



Coverage Chart - Year 5 Autumn Term



Fiction

Spoken Language – Coverage in Autumn Fiction plans: Year 5

Objective	Gothic Fiction – Unit 1	Gothic Fiction – Unit 2	Gothic Fiction – Unit 3	Gothic Fiction – Unit 4	Gothic Fiction – Unit 5	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Classic Fiction – Unit 6	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
Listen and respond appropriately to adults and their peers	Yellow		Purple			Yellow										
Ask relevant questions to extend their understanding and knowledge												Green	Orange			
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions		Orange	Purple			Yellow	Cyan	Green				Green		Red		
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings									Purple		Blue					
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow					Yellow		Green					Orange			Magenta
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		Orange		Blue		Yellow	Cyan	Green	Purple		Blue	Green	Orange		Cyan	Magenta
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates		Orange		Blue			Cyan						Orange	Red		
Gain, maintain and monitor the interest of the listener(s)														Red		
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow					Yellow	Cyan	Green								
Select and use appropriate registers for effective communication		Orange					Cyan									

Word Reading – Coverage in Autumn Fiction plans: Year 5

Objective	Gothic Fiction – Unit 1	Gothic Fiction – Unit 2	Gothic Fiction – Unit 3	Gothic Fiction – Unit 4	Gothic Fiction – Unit 5	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Classic Fiction – Unit 6	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
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 Autumn Fiction plans: Year 5

Objective	Gothic Fiction – Unit 1	Gothic Fiction – Unit 2	Gothic Fiction – Unit 3	Gothic Fiction – Unit 4	Gothic Fiction – Unit 5	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Classic Fiction – Unit 6	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
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																
• 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							■	■	■					■		
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						■	■									

Writing: Transcription – Coverage in Autumn Fiction plans: Year 5

Objective	Gothic Fiction – Unit 1	Gothic Fiction – Unit 2	Gothic Fiction – Unit 3	Gothic Fiction – Unit 4	Gothic Fiction – Unit 5	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Classic Fiction – Unit 6	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
<i>Spelling Pupils should be taught to:</i>																
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 																
<ul style="list-style-type: none"> spell some words with ‘silent’ letters [for example, knight, psalm, solemn] 																
<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused 																
<ul style="list-style-type: none"> 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 																
<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words 																
<ul style="list-style-type: none"> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 																
<ul style="list-style-type: none"> use a thesaurus 																
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>																
<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 																
<ul style="list-style-type: none"> choosing the writing implement that is best suited for a task 																

Writing: Composition – Coverage in Autumn Fiction plans: Year 5

Objective	Gothic Fiction – Unit 1	Gothic Fiction – Unit 2	Gothic Fiction – Unit 3	Gothic Fiction – Unit 4	Gothic Fiction – Unit 5	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Classic Fiction – Unit 6	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5	
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 																	
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 																	
<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 																	
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 																	
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 																	
<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 																	
<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] 																	
Pupils should be taught to evaluate and edit by:																	
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 																	
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 																	
<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 																	
Proof-read for spelling and punctuation errors																	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear																	

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Fiction plans: Year 5

Objective	Gothic Fiction – Unit 1	Gothic Fiction – Unit 2	Gothic Fiction – Unit 3	Gothic Fiction – Unit 4	Gothic Fiction – Unit 5	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Classic Fiction – Unit 6	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
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/>

Coverage Chart – Year 5 Autumn Term Non-Fiction

Spoken Language – Coverage in Autumn Non-Fiction plans: Year 5

Objective	Instructions and Explanations: Changing Tech				Blogs and Reports: Travel Writing					Recounts: UFOs and aliens					Reports and Recounts: Migration				
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers					Yellow		Green		Pink										
Ask relevant questions to extend their understanding and knowledge					Yellow		Green					Green			Yellow				
Use relevant strategies to build their vocabulary																			
Articulate and justify answers, arguments and opinions	Red						Green			Yellow			Red						Red
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			Yellow		Yellow		Green												
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Red				Yellow				Pink			Green		Pink	Yellow				
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Red			Light Green			Green		Pink	Yellow									Red
Speak audibly and fluently with an increasing command of Standard English					Yellow														
Participate in discussions, presentations, performances, role play, improvisations and debates			Yellow									Green		Pink					Red
Gain, maintain and monitor the interest of the listener(s)			Yellow						Pink					Pink					
Consider and evaluate different viewpoints, attending to and building on the contributions of others																			Red
Select and use appropriate registers for effective communication			Yellow																

Word Reading – Coverage in Autumn Non-Fiction plans: Year 5

Objective	Instructions and Explanations: Changing Tech				Blogs and Reports: Travel Writing					Recounts: UFOs and aliens					Reports and Recounts: Migration				
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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 Autumn Non-Fiction plans: Year 5

Objective	Instructions and Explanations: Changing Tech				Blogs and Reports: Travel Writing					Recounts: UFOs and aliens					Reports and Recounts: Migration				
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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	Blue	Green			Yellow			Red		Yellow				Red
• reading books that are structured in different ways and reading for a range of purposes	Red	Orange			Yellow			Red							Yellow				
• 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										Yellow									
• 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	Red																		
• making comparisons within and across books	Red				Yellow		Green								Yellow				
• 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			Red											Red
• asking questions to improve their understanding					Yellow		Green												
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence												Green							Red
• predicting what might happen from details stated and implied																			Red
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas					Yellow							Green			Yellow				Red
• identifying how language, structure and presentation contribute to meaning	Red						Green			Yellow		Green			Yellow				
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Red						Green			Yellow									
Distinguish between statements of fact and opinion							Green			Yellow		Green							
Retrieve, record and present information from non-fiction	Red	Orange					Green	Red		Yellow		Green			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					Green							
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					Green												
Provide reasoned justifications for their views							Green												

Writing: Transcription – Coverage in Autumn Non-Fiction plans: Year 5

Objective	Instructions and Explanations: Changing Tech				Blogs and Reports: Travel Writing					Recounts: UFOs and aliens					Reports and Recounts: Migration				
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>																			
• 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																			
• 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 Autumn Non-Fiction plans: Year 5

Objective	Instructions and Explanations: Changing Tech				Blogs and Reports: Travel Writing					Recounts: UFOs and aliens					Reports and Recounts: Migration				
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to plan their writing by:																			
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own																			
• noting and developing initial ideas, drawing on reading and research where necessary																			
• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed																			
Pupils should be taught to draft and write by:																			
• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning																			
• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action																			
• précising longer passages																			
• using a wide range of devices to build cohesion within and across paragraphs																			
• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]																			
Pupils should be taught to evaluate and edit by:																			
• assessing the effectiveness of their own and others' writing																			
• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning																			
• ensuring the consistent and correct use of tense throughout a piece of writing																			
• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register																			
Proof-read for spelling and punctuation errors																			
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear																			

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Non-Fiction plans: Year 5

Objective	Instructions and Explanations: Changing Tech				Blogs and Reports: Travel Writing					Recounts: UFOs and aliens					Reports and Recounts: Migration				
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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/>

Coverage Chart – Year 5 Autumn Term Poetry

Spoken Language – Coverage in Autumn Poetry plans: Year 5

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5	Anthologies – Unit 6	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
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 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 – Coverage in Autumn Poetry plans: Year 5

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5	Anthologies – Unit 6	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
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 Autumn Poetry plans: Year 5

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5	Anthologies – Unit 6	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5
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			Green					Red					Green		
• reading books that are structured in different ways and reading for a range of purposes			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															
• recommending books that they have read to their peers, giving reasons for their choices										Magenta					
• identifying and discussing themes and conventions in and across a wide range of writing	Yellow		Green								Yellow				
• making comparisons within and across books	Yellow			Red						Magenta					
• learning a wider range of poetry by heart	Yellow						Green				Yellow		Green		Magenta
• 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							Green			Magenta	Yellow		Green		Magenta
Understand what they read by:															
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			Green	Red		Blue									
• asking questions to improve their understanding					Yellow			Red					Green		
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence					Yellow								Green		
• 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					Yellow						Yellow		Green		
• identifying how language, structure and presentation contribute to meaning	Yellow		Green		Yellow		Green	Red				Blue	Green		
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow	Blue	Green		Yellow	Blue	Green	Red		Magenta	Yellow		Green		
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								Red				Blue	Green		
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													Green		
Provide reasoned justifications for their views						Blue	Green				Yellow				

Writing: Transcription – Coverage in Autumn Poetry plans: Year 5

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5	Anthologies – Unit 6	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5
<i>Spelling Pupils should be taught to:</i>															
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 															
<ul style="list-style-type: none"> spell some words with ‘silent’ letters [for example, knight, psalm, solemn] 															
<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused 															
<ul style="list-style-type: none"> 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 															
<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words 															
<ul style="list-style-type: none"> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 															
<ul style="list-style-type: none"> use a thesaurus 															
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>															
<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 															
<ul style="list-style-type: none"> choosing the writing implement that is best suited for a task 															

Writing: Composition – Coverage in Autumn Poetry plans: Year 5

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5	Anthologies – Unit 6	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5
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	Blue							Magenta		Yellow				Magenta
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 		Blue	Green	Red				Red	Magenta	Orange			Green		Magenta
<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 															
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	Blue		Red				Red	Magenta	Orange	Yellow		Green	Red	Magenta
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 		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 										Orange					
<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] 															
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	Yellow	Blue			Magenta
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		Blue													Magenta
<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 															
Proof-read for spelling and punctuation errors									Magenta	Orange					
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear									Magenta		Yellow				Magenta

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Poetry plans: Year 5

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5	Anthologies – Unit 6	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 4
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 															
<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence 															
<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause 															
<ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely 															
<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility 															
<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 															
<ul style="list-style-type: none"> learning the grammar for years 5 and 6 in English Appendix 2 															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing 															
<ul style="list-style-type: none"> using hyphens to avoid ambiguity 															
<ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis 															
<ul style="list-style-type: none"> using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list 															
<ul style="list-style-type: none"> 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/>



Coverage Chart - Year 5 Spring Term



Fiction

Spoken Language – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	
Listen and respond appropriately to adults and their peers	Yellow							Purple									
Ask relevant questions to extend their understanding and knowledge	Yellow					Yellow											
Use relevant strategies to build their vocabulary										Red	Yellow				Red		
Articulate and justify answers, arguments and opinions						Yellow						Orange	Purple				Green
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow				Red												
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow					Yellow					Yellow	Orange	Purple	Blue	Red		Green
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple			Yellow	Orange	Purple	Blue	Red	Yellow		Purple	Blue	Red		Green
Speak audibly and fluently with an increasing command of Standard English											Yellow						Green
Participate in discussions, presentations, performances, role play, improvisations and debates											Yellow		Purple	Blue			Green
Gain, maintain and monitor the interest of the listener(s)					Red								Purple	Blue			
Consider and evaluate different viewpoints, attending to and building on the contributions of others						Yellow				Red							
Select and use appropriate registers for effective communication																	

Word Reading – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
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 Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
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			Blue				Purple			Yellow		Purple	Blue		
• reading books that are structured in different ways and reading for a range of purposes								Purple								
• 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								Yellow	Orange		Blue		
• recommending books that they have read to their peers, giving reasons for their choices	Yellow															
• identifying and discussing themes and conventions in and across a wide range of writing	Yellow		Purple		Red											
• making comparisons within and across books	Yellow		Purple		Red						Yellow					
• 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													Purple			
Understand what they read by:																
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context								Purple			Yellow		Purple	Blue		
• asking questions to improve their understanding						Yellow		Purple								
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow		Purple			Yellow		Purple					Purple	Blue		
• predicting what might happen from details stated and implied	Yellow		Purple	Blue		Yellow		Purple			Yellow			Blue		
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow			Blue		Yellow		Purple					Purple	Blue		
• identifying how language, structure and presentation contribute to meaning				Blue		Yellow		Purple			Yellow					
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						Yellow		Purple	Blue		Yellow			Blue	Red	
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	Yellow													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																
Provide reasoned justifications for their views	Yellow							Purple								

Writing: Transcription – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
<i>Spelling Pupils should be taught to:</i>																
• 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																
• 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 Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
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 																
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 																
<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 																
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 																
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 																
<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 																
<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] 																
Pupils should be taught to evaluate and edit by:																
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 																
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 																
<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 																
Proof-read for spelling and punctuation errors																
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear																

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
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				Blue												
• using expanded noun phrases to convey complicated information concisely							Yellow			Red						
• 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									Blue	Red		Yellow				
• learning the grammar for years 5 and 6 in English Appendix 2		Yellow					Yellow								Blue	
Pupils should be taught to indicate grammatical and other features by:																
• using commas to clarify meaning or avoid ambiguity in writing		Yellow							Blue			Yellow				
• 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		Yellow					Yellow		Blue							

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

Coverage Chart – Year 5 Spring Term Non-Fiction

Spoken Language – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers	Yellow					Yellow									
Ask relevant questions to extend their understanding and knowledge						Yellow									
Use relevant strategies to build their vocabulary		Orange										Orange	Purple		Red
Articulate and justify answers, arguments and opinions	Yellow	Orange								Red			Purple		
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings						Yellow					Yellow				
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow		Purple		Red					Red	Yellow		Purple		Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple	Blue		Yellow	Orange				Yellow	Orange	Purple		
Speak audibly and fluently with an increasing command of Standard English													Purple		
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow					Yellow		Purple		Red	Yellow		Purple		
Gain, maintain and monitor the interest of the listener(s)										Red	Yellow		Purple		
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow									Red			Purple		
Select and use appropriate registers for effective communication													Purple		

Word Reading – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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 Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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					Yellow			Blue		Yellow				
• reading books that are structured in different ways and reading for a range of purposes		Orange	Purple	Blue						Red					
• 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									Blue						
• asking questions to improve their understanding			Purple		Red	Yellow									
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence							Orange		Blue						
• predicting what might happen from details stated and implied								Orange							
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow		Purple	Blue	Red	Yellow				Red	Yellow	Orange	Purple		
• identifying how language, structure and presentation contribute to meaning	Yellow							Purple		Red					
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow		Purple												
Distinguish between statements of fact and opinion			Purple							Red			Purple		
Retrieve, record and present information from non-fiction		Orange	Purple	Blue	Red							Orange	Purple		
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											Yellow				
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										Red					
Provide reasoned justifications for their views	Yellow		Purple												

Writing: Transcription – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• 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															
• 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 Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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 					Red					Red	Yellow				Red
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 			Purple		Red				Blue	Red	Yellow		Purple		Red
<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 															
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	Yellow			Blue	Red		Orange	Purple	Cyan	Red
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 								Purple							
<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 									Blue	Red		Orange			Red
<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] 					Red	Yellow				Red	Yellow				
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	Yellow		Purple		Red	Yellow			Blue	Red		Orange		Cyan	Red
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 					Red			Purple	Blue	Red		Orange			Red
<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 															
Proof-read for spelling and punctuation errors		Orange		Blue										Cyan	Red
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear									Blue						

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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		Yellow		Blue			Yellow			Red					
• 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									Blue						
Pupils should be taught to indicate grammatical and other features by:															
• using commas to clarify meaning or avoid ambiguity in writing															Red
• 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									Blue						

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

Coverage Chart – Year 5 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
Listen and respond appropriately to adults and their peers					Red	Yellow									
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions						Yellow									
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow				Red										
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					Red										
Speak audibly and fluently with an increasing command of Standard English										Red					
Participate in discussions, presentations, performances, role play, improvisations and debates						Yellow				Red					
Gain, maintain and monitor the interest of the listener(s)						Yellow				Red					
Consider and evaluate different viewpoints, attending to and building on the contributions of others						Yellow									
Select and use appropriate registers for effective communication										Red					

Word Reading – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
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 Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
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	Orange	Purple			Yellow		Purple							
• reading books that are structured in different ways and reading for a range of purposes						Yellow									
• 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					Red	Yellow		Purple							
• making comparisons within and across books				Blue											
• learning a wider range of poetry by heart	Yellow					Yellow									
• 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	Yellow	Orange				Yellow									
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			Blue											
• asking questions to improve their understanding						Yellow									
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Purple					Purple							
• predicting what might happen from details stated and implied			Purple												
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas						Yellow									
• identifying how language, structure and presentation contribute to meaning			Purple			Yellow		Purple							
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow		Purple					Purple							
Distinguish between statements of fact and opinion															
Retrieve, record and present information from non-fiction						Yellow									
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		Orange				Yellow		Purple							
Provide reasoned justifications for their views								Purple							

Writing: Transcription – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
<i>Spelling Pupils should be taught to:</i>															
• 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															
• 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 Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho								
	1	2	3	4	5	1	2	3	4	5				
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 			■		■	■	■	■		■				
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 				■	■	■		■		■				
<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 			■		■					■				
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 	■			■	■		■	■	■	■				
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	■									■				
<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 														
<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] 			■		■									
Pupils should be taught to evaluate and edit by:														
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	■		■	■	■					■				
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		■		■	■					■				
<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 														
Proof-read for spelling and punctuation errors					■					■				
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	■		■			■				■				

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
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/>



Coverage Chart - Year 5 Summer Term



Fiction

Spoken Language – Coverage in Summer Fiction plans: Year 5

Objective	Fantasy Stories						Modern Fiction						Classic Fiction The Hobbit				
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
Listen and respond appropriately to adults and their peers																	
Ask relevant questions to extend their understanding and knowledge																	
Use relevant strategies to build their vocabulary																	
Articulate and justify answers, arguments and opinions																	
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 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 – Coverage in Summer Fiction plans: Year 5

Objective	Fantasy Stories						Modern Fiction						Classic Fiction The Hobbit					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	
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 Summer Fiction plans: Year 5

Objective	Fantasy Stories						Modern Fiction						Classic Fiction The Hobbit				
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
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	Blue					Purple								
• reading books that are structured in different ways and reading for a range of purposes													Yellow				
• 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													Yellow			Blue	
• 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			Purple						Purple			Green					
• making comparisons within and across books	Yellow		Purple														
• 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		Orange					Yellow										
• asking questions to improve their understanding				Blue													
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow			Blue			Yellow	Orange	Purple			Green	Yellow			Blue	
• predicting what might happen from details stated and implied	Yellow	Orange		Blue			Yellow	Orange	Purple				Yellow			Blue	
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow												Yellow			Blue	
• identifying how language, structure and presentation contribute to meaning	Yellow		Purple				Yellow						Yellow				
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow			Blue									Yellow			Blue	
Distinguish between statements of fact and opinion																	
Retrieve, record and present information from non-fiction				Blue													
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	Yellow		Purple	Blue			Yellow		Purple				Yellow				
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			Purple	Blue			Yellow	Orange									
Provide reasoned justifications for their views	Yellow											Green					

Writing: Transcription – Coverage in Summer Fiction plans: Year 5

Objective	Fantasy Stories						Modern Fiction						Classic Fiction The Hobbit				
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>																	
• 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																	
• 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 Summer Fiction plans: Year 5

Objective	Fantasy Stories						Modern Fiction						Classic Fiction The Hobbit				
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
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 						Green										Blue	Red
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 			Purple			Green						Green	Yellow		Purple	Blue	Red
<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 	Yellow					Green										Blue	Red
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 		Orange		Blue		Green	Yellow	Orange	Purple	Blue	Red	Green	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 				Blue		Green			Purple		Red	Green		Orange	Purple		Red
<ul style="list-style-type: none"> precising longer passages 	Yellow																
<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 			Purple								Red						
<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] 													Yellow				
Pupils should be taught to evaluate and edit by:																	
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	Yellow		Purple			Green				Blue		Green	Yellow				Red
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 						Green					Red	Green					Red
<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 																	
Proof-read for spelling and punctuation errors						Green				Blue		Green					Red
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear							Yellow								Purple		

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Fiction plans: Year 5

Objective	Fantasy Stories						Modern Fiction						Classic Fiction The Hobbit				
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
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/>

Coverage Chart – Year 5 Summer Term Non-Fiction

Spoken Language – Coverage in Summer Non-Fiction plans: Year 5

Objective	Persuasive Writing					Reports: Games					Letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers						Yellow		Purple	Blue						
Ask relevant questions to extend their understanding and knowledge	Yellow	Orange							Blue						
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions	Yellow		Purple										Purple		Red
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings						Yellow		Purple	Blue						
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow	Orange				Yellow		Purple		Red	Yellow		Purple		
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas				Blue		Yellow	Orange	Purple							
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates					Red	Yellow		Purple			Yellow		Purple		Red
Gain, maintain and monitor the interest of the listener(s)					Red	Yellow		Purple							
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															Red

Word Reading – Coverage in Summer Non-Fiction plans: Year 5

Objective	Persuasive Writing					Reports: Games					Letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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 Summer Non-Fiction plans: Year 5

Objective	Persuasive Writing					Reports: Games					Letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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			Purple												
• 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	Yellow														
• 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						Yellow		Purple		Red	Yellow		Purple		
• asking questions to improve their understanding	Yellow					Yellow		Purple		Red	Yellow				
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence											Yellow		Purple		
• 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	Yellow					Yellow		Purple			Yellow		Purple		
• identifying how language, structure and presentation contribute to meaning	Yellow	Orange				Yellow		Purple			Yellow				
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow		Purple												
Distinguish between statements of fact and opinion	Yellow														
Retrieve, record and present information from non-fiction	Yellow		Purple			Yellow		Purple		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			Purple								Yellow		Purple		
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	Yellow														
Provide reasoned justifications for their views	Yellow		Purple												

Writing: Transcription – Coverage in Summer Non-Fiction plans: Year 5

Objective	Persuasive Writing					Reports: Games					Letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• 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															
• 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 Summer Non-Fiction plans: Year 5

Objective	Persuasive Writing					Reports: Games					Letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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	Purple	Blue	Red					Red	Yellow		Purple	Blue	Red
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	Yellow	Orange	Purple	Blue	Red	Yellow		Purple		Red					
<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 															
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 		Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red	Yellow		Purple	Blue	Red
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 															
<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 				Blue	Red	Yellow	Orange	Purple		Red					
<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] 					Red					Red					
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 					Red	Yellow	Orange	Purple	Blue	Red					Red
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 					Red	Yellow	Orange	Purple	Blue	Red					Red
<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 											Yellow			Blue	Red
Proof-read for spelling and punctuation errors					Red					Red					Red
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear					Red										

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Non-Fiction plans: Year 5

Objective	Persuasive Writing					Reports: Games					Letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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		Yellow			Red						Yellow				Red
• 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		Yellow													
Pupils should be taught to indicate grammatical and other features by:															
• using commas to clarify meaning or avoid ambiguity in writing					Red									Blue	Red
• using hyphens to avoid ambiguity															
• using brackets, dashes or commas to indicate parenthesis									Blue						
• using semi-colons, colons or dashes to mark boundaries between independent clauses															
• using a colon to introduce a list														Blue	
• punctuating bullet points consistently														Blue	Red
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading		Yellow		Blue	Red										

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

Coverage Chart – Year 5 Summer Term Poetry

Spoken Language – Coverage in Summer Poetry plans: Year 5

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poetic language – Unit 1	Poetic language – Unit 2	Poetic language – Unit 3	Poetic language – Unit 4	Poetic language – Unit 5	Poetic language – Unit 6					
Listen and respond appropriately to adults and their peers																
Ask relevant questions to extend their understanding and knowledge																
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions																
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 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 – Coverage in Summer Poetry plans: Year 5

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poetic language – Unit 1	Poetic language – Unit 2	Poetic language – Unit 3	Poetic language – Unit 4	Poetic language – Unit 5	Poetic language – Unit 6					
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 Summer Poetry plans: Year 5

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poetic language – Unit 1	Poetic language – Unit 2	Poetic language – Unit 3	Poetic language – Unit 4	Poetic language – Unit 5	Poetic language – Unit 6						
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			Yellow			Blue								
• reading books that are structured in different ways and reading for a range of purposes									Blue								
• 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	Yellow					Yellow											
• making comparisons within and across books																	
• learning a wider range of poetry by heart									Blue								
• 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			Purple						Blue								
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																
• asking questions to improve their understanding									Blue								
• 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		Orange															
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas						Yellow			Blue								
• identifying how language, structure and presentation contribute to meaning			Purple			Yellow			Blue								
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		Orange	Purple			Yellow											
Distinguish between statements of fact and opinion																	
Retrieve, record and present information from non-fiction									Blue								
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									Blue								
Provide reasoned justifications for their views	Yellow																

Writing: Transcription – Coverage in Summer Poetry plans: Year 5

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poetic language – Unit 1	Poetic language – Unit 2	Poetic language – Unit 3	Poetic language – Unit 4	Poetic language – Unit 5	Poetic language – Unit 6			
<i>Spelling Pupils should be taught to:</i>														
• 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														
• 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 Summer Poetry plans: Year 5

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poetic language – Unit 1	Poetic language – Unit 2	Poetic language – Unit 3	Poetic language – Unit 4	Poetic language – Unit 5	Poetic language – Unit 6					
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		Purple	Blue	Red	Yellow		Purple	Blue		Green					
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	Yellow	Orange	Purple		Red	Yellow			Blue		Green					
<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 																
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			Red	Yellow	Orange	Purple	Blue	Red	Green					
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 						Yellow	Orange	Purple	Blue	Red	Green					
<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						
<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] 																
Pupils should be taught to evaluate and edit by:																
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 				Blue	Red						Red	Green				
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	Yellow				Red							Green				
<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 																
<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 					Red							Green				
<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 				Blue	Red							Green				

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Poetry plans: Year 5

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poetic language – Unit 1	Poetic language – Unit 2	Poetic language – Unit 3	Poetic language – Unit 4	Poetic language – Unit 5	Poetic language – Unit 6					
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/>