

Year 6	Autumn	Spring	Summer
Punctuation	<p><u>Ongoing consolidation through marking:</u> Correct full stop placement Editing for ?! Use of capital letters for proper nouns Apostrophes for contraction, singular and plural possession Speech punctuation (see Y4 and 5)</p> <p><u>Ongoing consolidation through starters:</u> Parenthesis using brackets where the additional information is less important. Relative clauses at the end of a sentence including the relative pronouns (when, whose, that). Using hyphens (see Y5 NNS)</p> <p>Autumn 1 To use semi colons to mark the boundary between independent clauses. <i>e.g. It's raining; I am fed up.</i></p> <p>Autumn 1 To use colons to mark the boundary between independent clauses.</p>	<p><u>Ongoing consolidation through marking:</u> Correct full stop placement Editing for ?! Use of capital letters for proper nouns Apostrophes for contraction, singular and plural possession Speech punctuation (see Y4 and 5)</p> <p><u>Ongoing consolidation through starters:</u> Parenthesis using commas where the additional information is of equal importance. Relative clauses within sentences marked with commas including the relative pronouns (who, which, where). Using a reporting clause within dialogue from the same character where the speech is one sentence split into 2 parts. e.g. "As I am very busy today," said Mum, "you will have to make your own dinner."</p> <p>Spring 1 To use dashes to mark the boundary between independent clauses.</p> <p>Spring 2 Uses hyphens to avoid ambiguity. <i>e.g. man eating shark V man-eating shark.</i></p>	<p><u>Ongoing consolidation through marking:</u> Correct full stop placement Editing for ?! Use of capital letters for proper nouns Apostrophes for contraction, singular and plural possession Speech punctuation (see Y4 and 5)</p> <p><u>Ongoing consolidation through starters:</u> Parenthesis using dashes where the additional information is equally important but less formal. Relative clauses marked with dashes including all relative pronouns previously learnt. Using a reporting clause within dialogue from the same character where there are 2 separate sentences. e.g. "We are hungry," said Billy. "Shall we make some lunch?" Using commas for clarity.</p> <p>To use commas or dashes to mark relative clauses including with an omitted relative pronoun.</p>

Sentence	<p><u>Ongoing consolidation through starters:</u> Recap of coordinating conjunctions Identify main and subordinate clauses. To use the full range of subordinating conjunctions in the middle of a sentence. To use the full range of subordinating conjunctions at the start of a sentence. Adventurous adverbs or fronted adverbials – time, manner, place, degree of possibility. Expanded noun phrases with/without an extra modifying adjective (The fragile, blue butterfly with battered wings...)</p> <p>To structure complex sentences where the subordinating conjunction is removed. e.g., Clearing Grandad’s desk, Ellie switched the computer on.</p> <p>Identify the subject and object of a sentence.</p> <p>To use the passive voice to affect how information is presented.</p> <p>Sentence types: Some;others Some people love football; others just can’t stand it.</p> <p>Imagine 3 examples: Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.</p>	<p><u>Ongoing consolidation through starters:</u> Recap of coordinating conjunctions Identify main and subordinate clauses. To use the full range of subordinating conjunctions in the middle of a sentence. To use the full range of subordinating conjunctions at the start of a sentence. Adventurous adverbs or fronted adverbials – time, manner, place, degree of possibility. Expanded noun phrases with/without an extra modifying adjective (The fragile, blue butterfly with battered wings...) Modal verbs: Degrees of possibility (would, could, should...)</p> <p>To recognise the subjunctive form correctly in very formal writing or speech (e.g., If I were...).</p> <p>Uses terminology to identify types of determiners (articles, possessive, interrogative, demonstrative and quantifiers).</p> <p>Sentence types: If, if, if, then If the alarm hadn’t gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</p> <p>Outside/Inside sentences The first sentence describes the characters outward action, the second reveals their true feelings e.g., Kate ate the cake that was given to her with enthusiasm and delight. (At the same time she wished she had turned down the offer).</p>	<p><u>Ongoing consolidation through starters:</u> To use the full range of subordinating conjunctions in the middle of a sentence. To use the full range of subordinating conjunctions at the start of a sentence. Adventurous adverbs or fronted adverbials – time, manner, place, degree of possibility. Expanded noun phrases with/without an extra modifying adjective (The fragile, blue butterfly with battered wings...)</p> <p>Sentence types: 3 negative adjectives – question Greed, jealousy, hatred- which of these is most evil?</p>
Word	NNS Year 6	NNS Year 6	NNS Year 6

Text	<p><u>Ongoing consolidation through starters:</u> Identifying simple and progressive present. Identifying simple and progressive past.</p> <p><u>Revisit in main teaching</u> Cohesion within a paragraph Use a range of devices to build cohesion (conjunctions, adverbials of time, place, cause and effect) <i>within</i> paragraphs. Integrating dialogue to convey character.</p> <p>To use repetition of a word or phrase to link ideas across paragraphs.</p> <p>To integrate dialogue to advance the action. (Including a range of all previous taught punctuation and structure).</p>	<p><u>Ongoing consolidation through starters:</u> Identifying simple and progressive present. Identifying simple and progressive past. Identifying the present perfect.</p> <p><u>Revisit in main teaching</u> Cohesion within a paragraph Use a range of devices to build cohesion (adverbials of clarification, emphasis, exception and contrast) <i>within</i> paragraphs. To use reported and direct speech within writing.</p> <p>To use adverbials to link ideas across paragraphs.</p> <p>To identify the past perfect tense.</p>	<p><u>Ongoing consolidation through starters:</u> Identifying simple and progressive present. Identifying simple and progressive past. Identifying the present and past perfect.</p> <p><u>Revisit in main teaching</u> Cohesion within a paragraph Use a range of devices to build cohesion (conjunctions, adverbials of time, place, cause and effect, clarification, emphasis, exception and contrast) <i>within</i> paragraphs.</p> <p>To use ellipsis to link ideas across paragraphs.</p>
Terminology	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity		