



J H Godwin Primary School - GPAS Coverage Year 6

Grammar Coverage					
Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point					
Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i>	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Dashes to mark the boundary between clauses: <i>It's raining - I'm fed up</i>	Semicolons to demarcate within a list	Simple sentences and how to embellish them	Modal verbs
Abstract nouns	Repetition for effect: persuasion, suspense, emphasis	Colon and bullet points for a list	Alliteration	Consolidating compound sentences and coordinating conjunctions	Auxiliary verbs
Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	Connectives to signpost and create cohesion within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise	Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>	Similes	Complex sentences and subordinate conjunctions	Tense (past, present and future)
Antonyms: using prefixes	Layout devices such as headings, sub-headings,	Identify the subject and object of the sentence	Metaphors	Combining complex and compound clauses to create a sentence	Pronouns: relative and possessive



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	columns, bullet points, tables and paragraphs				
Collective nouns	Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses
The difference between passive and active sentence and when to use the passive	Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	Antonyms to create different effects in sentences	Fronted adverbials	Expanded noun phrases : <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase	Determiners and generalisers
Imperative verb					

Spelling to be Taught - Spelling Shed

1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Spelling Rules: Words with the short vowel sound /i/ spelled y
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix '-over' to verbs.



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14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
15. Spelling Rules: Words which can be nouns and verbs.
16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
17. Spelling Rules: Words with a 'soft c' spelled /ce/.
18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite
19. Spelling Rules: Words with the /f/ sound spelled ph.
20. Spelling Rules: Words with origins in other countries
21. Spelling Rules: Words with unstressed vowel sounds.
22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.
23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.
24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
25. Spelling Rules: Words ending in '-ably.'
26. Spelling Rules: Words ending in '-ible'
27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.
28. Spelling Rules: Changing '-ent' to '-ence.'
29. Spelling Rules: -er, -or, -ar at the end of words.
30. Spelling Rules: Adverbs synonymous with determination.
31. Spelling Rules: Adjectives to describe settings
32. Spelling Rules: Vocabulary to describe feelings.
33. Spelling Rules: Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary

Handwriting (Requirement by the end of Year 4)

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]



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Alan Peat Sentence Types Terminology pupils should be introduced to is in bold.		
Year 6 - Alan Peat Sentence Type	Examples	Additional points to be taught through the sentence type
Imagine 3 examples: sentences Begin with the word imagine, then describe three facets of something (often times or places). The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.	Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time.	Modal verb - used to express degrees of certainty, or ability and obligation (will, could, can, could, may, might, shall, should, must and ought) 'Imagine a time when people <i>may</i> not be afraid, when life <i>might</i> be much simpler, when everyone <i>could</i> help each other: this is the story of that time.'
Active and passive sentences	The school arranged a visit - active A visit was arranged by the school - passive	Colon
Tell: show 3; examples sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa.	Two-part sentence. First part tells reader a fact or opinion . This is followed by a colon . After the colon a list of three examples follows. As this is a phrase lies (not single words) semi-colons are used.



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Object/person (aka...) sentences aka (ay-kay-ay) is an abbreviation for 'also known as'	John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him.	Brackets Acronyms
Getting worse/getting better sentences Used to dramatically heighten a text.	We knew Tim was naughty , and his brother was uncontrollable , but their cousin Damien was evil .	
When_; when_; when_; then_ sentences Ends with a statement, which is preceded by three examples of occurrences, which, when combined, lend credibility/prove/predict the final statement. Great striking paragraph or opening.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.	Semi-colon in a list.