**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. |
| **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. |
| **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 |
| **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. |
| **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 |
| **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 |