**English Progression Map Year 5**

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|  | **Skills** |
| **Reading:** **Word Recognition**  | * Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
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| **Reading: Comprehension**  | * 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.
* 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 library 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
* 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
* 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.
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| **Writing:** **Transcription – Handwriting**  | * Write legibly, fluently with increasing speed by:
* Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
* Choosing the writing implement that is best suited for the task
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| **Writing:** **Transcription – Spelling**  | * Continue to distinguish between homophones and other words which are often confused.
* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
* Use dictionaries to check the spelling and meaning of words.
* Use a thesaurus
* Use further prefixes and suffixes and understand the guidance for adding them.
* Pell words with silent letters.
* Use knowledge of morphology and elymology in spelling and understand that the spelling of some words needs to be learnt specifically.
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| **Writing:** **Word, sentence, text punctuation and terminology**  | **Word Structure** * Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate;* *–ise; –ify*]
* **Verb** **prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]

**Sentence Structure*** **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*]

**Text Structure*** 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]

**Punctuation*** Brackets, dashes or commas to indicate parenthesis
* Use of commas to clarify meaning or avoid ambiguity

**Terminology for pupils** * modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
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| **Writing: Composition**  | * 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
* 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
* draft and write by:
* 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]
* evaluate and edit by:
* 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
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