



## Vocabulary, Grammar and Punctuation Coverage Plan Year 6 Set 1

TERM	WEEK	GENRE	OBJECTIVES
A  D  V  E  N  T	1-3	Non-Fiction <i>Non-chronological Report</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To use full stops and capital letters.</li> <li>• To use question marks and exclamation marks.</li> </ul> <p>10 • To use layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)</p> <p>15 • To use a colon to introduce a list and use semicolons within lists.</p>
	4-7	Narrative <i>Adventure</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To use main and subordinate clauses with full range of conjunctions.</li> <li>• To use inverted commas (direct/indirect speech).</li> <li>• To use pronouns – relative and possessive.</li> </ul> <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>13 • To use <b>brackets</b>, dashes and commas to indicate parenthesis.</p> <p>14 • To use semicolons and colons to mark boundaries between independent clauses (for example, It's raining; I'm fed up).</p>
	8-10	Non-Fiction <i>Persuasion</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To use different sentence types: statements, questions, exclamations and commands.</li> <li>• To use apostrophes for contraction and possession.</li> </ul> <p>2 • To recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>).</p> <p>11 • To use commas to clarify meaning or avoid ambiguity in writing.</p>
	11-12	Poetry <i>Free Verse</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To use figurative language to create effects (for example, alliteration, similes, metaphors, personification).</li> </ul> <p>3 • To recognise how words are related by meaning as synonyms and antonyms.</p>



## Writing Coverage Plan Year 6 Set 1

TERM	WEEK	GENRE	OBJECTIVES
L  E  N  T	1-4	Narrative <i>Fantasy</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions.</li> <li>• To use adverbials, including fronted adverbials.</li> <li>• To use inverted commas (direct/indirect speech).</li> </ul> <p>6 • To use expanded noun phrases to convey complicated information concisely.</p> <p>9 • To link ideas across paragraphs using a wider range of cohesive devices: including ellipsis.</p> <p>12 • To use hyphens to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i> or <i>recover</i> versus <i>re-cover</i>).</p> <p>13 • To use brackets, <b>dashes</b> and commas to indicate parenthesis.</p> <p>14 • To use semicolons and colons to mark boundaries between independent clauses (for example, It's raining; I'm fed up).</p> <p>17 • To recognise subject and object.</p>
	5-7	Non-Fiction <i>Discussion</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To recognise prefix and suffix.</li> <li>• To recognise word families.</li> </ul> <p>7 • To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>9 • To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials, such as on the other hand, in contrast, or as a consequence).</p>
	8-10	Non-Fiction <i>Information</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To recognise singular and plural.</li> </ul> <p>7 • To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>13 • To use brackets, dashes and <b>commas</b> to indicate parenthesis.</p>



## Writing Coverage Plan Year 6 Set 1

TERM	WEEK	GENRE	OBJECTIVES
P E N T E C O S T	1-3	Narrative <i>Play Script</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To recognise tenses (past, present, future)</li> <li>• To use present and past progressive</li> <li>• To use present perfect and past perfect.</li> </ul> <p>2 • To recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>).</p> <p>5 • To use the perfect form of verbs to mark relationships of time and cause.</p>
	4-7	Non-fiction <i>Persuasion</i>	<p><b>CONSOLIDATE:</b></p> <ul style="list-style-type: none"> <li>• To use <b>determiners</b>.</li> </ul> <p>10 • To use layout devices (for example, headings, subheadings, columns, bullets, or tables, to structure text).</p> <p>15 • To use a colon to introduce a list and use semicolons within lists</p> <p>16 • To punctuate bullet points consistently to list information.</p>
	8-10	Non-fiction <i>Recount</i>	<p>1 • To recognise vocabulary and structures typical of informal speech and structures that are appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech).</p> <p>4 • To use passive verbs to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken by me</i>).</p>