

Churchfields the Village School  
 English Progression  
 Year 5 specific – Year 5/6 - Year 6 specific

NC2014	<p>Reading: Decoding Follow as a progression of skills over KS1/KS2</p>	<p>Reading: Composition Follow Year group program of study</p> <p><i>Taught through independent reading, group reading or whole class sessions.</i></p>	<p>Writing: Transcription (spelling and handwriting) Appendix 1A</p>	<p>Writing: Vocabulary, punctuation, and grammar Appendix 2</p> <p><i>Grammar objectives to be taught discretely before regularly revised and applied in writing lessons.</i></p>	<p>Writing: Composition</p> <p><i>Skills will be introduced in Year 5 and applied in Year 6. Additional teaching will consolidate and extend in Year 6.</i></p>	<p>Assessment: Reading and writing</p>
<p>Term 1 Topic C1: C2: C3: C4:</p>	<p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils.</p> <p>Learning new vocabulary (linked to topic).</p> <p>Establish reading expectations and routines for independent reading and/or group reading.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p>	<p>Revision of Year 4 content including use of pronouns to avoid repetition, expanded noun phrases with prepositional phrases, fronted adverbials, plural and possessive -s, inverted commas for speech.</p> <p>Using relative clauses beginning with who, which, where, when that or with an implied pronoun.</p> <p>Revision of Year 5 content including using relative clauses, modal verbs and adverbs to indicate possibility, brackets, dashes, commas to indicate parenthesis, using expanded noun phrases to convey complicated information concisely, perfect form of verbs,</p>	<p>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.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using further organisational and presentational devices to structure text and to guide the</p>	<p>Big write SWST spelling age test</p>

				<p>commas to clarify meaning.</p> <p>Synonyms and antonyms.</p>	<p>reader [for example, headings, bullet points, underlining]</p>	
<p><b>Term 2</b></p> <p><b>Topic</b></p> <p><b>C1:</b></p> <p><b>C2:</b></p> <p><b>C3:</b></p> <p><b>C4:</b></p>	<p>Learning new vocabulary (linked to topic) including meaning and correct pronunciation.</p> <p>Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>	<p>Making comparisons within and across books</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p>Identifying and using modal verbs to indicate degrees of possibility, e.g. might, should, will, must.</p> <p>Identifying and using adverbs to indicate possibility, e.g. perhaps, surely.</p> <p>Word classes including subject and object.</p> <p>Subjunctive forms</p> <p>Recognising vocabulary and structures that are appropriate for speech and writing.</p>	<p>Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs (not yet taught to Year 5)</p>	<p>Big write</p> <p>NFER SPAG</p> <p>and reading paper</p>
<p><b>Term 3</b></p> <p><b>Topic</b></p> <p><b>C1:</b></p> <p><b>C2:</b></p> <p><b>C3:</b></p> <p><b>C4:</b></p>	<p>Learning new vocabulary (linked to topic) including meaning and correct pronunciation.</p> <p>Build breadth and depth of reading, making sure that they</p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Use a thesaurus.</p>	<p>Parenthesis including brackets, dashes or commas.</p> <p>Expanded noun phrases to convey complicated information concisely.</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Big write</p>

	become independent, fluent and enthusiastic readers who read widely and frequently.	books from other cultures and traditions  Predicting what might happen from details stated and implied		Using a colon to introduce a list, semicolons within lists and punctuating bullet points correctly.  Active and passive voice.  Revise informal and formal vocabulary and structures in speech and writing.		
<b>Term 4</b> <b>Topic</b> <b>C1:</b> <b>C2:</b> <b>C3:</b> <b>C4:</b>	Learning new vocabulary (linked to topic) including meaning and correct pronunciation.  Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.	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	Write legibly, fluently and with increasing speed  Continue to distinguish between homophones and other words which are often confused	Using the perfect form of verbs to mark relationship of time and cause.  Using semicolons to mark boundaries between clauses and independent clauses. .  Using dashes and colons to mark boundaries between independent clauses.  Hyphens to avoid ambiguity	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	Big write NFER SPAG and reading paper
<b>Term 5</b> <b>Topic</b> <b>C1:</b> <b>C2:</b> <b>C3:</b> <b>C4:</b>	Learning new vocabulary (linked to topic) including meaning and correct pronunciation.  Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.	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	Write legibly, fluently and with increasing speed  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	Using commas to clarify meaning or avoid ambiguity in writing.  Devices to build cohesion within a paragraph.  Link ideas across paragraphs using adverbials of time, e.g. later, or tense choices,	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	Big write SWST spelling ages Year 6 SATs

				<p>e.g. he had seen her before.</p> <p>Cohesion: linking ideas across paragraphs using a wider range of cohesive devices, repetition of a word, grammatical connections and ellipses.</p> <p>Layout devices to structure text e.g. headings, sub headings, columns, bullets, tables.</p>	and writing and choosing the appropriate register	
<p><b>Term 6</b></p> <p><b>Topic</b></p> <p><b>C1:</b></p> <p><b>C2:</b></p> <p><b>C3:</b></p> <p><b>C4:</b></p>	<p>Learning new vocabulary (linked to topic) including meaning and correct pronunciation.</p> <p>Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>	<p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p>	Write legibly, fluently and with increasing speed	<p>Link ideas across paragraphs using adverbials of time, e.g. later, or tense choices, e.g. he had seen her before.</p> <p>Consolidation.</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	Big write NFER SPAG and reading paper

<b>Notes</b>		<b>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</b>				
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