

Coverage Chart – Year 5 Spring Term Fiction

Spoken Language – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	
Listen and respond appropriately to adults and their peers	Yellow							Purple									
Ask relevant questions to extend their understanding and knowledge	Yellow					Yellow											
Use relevant strategies to build their vocabulary										Red	Yellow				Red		
Articulate and justify answers, arguments and opinions						Yellow						Orange	Purple				Green
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow				Red												
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow					Yellow					Yellow	Orange	Purple	Blue	Red		Green
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple			Yellow	Orange	Purple	Blue	Red	Yellow		Purple	Blue	Red		Green
Speak audibly and fluently with an increasing command of Standard English											Yellow						Green
Participate in discussions, presentations, performances, role play, improvisations and debates											Yellow		Purple	Blue			Green
Gain, maintain and monitor the interest of the listener(s)					Red								Purple	Blue			
Consider and evaluate different viewpoints, attending to and building on the contributions of others						Yellow				Red							
Select and use appropriate registers for effective communication																	

Word Reading – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
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																

Reading: Comprehension – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
Maintain positive attitudes to reading and understanding of what they read by:																
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow			Blue				Purple			Yellow		Purple	Blue		
• reading books that are structured in different ways and reading for a range of purposes								Purple								
• 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			Purple								Yellow	Orange		Blue		
• recommending books that they have read to their peers, giving reasons for their choices	Yellow															
• identifying and discussing themes and conventions in and across a wide range of writing	Yellow		Purple		Red											
• making comparisons within and across books	Yellow		Purple		Red						Yellow					
• 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													Purple			
Understand what they read by:																
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context								Purple			Yellow		Purple	Blue		
• asking questions to improve their understanding						Yellow		Purple								
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow		Purple			Yellow		Purple					Purple	Blue		
• predicting what might happen from details stated and implied	Yellow		Purple	Blue		Yellow		Purple			Yellow			Blue		
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow			Blue		Yellow		Purple					Purple	Blue		
• identifying how language, structure and presentation contribute to meaning				Blue		Yellow		Purple			Yellow					
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						Yellow		Purple	Blue		Yellow			Blue	Red	
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	Yellow													Blue		
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	Yellow							Purple								

Writing: Transcription – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
<i>Spelling Pupils should be taught to:</i>																
• 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																
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>																
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters																
• choosing the writing implement that is best suited for a task																

Writing: Composition – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	
Pupils should be taught to plan their writing by:																	
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 																	
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 																	
<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 																	
Pupils should be taught to draft and write by:																	
<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 																	
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 																	
<ul style="list-style-type: none"> precising longer passages 																	
<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 																	
<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 																	
Pupils should be taught to evaluate and edit by:																	
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 																	
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 																	
<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 																	
<ul style="list-style-type: none"> 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																	

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Fiction plans: Year 5

Objective	Short Stories					Stories on a Theme					Shakespeare					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:																
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms																
• using passive verbs to affect the presentation of information in a sentence																
• using the perfect form of verbs to mark relationships of time and cause																
• using expanded noun phrases to convey complicated information concisely																
• using 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																
• learning the grammar for years 5 and 6 in English Appendix 2																
Pupils should be taught to indicate grammatical and other features by:																
• using commas to clarify meaning or avoid ambiguity in writing																
• using hyphens to avoid ambiguity																
• using brackets, dashes or commas to indicate parenthesis																
• using semi-colons, colons or dashes to mark boundaries between independent clauses																
• using a colon to introduce a list																
• punctuating bullet points consistently																
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading																

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

Coverage Chart – Year 5 Spring Term Non-Fiction

Spoken Language – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers	Yellow					Yellow									
Ask relevant questions to extend their understanding and knowledge						Yellow									
Use relevant strategies to build their vocabulary		Orange										Orange	Purple		Red
Articulate and justify answers, arguments and opinions	Yellow	Orange								Red			Purple		
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings						Yellow					Yellow				
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow		Purple		Red					Red	Yellow		Purple		Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple	Blue		Yellow	Orange				Yellow	Orange	Purple		
Speak audibly and fluently with an increasing command of Standard English													Purple		
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow					Yellow		Purple		Red	Yellow		Purple		
Gain, maintain and monitor the interest of the listener(s)										Red	Yellow		Purple		
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow									Red			Purple		
Select and use appropriate registers for effective communication													Purple		

Word Reading – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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															

Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Maintain positive attitudes to reading and understanding of what they read by:															
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow					Yellow			Blue		Yellow				
• reading books that are structured in different ways and reading for a range of purposes		Orange	Purple	Blue						Red					
• 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															
Understand what they read by:															
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context									Blue						
• asking questions to improve their understanding			Purple		Red	Yellow									
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence							Orange		Blue						
• predicting what might happen from details stated and implied								Orange							
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Yellow		Purple	Blue	Red	Yellow				Red	Yellow	Orange	Purple		
• identifying how language, structure and presentation contribute to meaning	Yellow							Purple		Red					
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow		Purple												
Distinguish between statements of fact and opinion			Purple							Red			Purple		
Retrieve, record and present information from non-fiction		Orange	Purple	Blue	Red							Orange	Purple		
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											Yellow				
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										Red					
Provide reasoned justifications for their views	Yellow		Purple												

Writing: Transcription – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• 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															
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>															
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters															
• choosing the writing implement that is best suited for a task															

Writing: Composition – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 					Red					Red	Yellow				Red
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 			Purple		Red				Blue	Red	Yellow		Purple		Red
<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 															
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	Yellow	Orange	Purple	Blue	Red	Yellow			Blue	Red		Orange	Purple	Cyan	Red
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 								Purple							
<ul style="list-style-type: none"> precising longer passages 															
<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 									Blue	Red		Orange			Red
<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 					Red	Yellow				Red	Yellow				
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	Yellow		Purple		Red	Yellow			Blue	Red		Orange		Cyan	Red
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 					Red			Purple	Blue	Red		Orange			Red
<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 															
<ul style="list-style-type: none"> 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		Orange		Blue										Cyan	Red
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear									Blue						

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 5

Objective	Information Texts					Recounts					Argument and Debate				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms															
• using passive verbs to affect the presentation of information in a sentence															
• using the perfect form of verbs to mark relationships of time and cause															
• using expanded noun phrases to convey complicated information concisely															
• using modal verbs or adverbs to indicate degrees of possibility		Yellow		Blue			Yellow			Red					
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun															
• learning the grammar for years 5 and 6 in English Appendix 2									Blue						
Pupils should be taught to indicate grammatical and other features by:															
• using commas to clarify meaning or avoid ambiguity in writing															Red
• using hyphens to avoid ambiguity															
• using brackets, dashes or commas to indicate parenthesis															
• using semi-colons, colons or dashes to mark boundaries between independent clauses															
• using a colon to introduce a list															
• punctuating bullet points consistently															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading									Blue						

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

Coverage Chart – Year 5 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

Word Reading – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
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															

Reading: Comprehension – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
Maintain positive attitudes to reading and understanding of what they read by:															
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow	Orange	Purple			Yellow		Purple							
• reading books that are structured in different ways and reading for a range of purposes						Yellow									
• 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					Red	Yellow		Purple							
• making comparisons within and across books				Blue											
• learning a wider range of poetry by heart	Yellow					Yellow									
• 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	Yellow	Orange				Yellow									
Understand what they read by:															
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Yellow			Blue											
• asking questions to improve their understanding						Yellow									
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Purple					Purple							
• predicting what might happen from details stated and implied			Purple												
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas						Yellow									
• identifying how language, structure and presentation contribute to meaning			Purple			Yellow		Purple							
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Yellow		Purple					Purple							
Distinguish between statements of fact and opinion															
Retrieve, record and present information from non-fiction						Yellow									
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		Orange				Yellow		Purple							
Provide reasoned justifications for their views								Purple							

Writing: Transcription – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
<i>Spelling Pupils should be taught to:</i>															
• 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															
<i>Handwriting and presentation Pupils should be taught to write legibly, fluently and with increasing speed by:</i>															
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters															
• choosing the writing implement that is best suited for a task															

Writing: Composition – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho								
	1	2	3	4	5	1	2	3	4	5				
Pupils should be taught to plan their writing by:														
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 														
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 														
<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 														
Pupils should be taught to draft and write by:														
<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 														
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 														
<ul style="list-style-type: none"> precising longer passages 														
<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 														
<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 														
Pupils should be taught to evaluate and edit by:														
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 														
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 														
<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 														
<ul style="list-style-type: none"> 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														

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Poetry plans: Year 5

Objective	Poems on a Theme: T.S. Eliot's Cats					Poems by the same poet: Joseph Coelho									
	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms															
• using passive verbs to affect the presentation of information in a sentence															
• using the perfect form of verbs to mark relationships of time and cause															
• using expanded noun phrases to convey complicated information concisely															
• using 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															
• learning the grammar for years 5 and 6 in English Appendix 2															
Pupils should be taught to indicate grammatical and other features by:															
• using commas to clarify meaning or avoid ambiguity in writing															
• using hyphens to avoid ambiguity															
• using brackets, dashes or commas to indicate parenthesis															
• using semi-colons, colons or dashes to mark boundaries between independent clauses															
• using a colon to introduce a list															
• punctuating bullet points consistently															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															

For additional grammar teaching resources please see <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>