Year 5 English Progression & Intent

The breakdown of objectives outlined below indicates the expectation term by term in which learners will be secure with the related knowledge, skills and understanding to fully achieve end of year expectations. Objectives are planned to be taught across the year at relevant points (indicated and tracked via medium term planning and implemented in short term planning) and each term objectives that have been secured will continue to be consolidated. Therefore the grid below should not be viewed just as a breakdown of objectives to be taught in each term but rather our intent for learners to secure these objectives progressively, building towards the overall achievement of all year group objectives collectively by the end of the academic year thereby securing age related expectations.

	Autumn	Spring	Summer
Spoken Language	◊ Listen and respond appropriately to adults & their peers ◊ Ask relevant questions to extend their understanding & knowledge ◊ Maintain attention & participate actively in collaborative conversations, staying on topic & initiating & responding to comments ◊ Speak audibly & fluently with an increasing command of Standard English	◊ Use relevant strategies to build their vocabulary ◊ Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas ◊ Participate in discussions, presentations, performances, role play, improvisations & debates ◊ Gain, maintain & monitor the interest of the listener(s)	◊ Articulate & justify answers, arguments & opinions ◊ Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings ◊ Consider & evaluate different viewpoints, attending to & building on the contributions of others ◊ Select & use appropriate registers for effective communication
Reading			
Word Reading	◊ Read for sustained periods independently ◊ Decode words they may have already heard but not seen in print	◊ Apply their growing knowledge of root words, prefixes & suffixes (etymology & morphology) both to read aloud & to understand the meaning of new words they meet	◊ Read further exception & unfamiliar words, noting the unusual correspondences between spelling & sound, & where these occur in the word
Comprehension	◊ Increase their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures & traditions ◊ Use dictionaries to check the meaning of words that they have read ◊ Retrieve & record information from non-fiction ◊ Using deduction to work out something the writer of a text has not directly said ◊ Make evidence-based conclusions ◊ Participate in discussions about books	◊ Read books that are structured in different ways & read for a range of purposes ◊ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ◊ Distinguish between fact & fiction ◊ Developing understanding & range of vocabulary & why the author has made the vocabulary choices in the text	◊ Ask questions to improve their understanding of a text ◊ Identify how language, structure, & presentation contribute to meaning ◊ Recognise some different forms of poetry (for example, free verse, narrative poetry) ◊ Learn poetry & plays to perform ◊ Identify main ideas drawn from more than one paragraph & summarise these ◊ Provide reasoned justifications for views
Writing			
Transcription: Spelling	◊ Use further prefixes & suffixes and understand the guidance for adding them	◊ Spell words that are often misspelt (English Appendix 1)	◊ Spell all Y5&6 common exception words, as listed in English Appendix 1 ◊ Use a thesaurus

	◊ Spell some words with 'silent' letters (for example, knight, psalm, solemn) ◊ Continue to distinguish between homophones and other words which are often confused ◊ Use dictionaries to check the spelling and meaning of words	◊ Use the first two or three letters of a word to check its spelling in a dictionary	
Transcription: Handwriting	◊ Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. ◊ Choosing the appropriate handwriting for a particular task (for example, labelling a diagram)		
Composition	◊ Plan their writing by: - identifying the audience for and purpose of the writing ◊ Draft & write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ◊ Evaluate & edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements	◊ Plan their writing by: - selecting the appropriate form and using other similar writing as models for their own - discussing and recording ideas ◊ Draft & write by: - précising longer passages - in non-narrative material, using simple organisational devices (for example, headings and sub-headings) - link ideas using tense choices ◊ Evaluate & edit by: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	◊ Plan their writing by: - noting and developing initial ideas, drawing on reading and research where necessary - use devices to build cohesion within a paragraph - write for a range of audiences and purposes - produce longer crafted writing ◊ Evaluate & edit by: - proof-read for spelling and punctuation errors - ensuring the consistent and correct use of tense throughout a piece of writing ◊ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Grammar & Punctuation	◊ Develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate or formal speech - writing, including subjunctive forms - using expanded noun phrases to convey complicated information concisely ◊ Indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing	◊ Develop their understanding of the concepts set out in English Appendix 2 by: - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ◊ Indicate grammatical and other features by: - using brackets, dashes or commas to indicate parenthesis - using hyphens to avoid ambiguity	- Develop their understanding of the concepts set out in English Appendix 2 by: - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time & cause - use Standard English verbs forms accurately - use cohesive devices across paragraphs to link - change formality appropriately - use & understand the grammatical terminology in English Appendix 2 accurately & appropriately when discussing their writing & reading