Coverage of the English curriculum

	Spoken Language											
Objective	narrative	Poetry	Play scripts	Persuasion	Letters	Non-chron	Discussion	Biography	Journalistic			
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												

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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											
Objective											
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											
Objective	Playscripts	Poetry	Non-chron	Discussion	Biography	Journalistic					
Maintain positive attitudes to reading and understanding	g of what th	ey read by:									
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	In class										

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	Guided Reading
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,	Guided Reading
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	1			
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,	Guided Rea	ding		_
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	Guided Rea	ading		
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.	Guided Rea	ading		

	Writing: transcription										
Objective											
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.											

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Use a thesaurus.			
Handwriting			
Write legibly, fluently and with			
increasing speed by:			
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.			

	Composition											
Objective	narrative	Poetry	Play scripts	Persuasion	Letters	Non-chron	Discussion	Віодгарһу	Journalistic			
Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.			<u></u>			٢		ш				
Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.												
Plan their writing by beginning to consider how authors have developed characters and settings. Draft and write by beginning to select appropriate												

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grammar and vocabulary,							
understanding how such							
choices can change and							
enhance meaning.							
Draft and write by beginning							
to describe settings,							
characters and atmosphere							
and integrating dialogue to							
convey character and advance							
the action in narratives							
Draft and write by beginning							
to precis longer passages.							
Draft and write by beginning							
to use a range of devices to							
build cohesion within and							
across paragraphs.							
Draft and write by beginning							
to use some organisational							
and presentational devices to							
structure text and to guide							
the reader [for example,							
headings, and bullet points].							
Evaluate and edit by							
beginning to assess the							
effectiveness of their own and							
others' writing.							

Evaluate and edit by						
beginning to propose changes						
to vocabulary, grammar and						
punctuation to enhance						
writing						
Evaluate and edit by						
beginning to use the correct						
tense throughout a piece of						
writing.						
Evaluate and edit by						
beginning to ensure the						
correct subject and verb						
agreement when using						
singular and plural,						
distinguishing between the						
language of speech and						
writing and choosing the						
appropriate register.						
Beginning to proof-read for						
spelling and punctuation						
errors.						
Perform their own						
compositions, beginning to						
use appropriate intonation,						
volume so that meaning is						
clear.					_	

Writing -	Vocabulary	, Gramr	mar and Pu	nctuation						
Objective	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
Develop their understanding of the concepts set out in English Appendix 2 by:										
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.										
Indicate grammatical and other feature	es by:									

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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.			