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| **Expected by the end of KS2: Year 5** | **Spoken Language** Listen and respond appropriately to adults and their peersAsk relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyArticulate and justify answers, arguments and opinionsGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsMaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listener(s)Consider and evaluate different viewpoints, attending to and building on the contributions of othersSelect and use appropriate registers for effective communication. | **Writing: Handwriting****English Progression Map****Learning Journey Year 5**Write legibly, fluently and with increasing speedChoose which shape of a letter to use when given choices and deciding whether or not to join specific lettersChoose the writing implement that is best suited for the taskPresentation of work should be consistently of a high standard | **Reading: Comprehension****To encourage positive attitudes to reading children should:**Continue to read and discuss a range of fiction, poetry, plays, non-fiction and reference or text books Read books that are structured in different ways for a range of purposes (Fiction and Non-fiction)Increase familiarity with a wide range of books such as myths, legends, traditional stories and books from other cultures and traditions and know their featuresRecommend books to friends, giving reasons for choices (book reviews)Identify and discuss themes and conventions in a wide range of writing, for example, loss/heroism, use of the first person in diaries and auto-biographiesLearn how to compare different versions of texts, characters and settings, explaining the differences and similaritiesLearn a range of poetry by heart, such as, narrative verse, haiku, sonnet, balladPrepare poems and play scripts to read aloud and to perform, showing understanding through use of intonation, tone and volume so that the meaning is clear to the audience (use of DEAL drama)**Children need to understand what they have read so must:**Check that the book makes sense, discussing understanding and exploring the meaning of words in contextAsk questions to improve understandingMake inferences such as, inferring character’s feelings, thoughts and motives from their actions, trying to justify inferences with evidence from the text (quotations)Make predictions about what might happen from details stated and impliedSummarise main ideas from more than one paragraph, identifying key details that support the main ideaIdentify how writers use language, structure and presentation to contribute to meaning, and explain their impact on the reader, such as, precisely chosen adjectives, similes, paragraphingIdentify grammatical features used by the author such as, rhetorical questions, varied sentence lengths, varied sentence openers, chain of reference (varying pronouns)Begin to understand between statements of fact and opinionRetrieve, record and present information from non-fiction, applying these skills in reading history, geography and science textbooks, reading information leaflets or theatre programmes Participate in discussions about books, building on own ideas Explain and discuss understanding of what has been read, giving personal views, (through formal presentations and debates), maintaining a focus on the topic and using notes where necessaryBegin to refer back to the text to support opinions |
| **Writing: Vocabulary, Punctuation and Grammar*** Recognise vocabulary and structures that are appropriate for formal speech and writing
* Experiment with beginning sentences in a variety of ways, using adverbials, conjunctions, ing, ed
* Use grammatical features and vocabulary appropriate for the text types taught so far
* Choose rich vocabulary to engage the reader and have an impact
* Use the perfect forms of verbs to mark relationships of time and cause
* Add well chosen detail to interest the reader through expanded noun phrases
* Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
* Use brackets, dashes or commas to show parenthesis
* Use modal verbs or adverbs to indicate degrees of possibility
* Use relative clauses beginning with who, which, were, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
* Use commas to clarify meaning or avoid mixed meanings
* Use a colon to introduce a list
* Punctuate bullet points consistently
 | **Reading: Word Recognition** * Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
* Use prior knowledge of similar looking words to attempt correct pronunciation of unfamiliar words
* Re-read and read ahead to check for meaning
* Ensure all letters in a word are considered when reading it
* Read fluently, using punctuation to inform meaning

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| **Writing: Composition****When planning their writing children should:**Think aloud to generate ideasBegin to identify the audience and purpose of the writingBegin to understand the appropriate form for the audience and purpose of the writing across the curriculumUse similar writing as models for own writingWith support, note and develop initial ideas logically, drawing on reading or research where necessaryBegin to consider how authors have developed characters/settings in narrative texts that have been read, listened to, or seen performed**When drafting and writing they must:**Select appropriate grammar and rich vocabulary, beginning to understand how such changes can make meaning clearer or can change the meaningIn narratives, describe settings, characters, and atmosphereInclude dialogue to express character and advance action(The speech of a character should cause any action in the story to move forward, or uncover relevant plot information) With support, begin to summarise a text, giving key informationLearn to use a range of devices to build cohesion within and across paragraphs: time conjunctions, subordinating and co-ordinating conjunctions; adverbials; correct tense; developed noun phrases and varied pronouns (a chain of reference)Begin to use a wider range of devices to organise and present texts which help to guide the reader (headings, sub-headings, bullet points and under-lining, numbering, fact boxes, pictures, diagrams and captions)**In order to evaluate and edit writing children must:**Assess the effectiveness of their own and others’ writingRe-read own writing to check that the meaning is clearSuggest changes to vocabulary, grammar and punctuation to enhance effects and make meaning clearWith support, apply the correct and consistent use of tenseEnsure correct subject and verb agreement when using singular and pluralBegin to distinguish between the formal and informal spoken and written forms, using them in the correct context in writingProof-read for spelling and punctuation errorsPerform own compositions, attempting to use appropriate intonation, volume, and movement so that meaning is clear |
|  | **Writing: Spelling**Form verbs with prefixes, for example, dis, de, mis, over and reUse prefixes and suffixes, understanding how they affect root words, for example, convert nouns or adjectives into verbs by adding a suffix such as, ate, ise, ifyDistinguish between homophones and other words which are often confused their, there, they’re, to, two, tooSpell words with silent letters such as, knight, psalm, solemnContinue to distinguish between homophones and other words which are often confusedSpell identified misspelt words from the Year 5 and 6 word listUnderstand that the spelling of some words needs to be learnt specifically as they do not follow the rulesUse the first 3 or 4 letters of a word to check its spelling and meaning in a dictionaryUse a thesaurusUse a range of spelling strategies**Specific Foci**Statutory Spelling WordsWords ending in ‘-ious.’ Words ending in ‘–cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. Challenge words Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably. Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. Words with ‘silent’ letters at the start. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words spelled with ’ie’ after c.Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. Words containing the letter string ‘ough’ where the sound is /aw/. Words containing the letter string ’ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. Adverbs of possibility. These words show the possibility that something has of occurring. Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.Revision of Year 5 words |  |