# Year 5 Reading and Writing Coverage

**UNITS Covered in year 5**

Units are planned over 7-14 days. At the end of each unit children produce a piece of writing which is linked to it. Lessons are planned to meet the year 5 English Curriculum requirements ensuring continuity and progression. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

INTENT:

Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children’s love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. Oracy skills are developed to ensure our children are able to deal with a range of different talk situations. We aim for our children to have the skills that enable successful discussion, inspiring speech and effective communication.

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| Units Covered |
| **1. Narrative - Magic and mystery** | **2. Diary Entry – carnival**  | **3. Advert – Mayan Civilization**  | **4. Argument - zoos**  | **5. Report - Tuesday**  | **6. Poetry - Seasons**  | **7. Instructions – Sandwich making** |
| **8. Letter Writing**  | **9. Narrative (Character focus)** | **10. Book Review** | **11. Persuasive text**  | **12. Explanation text**  | **13. Narrative Poetry** | **14. Recount writing**  |
| **15.Application letter**  | **16. Adventure story** | **17. Recount of a music video** | **18. Balanced argument**  | **19. Speech writing**  | **20. Script writing**  | **21. Myths**  |
| **22. Rhyming poetry**  | **23. Shakespeare**  |  |  |  |  |  |

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| FICTION | NON-FICTION | POETRY |

**WRITING**

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| Objective  | Summarised  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| • spell some words with ‘silent’ letters | Spell some words with silent letters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • continue to distinguish between homophones and other words which are often confused | Recognise and use spellings for homophones and other often-confused words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • use dictionaries to check the spelling and meaning of words | Use a dictionary to check spelling and meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Identify the audience and purpose before writing, and adapt accordingly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Select appropriate grammar and vocabulary to change or enhance meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | Develop setting, atmosphere and character, including through dialogue |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • précising longer passages | Précis longer passages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using a wide range of devices to build cohesion within and across paragraphs | Use a range of cohesive devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using further organisational and presentational devices to structure text and to guide the reader | Use advanced organisational and presentational devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • ensuring the consistent and correct use of tense throughout a piece of writing | Use the correct tense consistently 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 | Ensure correct subject and verb agreement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Perform compositions using appropriate intonation, volume and movement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • use a thesaurus | Use a thesaurus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using expanded noun phrases to convey complicated information concisely | Use expanded noun phrases to convey complicated information concisely |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using modal verbs or adverbs to indicate degrees of possibility | Use 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 | Use relative clauses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • converting nouns or adjectives into verbs | Convert nouns or adjectives into verbs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • devices to build cohesion, including adverbials of time, place and number | Use adverbials of time, place and number for cohesion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | Recognise vocabulary and structures that are appropriate for formal use |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using passive verbs to affect the presentation of information in a sentence | Use passive verbs to affect the presentation of information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using the perfect form of verbs to mark relationships of time and cause | Use the perfect form of verbs to mark relationships of time and cause |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • differences in informal and formal language | Recognise difference in informal and formal language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • further cohesive devices such as grammatical connections and adverbials | Use grammatical connections and adverbials for cohesion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using commas to clarify meaning or avoid ambiguity in writing | Use commas to clarify meaning or avoid ambiguity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using brackets, dashes or commas to indicate parenthesis | Use brackets, dashes and commas to indicate parenthesis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using hyphens to avoid ambiguity | Use hyphens to avoid ambiguity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using semicolons, colons or dashes to mark boundaries between independent clauses | Use semi-colons, colons and dashes between independent clauses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using a colon to introduce a list | Use a colon to introduce a list |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • punctuating bullet points consistently | Punctuate bullet points consistently |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**READING**

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| • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words | Use knowledge of morphology and etymology to read aloud and understand new words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • making comparisons within and across books | Make comparisons within and across books |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying and discussing themes and conventions in and across a wide range of writing | Identify and discuss themes and conventions across a wide range of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | Discuss understanding of texts, including exploring meaning of words in context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • asking questions to improve their understanding | Ask questions to improve understanding of texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | Summarise ideas drawn from more than one paragraphs, identifying key details |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • predicting what might happen from details stated and implied | Predict future events from details stated and implied |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying how language, structure and presentation contribute to meaning | Identify how language, structure and presentation contribute to meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Discuss how authors use language, including figurative language, to affect the reader |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • recommending books that they have read to their peers, giving reasons for their choices | Make book recommendations, giving reasons for choices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • participate in discussions about books, building on their own and others’ ideas and challenging views courteously | Participate in discussions about books, building on and challenging ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • explain and discuss their understanding of what they have read, | Explain and discuss understanding of reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • including through formal presentations and debates,  | Participate in formal presentations and debates about reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • provide reasoned justifications for their views | Provide reasoned justifications for views |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |