



# Coverage Chart - Year 6 Autumn Term



Fiction

## spoken Language – Coverage in Autumn Fiction plans: Year 6

Objective	Stories that raise issues					Historical Fiction						Northern Lights					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6
Listen and respond appropriately to adults and their peers	Yellow		Purple			Yellow			Blue													
Ask relevant questions to extend their understanding and knowledge																						
Use relevant strategies to build their vocabulary	Yellow																Yellow					Red
Articulate and justify answers, arguments and opinions						Yellow			Blue			Yellow						Orange	Purple			
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow		Purple																			
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														Purple			Yellow	Orange	Purple	Blue	Red	Green
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple											Purple			Yellow		Purple	Blue	Red	Green
Speak audibly and fluently with an increasing command of Standard English																	Yellow					Green
Participate in discussions, presentations, performances, role play, improvisations and debates								Purple									Yellow		Purple	Blue		Green
Gain, maintain and monitor the interest of the listener(s)																			Purple	Blue		
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow		Purple			Yellow			Blue			Yellow		Purple								
Select and use appropriate registers for effective communication						Yellow		Purple	Blue													

**Word Reading – Coverage in Autumn Fiction plans: Year 6**



Objective	Stories that raise issues					Historical Fiction						Northern Lights					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																						

Reading: Comprehension – Coverage in Autumn Fiction plans: Year 6



Objective	Stories that raise issues					Historical Fiction						Northern Lights					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6
<b>Maintain positive attitudes to reading and understanding of what they read by:</b>																						
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			■			■								■			■					
• reading books that are structured in different ways and reading for a range of purposes						■				■		■				■						
• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions																	■	■				■
• recommending books that they have read to their peers, giving reasons for their choices																						
• identifying and discussing themes and conventions in and across a wide range of writing									■					■								
• making comparisons within and across books														■			■					
• learning a wider range of poetry by heart																						
• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience																				■		
<b>Understand what they read by:</b>																						
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						■			■		■	■					■			■	■	
• asking questions to improve their understanding										■						■						
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	■		■			■		■			■	■		■					■	■		
• predicting what might happen from details stated and implied	■					■		■		■		■		■		■	■					
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas						■		■		■		■		■		■	■			■	■	
• identifying how language, structure and presentation contribute to meaning								■						■			■					
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader												■		■			■				■	■
Distinguish between statements of fact and opinion																						
Retrieve, record and present information from non-fiction										■						■						
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously			■			■		■				■		■							■	
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary						■		■				■										
Provide reasoned justifications for their views														■								

Writing: Transcription – Coverage in Autumn Fiction plans: Year 6



Objective	Stories that raise issues					Historical Fiction						Northern Lights					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6
<i>Spelling Pupils should be taught to:</i>																						
• use further prefixes and suffixes and understand the guidance for adding them																						
• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]																						
• continue to distinguish between homophones and other words which are often confused																						
• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1																						
• use dictionaries to check the spelling and meaning of words																						
• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary																						
• use a thesaurus																						
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>																						
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters																						
• choosing the writing implement that is best suited for a task																						

Writing: Composition – Coverage in Autumn Fiction plans: Year 6



Objective	Stories that raise issues					Historical Fiction						Northern Lights					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6
<b>Pupils should be taught to plan their writing by:</b>																						
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>		Yellow	Purple		Red	Yellow			Blue		Green	Yellow										
<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>		Yellow			Red	Yellow			Blue		Green	Yellow				Red						Green
<ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>			Purple		Red	Yellow			Blue		Green	Yellow										
<b>Pupils should be taught to draft and write by:</b>																						
<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>		Yellow	Purple		Red		Yellow	Purple	Blue	Red	Green		Yellow		Blue	Red		Yellow				Green
<ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					Red		Yellow				Green		Yellow			Red						Green
<ul style="list-style-type: none"> <li>precising longer passages</li> </ul>				Blue																		
<ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul>	Yellow	Yellow		Blue	Red																	
<ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>									Blue													
<b>Pupils should be taught to evaluate and edit by:</b>																						
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> </ul>					Red						Green				Purple		Red					Green
<ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>					Red			Purple			Green				Blue	Red						Green
<ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>																						
<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>											Green											
Proof-read for spelling and punctuation errors		Yellow			Red						Green						Red					
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear					Red											Red						Green



**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Fiction plans: Year 6**

Objective	Stories that raise issues					Historical Fiction						Northern Lights					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6
<b>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</b>																						
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms																						
• using passive verbs to affect the presentation of information in a sentence																						
• using the perfect form of verbs to mark relationships of time and cause																						
• using expanded noun phrases to convey complicated information concisely																						
• using modal verbs or adverbs to indicate degrees of possibility																						
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun																						
• learning the grammar for years 5 and 6 in English Appendix 2																						
<b>Pupils should be taught to indicate grammatical and other features by:</b>																						
• using commas to clarify meaning or avoid ambiguity in writing																						
• using hyphens to avoid ambiguity																						
• using brackets, dashes or commas to indicate parenthesis																						
• using semi-colons, colons or dashes to mark boundaries between independent clauses																						
• using a colon to introduce a list																						
• punctuating bullet points consistently																						
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading																						



## Coverage Chart - Year 6 Autumn Term Non-Fiction

### Spoken Language – Coverage in Autumn Non-Fiction plans: Year 6

Objective	Blogs and Reports – Unit 1	Blogs and Reports – Unit 2	Blogs and Reports – Unit 3	Blogs and Reports – Unit 4	Blogs and Reports - Unit 5	Blogs and Reports - Unit 6	Instructions and Explanations - Unit 1	Instructions and Explanations - Unit 2	Instructions and Explanations - Unit 3	Instructions and Explanations - Unit 4	Instructions and Explanations - Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5
Listen and respond appropriately to adults and their peers																
Ask relevant questions to extend their understanding and knowledge																
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions																
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings																
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments																
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas																
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates																
Gain, maintain and monitor the interest of the listener(s)																
Consider and evaluate different viewpoints, attending to and building on the contributions of others																





**Word Reading – Coverage in Autumn Non-Fiction plans: Year 6**



Objective	Blogs and Reports – Unit 1	Blogs and Reports – Unit 2	Blogs and Reports – Unit 3	Blogs and Reports – Unit 4	Blogs and Reports – Unit 5	Blogs and Reports – Unit 6	Instructions and Explanations - Unit 1	Instructions and Explanations - Unit 2	Instructions and Explanations - Unit 3	Instructions and Explanations - Unit 4	Instructions and Explanations - Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																



Objective	Blogs and Reports – Unit 1	Blogs and Reports – Unit 2	Blogs and Reports – Unit 3	Blogs and Reports – Unit 4	Blogs and Reports - Unit 5	Blogs and Reports – Unit 6	Instructions and Explanations - Unit 1	Instructions and Explanations - Unit 2	Instructions and Explanations - Unit 3	Instructions and Explanations - Unit 4	Instructions and Explanations - Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5
<b>Maintain positive attitudes to reading and understanding of what they read by:</b>																
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																
• reading books that are structured in different ways and reading for a range of purposes																
• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions																
• recommending books that they have read to their peers, giving reasons for their choices																
• identifying and discussing themes and conventions in and across a wide range of writing																
• making comparisons within and across books																
• learning a wider range of poetry by heart																
• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience																
<b>Understand what they read by:</b>																
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context																
• asking questions to improve their understanding																
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence																
• predicting what might happen from details stated and implied																
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas																
• identifying how language, structure and presentation contribute to meaning																
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader																
Distinguish between statements of fact and opinion																
Retrieve, record and present information from non-fiction																
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously																
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary																



Provide reasoned justifications for their views

**Writing: Transcription – Coverage in Autumn Non-Fiction plans: Year 6**

Objective	Blogs and Reports – Unit 1	Blogs and Reports – Unit 2	Blogs and Reports – Unit 3	Blogs and Reports – Unit 4	Blogs and Reports – Unit 5	Blogs and Reports – Unit 6	Instructions and Explanations - Unit 1	Instructions and Explanations - Unit 2	Instructions and Explanations - Unit 3	Instructions and Explanations - Unit 4	Instructions and Explanations - Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5
<i>Spelling Pupils should be taught to:</i>																
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> </ul>																
<ul style="list-style-type: none"> <li>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> </ul>																
<ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused</li> </ul>																
<ul style="list-style-type: none"> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> </ul>																
<ul style="list-style-type: none"> <li>use dictionaries to check the spelling and meaning of words</li> </ul>																
<ul style="list-style-type: none"> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>																
<ul style="list-style-type: none"> <li>use a thesaurus</li> </ul>																
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>																
<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>																
<ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task</li> </ul>																

Writing: Composition – Coverage in Autumn Non-Fiction plans: Year 6



Objective	Blogs and Reports – Unit 1	Blogs and Reports – Unit 2	Blogs and Reports – Unit 3	Blogs and Reports – Unit 4	Blogs and Reports – Unit 5	Blogs and Reports – Unit 6	Instructions and Explanations - Unit 1	Instructions and Explanations - Unit 2	Instructions and Explanations - Unit 3	Instructions and Explanations - Unit 4	Instructions and Explanations - Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5
<b>Pupils should be taught to plan their writing by:</b>																
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Yellow			Blue	Red	Green	Yellow		Purple		Red					Red
• noting and developing initial ideas, drawing on reading and research where necessary	Yellow				Red	Green					Red					Red
• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed																Red
<b>Pupils should be taught to draft and write by:</b>																
• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning				Blue	Red	Green	Yellow			Blue	Red		Yellow	Purple	Blue	
• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action														Purple		
• précising longer passages																
• using a wide range of devices to build cohesion within and across paragraphs						Green				Blue						
• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]										Blue	Red					Red
<b>Pupils should be taught to evaluate and edit by:</b>																
• assessing the effectiveness of their own and others' writing	Yellow					Green	Yellow			Blue	Red		Yellow		Blue	Red
• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning						Green		Yellow			Red					Red
• ensuring the consistent and correct use of tense throughout a piece of writing	Yellow				Red											Red
• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register			Purple													
Proof-read for spelling and punctuation errors	Yellow					Green					Red					Red
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Yellow					Green	Yellow				Red					

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Non-Fiction plans: Year 6



Objective	Blogs and Reports – Unit 1	Blogs and Reports – Unit 2	Blogs and Reports – Unit 3	Blogs and Reports – Unit 4	Blogs and Reports - Unit 5	Blogs and Reports – Unit 6	Instructions and Explanations - Unit 1	Instructions and Explanations - Unit 2	Instructions and Explanations - Unit 3	Instructions and Explanations - Unit 4	Instructions and Explanations - Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:																
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Yellow		Purple	Blue	Red	Green										
• using passive verbs to affect the presentation of information in a sentence		Orange														
• using the perfect form of verbs to mark relationships of time and cause																
• using expanded noun phrases to convey complicated information concisely																
• using modal verbs or adverbs to indicate degrees of possibility															Blue	
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun					Red	Green										
• learning the grammar for years 5 and 6 in English Appendix 2	Yellow				Red	Green				Blue			Orange		Blue	
Pupils should be taught to indicate grammatical and other features by:																
• using commas to clarify meaning or avoid ambiguity in writing					Red	Green										Blue
• using hyphens to avoid ambiguity								Orange								
• using brackets, dashes or commas to indicate parenthesis																
• using semi-colons, colons or dashes to mark boundaries between independent clauses								Orange			Red					
• using a colon to introduce a list								Orange								
• punctuating bullet points consistently								Orange		Blue						
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	Yellow															

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

Coverage Chart – Year 6 Autumn Term Poetry



Spoken Language – Coverage in Autumn Poetry plans: Year 6

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5
Listen and respond appropriately to adults and their peers														
Ask relevant questions to extend their understanding and knowledge														
Use relevant strategies to build their vocabulary														
Articulate and justify answers, arguments and opinions														
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings														
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas														
Speak audibly and fluently with an increasing command of Standard English														
Participate in discussions, presentations, performances, role play, improvisations and debates														
Gain, maintain and monitor the interest of the listener(s)														
Consider and evaluate different viewpoints, attending to and building on the contributions of others														
Select and use appropriate registers for effective communication														

**Word Reading – Coverage in Autumn Poetry plans: Year 6**



Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet														

Reading: Comprehension – Coverage in Autumn Poetry plans: Year 6



Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow	Orange	Purple		Yellow		Purple			Yellow		Purple		
• reading books that are structured in different ways and reading for a range of purposes														
• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions														
• recommending books that they have read to their peers, giving reasons for their choices														
• identifying and discussing themes and conventions in and across a wide range of writing										Yellow				
• making comparisons within and across books							Purple							
• learning a wider range of poetry by heart	Yellow				Yellow					Yellow				
• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Yellow			Blue						Yellow				
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context							Purple							
• asking questions to improve their understanding														
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence							Purple			Yellow				
• predicting what might happen from details stated and implied							Purple							
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas					Yellow									
• identifying how language, structure and presentation contribute to meaning	Yellow	Orange	Purple		Yellow					Yellow				
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow	Orange			Yellow		Purple			Yellow		Purple		
Distinguish between statements of fact and opinion														
Retrieve, record and present information from non-fiction	Yellow													
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously					Yellow									
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary												Purple		
Provide reasoned justifications for their views														



Writing: Transcription – Coverage in Autumn Poetry plans: Year 6



Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5
• use further prefixes and suffixes and understand the guidance for adding them														
• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]														
• continue to distinguish between homophones and other words which are often confused														
• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1														
• use dictionaries to check the spelling and meaning of words														
• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary														
• use a thesaurus														
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters														
• choosing the writing implement that is best suited for a task														

Writing: Composition – Coverage in Autumn Poetry plans: Year 6



Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own		Yellow							Red			Purple		Red
• noting and developing initial ideas, drawing on reading and research where necessary				Blue					Red			Purple		Red
• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed							Purple							
• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		Yellow		Blue					Red			Purple	Blue	Red
• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action				Blue							Yellow	Purple		Red
• précising longer passages														
• using a wide range of devices to build cohesion within and across paragraphs														
• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]									Red					
• assessing the effectiveness of their own and others' writing				Blue					Red			Purple		
• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			Purple						Red			Purple		
• ensuring the consistent and correct use of tense throughout a piece of writing														
• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register									Red					
Proof-read for spelling and punctuation errors												Purple		
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear				Blue					Red				Blue	

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Poetry plans: Year 6



Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5
<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>														
<ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> </ul>														
<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul>														
<ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> </ul>														
<ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>														
<ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>														
<ul style="list-style-type: none"> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul>														
<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul>														
<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> </ul>														
<ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>														
<ul style="list-style-type: none"> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>														
<ul style="list-style-type: none"> <li>using a colon to introduce a list</li> </ul>														
<ul style="list-style-type: none"> <li>punctuating bullet points consistently</li> </ul>														
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading														

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>



## Coverage Chart - Year 6 Spring Term



### Fiction

#### Spoken Language – Coverage in Spring Revision Plans: Year 6

Objective	Harry Potter									Percy Jackson and Greek Myths								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Listen and respond appropriately to adults and their peers	Yellow		Purple	Blue	Red	Green				Yellow		Purple	Blue					
Ask relevant questions to extend their understanding and knowledge								Light Blue					Blue	Red				
Use relevant strategies to build their vocabulary											Orange							
Articulate and justify answers, arguments and opinions	Yellow	Orange		Blue	Red	Green		Light Blue		Yellow	Orange		Blue	Red	Green	Light Orange	Light Blue	
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings																		
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		Orange	Purple					Light Blue			Orange	Purple	Blue	Red				
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow	Orange	Purple	Blue	Red	Green	Light Orange	Light Blue		Yellow	Orange	Purple	Blue	Red	Green	Light Orange	Light Blue	
Speak audibly and fluently with an increasing command of Standard English					Red		Light Orange			Yellow								
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow	Orange	Purple	Blue	Red	Green	Light Orange	Light Blue		Yellow	Orange	Purple	Blue	Red	Green	Light Orange	Light Blue	
Gain, maintain and monitor the interest of the listener(s)					Red		Light Orange			Yellow								
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow	Orange			Red		Light Orange			Yellow	Orange		Blue	Red	Green	Light Orange	Light Blue	
Select and use appropriate registers for effective communication	Yellow				Red	Green				Yellow		Purple		Red				

**Word Reading – Coverage in Spring Revision Plans: Year 6**

Objective	Harry Potter									Percy Jackson and Greek Myths								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																		

Reading: Comprehension – Coverage in Spring Revision Plans: Year 6

Objective	Harry Potter									Percy Jackson and Greek Myths								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
<b>Maintain positive attitudes to reading and understanding of what they read by:</b>																		
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow		Purple											Red				
• reading books that are structured in different ways and reading for a range of purposes		Orange		Blue	Red			Light Blue					Blue	Red	Green			
• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions												Purple	Blue		Green	Orange		
• recommending books that they have read to their peers, giving reasons for their choices					Red													
• identifying and discussing themes and conventions in and across a wide range of writing				Blue	Red			Light Blue					Blue	Red				
• making comparisons within and across books				Blue				Light Blue					Blue					Light Blue
• learning a wider range of poetry by heart																		
• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience																		
<b>Understand what they read by:</b>																		
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Yellow		Purple	Blue				Light Blue							Green			Light Blue
• asking questions to improve their understanding													Blue					Light Blue
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow		Purple	Blue	Red	Green	Orange	Light Blue		Yellow	Orange	Purple	Blue		Green	Orange		
• predicting what might happen from details stated and implied	Yellow		Purple	Blue	Red	Green				Yellow	Orange	Purple	Blue		Green	Orange		
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow	Orange	Purple	Blue	Red	Green	Orange	Light Blue		Yellow	Orange	Purple	Blue	Red	Green	Orange	Light Blue	
• identifying how language, structure and presentation contribute to meaning	Yellow	Orange	Purple							Yellow	Orange	Purple	Blue	Red	Green	Orange	Light Blue	
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		Orange			Red					Yellow	Orange							
Distinguish between statements of fact and opinion														Red				
Retrieve, record and present information from non-fiction						Green	Orange	Light Blue		Yellow				Red				
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously						Green				Yellow								Light Blue
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		Orange	Purple				Orange	Light Blue										
Provide reasoned justifications for their views																Orange	Light Blue	

**Writing: Transcription – Coverage in Spring Revision Plans: Year 6**

Objective	Harry Potter									Percy Jackson and Greek Myths									
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	
<i>Spelling Pupils should be taught to:</i>																			
• use further prefixes and suffixes and understand the guidance for adding them	Yellow	Orange	Purple	Blue	Red					Yellow	Orange	Purple	Blue					Light Blue	
• spell some words with 'silent' letters [for example, knight, psalm, solemn]						Light Orange												Light Orange	
• continue to distinguish between homophones and other words which are often confused								Light Blue							Red				
• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1																		Light Orange	
• use dictionaries to check the spelling and meaning of words																			
• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary										Yellow									
• use a thesaurus																			
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>																			
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters																			
• choosing the writing implement that is best suited for a task																			

**Writing: Composition – Coverage in Spring Revision Plans: Year 6**

Objective	Harry Potter									Percy Jackson and Greek Myths								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
<b>Pupils should be taught to plan their writing by:</b>																		
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>	Yellow						Orange	Light Blue		Yellow		Purple	Blue	Red	Green	Light Orange		
<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>							Orange	Light Blue						Red	Green	Light Orange		
<ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>																		Light Blue
<b>Pupils should be taught to draft and write by:</b>																		
<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	Yellow	Orange	Purple	Blue	Red	Green	Light Orange	Light Blue		Yellow	Orange	Purple	Blue	Red	Green	Light Orange	Light Blue	
<ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>		Orange	Purple		Red			Light Blue			Orange							Light Blue
<ul style="list-style-type: none"> <li>precising longer passages</li> </ul>																		
<ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul>					Red	Green									Green			Light Blue
<ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>				Blue				Light Blue				Purple	Blue	Red	Green			
<b>Pupils should be taught to evaluate and edit by:</b>																		
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> </ul>											Orange							
<ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>										Yellow								
<ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>																		
<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>											Orange							
Proof-read for spelling and punctuation errors													Blue					
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear													Blue			Light Orange		



Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Revision Plans: Year 6

Objective	Harry Potter									Percy Jackson and Greek Myths								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:																		
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms						■		■		■	■	■		■				
• using passive verbs to affect the presentation of information in a sentence							■										■	
• using the perfect form of verbs to mark relationships of time and cause															■			
• using expanded noun phrases to convey complicated information concisely		■									■							
• using modal verbs or adverbs to indicate degrees of possibility		■					■				■						■	
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		■									■							
• learning the grammar for years 5 and 6 in English Appendix 2	■		■	■	■	■				■		■	■		■	■	■	
Pupils should be taught to indicate grammatical and other features by:																		
• using commas to clarify meaning or avoid ambiguity in writing								■			■			■				
• using hyphens to avoid ambiguity																		
• using brackets, dashes or commas to indicate parenthesis				■									■					
• using semi-colons, colons or dashes to mark boundaries between independent clauses								■						■				
• using a colon to introduce a list								■										
• punctuating bullet points consistently								■										
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading			■		■		■			■	■	■					■	■

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>



# Coverage Chart - Year 6 Summer Term



## Fiction

### Spoken Language – Coverage in Summer Transition Plans: Year 6

Objective	Fiction: My Past, Present and Future		Non-Fiction: Goals, Dreams and Change			Poetry: You are Awesome	
	1	2	1	2	3	1	2
Listen and respond appropriately to adults and their peers	Yellow		Yellow	Orange		Yellow	
Ask relevant questions to extend their understanding and knowledge	Yellow						
Use relevant strategies to build their vocabulary			Yellow	Orange		Yellow	Orange
Articulate and justify answers, arguments and opinions			Yellow	Orange	Purple	Yellow	Orange
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow						Orange
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments					Purple		Orange
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas							Orange
Speak audibly and fluently with an increasing command of Standard English	Yellow				Purple		
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow			Orange	Purple		
Gain, maintain and monitor the interest of the listener(s)	Yellow						
Consider and evaluate different viewpoints, attending to and building on the contributions of others				Orange			
Select and use appropriate registers for effective communication	Yellow				Purple		

**Word Reading – Coverage in Summer Transition plans: Year 6**

Objective	Fiction: My Past, Present and Future		Non-Fiction: Goals, Dreams and Change			Poetry: You are Awesome	
	1	2	1	2	3	1	2
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet							

Reading: Comprehension – Coverage in Summer Transition plans: Year 6

Objective	Fiction: My Past, Present and Future		Non-Fiction: Goals, Dreams and Change			Poetry: You are Awesome	
	1	2	1	2	3	1	2
<b>Maintain positive attitudes to reading and understanding of what they read by:</b>							
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow	Orange	Yellow	Orange	Purple	Yellow	Orange
• reading books that are structured in different ways and reading for a range of purposes							
• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions							
• recommending books that they have read to their peers, giving reasons for their choices							
• identifying and discussing themes and conventions in and across a wide range of writing	Yellow					Yellow	Orange
• making comparisons within and across books							
• learning a wider range of poetry by heart							
• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience							Orange
<b>Understand what they read by:</b>							
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			Yellow	Orange	Purple		
• asking questions to improve their understanding							
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence							
• predicting what might happen from details stated and implied							
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		Orange	Yellow	Orange			
• identifying how language, structure and presentation contribute to meaning	Yellow	Orange				Yellow	Orange
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow	Orange					
Distinguish between statements of fact and opinion							
Retrieve, record and present information from non-fiction		Orange	Yellow	Orange	Purple		
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously							
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary							
Provide reasoned justifications for their views			Yellow				

**Writing: Transcription – Coverage in Summer Transition plans: Year 6**

Objective	Fiction: My Past, Present and Future		Non-Fiction: Goals, Dreams and Change			Poetry: You are Awesome	
	1	2	1	2	3	1	2
<i>Spelling Pupils should be taught to:</i>							
• use further prefixes and suffixes and understand the guidance for adding them							
• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]							
• continue to distinguish between homophones and other words which are often confused							
• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1							
• use dictionaries to check the spelling and meaning of words							
• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary							
• use a thesaurus							
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>							
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters							
• choosing the writing implement that is best suited for a task							

**Writing: Composition – Coverage in Summer Transition plans: Year 6**

Objective	Fiction: My Past, Present and Future		Non-Fiction: Goals, Dreams and Change			Poetry: You are Awesome	
	1	2	1	2	3	1	2
<b>Pupils should be taught to plan their writing by:</b>							
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Yellow	Orange	Yellow	Orange	Purple	Yellow	Orange
• noting and developing initial ideas, drawing on reading and research where necessary	Yellow	Orange	Yellow	Orange	Purple	Yellow	Orange
• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed							
<b>Pupils should be taught to draft and write by:</b>							
• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Yellow	Orange	Yellow	Orange	Purple	Yellow	Orange
• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Yellow		Yellow			Yellow	Orange
• précising longer passages							
• using a wide range of devices to build cohesion within and across paragraphs		Orange		Orange	Purple		
• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]		Orange		Orange			
<b>Pupils should be taught to evaluate and edit by:</b>							
• assessing the effectiveness of their own and others' writing	Yellow	Orange	Yellow	Orange	Purple	Yellow	
• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Yellow	Orange				Yellow	
• ensuring the consistent and correct use of tense throughout a piece of writing					Purple		
• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register					Purple		
Proof-read for spelling and punctuation errors	Yellow	Orange		Orange	Purple	Yellow	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Yellow			Orange		Yellow	

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Transition plans: Year 6**

Objective	Fiction: My Past, Present and Future		Non-Fiction: Goals, Dreams and Change			Poetry: You are Awesome	
	1	2	1	2	3	1	2
<b>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</b>							
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms							
• using passive verbs to affect the presentation of information in a sentence							
• using the perfect form of verbs to mark relationships of time and cause							
• using expanded noun phrases to convey complicated information concisely							
• using modal verbs or adverbs to indicate degrees of possibility							
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun							
• learning the grammar for years 5 and 6 in English Appendix 2							
<b>Pupils should be taught to indicate grammatical and other features by:</b>							
• using commas to clarify meaning or avoid ambiguity in writing							
• using hyphens to avoid ambiguity							
• using brackets, dashes or commas to indicate parenthesis							
• using semi-colons, colons or dashes to mark boundaries between independent clauses							
• using a colon to introduce a list							
• punctuating bullet points consistently							
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading							

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>