



Vocabulary, Grammar and Punctuation Coverage Plan Year 5 Set 3

TERM	WEEK	GENRE	OBJECTIVES
A D V E N T	1-3	Non-Fiction <i>Instructions</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use full stops and capital letters. • To use question marks and exclamation marks. <p>9. To link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby), and number (for example, secondly) or tense choices (for example, he had seen her before)</p> <p>10. To use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly)</p> <p>15. To use a colon to introduce a list</p> <p>16. To punctuate bullet points consistently</p>
	4-7	Narrative <i>Adventure Story</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use main and subordinate clauses with full range of conjunctions. • To use inverted commas (direct/indirect speech). • To use pronouns – relative and possessive. <p>6. To use expanded noun phrases to convey complicated information concisely</p> <p>8. To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>
	8-10	Non-Fiction <i>Recount</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use different sentence types: statements, questions, exclamations and commands. • To use apostrophes for contraction and possession. <p>1. To recognise vocabulary and structures typical of informal speech and structures that are appropriate for formal speech and writing including subjunctive forms</p> <p>11. To use commas to clarify meaning or avoid ambiguity in writing</p> <p>13. To use brackets, dashes or commas to indicate parenthesis</p>
	11-12	Poetry <i>Free Verse</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use figurative language to create effects (for example, alliteration, similes, metaphors, personification). <p>4. To use passive verbs to affect the presentation of information in a sentence</p>

14. To use semicolons, colons or dashes to mark boundaries between independent clauses



Vocabulary, Grammar and Punctuation Coverage Plan
Year 5 Set 3



TERM	WEEK	GENRE	OBJECTIVES
P E N T E C O S T	1-3	Narrative <i>Other Cultures</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To recognise tenses (past, present, future) To use present and past progressive To use present perfect and past perfect. <p>6. To use expanded noun phrases to convey complicated information concisely</p> <p>8. To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>9. To link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby), and number (for example, secondly) or tense choices (for example, he had seen her before)</p> <p>10. To use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly)</p>
	4-7	Non-fiction <i>Newspaper Report</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To use determiners. <p>1. To recognise vocabulary and structures typical of informal speech and structures that are appropriate for formal speech and writing including subjunctive forms</p> <p>2. To convert nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)</p> <p>3. To use verb prefixes (for example, dis-; de-; mis-; over-; and re-)</p> <p>5. To use the perfect form of verbs to mark relationships of time and cause</p> <p>10. To use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly)</p> <p>13. To use brackets, dashes or commas to indicate parenthesis</p> <p>14. To use semicolons, colons or dashes to mark boundaries between independent clauses</p>
	8-10	Non-fiction <i>Explanation</i>	<p>7. To use modal verbs (for example, <i>might, should, will, must</i>) or adverbs (for example, <i>perhaps, surely</i>) to indicate degrees of possibility</p> <p>9. To link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby), and number (for example, secondly) or tense choices (for example, he had seen her before)</p>

			<p>12. To use hyphens to avoid ambiguity</p> <p>15. To use a colon to introduce a list</p> <p>16. To punctuate bullet points consistently</p>
--	--	--	---