

Spoken Language (SL) - Coverage in Autumn Plans: Year 5/6

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

Word Reading - Coverage in Autumn Plans: Year 5/6

Objective	Fiction 5	Fiction 6	Non-F 5	Non-F 6	Poetry 5	Poetry 6
a) 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.		Blue				

Reading: Comprehension (RC) - Coverage in Autumn Plans: Year 5/6

RC Objectives	Fiction 5	Fiction 6	Non-F 5	Non-F 6	Poetry 5	Poetry 6
1. Maintain positive attitudes to reading and understanding of what they read by:						
a) continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Blue	Green		Purple	
b) reading books that are structured in different ways and reading for a range of purposes		Blue		Red		
c) 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					
d) recommending books that they have read to their peers, giving reasons for their choices		Blue			Purple	
e) identifying and discussing themes and conventions in and across a wide range of writing	Yellow		Green		Purple	
f) making comparisons within and across books	Yellow	Blue		Red		
g) learning a wider range of poetry by heart						Orange
h) 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		Blue				Orange
2. Understand what they read by:						
a) checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			Green			
b) asking questions to improve their understanding			Green			
c) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow					
d) predicting what might happen from details stated and implied	Yellow					
e) summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow					
f) identifying how language, structure and presentation contribute to meaning	Yellow		Green	Red		
3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow			Red		Orange
4. Distinguish between statements of fact and opinion						
5. Retrieve, record and present information from non-fiction			Green			
6. 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					

<p>7. 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</p>						
<p>8. Provide reasoned justifications for their views</p>						

Writing: Transcription (WT) - Coverage in Autumn Plans: Year 5/6

WT Objectives	Fiction 5	Fiction 6	Non-F 5	Non-F 6	Poetry 5	Poetry 6
Spelling Pupils should be taught to:						
a) use further prefixes and suffixes and understand the guidance for adding them	Yellow	Blue			Purple	Orange
b) spell some words with 'silent' letters [for example, knight, psalm, solemn]				Red		
c) continue to distinguish between homophones and other words which are often confused			Green			
d) 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				Red		
e) use dictionaries to check the spelling and meaning of words	Yellow	Blue	Green		Purple	
f) use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary		Blue			Purple	
g) use a thesaurus					Purple	Orange
Handwriting Objectives (WH) WT Objectives						
1. Write legibly, fluently and with increasing speed by:						
a) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters						Orange
b) choosing the writing implement that is best suited for a task						Orange

Writing: Composition (WC) - Coverage in Autumn Plans: Year 5/6

WC Objectives	Fiction 5	Fiction 6	Non-F 5	Non-F 6	Poetry 5	Poetry 6
Pupils should be taught to:						
1. Plan their writing by:						
a) 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	Green	Red	Purple	Orange
b) noting and developing initial ideas, drawing on reading and research where necessary	Yellow	Blue	Green	Red	Purple	Orange
c) in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Yellow					
2. Draft and write by:						
a) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Yellow	Blue	Green	Red	Purple	Orange
b) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Yellow					Orange
c) précising longer passages		Blue				
d) using a wide range of devices to build cohesion within and across paragraphs			Green			
e) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]		Blue		Red		
3. Evaluate and edit by:						
a) assessing the effectiveness of their own and others' writing		Blue	Green	Red	Purple	Orange
b) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning				Red	Purple	Orange
c) ensuring the consistent and correct use of tense throughout a piece of writing					Purple	
d) 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				Purple	
e) Proof-read for spelling and punctuation errors	Yellow		Green	Red	Purple	
f) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Yellow				Purple	

Writing: Grammar, Vocabulary and Punctuation (GVP) - Coverage in Autumn Plans: Year 5/6

GVP Objectives	Fiction 5	Fiction 6	Non-F 5	Non-F 6	Poetry 5	Poetry 6
Pupils should be taught to:						
1. Develop their understanding of the concepts set out in Appendix 2 by:						
a) recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms						
b) using passive verbs to affect the presentation of information in a sentence						
c) using the perfect form of verbs to mark relationships of time and cause						
d) using expanded noun phrases to convey complicated information concisely						
e) using modal verbs or adverbs to indicate degrees of possibility						
f) using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun						
g) learning the grammar for years 5 and 6 in English Appendix 2						
2. Indicate grammatical and other features by:						
a) using commas to clarify meaning or avoid ambiguity in writing						
b) using hyphens to avoid ambiguity						
c) using brackets, dashes or commas to indicate parenthesis						
d) using semi-colons, colons or dashes to mark boundaries between independent clauses						
e) using a colon to introduce a list						
f) punctuating bullet points consistently						
g) Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.						