



## Year 5 English coverage document

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation		Writing genres	Spoken language	Vocabulary
Children should be taught to: <ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• 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</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus.</li></ul>	Children should be taught to: <ul style="list-style-type: none"><li>• I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</li><li>• I can choose whether to use pen, pencil or print for a writing task.</li><li>• I can write legibly, fluently and with increasing speed.</li></ul>	Pupils should be taught to: plan their writing by: <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> draft and write by: <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> evaluate and edit by: <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others’ writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors</li><li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul>	<b>Word</b> <ul style="list-style-type: none"><li>• Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate</i>; <i>–ise</i>; <i>–ify</i>]</li><li>• Verb prefixes [for example, <i>dis–</i>, <i>de–</i>, <i>mis–</i>, <i>over–</i> and <i>re–</i>]</li></ul> <b>Sentence</b> <ul style="list-style-type: none"><li>• Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li><li>• Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li></ul> <b>Text</b> <ul style="list-style-type: none"><li>• Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</li><li>• Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</li></ul> <b>Punctuation</b> <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></ul> <b>Terminology for pupils</b> <ul style="list-style-type: none"><li>• modal verb</li><li>• relative pronoun</li><li>• relative clause</li><li>• parenthesis</li><li>• bracket</li><li>• dash</li><li>• cohesion</li><li>• ambiguity</li><li>• Past and present progressives</li></ul> <b>Methods</b> <ul style="list-style-type: none"><li>• Use the perfect form of verbs to mark relationships of time and cause</li><li>• Use expanded noun phrases to convey complicated information concisely</li><li>• Use modal verbs or adverbs to indicate degrees of possibility</li><li>• Use relative clauses beginning with who, which, where, when whose, that or with implied relative pronoun</li><li>• Use commas to clarify meaning or avoid ambiguity in writing</li><li>• Use brackets, dashes or commas to indicate parenthesis</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Descriptive</li><li>• Expository</li><li>• Creative</li><li>• Poetic</li><li>• Subjective</li><li>• Review</li><li>• Persuasive</li><li>• Objective</li><li>• Technical</li></ul>  <			

### Every time I write grammar and punctuation

Autumn		Spring		Summer	
<ul style="list-style-type: none"><li>• I can add in capital letters at the start of sentences and for proper nouns.</li><li>• I can use full stops at the end of sentences.</li><li>• I can remember to join sentences with conjunctions</li><li>• I can join my handwriting</li></ul>	<ul style="list-style-type: none"><li>• I can have all my writing in the correct tense</li><li>• I can correctly use paragraphs</li><li>• I can use commas for lists of words and after fronted adverbials</li><li>• I can use apostrophes for possession and contraction</li></ul>	<ul style="list-style-type: none"><li>• I can add in capital letters at the start of sentences and for proper nouns.</li><li>• I can use full stops at the end of sentences.</li><li>• I can remember to join sentences with conjunctions</li><li>• I can join my handwriting</li><li>• I can have all my writing in the correct tense</li></ul>	<ul style="list-style-type: none"><li>• I can correctly use paragraphs</li><li>• I can use commas for lists of words; after fronted adverbials and to mark clauses that start with a subordinate conjunction</li><li>• I can use apostrophes for possession and contraction</li><li>• <i>(If it fits with the type of writing) I can correctly punctuate speech</i></li></ul>	<ul style="list-style-type: none"><li>• I can add in capital letters at the start of sentences and for proper nouns.</li><li>• I can use full stops at the end of sentences.</li><li>• I can remember to join sentences with conjunctions</li><li>• I can join my handwriting</li><li>• I can have all my writing in the correct tense</li></ul>	<ul style="list-style-type: none"><li>• I can correctly use paragraphs</li><li>• I can use commas for lists of words; after fronted adverbials and to mark clauses that start with a subordinate conjunction</li><li>• I can use apostrophes for possession and contraction</li><li>• <i>(If it fits with the type of writing) I can correctly punctuate speech</i></li></ul>