



Bedford Primary School Progression Map: Curriculum Area: English Year: 5

Skills – as previous year groups plus:

Reading: Phonics, Decoding, Word Level & Fluency

- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
- Use knowledge of root words to understand meanings of words
- Apply growing knowledge of suffixes/prefixes to understand meaning of new words
- Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,*
- Read and understand meaning of most words on Y5/6 word list – discussing the unusual correspondences between spelling and sounds and where these occur in the word.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences

***See NC English Appendix 1 and year group word lists**

Fluency: At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading: Comprehension

Maintain positive attitudes to reading and understanding what they read by:

- Listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves
- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors
- Discussing vocabulary used by the author to create effect including figurative language
- Evaluating the use of authors' language and explain how it has created an impact on the reader.
- Exploring themes within and across texts e.g. loss, heroism, friendship
- Making comparisons within a text e.g. characters' viewpoints of same events
- Reading a wide range of genres and analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries) and differences between text types
- Recommending books to their peers with reasons for choices
- Reading books and texts that are structured in different ways for a range of purposes
- Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
- Learning a wider range of poems by heart
- Preparing poems and playscripts to read aloud and perform, showing understanding/awareness of audience through intonation, tone, volume and action so the meaning of what is being read is clear.

Understand what they read by:

- Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals
- Exploring meaning of words in context
- Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predicting what might happen from information stated and implied
- Re-reading and reading ahead to locate clues to support understanding
- Scanning for key words and text marking to locate key information
- Summarising main ideas drawn from more than one paragraph and identifying key details which support this
- Identifying how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.

	Discuss and evaluate how authors use language including figurative language, considering the impact on the reader: • Exploring, recognising and using the terms metaphor, simile, imagery • Explaining the effect on the reader of the authors' choice of language Distinguish between statements of fact or opinion within a text 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 • Preparing formal presentations individually or in groups • Using notes to support presentation of information • Responding to questions generated by a presentation • Participating in debates on an issue related to reading (fiction or nonfiction) Provide reasoned justifications for their views: • Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation) Retrieve and record information from non-fiction • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
Writing: Handwriting	Year 4: • Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch • Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency Year 5: • Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • Be clear about what standard of handwriting is appropriate for a particular task, e.g quick notes of a final handwritten version • Choose when it is appropriate to print or join writing e.g. printing for labelling a diagram.
Writing: Vocabulary, Punctuation and Grammar	Word Level: • Convert nouns or adjectives into verbs using suffixes e.g. <i>-ate; -ise; -ify</i> • Verb prefixes e.g. <i>dis-, de-, mis-, over- and re-</i> Sentence Structure: • Create complex sentences by using relative clauses with pronouns <i>who, which, where, when, whose, that</i>, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> or an omitted relative pronoun e.g. <i>This is the dress (that) I bought yesterday.</i> • Indicate degrees of possibility using adverbs, e.g. <i>perhaps, surely</i> or modal verbs, e.g. <i>might, should, could, will, must</i>. Explore, collect and use effective modal verbs/adverbs • Create and punctuate complex sentences using <i>ed/ing</i> openers and simile starters Text Structure: • Use devices to build cohesion within a paragraph, e.g. <i>then, after that, this, firstly, presently, subsequently.</i> • Ensure consistent use of tense throughout all pieces. • Linking ideas across paragraphs using adverbials of time, e.g. <i>later</i>, place e.g. <i>nearby</i> (place) and number e.g. <i>secondly</i> or tense choices e.g. <i>he had seen her before</i> Punctuation: • Identify and use brackets and dashes or commas to indicate parenthesis • Use 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 and purpose, selecting the appropriate language and structures and using similar writing as models for their own
- Noting and developing ideas
- Drawing on reading and research
- Considering (when planning narratives), how authors develop characters and settings (in books, films and performances)

Draft and write by:

- Consistently producing sustained and accurate writing from different narratives and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- Selecting appropriate grammar and vocabulary
- Describing settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace
- Regularly using dialogue to convey a character/advance the action
- Blending action, dialogue and description within and across paragraphs – consistently linking ideas
- Using devices to build cohesion (see VGP section)
- Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes

Evaluate and edit by:

- Assessing the effectiveness of own and others' writing in relation to audience and purpose
- Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Ensuring consistent and correct use of tense throughout a piece of writing
- Ensuring consistent subject and verb agreement
- Assess the effectiveness of their own and others' writing and to make necessary corrections and improvements – including spelling and punctuation.
- Proofreading work to précis longer passages by removing unnecessary repetition or irrelevant details.

Perform own compositions for different audiences:

- Using appropriate intonation and volume, adding movement, ensuring meaning is clear.

Writing: Spelling

- **Apply Y5 spelling rules and guidelines, as listed in English Appendix 1 NC – taught via RWINC Spelling Programme**
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.
- Use further prefixes and suffixes and understand the guidelines for adding them
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn
- Continue to distinguish between homophones/near homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use suffixes e.g. *-ate, -ise, -ify* to convert nouns and adjectives into verbs
- Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over*
- To spell many of the Y5 and Y6 statutory spelling words correctly.