

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												



Word reading						
<b>Objective</b>						
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						
<b>Objective</b>	Playscripts	Poetry	Non-chron	Discussion	Biography	Journalistic
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	In class					

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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	Guided Reading					
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	Guided Reading					
Asking questions to improve their understanding						
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and						

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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.	Guided Reading					
Distinguish between statements of fact and opinion.	Guided Reading					
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.	Guided Reading					
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 Reading					

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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.						
<i>Handwriting</i>						
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.						









Year 5 and 6

Year 5 and 6

Writing - Vocabulary, Grammar and Punctuation						
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 features 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.						