

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p style="text-align: center;"><i>Year 5</i> 20%-40% <i>5i</i> (Autumn)</p>	<p><b>Wings 4 Phase 3</b></p>		<p><b>Grammar and Punctuation:</b></p>
	<p><b>Text:</b> The Roman Chronicle - Non-Fiction (2 weeks)  <b>Link/s:</b> History  <b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>- Explain and comment on language choice.</li> <li>- Relate texts to their social, cultural and historical contexts and literary traditions</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Organise and present whole texts effectively, sequencing and structuring information, ideas and events</li> <li>• Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis.</li> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> <li>• Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</li> </ul>
	<p><b>Text:</b> Secret Friends – Fiction (1 week)  <b>Link/s:</b> PSHE  <b>Reading Focus:</b>            Prediction and summarisation of text.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To write a letter/alternative story ending.</li> <li>• To vary sentences for clarity, purpose and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• verb prefixes e.g. dis-, de-, mis-, over-, re.</li> <li>• Relative clauses beginning with who, which, where when, whose, that or an omitted relative pronoun.</li> </ul>
	<p><b>Text:</b> The Suitcase Kid — Fiction (3 weeks)  <b>Link/s:</b> PSHE  <b>Reading Focus:</b>            To identify the issue/cause and effect/ and impact.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To write a complete story/write critically about an issue.</li> <li>• Varied choice of verbs/powerful use of paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicating degrees of possibility using adverbs e.g.-perhaps, surely OR modal verbs e.g. might, should, will, must.</li> <li>• Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly.</li> </ul>
	<p><b>Text:</b> Film Narrative – Film (1 week)  <b>Link/s:</b> PSHE  <b>Reading Focus:</b>            Understand structure of film narrative and characterisation.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Plan a film script/use character ‘voice’ in a script.</li> <li>• To deconstruct a plan for a film script.</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly and tense e.g. he had seen her before.</li> </ul>
<p><b>Text:</b> When Jessie Came Across the Sea – Fiction (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b>            Identify what we learn from historical fiction.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Write diary entries at key points in the story.</li> <li>• Use adverbs to add shades of meaning to a sentence.</li> </ul>		

## 2020/2021 Coverage to support Planning process

	<p><b>Text:</b> Please Mrs Butler – Poetry (2 weeks)  <b>Link/s:</b> N/A  <b>Reading Focus:</b>          Compare and contrast poems on similar themes.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a poem based on one of the poems read.</li> <li>Recognise the words that are essential to meaning.</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>-cious and -tious (vicious, grace - gracious, ambitious, malice - malicious).</li> <li>-cial and -tial (official, special confidential, essential).</li> </ul>
<p><i>Year 5</i>  <i>41%-60%</i>  <i>5ii</i>  <i>(Spring)</i></p>	<p><b>Wings 5 Phase 1</b></p> <p><b>Text:</b> Kensuke’s Kingdom – Fiction (4 weeks)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Character presentation/relationships/ impact author’s view.</p> <p><b>Text:</b> Pillow Talk – Poetry (1 week)  <b>Link/s:</b> PSHE  <b>Reading Focus:</b>          Explain and comment on language choice in a range of poems.</p> <p><b>Text:</b> World War II Evacuee – Non-Fiction (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Cause &amp; effect relationships/structure of text.</p> <p><b>Text:</b> Anne Frank – Autobiography (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b> History          To make inferences about the text.</p> <p><b>Text:</b> Johnny and the Dead – Play script (1 week)  <b>Link/s:</b> Drama  <b>Reading Focus:</b>          Format/setting/storyline/directions/dialogue/characters.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write character profile/introduce new character/review.</li> <li>Writing complex sentences using commas/conjunctions etc.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write poems using different poetic techniques.</li> <li>Select appropriate and effective vocabulary.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a leaflet to inform and persuade.</li> <li>To identify future and conditional tenses.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a journal entry.</li> <li>To use a range of punctuation correctly.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write an additional scene/advice to an actor/a review.</li> <li>Modal verbs/subordinate clauses/non-standard English.</li> </ul>	<ul style="list-style-type: none"> <li>-ant, ance/-ancy -ent, ence/ -ency (e.g. observant, observance, hesitancy, innocent, obedience, frequency).</li> <li>-able and ible -ably and ibly (adorable, adorably, considerably, legible, horribly)</li> <li>Suffixes with -fer (refer, referred, referral)</li> </ul>

## 2020/2021 Coverage to support Planning process

	<p><b>Text:</b> I Like This Poem – Poetry (1 week)  <b>Link/s:</b> History/Geography  <b>Reading Focus:</b>          Identify poetic devices and how they enhance the poem.</p> <p><b>Text:</b> Film Stars – Non-Fiction (1 week)  <b>Link/s:</b> Media Studies  <b>Reading Focus:</b>          Identify and comment on writer’s purposes and viewpoint</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a poem with the structure of The Jabberwocky.</li> <li>To recognise the importance of using precise adjectives.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a formal letter.</li> <li>To organise and present whole text effectively.</li> </ul>	
<p><i>Year 5</i>  <i>61%-80%+</i>  <i>5iii</i>  <i>(Summer)</i></p>	<p><b>Wings 5 Phase 1</b></p> <p><b>Text:</b> Becoming Media Savvy – Non-Fiction (2 weeks)  <b>Link/s:</b> Media Studies  <b>Reading Focus:</b>          Identify question types/impact of advertising on consumer.</p> <p><b>Text:</b> Greek Myths – Fiction (2 weeks)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Understand oral origin of myths/read different versions.</p> <p><b>Text:</b> Journey to Jo’burg  <b>Link/s:</b> History/Geography  <b>Reading Focus:</b></p> <p><b>Text:</b> The Mousehole Cat – Fiction (1 week)  <b>Link/s:</b> Geography  <b>Reading Focus:</b>          Identify metaphors, similes and personification in writing.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Adapt a script to create a specific tone/write cinema advert.</li> <li>To make a storyboard.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write your own Greek myth.</li> <li>To recognise, suggest and use adverbial phrases.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write a new scene/an appropriate new ending.</li> <li>To use a range of cohesive devices including synonyms.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Story writing using figurative language.</li> <li>Using the success criteria to redraft.</li> </ul>	

**2020/2021 Coverage to support Planning process**

	<p><b>Text:</b> Quakes, Floods and Other Disasters – Non-Fiction (1 week)  <b>Link/s:</b> Geography  <b>Reading Focus:</b>          Understand, describe, select or retrieve information/ Deduce, infer or interpret information, events or ideas from texts.</p> <p><b>Text:</b> St George and the Dragon – Fiction (1 week)  <b>Link/s:</b> Religious Education  <b>Reading Focus:</b>          Deduce, infer or interpret information, events or ideas from texts/ Relate texts to social, cultural and historical traditions.</p> <p><b>Text:</b> Spy School – Non-Fiction (1 week)  <b>Link/s:</b> History/Politics  <b>Reading Focus:</b>          Understand, select and retrieve information/ Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Produce texts appropriate to task, reader and purpose.</li> <li>• Construct paragraphs and use cohesion within and between paragraphs.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Organise and present whole texts effectively.</li> <li>• Write with technical accuracy.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Use cohesion within and between paragraphs.</li> <li>• Write with technical accuracy.</li> </ul>	
--	---	---	--

**2020/2021 Coverage to support Planning process**

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<b>Overall Coverage</b>	<b>Reading Coverage:</b>	<b>Writing Milestones</b>
	<p><b><u>Pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• 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 that they meet.</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• 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.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• 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.</li> <li>• Understand what they read by:             <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</li> <li>- asking questions to improve their understanding;</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>- predicting what might happen from details stated and implied;</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</li> <li>- identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan and write a range of genres for different audiences, selecting genre features for style and effect.</li> <li>• Organise into cohesive paragraphs that link and confident use of organisational devices for effect.</li> <li>• Describe characters, setting and plot with precision.</li> <li>• Write a range of sentence styles.</li> <li>• Selecting grammatical features for cohesion and effect on the reader.</li> <li>• Using the correct verb tense in and across paragraphs consistently.</li> <li>• Demarcating sentences accurately.</li> <li>• KS2 punctuation is being used accurately on many occasions.</li> <li>• Spelling all words from year 3-4 correctly and many from year 5-6.</li> <li>• Writing is legible and joined, quality is maintained at speed.</li> </ul>

**2020/2021 Coverage to support Planning process**

	<ul style="list-style-type: none"><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Retrieve, record and present information from non-fiction.</li><li>• 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.</li><li>• 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.</li><li>• Provide reasoned justifications for their views.</li></ul>	
--	---	--