Vocabulary, Grammar and Punctuation Coverage Plan Year 5-6 Class 11

TERM	WEEK	GENRE	OBJECTIVES
A D V E N T	1	Recount Summer	Assessment task
	1-3	Non-Fiction *Non-chronological Report*	CONSOLIDATE: • To use full stops and capital letters. • To use question marks and exclamation marks. Y5 16. To punctuate bullet points consistently 10 • To use layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text) 15 • To use a colon to introduce a list and use semicolons within lists.
	4-5	Narrative *A-Science fiction* *B-Adventure*	CONSOLIDATE: • To use main and subordinate clauses with full range of conjunctions. • To use inverted commas (direct/indirect speech). • To use pronouns – relative and possessive. Y5 2. To convert nouns or adjectives into verbs using suffixes (gor example, -ate; -ise; -ify Y5 3. To use verb prefixes (for example, dis-; de-; mis-; over-; and re-) 8 • To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 13 • To use **brackets**, dashes and commas to indicate parenthesis. 14 • To use semicolons and colons to mark boundaries between independent clauses (for example, It's raining; I'm fed up).
	6-7	**Test/Revision Week** Word Classes - nouns, verbs, adjectives,adverbs, preposition, pronouns, determiners	
	8-10	Poetry *Free Verse*	CONSOLIDATE: • To use figurative language to create effects (for example, alliteration, similes, metaphors, personification). 3 • To recognise how words are related by meaning as synonyms and antonyms.
	10-12	*Non-Fiction* *Recount/retell*	
	13-14	**Test/Revision Week** Vocabulary - prefixes, suffixes, word families, synonyms and antonyms	

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L E N T	1-4	Narrative *Dilemma/moral*	CONSOLIDATE: • To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions. • To use adverbials, including fronted adverbials. • To use inverted commas (direct/indirect speech). Y5 2. To convert nouns or adjectives into verbs using suffixes (gor example, -ate; -ise; -ify Y5 3. To use verb prefixes (for example, dis-; de-; mis-; over-; and re-) 6 • To use expanded noun phrases to convey complicated information concisely. 9 • To link ideas across paragraphs using a wider range of cohesive devices: including ellipsis. 12 • To use hyphens to avoid ambiguity (for example, *man eating shark* versus *man-eating shark* or *recover* versus *re-cover*). 13 • To use brackets, **dashes** and commas to indicate parenthesis. 14 • To use semicolons and colons to mark boundaries between independent clauses (for example, It's raining; I'm fed up). 17 • To recognise subject and object.
	5-6	**Test/Revision Week** Punctuation - capital letters and full stops, Apostrophes, inverted comas, colons, semicolons, parenthesis, hyphen and bullet points	
	7-9	Non-Fiction persuasion	CONSOLIDATE: • To use different sentence types: statements, questions, exclamations and commands. • To use apostrophes for contraction and possession. 2 • To recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, *find out – discover; ask for – request; go in – enter*). 11 • To use commas to clarify meaning or avoid ambiguity in writing.
	8-10	Non-Fiction *Information*	CONSOLIDATE: • To recognise singular and plural. Y5 3. To use verb prefixes (for example, dis-; de-; mis-; over-; and re-) Y5 10. To use devises to build cohesion within a paragraph (for example, then, after, that, this, first) Y5 16. To punctuate bullet points consistently 7 • To use modal verbs or adverbs to indicate degrees of possibility. 13 • To use brackets, dashes and **commas** to indicate parenthesis.
	11-12	**Test/Revision Week** Sentences and Tenses- sentence types, clauses and phrases, conjunctions, active and passive, tenses, formal and informal writing, standard and non-standard English	

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P E N T E C O S T	1-2		Narrative *Mystery*	CONSOLIDATE:
				• To recognise tenses (past, present, future)
				• To use present and past progressive
				• To use present perfect and past perfect.
				2 • To recognise the difference between vocabulary typical of informal speech
				    and vocabulary appropriate for formal speech and writing (for example,
				    find out – discover; ask for – request; go in – enter).
				5 • To use the perfect form of verbs to mark relationships of time and cause.

	3		*SATs Week Y5 Tests*	
	4-6		Non-fiction *Explanation*	CONSOLIDATE: • To use determiners. 10 • To use layout devices (for example, headings, subheadings, columns, bullets, or tables, to structure text). 15 • To use a colon to introduce a list and use semicolons within lists 16 • To punctuate bullet points consistently to list information.

	7-9		Non-fiction *Recount*	Y5 10. To use devises to build cohesion within a paragraph (for example, then, after, that, this, first)
				Y5 16. To punctuate bullet points consistently
				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: *He's your friend, isn't he?* Or the use of
				    subjunctive forms such as *If I were* or *Were they to come* in some very
				    formal writing and speech).
				4 • To use passive verbs to affect the presentation of information in a
				    sentence (for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken by me*)

	9-12		Non-Fiction *Discussion/argument*	CONSOLIDATE:
				• To recognise prefix and suffix.
				• To recognise word families.
				7 • To use modal verbs or adverbs to indicate degrees of possibility.
				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).