

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
Maintain positive attitudes to reading and understanding of what they read by:																		
• 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																		
Understand what they read by:																		
• 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
Pupils should be taught to plan their writing by:																		
<ul style="list-style-type: none"> 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	Light Blue		Yellow		Purple	Blue	Red	Green	Light Orange		
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 							Orange	Light Blue						Red	Green	Light Orange		
<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 																	Light Blue	
Pupils should be taught to draft and write by:																		
<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	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"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 		Orange	Purple		Red			Light Blue			Orange						Light Blue	
<ul style="list-style-type: none"> precising longer passages 																		
<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 					Red	Green									Green		Light Blue	
<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 				Blue				Light Blue				Purple	Blue	Red	Green			
Pupils should be taught to evaluate and edit by:																		
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 											Orange							
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 										Yellow								
<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 																		
<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 											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/>