Layer 3: Coverage Document

Year 5/6 2025-2026

Literacy Tree

Curriculum 2014 Obj

Themes	Books	Word Reading	Reading Comprehension – Maintain positive attitudes to reading and understanding of what they read by:								Understand what they read by:					
		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	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	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	Recommending books that they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in and across a wide range of writing	Making comparisons within and across books	Learning a wider range of poetry by heart	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	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Asking questions to improve their understanding	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Identifying how language, structure and presentation contribute to meaning
Fate vs. free will	Tales for Young and Old	✓			✓		✓						✓			
	Romeo and Juliet	✓	✓		✓		✓		✓	✓	✓		✓			
Power vs Principles	Rain Player	✓		✓	✓		✓						✓	✓		✓
	The Tempest	✓	✓		✓		✓		✓	✓	✓		✓			
Evolution & inheritance	The Promise	✓					✓			✓		✓	✓			✓
Conservation	Can We Save the Tiger?	✓	✓	✓					✓	✓		✓			✓	
Solving Mysteries	High Rise Mystery	✓		✓	✓			✓			✓		✓	✓	✓	
	Curiosity	✓									✓	✓			✓	✓
	Alma (Ed Shed Video)	✓														
	Night Mail	✓							✓	✓				✓		✓
Crime & punishment	The Island	✓					✓	✓			✓		✓	✓		
	The Three Little Pigs Project	✓										✓	✓	✓		

Themes	Books	Reading Comprehension						Transcription						
		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Distinguish between statements of fact and opinion**	**Retrieve, record and present information from non-fiction**	**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**	**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**	**Provide reasoned justifications for their views**	Use further prefixes and suffixes and understand the guidance for adding them	Spell some words with 'silent' letters [for example, 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	Use dictionaries to check the spelling and meaning of words	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Use a thesaurus
Fate vs. free will	Tales for Young and Old				✓									
	Romeo and Juliet				✓		✓							
Power vs Principles	Rain Player			✓	✓	✓	✓	✓			✓			
	The Tempest				✓		✓	✓						
Evolution & inheritance	The Promise	✓			✓	✓					✓		✓	✓
Conservation	Can We Save the Tiger?	✓	✓	✓	✓	✓	✓	✓			✓			✓
Solving Mysteries	High Rise Mystery	✓					✓	✓	✓	✓		✓		✓
	Curiosity			✓	✓			✓			✓	✓	✓	✓
	Alma (Ed Shed Video)													
	Night Mail	✓									✓	✓		
Crime & punishment	The Island				✓			✓						
	The Three Little Pigs Project		✓				✓						✓	

Themes	Books	Grammar Year 5									Grammar Year 6									
		Using expanded noun phrases to convey complicated information concisely	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Use of the colon to introduce a list and use of semi-colons within lists	Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Fate vs. free will	Tales for Young and Old					✓		✓			✓									
	Romeo and Juliet					✓			✓		✓									
Power vs Principles	Rain Player					✓		✓			✓		✓		✓	✓	✓			
	The Tempest	✓			✓	✓			✓			✓								
Evolution & inheritance	The Promise	✓				✓				✓		✓					✓			
Conservation	Can We Save the Tiger?			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓
Solving Mysteries	High Rise Mystery	✓			✓	✓	✓	✓	✓	✓		✓		✓						
	Curiosity	✓			✓	✓			✓	✓			✓							
	Alma (Ed Shed Video)																			
	Night Mail	✓																		
Crime & punishment	The Island	✓				✓				✓	✓		✓							
	The Three Little Pigs Project				✓		✓	✓	✓	✓	✓		✓	✓	✓	✓				✓

Include Within Ess Spelling and W4A

Within XC History writing

Themes	Books	Composition – Plan their writing by:			Draft and write by:					Evaluate and edit by:					
		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Noting and developing initial ideas, drawing on reading and research where necessary	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Précising longer passages	Using a wide range of devices to build cohesion within and across paragraphs	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Assessing the effectiveness of their own and others' writing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Ensuring the consistent and correct use of tense 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	**Proof-read for spelling and punctuation errors**	**Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**
Fate vs. free will	Tales for Young and Old	✓	✓												✓
	Romeo and Juliet	✓		✓	✓	✓				✓	✓				✓
Power vs Principles	Rain Player		✓		✓	✓		✓	✓	✓	✓		✓		
	The Tempest	✓		✓	✓	✓				✓	✓				✓
Evolution & inheritance	The Promise				✓	✓	✓			✓	✓			✓	✓
Conservation	Can We Save the Tiger?	✓	✓		✓		✓	✓	✓	✓	✓			✓	✓
Solving Mysteries	High Rise Mystery	✓		✓	✓	✓		✓		✓	✓				
	Curiosity	✓	✓		✓			✓	✓	✓	✓	✓		✓	
	Alma (Ed Shed Video)	✓	✓	✓	✓	✓				✓				✓	
	Night Mail				✓	✓	✓			✓	✓				✓
Crime & punishment	The Island	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓
	The Three Little Pigs Project	✓			✓			✓	✓		✓	✓		✓	