



Year 6 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><u>Handwriting</u></p> <p>Handwriting should be joined as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Children who are still not consistent and legible in their joins to be given intervention.</p>		<p align="center"><u>Handwriting</u></p> <p>Handwriting should be joined as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Children who are still not consistent and legible in their joins to be given intervention.</p>		<p align="center"><u>Handwriting</u></p> <p>Handwriting should be joined as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Children who are still not consistent and legible in their joins to be given intervention.</p>	
<p align="center"><u>Grammar</u></p> <p><u>Verbs:</u> Recognise verbs within sentences. <i>The dog ran down the long, dark road.</i> <i>A boy kicked a tin-can against the brick wall.</i> Make sure that you also cover the verb 'to be' (the idea that an action can also be the act of 'being') The car is blue. The boy was angry.</p> <p><u>Nouns:</u> Recognise nouns within sentences. <i>The dog ran down the long, dark road.</i> <i>A boy kicked a tin-can against the brick wall.</i></p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Simple Past, Present, Future.</u> Focus on the simple version of all three tenses and recognise how each change depending on when the event happens. <i>I ate a sandwich (Past)</i> <i>I am eating a sandwich.(Present)</i> <i>I will eat a sandwich.(Future)</i></p> <p><u>Conjunctions (FANBOYS)</u> Identify and use co-ordinating conjunctions in sentences. Coordinating conjunctions join two independent clauses together. For, And, Nor, But, Or, Yet, So,</p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Progressive Past, Present, Future.</u> Focus on the progressive version of all three tenses. Progressive tense shows an action that is still in progress. The verbs in the progressive form use a form of "to be" + the present participle (an -ing verb). (It is the form of the helping verb that indicates the tense.) <i>I was eating a sandwich. (Past Prog)</i> <i>I am eating a sandwich. (Present Prog)</i> <i>I will be eating a sandwich. (Future Prog)</i></p> <p><u>Adverbs and Adverbials</u> Recognise adverbs and adverbials in sentences and use them correctly. Adverbs and adverbials</p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Perfect Past, Present, Future.</u> Focus on the perfect version of all three tenses. The perfect tense is formed with either the past, present or future form of "to have" plus the past participle of the verb (which can be either regular or irregular in form). <i>I had eaten a sandwich. (Past Perfect)</i> <i>I have eaten a sandwich. (Present Perfect)</i> <i>I will have eaten a sandwich. (Future Perfect)</i></p> <p><u>Subordinating Conjunctions</u></p>	<p align="center"><u>Grammar</u></p> <p><u>Prepositions</u> Identify and apply prepositions in sentences. Prepositions are linking words in a sentence. Prepositions tell us where something is or when something is happening. Prepositions usually sit before <u>nouns</u> (or <u>pronouns</u>) to shows the relationship to another word in the sentence. <i>The cat slept under the bed.</i> <i>At midnight, the graveyard was silent.</i></p> <p><u>Recognise and Vary Position of Clause Structures</u> <u>Clauses</u> Identify and use different clause types. Clauses are the building blocks of English sentences, groups of words that contain</p>	<p align="center"><u>Grammar</u></p> <p><u>Revision of Grammar Targets taught throughout Year 5.</u> Revisit different areas of the Year 6 Grammar Curriculum and check understanding. Intervention for any children who have misconceptions of areas.</p>



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<p>Recap/Teach the different types of nouns</p> <p>Abstract Noun – <i>Sadness, Happiness.</i></p> <p>Proper Noun – <i>David, London, England</i></p> <p>Common Noun – <i>table, ball, balloon.</i></p> <p>Subject/Verb relationship: Understand that sentences need a Subject (noun) and a verb in them. Identify the subject and verb agreement in sentences. <i>E.g. The cat slept happily.</i> Introduce the verb ‘to be’ and how this appears in sentences. <i>I am eleven.</i> <i>You are wrong.</i></p>	<p><i>I like fish → Mum prefers chips</i></p> <p><i>I like fish, but Mum prefers chips.</i></p> <p>Expanded Noun Phrases Identify and write expanded noun phrases. These can be formed in two different styles: 1. Add two adjectives before a noun. <i>The old, bearded wizard.</i> 2. Add an adjectival phrase after the noun. <i>The wizard with the square glasses wandered the dark corridor aimlessly.</i></p>	<p>detail when, why, how or where a verb happened.</p> <p>T – Time <i>Last night, the cat sat</i></p> <p>R – Reason <i>The cat sat because it was exhausted after a long day.</i></p> <p>M – Manner <i>The cat sat still</i></p> <p>P – Place <i>The cat sat in front of the fire.</i></p> <p>Subjunctive Form Recognise and understand the use of the subjunctive form. <i>If I were you, I wouldn't do that. (exploring a hypothetical situation)</i> <i>I demand that he clean up his mess. (express a wish, demand or suggestion)</i></p>	<p>Identify and use subordinating conjunctions in sentences. Subordinating conjunctions join a subordinate clause to an independent clause. Focus on: After, when, if, that, even though, because, until, since.</p> <p><i>When it started raining, we went inside.</i> <i>I want to buy a house if I win the lottery.</i></p> <p>*A WHITE BUS resource recommended</p>	<p>a subject and a verb. Demonstrate how clauses can vary in their position in a sentence.</p> <p>Main/Independent Clause – Contains a subject and an object and makes sense by itself. <i>I like bananas.</i></p> <p>Subordinate Clause – A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own. <i>After she picks me up, mum is taking me to buy shoes.</i></p> <p>Relative Clause – A clause that is attached to an antecedent by a relative pronoun such as <i>who, which, or that.</i> <i>The man, who lived at number 11, walked outside to fetch his newspaper.</i></p>	
<p>Punctuation Inverted Commas Recognise and use inverted commas correctly within writing. <i>"How lovely to see you!" said Mum.</i></p>	<p>Punctuation Commas before a coordinating conjunction Recognise and use a comma before using a</p>	<p>Punctuation Commas for Fronted Adverbials After using a fronted adverbial, identify correct position and use a comma to separate the</p>	<p>Punctuation Apostrophes for possession Recognise and use apostrophes for possession to show</p>	<p>Punctuation Parentheses – Commas, Brackets, Dashes Recognise that parentheses are used to give additional information in sentences. Use</p>	<p>Punctuation Revision of all Punctuation Targets for this year. Revisit different areas of the Year 6 punctuation and</p>



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<p><u>Punctuation when using speech.</u> Ensure that children can use inverted commas and other punctuation within a sentence correctly. "How lovely to see you!" said Mum.</p> <p>*These two targets need to be taught jointly in order for a sentence that includes speech to be taught correctly*</p> <p><u>Sections and Paragraphs</u> Teach how to organise writing into different sections/paragraphs (based on the genre of writing). Use TiP ToPD resources to help identify when to start a new paragraph. Time, Place, Topic, Person, Dramatic Effect.</p>	<p>coordinating conjunction.</p> <p><i>I like fish, but Mum prefers chips.</i></p> <p><u>Commas to provide clarity</u> Understand that commas play an important role in avoiding confusion and clarifying the meaning of sentences. Use commas correctly to give clarity in potentially confusing sentence.</p> <p><i>The room was full of crying babies and mothers.</i></p> <p><i>The room was full of crying babies, and mothers.</i></p>	<p>adverbial from the rest of the sentence.</p> <p><i>At the stroke of midnight, a mouse ran across the hallway.</i></p> <p><u>Semi-Colons and Colons</u> Understand and identify the difference between the two punctuation marks and when to use each accurately and appropriately.</p> <p>Semi-Colon – Use in complicated lists E.G. <i>I went to the shop and bought a chilled bottle of semi-skimmed milk for Nan; a pain-au-chocolat because it's mum's favourite; a bar of chocolate for myself and a bone for the dog.</i></p> <p>Semi-Colon – In place of a coordinating conjunction. <i>I used to live in a small house, but now I live in a mansion.</i> <i>I used to live in a small house; now I live in a mansion.</i></p>	<p>that an object belongs to someone. <i>The pencil belongs to Molly.</i> <i>It is Molly's pencil.</i></p> <p><u>Bullet Points, Headings and Subheadings and Columns</u> Identify and teach which text types use these features and understand why. Use these in an example of that text type.</p>	<p>commas, brackets or dashes appropriately, choosing the text type carefully. <u>Dashes</u> <i>Upon discovering the errors – all 24 of them – she called Frank.</i> <u>Brackets</u> <i>The president (and his assistant) travelled by jet.</i> <u>Commas</u> <i>Shirley, the cashier, disagreed with Roger.</i></p> <p><u>Recognise Relative Pronouns</u> Identify and use relative pronouns within a relative clause and punctuate the clause with commas.</p> <p><u>Relative Pronouns –</u> <i>That, Which, Who, Whom, Whoever, Whomever, Whichever.</i></p>	<p>check understanding. Intervention for any children who have misconceptions of areas.</p>
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