Coverage to support planning process

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 6 *20%-40%* *6i* *(Autumn)*	**Wings 5 Phase 3** **Text:** Classic Extract s- Fiction (2 weeks) **Links:** History/Social History **Reading Focus:** Importance of social and historical context in historical texts. **Text:** The Firework Maker's Daughter - Fiction (3 weeks) **Links:** Science **Reading** Focus: Predict/summarise/comment on resolution/review ending. **Text:** Fantastic Mr Dahl – Non-Fiction (1 week) **Links:** History **Reading Focus:** Comment on writer's viewpoint and the effect on the reader **Text:** How To Persuade People – Non-Fiction (2 weeks) **Links:** Geography and Politics **Reading Focus:** Identify features of persuasive writing and advertisements. **Text:** Poems to be performed - Poetry (2 weeks) **Links: History** **Reading Focus:** **How/when/where texts are written/historical context.**	**Writing Focus:** • To add details including dialogue/write a new scene. • Punctuating dialogue/recognise and use prepositions. **Writing Focus:** • Rewrite elements/write book review/new ending. • Verb choice/powerful paragraphs/meaningful sentences. **Writing Focus:** • Write a short story in the style of Roald Dahl. • Understand a range of ways to add imagination to writing. **Writing Focus:** • Write persuasive letter/radio script to advertise a product. • Write longer sentences that are correctly punctuated. **Writing Focus:** • Write a poem as if it was written a long time ago. • Recognise and use archaic language. Writing Focus: • To write imaginative, interesting and thoughtful texts. • To construct paragraphs and use cohesion within and between paragraphs.	**Grammar and Punctuation:** • Use of the semi-colon, colon and dash to mark the boundary between independent causes/ Example: It's raining; I'm fed up. • Use of a colon to introduce a list and use of semi-colons within lists. • Bullet points to list information. • Hyphens (to avoid ambiguity) Example: man-eating shark and re-cover. • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Example: find out-discover, ask for-request, go in- enter. • How words are related by meaning as synonyms and antonyms. Example: big, large, little. • Use of the passive to affect the presentation of information in a sentence.: Example: I broke the window in the greenhouse BECOMES The window in the greenhouse was broken. • Informal speech structures in writing and speech. Example: He's your friend, isn't he? • Subjunctive Forms in Formal writing and speech. If I were or Were they to come… • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a

Text: Fields Of Glory – Non-Fiction (1 week)
Links: History
Reading Focus:
To identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

word or phrase, grammatical connections such as adverbials.

- Layout devices. Examples: headings, sub-headings, columns, bullets or tables to structure text.

Spelling:

- The 'i before e except after c' rule applies to all words where the sound spelt by ei is i. Examples: deceive, conceive, receive, perceive, ceiling. Exceptions: protein, caffeine, seize.

- Words containing ough. Examples: ought, bought, thought, rough, tough, enough, Cough, though, although, dough, thorough, borough, plough, bough.

- Words with silent letters. Examples: doubt, island, lamb, solemn, thistle, knight.

- Homophones - Words that sound the same but have different spellings/meanings. Examples: advice/advise, device/devise, licence/license, practice/practise, father/farther, guessed/guest, precede/proceed.

Coverage to support planning process

Year 6 41%-60% 6ii (Spring)	**Year 6 programme** -To identify question types and predict where to locate answers from text. -To identify question types in non-fiction text and predict where to locate evidence for answers. **Non-Fiction** To reinforce the skill of predicting where to locate answers from text. To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers. **Fiction** To reinforce the skill of interpreting questions. **Non-Fiction** To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers. **Discursive** To reinforce the skill of interpreting questions and locating answers. Non-Fiction To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers. **Short Story (Fiction)** To reinforce the skill of interpreting questions and locating answers. **Non-Fiction** To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.	To identify the structure and language features of Personal Recounts through analysing and grading *examples of Personal Recounts, children will develop their own scoring system which they can use to judge their own recount writing. **Non-Fiction** To identify the main features of non-chronological reports. Through analysing and grading *examples of non-chronological reports children will develop general rules for NC report writing which they can use to form their own scoring system to judge their own writing. **Persuasive Essay** To identify the main features of Persuasive Text. Through analysing and grading *examples of Persuasive text children will develop their own scoring system which they can use to judge their own Persuasive writing. **Discursive** To identify the main features of Discursive Text and compare them with the main features of Persuasive Text. Through analysing and grading *examples of discursive text children will develop their own scoring system which they can use to judge their own discursive writing. **Short Story (Fiction)** To identify the structure and features of Short Stories. Through analysing and grading *examples of Short Stories, children will develop their own scoring system which they can use to judge their own short story writing.	
Year 6 61%-80%+ 6iii (Summer)	**Year 6 programme** **3rd Person Recount (Newspaper Reports)** To identify the differences between Personal Recounts and Newspaper Recounts.	**3rd Person Recount (Newspaper Reports)** To identify the differences between Personal Recounts and Newspaper Recounts Prompt Interpretation - Children will practise identifying the genre being asked for by different writing prompts.	

	Non-Chronological Reports To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of non-chronological reports.	**Non-Chronological Reports** To review the main features of non-chronological reports.	
	Persuasive To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of persuasive writing.	**Persuasive** To review the main features of persuasive writing.	
	Discursive To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of discursive writing.	**Discursive** To review the main features of discursive writing.	
	Traditional Stories To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of traditional tales.	**Traditional Stories** To review the main features of traditional tales.	
	Poetry and Play Scripts To review the main features of a play script.	**Poetry and Play Scripts** To review the main features of a play script.	

Coverage to support planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
Overall Coverage	**Reading Coverage:** **Pupils will be taught to:** • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • 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. • Understand what they read by: - 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.	**Writing Milestones** • Write effectively for a range of purposes and audiences and select language base on what they have read e.g. literary language, characterisation and structure. • Distinguish between language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve this. • Write narrative that describe setting, characters and atmosphere. • Use dialogue to convey character and advance action. • Select vocabulary and grammatical structures appropriate to the genre. • Use devices to build cohesion. • Use the correct verb tense consistently within and across paragraphs. • Use the full range of punctuation taught at ks2. • Spell all words correctly from the y5/6 spelling list.

Coverage to support planning process

	- 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.	