

## **English Progression Overview Year 5 - AUTUMN Term**



| Reading   | Term 1  | Term 2   |
|---|---|--|
| Reading Spine (Whole Class Texts)   | <ul><li>Beowulf</li><li>The Saga of Bjorn (video)</li></ul>   | <ul> <li>Everest: The remarkable Story of Edmund Hillary and Tenzig<br/>Norgay</li> <li>War Poems</li> </ul>   |
|   | End Points  | Question Stems   |
| Decode / word-reading: phonics tricky words alphabet use of dictionary                                | <ul> <li>Rapid Catch up - Little Wandle Ph 3</li> <li>Focus on consolidating Little Wandle Fluency</li> <li>Yr 5 &amp; 6 tricky words</li> <li>Dictionary skills</li> <li>Applying phonic knowledge</li> <li>Applying knowledge of suffixes and prefixes</li> <li>Decoding</li> <li>Segmenting</li> <li>Blending</li> <li>I can confidently read unknown words with prefixes and suffixes and beginning to make connections betweenwords.</li> </ul>  | I am   |
| Comprehend, locate and retrieve: vocabulary characters settings events information justify using text | <ul> <li>I can identify the different features offiction and non-fiction genths.</li> <li>I can compare, contrast and evaluatedifferent non-fiction texts.</li> <li>I can discuss my understanding of atext.</li> <li>I can skim to identify key ideas.</li> <li>I can make simple comparisons between books.</li> <li>I can use the way in which a text is organized to help me understance.</li> <li>I can talk about books, discuss the main points and build on my reasoning</li> </ul> | do you know?  How did?  How often?  Who had? Who is? Who did?  |
| Inferential understanding: prediction sequencing events summary nuanced vocabulary                    | <ul> <li>I can recognise which characters the author wants the reader to like/dislike.</li> <li>I can make simple predictions about a story</li> </ul>  | <ul> <li>Find and copy a group of words which show that</li> <li>How do these words make the reader feel? How does this paragraph suggest this?</li> <li>How do the descriptions of show that they are</li> <li>How can you tell that</li> </ul> |
|   | I can comment on how an author hasused language and its effect<br>the reader.   | t upon  What impression of do you get from these paragraphs?  What voice might these characters use?  What was thinking when   |

|   |   | <ul> <li>Who is telling the story?</li> <li>What may happen next?</li> <li>From the cover what do you think this text is going to be about?</li> <li>What voice might these characters use?</li> <li>What was thinking when</li> <li>Who is telling the story?</li> <li>What may happen next?</li> </ul>  |
|---|---|---|
| Respond to text: evaluation response to author authorial effect and intent effect of vocabulary | <ul> <li>Able to identify text type/genre by looking at characteristics</li> <li>Able to build on their own and others' ideas during discussion</li> <li>To recommend text to others based on personal choice</li> <li>Able to evaluate use of author's language and explain the impact it creates on the reader</li> <li>Able to (with guidance) distinguish between fact and opinion</li> <li>Able to understand why a text is structured in a certain way</li> </ul> | <ul> <li>How does this text make you feel?</li> <li>What do you think of this character?</li> <li>Which part do you prefer? Can you explain why?</li> <li>How does the way this is set out on the page help us to find information?</li> <li>Do you think this letter has been structured in a way that is helpful to the reader?</li> <li>Can you see how the author has achieved that?</li> <li>Do you like the phrase this author has chosen?</li> <li>Can you think of another text which compares with this one? How is it different?</li> <li>What affect does have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Why do you like/dislike this story?</li> </ul> |

| Phonics and/or Spelling | Term 1         |             |             |             |                |           |         |             |            | Term 2    |           |           |           |       |  |  |
|-------------------------|----------------|-------------|-------------|-------------|----------------|-----------|---------|-------------|------------|-----------|-----------|-----------|-----------|-------|--|--|
| Spelling Shed (National | Week 1         | Week 2      | Week 3      | Week 4      | Week 5         | Week 6    | Week 7  | Week 1      | Week 2     | Week 3    | Week 4    | Week 5    | Week 6    | Week  |  |  |
| Curriculum)             |                |             |             |             |                |           |         |             |            |           |           |           |           | 7     |  |  |
| and/or                  |                | Words       | Words       | Words       | Words          | Challenge | Words   | Words       | Words      | Words     | Words     | Challenge | Words     | Words |  |  |
| , .                     |                | ending in - | ending in - | ending in - | ending in -    | words     | ending  | ending in   | ending in  | ending in | ending    | Words     | ending in | that  |  |  |
| Little Wandle           | Assessme<br>nt | cious       | cial        | tial        | tial and -cial |           | in -ant | -ance and - | -ent and - | -able and | in        |           | -able     | are   |  |  |
|                         | 111            |             |             |             |                |           |         | ancy        | ence       | -ible     | -ably     |           | -abic     | Adver |  |  |
|                         |                |             |             |             |                |           |         | a,          |            | 1010      | and -ibly |           | (e on     | bs of |  |  |
|                         |                |             |             |             |                |           |         |             |            |           | ,         |           | rootword  | time  |  |  |
|                         |                |             |             |             |                |           |         |             |            |           |           |           | remains)  |       |  |  |

| Writing                 | Term 1  |   |   |  |  |  |   | Term 2  |   |        |  |  |                          |        |
|-------------------------|---|---|---|--|--|--|---|---|---|--------|--|--|--------------------------|--------|
|                         | Week 1  | Week<br>2   | Week 3  | Week 4   | Week 5   | Week<br>6  | Week<br>7   | Week 1  | Week 2                                      | Week 3 | Week 4   | Week 5   | Week 6                   | Week 7 |
| Genre/composition       | Kenning   | Ke  | enning  | <ul> <li>★ capital letters for proper nouns.</li> <li>★ Expanded noun phrases</li> <li>★ Sentences with different forms: statement, question, Use of capital letters. full stops.</li> </ul> |  |  |   | War Poetry/Blackout<br>poems  |   |        | Evere  | No<br>chrono   | rest on- blogical port   |        |
| Genre specific coverage | -Word classes -all nouns, eg common, proper, abstract, Collective -verbs Ending in -ing And -ed                   | *   | Use of capital letters for proper nouns Handwritin g formation  |  |  | <ul><li>For lan</li><li>Dir spe</li><li>Rep spe</li></ul>              | e 5 Ws<br>rmal<br>guage<br>ect<br>eech<br>ported<br>eech<br>irals | Write to suipurpose a with a groawarenes audience, some appropria features, guidance. | and<br>owing<br>s of<br>using<br>te<br>with |        | <ul> <li>Varied structure</li> <li>Rhetor</li> <li>Ellipses</li> <li>Vivid volation</li> <li>dialogue</li> <li>apostro contrait</li> <li>posses</li> </ul> | and cuse of tenses tenses tenses Subo (using that, because co-or Use a prese device subboth tenses t | rdination<br>g when, if, |        |
|                         | <ul> <li>I can d</li> <li>I am be</li> <li>I can p</li> <li>I am be</li> <li>I am be</li> <li>I can id</li> </ul> | eginning atives I coroof-readeginning eginning eginning leginning | to draft and<br>can describe<br>d for spelling<br>to understa<br>to identify t<br>to identify a<br>comma, bra | purpose of writi write by selecti setting, characte and punctuation down the passe he difference beauth of explain how cket or dash wi   | ng to help me seing appropriate gers and atmosphon.  sive affects the petween formal armoun phrases could be thin a text and each how it is used | grammar<br>ere and a<br>presentat<br>ndinform<br>onveypre<br>xplain ho | and voca<br>am begin<br>ion ofinfo<br>nal speech                  | ibulary.  ning to includormation.  n structures.  rmation.                            |   |        |  |  |                          |        |



## **Year 5** SPRING Term



| Reading   | Term 3  | Term 4   |
|---|---|--|
| Reading Spine (Whole Class Texts)   | <ul><li>❖ Cosmic</li><li>❖ The Planets</li><li>❖ Pandora (video)</li></ul>  | ❖ Coming to England  |
|   | End Points  | Question Stems   |
| Decode / word-reading: phonics tricky words alphabet use of dictionary                                | <ul> <li>Rapid Catch up - Little Wandle Ph 3</li> <li>Focus on consolidating Little Wandle Fluency</li> <li>Yr 5 &amp; 6 tricky words</li> <li>Dictionary skills</li> <li>Applying phonic knowledge</li> <li>Applying knowledge of suffixes and prefixes</li> <li>Decoding</li> <li>Segmenting</li> <li>Blending</li> <li>I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections betweenwords.</li> </ul> |  |
| Comprehend, locate and retrieve: vocabulary characters settings events information justify using text | <ul> <li>I can identify the individual genre in amixed genre text e.g. an explanation within an information text.</li> <li>I can discuss my understanding of atext by identifying the purpose of the author.</li> <li>I can skim and scan non-fiction texts tospeed up research.</li> <li>I can make comparisons between books, commenting on similarities and differences.</li> </ul>  | <ul> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>How did?</li> <li>How often?</li> <li>Who had? Who is? Who did?</li> <li>What happened to?</li> <li>What does do?</li> <li>How is?</li> <li>What can you learn from from this section?</li> <li>Give one example of</li> <li> suggest about the character, setting and mood?</li> <li>Which word tells you that?</li> <li>Which keyword tells you about the character/setting/mood?</li> <li>Find one word in the text which means</li> <li>Find and highlight the word that is closest in meaning to</li> <li>Find a word or phrase which shows/suggests that</li> </ul> |

| Inferential understanding: prediction sequencing events summary nuanced vocabulary              | <ul> <li>I can explain what I think the character's personality is like by referringto their behaviours.</li> <li>I can state my predictions for the story, using evidence from the book.</li> </ul>   | <ul> <li>Find and copy a group of words which show that</li> <li>How do these words make the reader feel? How does this paragraph suggest this?</li> <li>How do the descriptions of show that they are</li> <li>How can you tell that</li> <li>What impression of do you get from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was thinking when</li> <li>Who is telling the story?</li> <li>What may happen next?</li> <li>What is this text about?</li> </ul>  |
|---|--|---|
| Respond to text: evaluation response to author authorial effect and intent effect of vocabulary | <ul> <li>I can identify and articulate my response to the effect of figurative anddescriptive language.</li> <li>I can comment on the structural choices an author has used to organisea text.</li> <li>I can take part in discussions, listeningto others' ideas and building on them.</li> </ul> | <ul> <li>How does this text make you feel?</li> <li>What do you think of this character?</li> <li>Which part do you prefer? Can you explain why?</li> <li>How does the way this is set out on the page help us to find information?</li> <li>Do you think this letter has been structured in a way that is helpful to the reader?</li> <li>Can you see how the author has achieved that?</li> <li>Do you like the phrase this author has chosen?</li> <li>Can you think of another text which compares with this one? How is it different?</li> <li>Is the author using facts? Has he/she researched well?</li> <li>What opinions does the author express? Do you agree with the author?</li> </ul> |

| Phonics and/or Spelling | Term 3                           | Term 3                          |                   |                    |            |                            |                           |                               |                              | Term 4              |                                |                             |                                |                         |  |  |  |
|-------------------------|----------------------------------|---------------------------------|-------------------|--------------------|------------|----------------------------|---------------------------|-------------------------------|------------------------------|---------------------|--------------------------------|-----------------------------|--------------------------------|-------------------------|--|--|--|
| Spelling Shed (National | Week 1                           | Week 2                          | Week 3            | Week 4             | Week 5     | Week 6                     | Week 7                    | Week 1                        | WeeK 2                       | Week 3              | Week 4                         | Week 5                      | Week 6                         | Week 7                  |  |  |  |
| Curriculum) and/or      | Words<br>with<br>suffixes,       | Words with silent first letters | Silent<br>letters | Challenge<br>words | Words with | Words<br>where<br>'ei' can | Words<br>where<br>'ough'  | Words<br>containing<br>'ough' | Adverbs<br>of<br>possibility | Challeng<br>e words | Homopho<br>nes/near<br>homopho | Words<br>that are<br>homoph | Homopho<br>nes/near<br>homopho | Homop<br>hones/<br>near |  |  |  |
| Little Wandle           | base<br>word<br>ends in -<br>fer |                                 |                   |                    |            | make<br>the /ee/<br>sound  | makes<br>an /or/<br>sound |                               | frequency                    |                     | nes                            | ones                        | nes                            | homop<br>hones          |  |  |  |

| Writing                 | Term 3   |           |        |              |  |        |  | Term 4  |   |   |          |   |   |  |
|-------------------------|--|-----------|--------|--------------|--|--------|--|---|---|---|----------|---|---|--|
|                         | Week 1   | Week 2    | Week 3 | Week 4       | Week 5   | Week 6 | Week 7   | Week 1  | Week 2  | Week<br>3   | Week 4   | Week 5  | Week 6  | Week 7   |
| Genre/composition       | The Planets (video)  Setting Description  Narrative  Describe setting, with growing precision  Cosmic  Narrative  Organise writing into cohesive paragraphs Expand on relevant |           |        |              |  | I      | Pandora  Diary Entry  Write in first   | Coming to England  Pop-Up information Book  Windrush  Organise writing into |   |   | Don't le | ng to England et the pigeon uasive Letter   | Grandma Rap Performance Poetry  -Explore pattern,                                     |  |
| Genre specific coverage | witi pre   | h growing | * * *  | cohesive par | agraphs elevant paragraphs ed (S) to vary eners racter, olot with etting |        | person Write a recount Choose and maintain correct tense Indicate degrees of possibility by using adverbs (surely, perhaps, certainly) Indicate a degree of possibility by using modal verbs (may, might, must, should, could) | *   | sections and paragraphs Use a range of presentationa Expand on relidetail Identify key information a write it in you words, summ longer passag Use text boxe illustrations to meaning Use neat pres | f al devices evant  nd re- r own arising es s and o clarify | *        | persuasion: opening sentence to hook the reader -Sender on the right, recipient on the left and date underneath -points backed up by evidence -emotive language -exaggeration -alliteration -relative clauses: brackets, dashes, commas  Indicate degrees of possibility by using adverbs (surely, perhaps, certainly)  Indicate a degree of possibility by using modal verbs (may, might, must, should, could) | rhythm and -choose vo suit inform -onomatop -organise v verses -think abou vocabulary | d rhyme  cabulary to al writing  poeia  writing into  ut effect of choices al letters for ans and at ing of each |

- I can write legibly and fluently withincreasing speed.
- ❖ I am beginning to develop ideas forwriting, drawing on reading and research from secondary resources.
- I am beginning to organise and present my writing using devices thatstructure text and guide the reader.
- I can usually use the correct tensethroughout a piece of writing.
- ❖ I am beginning to check for correctsubject and verb agreement.
- ❖ I can sometimes demonstrate how touse the passive to affect the presentation of a sentence.
- ❖ I can sometimes write appropriate sentences using formal and informalspeech.
- ❖ I can sometimes show examples in my work of use of expanded noun phrases.
- ❖ I can use a comma, bracket or dashwith accuracy and confidence within my writing.
- ❖ I can use colons with accuracy and confidence within my writing.



## Year 5 SUMMER Term



| Reading   | Term 5   | Ter | rm 6   |
|---|--|-----|--|
| Reading Spine (Whole Class Texts)   | <ul> <li>How to be a Tudor in 20 easy steps</li> <li>Macbeth (Shakespeare Stories)</li> </ul>  | *   | Floodlands   |
|   | End Points   |     | Question Stems   |
| Decode / word-reading:<br>phonics<br>tricky words<br>alphabet<br>use of dictionary                    | <ul> <li>I understand the history of words and the relationship between them to help me read unknown polysyllabic words.</li> <li>I understand the impact of prefixes and suffixes on root words.</li> <li>I can read all Year4/5 Common Exception Words</li> </ul>  |     |  |
| Comprehend, locate and retrieve: vocabulary characters settings events information justify using text | <ul> <li>I can identify, collate and discuss the key ideas and information from a rangeof sources.</li> <li>I can talk confidently about the purpose of the text and the specin intentions of the author.</li> <li>I can ask questions to clarify my understanding.</li> <li>I can use what I know about textstructure to find information.</li> <li>I can compare, contrast and evaluate different books</li> </ul> | îc  | <ul> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>How did?</li> <li>How often?</li> <li>Who had? Who is? Who did?</li> <li>What happened to?</li> <li>What does do?</li> <li>How is?</li> <li>What can you learn from from this section?</li> <li>Give one example of</li> <li> suggest about the character, setting and mood?</li> <li>Which word tells you that?</li> <li>Which keyword tells you about the character/setting/mood?</li> <li>Find one word in the text which means</li> <li>Find and highlight the word that is closest in meaning to</li> <li>Find a word or phrase which shows/suggests that</li> </ul> |
| Inferential understanding: prediction sequencing events summary nuanced vocabulary                    | <ul> <li>I understand the thoughts and feelings of characters by referring their actions.</li> <li>I can justify my opinion.</li> </ul>  | to  | <ul> <li>Find and copy a group of words which show that</li> <li>How do these words make the reader feel? How does this paragraph suggest this?</li> <li>How do the descriptions of show that they are</li> <li>How can you tell that</li> </ul>   |

|   | I can explore texts to support and justify my predictions and opinions.  | <ul> <li>What impression of do you get from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was thinking when</li> <li>Who is telling the story?</li> <li>What may happen next?</li> <li>What is this text about?</li> </ul>  |
|---|--|---|
| Respond to text: evaluation response to author authorial effect and intent effect of vocabulary | <ul> <li>can recognise language that is a feature of a particular genre and howthis contributes to meaning.</li> <li>I can take part in discussions, listeningto others' ideas and build on them to support the development of my ideas.</li> <li>I can discuss the difference betweenliteral and figurative language and the effects of imagery.</li> </ul> | <ul> <li>How does this text make you feel?</li> <li>What do you think of this character?</li> <li>Which part do you prefer? Can you explain why?</li> <li>How does the way this is set out on the page help us to find information?</li> <li>Do you think this letter has been structured in a way that is helpful to the reader?</li> <li>Can you see how the author has achieved that?</li> <li>Do you like the phrase this author has chosen?</li> <li>Can you think of another text which compares with this one? How is it different?</li> <li>Is the author using facts? Has he/she researched well?</li> <li>What opinions does the author express? Do you agree with the author?</li> <li>Can you order the events in this text?</li> </ul> |

| Phonics and/or Spelling             | Term 5          |                    |                 |                   |                   |                   |                   |                 | Term 6          |             |                 |                 |                 |                 |  |
|-------------------------------------|-----------------|--------------------|-----------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-------------|-----------------|-----------------|-----------------|-----------------|--|
| Spelling Shed (National Curriculum) | Week 1          | Week 2             | Week 3          | Week 4            | Week 5            | Week 6            | Week 7            | Week 1          | Week 2          | Week 3      | Week 4          | Week 5          | Week 6          | Week 7          |  |
| and/or                              | Challenge words | Words with hyphens | Challenge words | Revision<br>words | Revision<br>words | Revision<br>words | Revision<br>words | consolid<br>ate | consolidat<br>e | consolidate | consolidat<br>e | consolid<br>ate | consolidat<br>e | consoli<br>date |  |
| Little Wandle                       |                 |                    |                 | List 33           | List 34           | List 35           | List 36           |                 |                 |             |                 |                 |                 |                 |  |

| Writing                 | Term 5  |   |        |   |        | Term 6 |  |        |   |  |  |                             |        |        |
|-------------------------|---|---|--------|---|--------|--------|--|--------|---|--|--|-----------------------------|--------|--------|
| Genre/composition       | Week 1  Macbeth   | Week 2  | Week 3 | Week 4  | Week 5 | Week 6 | W<br>ee<br>k<br>7  | Week 1 | Week 2  | Week<br>3  | Week 4   | Week 5                      | Week 6 | Week 7 |
|                         | (Shakespeare Stories) Character Description                 | Balanced argument  Macbeth: tragic hero  or dastardly villain   |        | How to be a Tudor in 20 Easy Steps Instructions |        |        | Flo<br>Setting   |        | Floodlands<br>Narrative-Dystopian<br>Adventure  |  |  | Non-Chronological<br>report |        |        |
| Genre specific coverage | <ul><li>I can use some id</li><li>I can sometimes</li></ul> | range of sentence cohesive paragraphs sentence openers structure purctuation and capitals formal selative clauses sentence openers sentence openers select suit vocabulary the mood setting with tense for instructions vocabulary expanded similes, me alliteration openers verbs and vocabulary indicate degree using of possibility synonyms  Team write legibly and fluently with increasing speed  I can use some ideas from authors! have read, listened to, or seen performed in my own writing. |        |   |        |        | scriptive devises: landed noun-phrases, iles, metaphors, leration ative clauses with ative pronouns to add re detail | *      | (DADWAV -varied set structures -correct at punctuatio -cohesive -select suit vocabulant the mood setting -maintain vocabulant -descriptive expanded similes, mailiteration -relative or relative or | ers) Intence Indivaried Indivarie | - confident presentation devices -summaris - link ideas paragraph: -use illustra | e text read across          |        |        |

| I can often select appropriate formal or informal speech dependenton genre or audience and use the subjunctive forms. |
|---|
| I can often use expanded noun phrases for effect in my independentwriting.  |
| I can always use commas, brackets or dashes appropriatelyand independently in my writing.                             |
| ❖ I can always use colons whereappropriate independently.   |
|   |