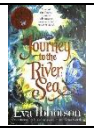
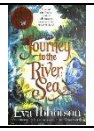
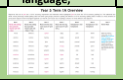
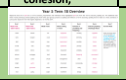
English Progression Map

Year 5

	Autumn						Spring						Summer					
Text Coverage																		
Writing Genre	**Description (Thriller)**		**Description**		**Non-Chron**	**Poetry** (Writing)	**Narrative**		**Journalistic Writing**			**Poetry** (Performance)	**Narrative**		**Persuasion**			
Number of Weeks	**4**		**6**		**3**	**1**	**6**		**2**				**4**		**3**			
Spoken Language	• Listen and respond appropriately to adults and peers	• Ask relevant questions to build vocabulary, understanding and knowledge	• Articulate and justify answers, arguments and opinions	• Give well-structured descriptions and explanations	• Maintain attention and participate in collaborative discussions, initiating and responding to comments	• Use spoken language to speculate, hypothesise, imagine and explore ideas	• Consider and evaluate different viewpoints	• Select and use appropriate registers for effective communication	• Make and use notes when listening for a sustained period	•Listen and respond appropriately to adults and peers	•Ask relevant questions to build vocabulary, understanding and knowledge	•Articulate and justify answers, arguments and opinions	•Give well-structured descriptions and explanations	•Maintain attention and participate in collaborative discussions, initiating and responding to comments	•Use spoken language to speculate, hypothesise, imagine and explore ideas	•Consider and evaluate different viewpoints	•Select and use appropriate registers for effective communication	
Reading – word reading	• To predict what might happen from details stated and implied in a year 5 text.	• To draw and justify inference such as inferring characters' feelings, thoughts and motives from their actions in a Year 5 text.	• To ask relevant questions about a text.		• To use technical terms to discuss my reading, including metaphor, simile, imagery.	• To use technical terms to discuss my reading, including metaphor, simile, imagery.	•I am beginning to apply my growing knowledge of context, root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.		•To retrieve, record and present information in a year 5 text.	•To identify themes in a wide range of texts	•To distinguish between statements of fact and opinion in a year 5 text.							
Reading – comprehension	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	• To summarise the main ideas from across a text. asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	retrieve, record and present information from non-fiction 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 (Geography deforestation debate) Provide reasoned justifications for their views (Geography deforestation debate)	identifying how language, structure and presentation contribute to meaning	identifying and discussing themes and conventions in and across a wide range of writing predicting what might happen from details stated and implied	•To compare characters within a text and begin to justify my views with evidence 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	making comparisons within and across books distinguish between statements of fact and opinion			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	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	reading books that are structured in different ways and reading for a range of purposes			recommending books that they have read to their peers, giving reasons for their choices	

Writing Composition		• Identifying the audience and purpose for writing, selecting the appropriate form and using similar texts as models for my writing	• In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action	• Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning	• Shape paragraphs to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.	• Write with subject and verb agreement	• Ensure the consistency of tense through my writing	• Making notes and developing initial ideas based on research and reading where necessary	• Selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning	• To proof read for spelling and punctuation errors	• To identify the audience and purpose for my writing	• To select the appropriate form for my writing	•To select appropriate grammar knowing how my choices can change/enhance meaning	•To begin to integrate dialogue to convey character and advance the action	•I am beginning to develop or elaborate ideas when editing my work.	•I am beginning to ensure that the formality of my writing is appropriate	•I am beginning to proof read for spelling and punctuation errors		
Grammar & Punctuation	**Word**	• To consistently use full stops, capital letters, exclamation marks and question marks		• To use modal verbs or adverbs to indicate degrees of possibility (5)		•To use relative clauses beginning with who, which, where, why or whose	•To use these words when talking about my writing: relative pronoun, relative clause, dash and parenthesis.	• To consistently use full stops, capital letters, exclamation marks and question marks		• To use modal verbs or adverbs to indicate degrees of possibility (5)		•To use relative clauses beginning with who, which, where, why or whose	•To use these words when talking about my writing: relative pronoun, relative clause, dash and parenthesis.	• To consistently use full stops, capital letters, exclamation marks and question marks		• To use modal verbs or adverbs to indicate degrees of possibility (5)		•To use relative clauses beginning with who, which, where, why or whose	•To use these words when talking about my writing: relative pronoun, relative clause, dash and parenthesis.
	Sentence	• To use expanded noun phrases to convey information concisely (5)						• To use expanded noun phrases to convey information concisely (5)						• To use expanded noun phrases to convey information concisely (5)					
	Punctuation		• To use brackets, dashes or commas to indicate parenthesis	• To link ideas across paragraphs using adverbials of time (e.g later), place (e.g. nearby) and number (e.g. secondly)		• To link ideas across paragraphs using tense choices (e.g. he had seen her/ the cloud were closing in)			• To use brackets, dashes or commas to indicate parenthesis	• To link ideas across paragraphs using adverbials of time (e.g later), place (e.g. nearby) and number (e.g. secondly)		• To link ideas across paragraphs using tense choices (e.g. he had seen her/ the cloud were closing in)			• To use brackets, dashes or commas to indicate parenthesis	• To link ideas across paragraphs using adverbials of time (e.g later), place (e.g. nearby) and number (e.g. secondly)		• To link ideas across paragraphs using tense choices (e.g. he had seen her/ the cloud were closing in)	
	Text																			
Grammar & Punctuation Vocabulary		• Expanded noun phrase; subject/verb; rhetorical question; simile; metaphor; personification, subject verb agreement, cohesion,	ambiguity Modal verb; adverb for possibility; expanded noun phrase; generalisation; sub-heading imagery, figurative language,	relative pronoun, relative clause, parenthesis, cohesion, ambiguity.	• To use these words when talking about my writing: modal verb.	• Expanded noun phrase; subject/verb; rhetorical question; simile; metaphor; personification, subject verb agreement, cohesion,	ambiguity Modal verb; adverb for possibility; expanded noun phrase; generalisation; sub-heading imagery, figurative language,	relative pronoun, relative clause, parenthesis, cohesion, ambiguity.	• To use these words when talking about my writing: modal verb.	• Expanded noun phrase; subject/verb; rhetorical question; simile; metaphor; personification, subject verb agreement, cohesion,	ambiguity Modal verb; adverb for possibility; expanded noun phrase; generalisation; sub-heading imagery, figurative language,	relative pronoun, relative clause, parenthesis, cohesion, ambiguity.	• To use these words when talking about my writing: modal verb.	• Expanded noun phrase; subject/verb; rhetorical question; simile; metaphor; personification, subject verb agreement, cohesion,	ambiguity Modal verb; adverb for possibility; expanded noun phrase; generalisation; sub-heading imagery, figurative language,	relative pronoun, relative clause, parenthesis, cohesion, ambiguity.	• To use these words when talking about my writing: modal verb.		
Transcription Spelling																		
Transcription Handwriting		To produce legible, joined handwriting.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.	To produce legible, joined handwriting.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.	To produce legible, joined handwriting.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.	To produce legible, joined handwriting.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.	To produce legible, joined handwriting.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.	To produce legible, joined handwriting.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.