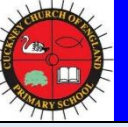


# English Curriculum Coverage 2025-26

## Welbeck Class



### Year 5 & Year 6

#### Reading

#### Writing

##### Word Reading

###### Decoding:

\* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

##### Comprehension

###### Range of Reading:

\* Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
 \* Read books that are structured in different ways and read for a range of purposes  
 \* Make comparisons within and across books  
 \* **Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes**

###### Familiarity with texts:

\* Increase 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  
 \* Identify and discuss themes and conventions in and across a wide range of writing

###### Poetry and Performance:

\* Learn a wider range of poetry by heart  
 \* Prepare 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

###### Understanding:

\* Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
 \* Ask questions to improve their understanding  
 \* Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

###### Inference:

\* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence

###### Prediction:

\* **Predict what might happen in a book from details stated and implied**  
 \* **Understand what they read by: predicting what might happen from details stated and implied**

###### Authorial Intent:

\* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  
 \* Identify how language, structure and presentation contribute to meaning

###### Non-Fiction:

\* Distinguish between statements of fact and opinion  
 \* Retrieve, record and present information from non-fiction

###### Discussing Reading:

\* Recommend books that they have read to their peers, giving reasons for their choices  
 \* 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

##### Writing Transcription

###### Phonic and whole word spelling:

\* Spell some words with 'silent' letters: e.g. knight, psalm, solemn  
 \* Continue to distinguish between homophones and other words which are often confused  
 \* 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

###### Other word building spelling:

\* Use further prefixes and suffixes and understand the guidelines for adding them  
 \* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

###### Handwriting:

\* Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
 \* Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

##### Writing Composition

###### Contexts for Writing:

\* Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  
 \* When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

###### Planning and Drafting Writing:

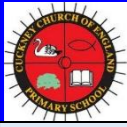
\* Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary  
 \* Use a wide range of devices to build cohesion within and across paragraphs (e.g.: then, after that, this, firstly)  
 \* In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  
 \* Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  
 \* Draft and write by précis longer passages  
 \* Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

###### Editing Writing:

\* Assess the effectiveness of their own and others' writing  
 \* Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning  
 \* Ensure the consistent and correct use of tense throughout a piece of writing  
 \* Proof-read for spelling and punctuation errors  
 \* Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

###### Performing Writing:

<p>*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>*Provide reasoned justifications for their views.</p>	<p>* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
	<p><b>Writing - Vocabulary, Grammar and Punctuation</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>*Use a thesaurus</li> <li>*Use expanded noun phrases to convey complicated information concisely</li> <li>*Convert nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy</li> <li>*Verb prefixes: e.g. dis-, de-, mis-, over-, re-</li> <li>*Understand differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>* Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>*Use modal verbs or adverbs to indicate degrees of possibility</li> <li>*Use the perfect form of verbs to mark relationships of time and cause</li> <li>*Use passive verbs to affect the presentation of information in a sentence</li> <li>*Use devices to build cohesion, including adverbials of time, place and number</li> </ul> <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> <li>* Use brackets, dashes or commas to indicate parenthesis</li> <li>*Use of commas to clarify meaning or avoid ambiguity</li> <li>*Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>*Use the colon to introduce a list and use semi-colons within lists</li> <li>*Use Punctuation of bullet points to list information</li> <li>*Explore how hyphens can be used to avoid ambiguity</li> <li>*Understand and use the active and passive voice in writing</li> </ul>



# English Curriculum Coverage 2025-26

## Welbeck Class



### Reading Objectives

### Writing Objectives

### Year 5 & 6

- Use knowledge of morphology and etymology to read aloud and understand new words
- Make comparisons within and across books
- Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraphs, identifying key details
- Predict future events from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views


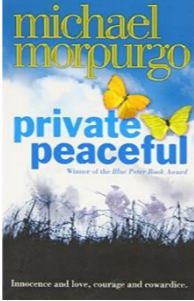
- Spell some words with silent letters
- Recognise and use spellings for homophones and other often-confused words
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Précis longer passages
- Use a range of cohesive devices
- Use advanced organisational and presentational devices
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Convert nouns or adjectives into verbs
- Use adverbials of time, place and number for cohesion
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information

	Use the perfect form of verbs to mark relationships of time and cause	
	Recognise difference in informal and formal language	
	Use grammatical connections and adverbials for cohesion	
	Use ellipsis	
	Use commas to clarify meaning or avoid ambiguity	
	Use brackets, dashes and commas to indicate parenthesis	
	Use hyphens to avoid ambiguity	
	Use semi-colons, colons and dashes between independent clauses	
	Use a colon to introduce a list	
	Punctuate bullet points consistently	

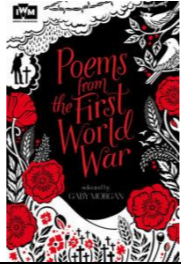

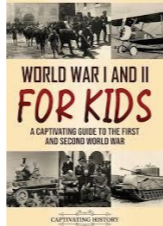



English LTP 2025-26

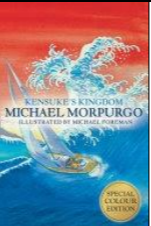
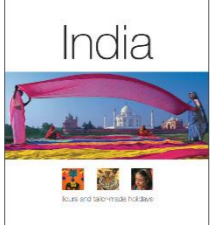
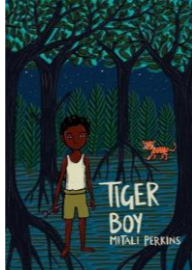
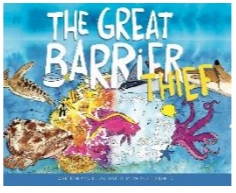
Autumn Term 1 – World at War

Unit	Term/week	Genre/Write	Focus/Texts	Composition and GPS features
1	Autumn 1, W1-3 1/9/2025, 8/9/25 & 15/9/2025	Newspaper report	Over the line – Tom Palmer 	<ul style="list-style-type: none"> <li>• Direct speech and punctuation</li> <li>• Reported speech</li> <li>• Formal language</li> <li>• Use of commas to clarify meaning/avoid ambiguity</li> </ul>
2	Autumn 1, W4-7 22/9/25, 29/9/2025, 6/10/25 & 13/10/25	Character description & obituary	Private Peaceful – Michael Morpurgo 	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• In narratives, describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Ensure correct subject and verb agreement is used when using singular and plural</li> <li>• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>


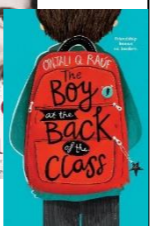
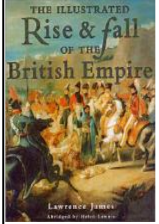
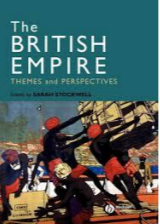
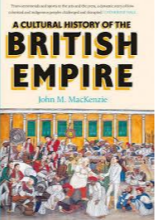
Autumn Term 2 - World at War

3	Autumn 2, W1-2 3/11/25 & 10/11/25	Poetry	Remembrance War Theme 	<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>
4	Autumn 2, W3-4 17/1/25 & 24/11/25	Information Text World War	Various texts and sources of information on World War 1 or 2  	<ul style="list-style-type: none"> <li>• Explore how hyphens can be used to avoid ambiguity</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Use the colon to introduce a list and use semi-colons within lists</li> <li>• Use Punctuation of bullet points to list information</li> </ul>
5	Autumn 2, W5-7 1/12/24, 8/12/24 & 15/12/24	Non- Fiction:- Descriptive writing	War video- Beyond the lines. 	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use devices to build cohesion, including adverbials of time, place and number.</li> <li>• Convert nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy</li> <li>• Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>

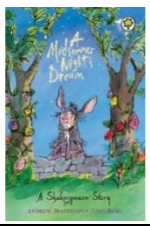
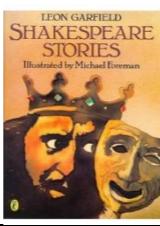
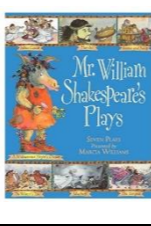


## Spring Term 1 – The British Empire




6	Spring 1, W1-4 5/1/26 , 12/1/26, 19/1/26 & 26/1/26,	Fiction – Own version/chapter of narrative	Kensuke’s Kingdom – Michael Morpurgo 	<ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>• Use dashes to indicate parenthesis.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs (then, after that, this, firstly)</li> </ul>
7	Spring 1, W5-6 2/2/26 & 9/2/26	Non-Fiction: - Persuasive writing 	India/Australia travel guide  	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others’ writing</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 the colon to introduce a list and use semi-colons within lists</li> <li>• Use Punctuation of bullet points to list information</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use further organisational and presentation devices to structure text and to guide the reader (headings, bullet points, underlining)</li> </ul>

## Spring Term 2 – The British Empire

9	Spring 2, W1-4 23/2/26, 2/3/26, 9/3/26 & 16/3/26	Letter/Diary Entry	The diary of a young girl – Anne Frank   The boy at the back of the class- Onjali Q Rauf 	<ul style="list-style-type: none"> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use the semi-colon and dash to mark the boundary between independent clauses.</li> <li>• Understand and use the active and passive voice in writing</li> <li>• Ensure correct subject and verb agreement is used when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>
10	Spring 2, W5-6 23/3/26 & 30/3/26	Information leaflet- The British Empire	Various information texts/books   	<ul style="list-style-type: none"> <li>• Explore how hyphens can be used to avoid ambiguity</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>

## Summer Term 1 – Thrills and Spills

11	Summer 1, W1-3 21/4/26, 27/4/26 & 4/5/26	Play Scripts	Mr. William Shakespeare’s plays - by Marcia Williams Shakespeare Stories - by Leon Garfield   	<ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>• Distinguish between the language of speech and writing by choosing the appropriate register</li> <li>• Show understanding through emphasis, intonation and volume when performing</li> <li>• Present spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language</li> <li>• Effectively use intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience</li> </ul>
12	Summer 1 W4-5 11/5/26 & 18/5/26	Non-Fiction: - Report/ balanced argument	Theme parks -Good or bad?  	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others’ writing</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 brackets, dashes or commas to indicate parenthesis</li> <li>• Use further organisational and presentation devices to structure text and to guide the reader (headings, bullet points, underlining)</li> </ul>

13	11/5/26 – SATs week 18/5/26 Residential	Fantasy Fiction –	Arthur Spiderwick's Field Guide by Holly Black		<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Verb prefixes: e.g. dis-, de-, mis-, over-, re-</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Draft and write by précising longer passages</li> </ul>
<b>Summer Term 2 - Thrills and Spills</b>					
12	Summer 2 W1-3 1/6/26, 8/6/26 & 15/6/26	Fantasy Fiction –	Arthur Spiderwick's Field Guide by Holly Black		<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Verb prefixes: e.g. dis-, de-, mis-, over-, re-</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Draft and write by précising longer passages</li> </ul>
13	Summer 2 W4-6 23/6/25, 30/6/25 & 7/7/25	suspense writing Fiction	Cosmic – Frank Cottrell Boyce		<ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>• Use dashes to indicate parenthesis.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs (then, after that, this, firstly)</li> </ul>
14	Summer 2 W7-8 14/7/25 & 21/7/25	Non fiction:- Descriptive writing	Free write – Creative		<ul style="list-style-type: none"> <li>• Plan writing by 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>• Assess the effectiveness of their own and others' writing</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
Other class books:			