unit 4) and how they can also be used to express possibility e.g. perhaps, surely, probably, possibly etc. Look at how these can be applied to persuasion e.g. You will probably be aware that there has been a growing resentment towards school uniform. Surely you agree that we cannot allow this to happen. | Explain how the modal verb changes the meaning.  Mia and Ali will go to the park after school.  Mia and Ali might go to the park after school.  Does the sentence indicate certainty or possibility?  I will ring him later. John might be late in tomorrow. |
| **LI - To write and identify commands.**  Typically, commands have sounded ‘bossy’ and have started with an imperative verb; however, they don’t have to and SATs are starting to vary the type of commands they include. They could use the person’s name and say please e.g. ‘Tom, tidy your room please.’ ‘Please stand up.’ Commands could also have a subordinate clause or adverbial in front of them e.g. After you’ve finished your tea, walk the dog please. If you remove the subordinate clause, it is still a command (walk the dog).  NOTE: if a sentence has a modal verb (introduced above) then is ISN’T a command even though it sounds bossy e.g. ‘You must tidy your room.’ ‘When you finished you homework, please tidy your room.’ Of the two, the first sounds the most like a command; however, it isn’t because it has a modal verb (must). The second one is the command even though it sounds polite. | Which is a command?  You’ve done really well today. Will you show me what to do? I really like that! Please put that away now.  Write a command a teacher could say in the dinner hall. Remember the punctuation.  Which is the command?  You will do your homework before you go out.  Before you go out, please do your homework.  You must do your homework before you go out. |
| **LI - To use adverbial conjunctions and semi colons.**  Explain that adverbial conjunctions or (conjunctive adverbs) act like co-ordinating conjunctions in that they join two main clauses together. Introduce ‘however’ and ‘nevertheless’ as conjunctions that express the unexpected and act like the co-ordinating conjunction ‘but’, and ‘therefore’ and ‘consequently’ as conjunctions that express the expected and act like the co-ordinating conjunction ‘so’. Give examples where the children can apply them depending on whether the situation is expected or unexpected. Explain that because they join main clauses, they could have full stop between them or they could use a semi colon to link the clauses. Stress that a comma should always come immediately after the adverbial conjunction e.g. The team had five players sent off. Consequently, they were beaten 10-0 OR The team had five players sent off; consequently, they were beaten 10-0.  Ensure the children recognise how they can apply these in their writing e.g. Homework takes a considerable amount of time; consequently, children are spending less time with their family and friends and this is having a substantial impact on their mental health. | Insert an appropriate adverbial conjunction to join the sentences below.  I went shopping; \_\_\_\_\_\_\_\_\_\_, I didn’t find anything I wanted to buy.  The alarm went off; \_\_\_\_\_\_\_\_\_\_\_, the robbers fled the scene of the crime.  Insert a comma and semi colon into the sentence below.  I am only short nevertheless I am really good at basketball. |
| **LI - To use adverbial conjunctions and semi colons.**  Introduce adverbial conjunctions that add more information – in addition, additionally, furthermore – and ones that can be used when the second clause is a direct contrast to the first – in contrast, on the other hand. As above, teach that they can full stop before it or use a semi colon, but they must remember the comma. Ensure the children recognise how they can apply these in their writing to create links across sentences and paragraphs e.g. Some argue that homework is an unnecessary burden on young people; in contrast, others believe it is an absolute necessity in order for children to consolidate their learning. |

**Y6 unit 10: apostrophes linked to informal texts such as informal letters and diary entries.**

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| **Points to consider** | **Example questions** |
| **LI - To use apostrophes for omission**  Ensure the children know that the apostrophe goes where the missing letter(s) are to avoid them putting ‘does’nt’. The ‘o’ from ‘not’ is missing so it’s ‘doesn’t’. Also stress that they shouldn’t join letters either side of an apostrophe. Look at irregular examples – won’t, shan’t and can’t. Also look at examples like ‘Dad’s forgotten his keys’ (omission because the apostrophe replaces the ‘ha’ from ‘has’) and ‘The weather’s fantastic.’ (omission because the apostrophe replaces the ‘i’ from ‘is’ – they don’t own anything). | What’s the contracted form of the underlined words?  You can not stay up that late.  Rewrite the underlined words in their expanded form.  I’m going out later but I won’t be late so I’ll come round when I get back. |
| **LI - To know the difference between the plural and possessive s.**  Stress that when there’s more than one noun (plural), they usually end in an s (or ‘es’ or ‘ies’). These would not have an apostrophe e.g. dogs, ponies, boxes. You may need to look at spelling rules for these again. However, if a singular noun was to own/possess the next word, they would also have an s but it would be ‘s to show that they own something rather than the fact there’s more than one e.g. the dog’s bone, the pony’s stable, the box’s label. Encourage them to really think about whether there’s more than one of the noun (The (pony) were all warm in their stables.) or whether the noun owns something (The (pony) stable was warm and dry.) to stop them putting an apostrophe on anything ending in s | Which sentences below need an apostrophe to show possession?  Davids book was in his bag.  The thief stole the handbags and wallets.  Buy your cucumbers and lettuces here.  The boy knocked on the ladys door.  The dogs belonged to the man. How would you write this using an apostrophe for possession? |
| **LI - To use apostrophes for possession.**  The general rule is for one owner put the apostrophe before the ‘s and for more than one owner, put it after the s’ and the apostrophe always goes on the owner and not what is owned. Include examples like ‘The dogs toys had all lost their squeak.’ To see if the children can decide which shows ownership and which is just plural.  Stress that this rule only applies when the plural noun is formed by adding s (or es or ies) because otherwise it would be hard to tell how many owners there are. Whether there is one dog or more than one dog, you’d still write ‘The dogs toys.’ So the position of the apostrophe is essential – the dog’s toys tells us it’s one dog and the dogs’ toys tells us it’s more than one dog.  However, if the plural noun isn’t formed by adding an s (child/children, woman/women, man/men, goose/geese, mouse/mice, foot, feet etc), then the apostrophe goes before the ‘s even though there’s more than one owner. We can tell from the spelling that there’s more than one owner so we don’t need the position of the apostrophe to help us e.g. the woman’s bag and the women’s bag – we know that the first is singular and the second plural because of the irregular spelling. Sentences like, ‘The mice’s home had been discovered,’ might sound a bit strange at first. | Say if the underlined words are singular or plural.  The girls’ toilets were out of order.  The boy’s trampoline blew over in the wind.  The dog’s kennel has been stolen.  How does the apostrophe change the meaning of the second sentence? What are your cat’s kittens called? What are your cats’ kittens called?  Which sentence uses the apostrophe correctly?  The childrens’ coats were on the floor.  The children’s coats were on the floor.  The childrens coats’ were on the floor.  Circle the word that’s a possessive apostrophe.  It’s 7 o’clock. We are already late and I’ve still got no idea how to get to Jake’s house. |

**Y6 unit 11: punctuation linked to formal letters.**

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| **Points to consider** | **Example questions** |
| **LI - To use semi colons to separate main clauses.**  Explain that when two main clauses are closely linked in meaning, they could be separated with a co-ordinating conjunction. However, if the meaning of the conjunction to be used is obvious, it could be left out and the sentences joined with a semi colon instead e.g. It was autumn; the leaves were falling off the trees (used instead of ‘and’ or ‘so’) I love ballet; my brother prefers tap (instead of but). Really stress that a semi colon cannot be used if the second clause isn’t a main clause e.g. He will sleep on the floor or on the couch – ‘on the couch’ is a prepositional phrase so the ‘or’ couldn’t be replaced. | What is the name of the punctuation between the main clauses?  I love vegetables; my friend, however, prefers junk food – such as pizza.  Insert a semi colon in the sentences below.  The car sped into the corner the driver lost control.  What is the name of the punctuation mark that could replace the conjunction in the sentence below?  It was sunny so everyone headed to the beach. |
| **LI - To use colons to separate main clauses.**  Explain that colons can also be used between main clauses when the second explains or gives an example of the first e.g. Rob doesn’t like going outside at night: he’s afraid of bats OR I’m so tired: I couldn’t sleep last night. Stress that the second part doesn’t have to be a clause. It could be a word or a phrase as long as it does the job of explaining e.g. Mankind has only one thing left: hope. OR I can see only one thing: the old lighthouse.  Ensure they can apply when to use colons and when to use semi colons e.g. John has a serious problem; he is seeking professional help. (semi colon as used instead of ‘so’). John has a serious problem: he forgets everything he is told. (colon as it’s explaining what the problem is). | Where would the colon go in the sentences below?  Ali did not go to football training he had the flu.  The jury finally reached a verdict guilty.  What is the name of the punctuation mark that could replace the conjunction below?  Kim rushed home from work because her grandma had fallen ill. |
| **LI - To write in the active and passive voice.**  Remind children of the basic sentence order – subject – verb – object. Explain when they write like this, they are writing in the active voice because the subject (who or what is doing the verb) comes first e.g. Peter broke the window. (Break is the verb. Who or what is doing the breaking? Peter and he’s before the verb so it’s active). However, if they were to flip it and put who or what is doing the verb last, they would be writing in the passive voice e.g. The window was broken by Peter (who or what is doing the breaking is still Peter but this time he’s after the verb so it’s passive). Ensure the children understand that the window is who or what the breaking is done to (the object of the sentence). The window didn’t actually cause the break – that was Peter.  To help them spot if a sentence is active or passive, explain that they should find the verb first, decide who or what is doing it and then look for whether they are before or after the verb e.g. The sheep were chased by the dog. In this, ‘chase’ is the verb. Who or what is doing the chasing? The dog. The dog is after the verb so it’s passive. Also explain that often the passive voice is used to hide who or what did the verb so if the subject is missing, it’s also passive. For example, ‘The window was broken’ – ‘was broken’ is the verb. Who or what did it? We don’t know so it’s passive.  Look at examples of when the passive voice is used such as when the subject isn’t important e.g. The Eiffel Tower was built in 1887. Who actually did the building isn’t important. OR when you want to deliberately disguise or don’t know who did something e.g. The car has been stolen.  There are some key steps to follow to change a sentence from active to passive:  Swap the position of the subject and object and add ‘by’ to the subject.  Choose the correct form of the auxiliary verbs ‘to be’.  Change the verb in to the past participle.  Add being before the past participle if the sentence is in the continuous tense. | Say whether the sentences are in the active or passive voice.  The money was stolen.  Martha bought a new car.  The balloon was filled with air.  Which sentence is written in the active voice?  The crisp packet was thrown away.  James threw the crisp packet away.  The crisp packet was thrown away by James.  Rewrite the sentence in the passive voice.  Jane found some car keys.  Rewrite the sentence in the active voice.  My dad was awarded an medal by the Prime Minister. |
| **LI - To use the subjunctive verb form.**  Revisit the fact that ‘was’ is normally used for singular subjects and ‘were’ for plural. However, in the subjective, ‘were’ is used for singular too but only in certain circumstances:   * With ‘if’ sentences e.g. If I were you… OR If he were to… * With ‘wish’ sentences e.g. I wish I were able….   Revisit the fact that with singular subjects, an s is put on the verb. However, with the subjunctive, the s is removed but only in certain circumstances:   * With verbs such as suggest, propose, recommend, request, insist etc. For example – I insist that he **resign** immediately. I suggest that he **attend** the meeting. * With nouns/ adjectives such as important, essential, vital etc. For example – It is essential that she **stay** until the end.   Also look at examples where ‘be’ replaces ‘is/are’ if the above words are used. For example – It is essential that she be at the meeting. It is desirable that he be detained in custody. | Complete the sentences so they use the subjunctive form.  If I \_\_\_\_\_\_\_\_\_\_ to have one wish, it would be for good health.  I wish I \_\_\_\_\_\_\_ able to join you, but it will not be possible.  Circle the word you could replace with ‘be’ to create the subjunctive form.  It is essential that she is present at the opening ceremony.  Which sentence is in the subjunctive form?  I was told to apologise.  If I were you, I would apologise. |

**Y6 unit 11: punctuation and formality linked to non-chronological reports.**

NOTE: Get the children to write two non-chronological reports for two different audiences to show different levels of formality.

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| **Points to consider** | | **Example questions** |
| **LI - To use appropriate layout devices.**  Ensure the children understand that paragraphs consist of more than one sentence (preferably at least 3) around a particular topic. Explain that the ‘perfect paragraph’ will usually start with a topic sentence to introduce/give an idea about what is coming; have detail in the middle; and end with a concluding sentence. It will only cover one topic from start to finish.  Do activities such as giving the children a range of sentences to cut out and then arrange them into what they think belongs together. They could then come up with a subheading for each set of grouped information, or give them a subheading and then ask them to bullet point facts that could go under it etc. In the deconstruct, the sub headings could be covered up and the children could be asked to guess what they are based on the content of the paragraph or one sentence could be deliberately but in the wrong paragraph and see if the children can identify it etc.  NOTE: Revisit the work from units 4 and 7 to encourage the children to create links between the sentences in their paragraphs using adverbials, pronouns, conjunctions and prepositions so that they flow and don’t just sound like 3-4 separate statements within one paragraph e.g. ‘Pandas have sharp claws. They like to climb trees.’. Here the two sentences almost sound completely unrelated. However, not if you create a link between them, ‘Pandas have sharp claws. These allow them to climb trees with relative ease. | | Which sentences do you think belong under the subheading ‘diet’?  They are carnivores. They are one of the largest mammals. They normally hunt at night. They give birth to between 1 and 4 live young.  What could the subheading be for these sentences?  It has a long tail.  It is the same size as a cat.  It has sharp claws that allow it to climb trees. |
| **LI - To use commas to clarify meaning.**  Give children the opportunity to explain how the positioning of commas in a sentence can completely change the meaning. For example Let’s eat grandpa/ Let’s eat, grandpa; Slow, children crossing/ Slow children crossing; Writing, clearly, isn’t easy/ Writing clearly isn’t easy; Sarah loves cooking her family and her dog/ Sarah loves cooking, her family and her dog. | Explain how the commas change the meaning of the sentences.  Tomatoes, which are from the Andes, taste delicious.  Tomatoes which are from the Andes taste delicious.  He got on with Phillip, who played the guitar, better than Bob.  He got on with Phillip, who played the guitar better than Bob.  Insert a comma so that they ate three different things.  Ann and Sarah ate chocolate cake and raspberries. | |
| **LI – To recognise and write formal and informal styles.**  Ensure the children understand that contractions and abbreviations are an informal way of writing e.g. doesn’t instead of does not; TV instead of television; fab instead of fabulous.  Also ensure children understand informal vocabulary against formal e.g. things instead of factors/considerations; find out instead of discover; ask for instead of request; said instead of reported or alleged.  Also look at previous objectives such as the use of the subjective form which is a very formal way of writing (She suggested that her mother **be** present) or using tag questions which are informal (She’s alright – isn’t she?)  As well as the fact that colons are much more formal than dashes. | | Which two sentences are the most formal?  Watching too much television should be avoided.  You shouldn’t watch too much TV.  You really should try not to watch lots of tele.  She suggested that her mother be present.  She really hopes to be ready on time.  Don’t forget to lock the door!  If Johnny’s late, we’ll start without him.  Circle the most formal option.  We would like to invite you to a (catch-up/ celebration/ get-together) to mark this (fab/ really cool/ momentous) occasion. It will (start up/ commence/ kick off) at 5pm. |