



English Progression Overview

Year 5 - AUTUMN Term



Reading	Term 1	Term 2
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ Beowulf ❖ The Saga of Bjorn (video) 	<ul style="list-style-type: none"> ❖ Everest: The remarkable Story of Edmund Hillary and Tenzig Norgay ❖ War Poems
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ❖ Rapid Catch up - Little Wandle Ph 3 ❖ Focus on consolidating Little Wandle Fluency ❖ Yr 5 & 6 tricky words ❖ Dictionary skills ❖ Applying phonic knowledge ❖ Applying knowledge of suffixes and prefixes ❖ Decoding ❖ Segmenting ❖ Blending ❖ I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ❖ I can identify the different features of fiction and non-fiction genres ❖ I can compare, contrast and evaluate different non-fiction texts. ❖ I can discuss my understanding of a text. ❖ I can skim to identify key ideas. ❖ I can make simple comparisons between books. ❖ I can use the way in which a text is organized to help me understand ❖ I can talk about books, discuss the main points and build on my reasoning 	<ul style="list-style-type: none"> ➤ How would you describe this story/text? What genre is it? How do you know? ➤ How did...? ➤ How often...? ➤ Who had...? Who is...? Who did...? ➤ What happened to...? ➤ What does.... do? ➤ How ... is ...? ➤ What can you learn from from this section? ➤ Give one example of.....
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ❖ I can recognise which characters the author wants the reader to like/dislike. ❖ I can make simple predictions about a story ❖ I can comment on how an author has used language and its effect upon the reader. 	<ul style="list-style-type: none"> ➤ Find and copy a group of words which show that... ➤ How do these words make the reader feel? How does this paragraph suggest this? ➤ How do the descriptions of show that they are ... ➤ How can you tell that... ➤ What impression of do you get from these paragraphs? ➤ What voice might these characters use? ➤ What was thinking when...

		<ul style="list-style-type: none"> ➤ Who is telling the story? ➤ What may happen next? ➤ From the cover what do you think this text is going to be about? ➤ What voice might these characters use? ➤ What was thinking when... ➤ Who is telling the story? ➤ What may happen next? ➤
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ❖ Able to identify text type/genre by looking at characteristics ❖ Able to build on their own and others' ideas during discussion ❖ To recommend text to others based on personal choice ❖ Able to evaluate use of author's language and explain the impact it creates on the reader ❖ Able to (with guidance) distinguish between fact and opinion ❖ Able to understand why a text is structured in a certain way 	<ul style="list-style-type: none"> ➤ How does this text make you feel? ➤ What do you think of this character? ➤ Which part do you prefer? Can you explain why? ➤ How does the way this is set out on the page help us to find information? ➤ Do you think this letter has been structured in a way that is helpful to the reader? ➤ Can you see how the author has achieved that? ➤ Do you like the phrase this author has chosen? ➤ Can you think of another text which compares with this one? How is it different? ➤ What affect does have on the audience? ➤ How does the author engage the reader here? ➤ Why do you like/dislike this story?

Phonics and/or Spelling	Term 1							Term 2						
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 Little Wandle	Assessment	Words ending in -cious	Words ending in -cial	Words ending in -tial	Words ending in -tial and -cial	Challenge words	Words ending in -ant	Words ending in -ance and -ancy	Words ending in -ent and -ence	Words ending in -able and -ible	Words ending in -ably and -ibly	Challenge Words	Words ending in -able (e on rootword remains)	Words that are Adverbs of time



Year 5 SPRING Term




Reading	Term 3	Term 4
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ Cosmic ❖ The Planets ❖ Pandora (video) 	<ul style="list-style-type: none"> ❖ Coming to England
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ❖ Rapid Catch up - Little Wandle Ph 3 ❖ Focus on consolidating Little Wandle Fluency ❖ Yr 5 & 6 tricky words ❖ Dictionary skills ❖ Applying phonic knowledge ❖ Applying knowledge of suffixes and prefixes ❖ Decoding ❖ Segmenting ❖ Blending ❖ I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ❖ I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. ❖ I can discuss my understanding of a text by identifying the purpose of the author. ❖ I can skim and scan non-fiction texts to speed up research. ❖ I can make comparisons between books, commenting on similarities and differences. 	<ul style="list-style-type: none"> ❖ How would you describe this story/text? What genre is it? How do you know? ❖ How did...? ❖ How often...? ❖ Who had...? Who is...? Who did....? ❖ What happened to...? ❖ What does.... do? ❖ How is ...? ❖ What can you learn from from this section? ❖ Give one example of..... ❖ suggest about the character, setting and mood? ❖ Which word tells you that....? ❖ Which keyword tells you about the character/setting/mood? ❖ Find one word in the text which means..... ❖ Find and highlight the word that is closest in meaning to..... ❖ Find a word or phrase which shows/suggests that.....

Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ❖ I can explain what I think the character's personality is like by referring to their behaviours. ❖ I can state my predictions for the story, using evidence from the book. 	<ul style="list-style-type: none"> ❖ Find and copy a group of words which show that... ❖ How do these words make the reader feel? How does this paragraph suggest this? ❖ How do the descriptions of show that they are ... ❖ How can you tell that... ❖ What impression of do you get from these paragraphs? ❖ What voice might these characters use? ❖ What was thinking when... ❖ Who is telling the story? ❖ What may happen next? ❖ What is this text about?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ❖ I can identify and articulate my response to the effect of figurative and descriptive language. ❖ I can comment on the structural choices an author has used to organise a text. ❖ I can take part in discussions, listening to others' ideas and building on them. 	<ul style="list-style-type: none"> ➤ How does this text make you feel? ➤ What do you think of this character? ➤ Which part do you prefer? Can you explain why? ➤ How does the way this is set out on the page help us to find information? ➤ Do you think this letter has been structured in a way that is helpful to the reader? ➤ Can you see how the author has achieved that? ➤ Do you like the phrase this author has chosen? ➤ Can you think of another text which compares with this one? How is it different? ➤ Is the author using facts? Has he/she researched well? ➤ What opinions does the author express? Do you agree with the author?

Phonics and/or Spelling	Term 3							Term 4						
Spelling Shed (National Curriculum) and/or Little Wandle	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
	Words with suffixes, base word ends in -fer	Words with silent first letters	Silent letters	Challenge words	Words with 'ie after c'	Words where 'ei' can make the /ee/ sound	Words where 'ough' makes an /or/ sound	Words containing 'ough'	Adverbs of possibility + frequency	Challenge words	Homophones/near homophones	Words that are homophones	Homophones/near homophones	Homophones/near homophones

Writing		Term 3							Term 4						
		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
Genre/composition		The Planets (video) Setting Description		Cosmic Narrative		Pandora Diary Entry			Coming to England Pop-Up information Book Windrush			Coming to England Don't let the pigeon... Persuasive Letter		Grandma Rap Performance Poetry	
Genre specific coverage		<ul style="list-style-type: none"> ❖ Describe setting, with growing precision ❖ Begin to use active and passive voice ❖ Use precise vocabulary ❖ Expanded noun phrases ❖ Use high level vocabulary 		<ul style="list-style-type: none"> ❖ Organise writing into cohesive paragraphs ❖ Expand on relevant detail within paragraphs ❖ Use of fronted adverbials (DADWAVERS) to vary sentence openers ❖ Describe character, setting and plot with some interesting language ❖ Maintain correct tense ❖ Use a growing range of punctuation 		<ul style="list-style-type: none"> ❖ Write in first 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...) 			<ul style="list-style-type: none"> ❖ Organise writing into sections and paragraphs ❖ Use a range of presentational devices ❖ Expand on relevant detail ❖ Identify key information and re-write it in your own words, summarising longer passages ❖ Use text boxes and illustrations to clarify meaning ❖ Use neat presentation 			<ul style="list-style-type: none"> ❖ -use features of 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...) 		<ul style="list-style-type: none"> -Explore pattern, rhythm and rhyme -choose vocabulary to suit informal writing -onomatopoeia -organise writing into verses -think about effect of vocabulary choices -Use capital letters for proper nouns and at the beginning of each new line -use humour 	

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- ❖ I can write legibly and fluently with increasing speed.
 - ❖ I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.
 - ❖ I am beginning to organise and present my writing using devices that structure text and guide the reader.
 - ❖ I can usually use the correct tense throughout a piece of writing.
 - ❖ I am beginning to check for correct subject and verb agreement.

 - ❖ I can sometimes demonstrate how to use the passive to affect the presentation of a sentence.
 - ❖ I can sometimes write appropriate sentences using formal and informal speech.
 - ❖ I can sometimes show examples in my work of use of expanded noun phrases.
 - ❖ I can use a comma, bracket or dash with accuracy and confidence within my writing.
 - ❖ I can use colons with accuracy and confidence within my writing.



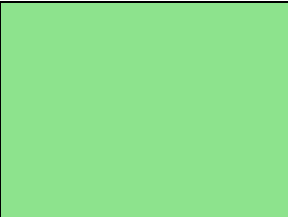
Year 5 SUMMER Term



Reading	Term 5	Term 6
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ How to be a Tudor in 20 easy steps ❖ Macbeth (Shakespeare Stories) 	<ul style="list-style-type: none"> ❖ Floodlands
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ❖ I understand the history of words and the relationship between them to help me read unknown polysyllabic words. ❖ I understand the impact of prefixes and suffixes on root words. ❖ I can read all Year 4/5 Common Exception Words 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ❖ I can identify, collate and discuss the key ideas and information from a range of sources. ❖ I can talk confidently about the purpose of the text and the specific intentions of the author. ❖ I can ask questions to clarify my understanding. ❖ I can use what I know about text structure to find information. ❖ I can compare, contrast and evaluate different books 	<ul style="list-style-type: none"> ➤ How would you describe this story/text? What genre is it? How do you know? ➤ How did...? ➤ How often...? ➤ Who had...? Who is...? Who did...? ➤ What happened to...? ➤ What does... do? ➤ How ... is ...? ➤ What can you learn from from this section? ➤ Give one example of..... ➤ suggest about the character, setting and mood? ➤ Which word tells you that....? ➤ Which keyword tells you about the character/setting/mood? ➤ Find one word in the text which means..... ➤ Find and highlight the word that is closest in meaning to..... ➤ Find a word or phrase which shows/suggests that.....
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ❖ I understand the thoughts and feelings of characters by referring to their actions. ❖ I can justify my opinion. 	<ul style="list-style-type: none"> ➤ Find and copy a group of words which show that... ➤ How do these words make the reader feel? How does this paragraph suggest this? ➤ How do the descriptions of show that they are ... ➤ How can you tell that...

	❖ I can explore texts to support and justify my predictions and opinions.	<ul style="list-style-type: none"> ➤ What impression of do you get from these paragraphs? ➤ What voice might these characters use? ➤ What was thinking when.... ➤ Who is telling the story? ➤ What may happen next? ➤ What is this text about?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ❖ can recognise language that is a feature of a particular genre and how this contributes to meaning. ❖ I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas. ❖ I can discuss the difference between literal and figurative language and the effects of imagery. 	<ul style="list-style-type: none"> ➤ How does this text make you feel? ➤ What do you think of this character? ➤ Which part do you prefer? Can you explain why? ➤ How does the way this is set out on the page help us to find information? ➤ Do you think this letter has been structured in a way that is helpful to the reader? ➤ Can you see how the author has achieved that? ➤ Do you like the phrase this author has chosen? ➤ Can you think of another text which compares with this one? How is it different? ➤ Is the author using facts? Has he/she researched well? ➤ What opinions does the author express? Do you agree with the author? ➤ Can you order the events in this text?

[illegible]



- ❖ 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.