



Autumn 1					Autumn 2			
Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan								
<b>Writing</b>	Narrative 2 weeks <b>Focus: Action</b>	Recount 2 weeks	Poetry 1 week Classic poetry	Persuasion 2 weeks	Narrative 2 weeks <b>Focus: Openings and endings</b>	Report 2 weeks	Poetry 1 week Performance poetry	Explanations 2 weeks
<b>Statutory Grammar and Punctuation</b>	<u>Revision of Y5</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Linking ideas across paragraphs using adverbials of time, place [for example, number or tense choices Use of commas to clarify	<u>Revision of Y5</u> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	<u>Revision of Y5</u> Revision of Y5 terminology modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity  Use of comma to clarify meaning or avoid ambiguity e.g.	<u>Revision of Y5</u> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  Brackets, dashes or commas to indicate parenthesis	Introduce new terminology  To identify, understand and form complex sentences through, e.g.: Using different connecting devices  Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	The difference between structures typical of informal speech and structures 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]	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Use of the passive 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)].  Punctuation of bullet points to list information



	meaning or avoid ambiguity					Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information		
Additional sentence construction	<p><u>Secure from Y5</u></p> <ul style="list-style-type: none"> <li>Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</li> <li>Developed use of rhetorical questions for persuasion</li> </ul>				<p><u>Secure from Y5</u></p> <ul style="list-style-type: none"> <li>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</li> </ul>			
Additional language structures	<ul style="list-style-type: none"> <li>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</li> </ul>				<ul style="list-style-type: none"> <li>How words are related as synonyms and antonyms e.g. big/ large / little</li> </ul>			
Spoken Language	Storytelling – Vary voices to express feelings at key moments	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	participate in discussions, presentations, performances, role play, improvisations and debates	Storytelling – Vary voices to express feelings at key moments	ask relevant questions to extend their understanding and knowledge	consider and evaluate different viewpoints, attending to and building on the contributions of others	speak audibly and fluently with an increasing command of Standard English



Handwriting	<p>Revision of:</p> <p>First join-diagonal join to letters without ascenders Second join-horizontal join to letters without ascenders Third join-diagonal join to letters with ascenders Fourth join-horizontal join to letters with ascenders</p>	<p>Fluency</p> <p>Intervention for those not joining in a fluent cursive hand</p>
Spelling	<p>Y5 Revision-ough, -cious,- tious Y5 Revision—cial, -tial Homophones -ant, -ance, -ancy endings -ent, -ence/-ency, endings Hyphens</p> <p><u>Appendix 1 words + revision of Y5 list</u> secretary shoulder signature sincere(ly) soldier stomach sufficient suggest explanation</p>	<p>suffixes (vowel letters)-doubling the 'r' if the 'fer' ending is stressed e.g. referred. Not doubling the 'r' if the 'fer' ending is not stressed e.g. reference. 'c' makes the 's' sound using words from the statutory word list e.g. convenience, prejudice Revision of suffixes ing, ed, er, ment, ly, ation, ous, -tion, -sion, -ssion, -cian</p> <p><u>Appendix 1 words + revision of Y5 list</u> symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
Spelling ongoing	<p><b><u>Learning Spellings</u></b> (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	

St Agnes English Coverage  
English Coverage Overview  
Y6

