

Spoken Language - Coverage in Summer Plans: Year 5/6

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

Word Reading - Coverage in Summer 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	Green	Red		

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

Objective	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	Yellow	Blue	Green		Brown	Red
b) reading books that are structured in different ways and reading for a range of purposes			Green			
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	Blue				
d) recommending books that they have read to their peers, giving reasons for their choices						
e) identifying and discussing themes and conventions in and across a wide range of writing	Yellow	Blue	Green		Brown	Red
f) making comparisons within and across books						
g) learning a wider range of poetry by heart					Brown	
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			Brown	
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						
b) asking questions to improve their understanding		Blue	Green			Red
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						
e) summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		Blue		Red		Red
f) identifying how language, structure and presentation contribute to meaning			Green			
3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow		Green	Red	Brown	
4. Distinguish between statements of fact and opinion			Green	Red		
5. Retrieve, record and present information from non-fiction			Green	Red		

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	White	White	White	White	White
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	White	White	Green	Red	White	White
8. Provide reasoned justifications for their views	Yellow	White	Green	White	White	White

Writing: Transcription (WT) - Coverage in Summer 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						
b) spell some words with 'silent' letters [for example, knight, psalm, solemn]						
c) continue to distinguish between homophones and other words which are often confused						
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						
e) use dictionaries to check the spelling and meaning of words						
f) use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary						
g) use a thesaurus						
Handwriting Objectives (WH) WH Objectives						
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						
b) choosing the writing implement that is best suited for a task						

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

Writing: Grammar, Vocabulary and Punctuation - Coverage in Summer Plans: Year 5/6

GVP Objectives	Fiction 5	Fiction 6	Non-F	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						