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| Year 5 English Knowledge and Skills in The New National Curriculum | | | |
| Reading | Writing | Vocabulary, grammar and punctuation | Spoken English |
| Reading –word reading   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet | Writing – composition 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 * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and 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 * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   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 * 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 and writing and choosing the appropriate register   Proof-read for spelling and punctuation errors  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Word   * convert nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify] * use verb prefixes [for example, dis–, de–, mis–, over– and re–]   Sentence   * use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun * indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]   Text   * use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]   Punctuation   * use brackets, 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 | * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication |
| Reading -comprehension  Maintain positive attitudes to reading and understanding of what they read by:   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * 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   Understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * 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   Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction  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  Provide reasoned justifications for their views |
| Writing – transcription  Spelling (see also English Appendix 1 for further guidance)   * consolidate rules and patterns covered in Y3 and Y4 * spell -cial and -tial endings (especially, special. partial) * spell endings which sound like ʃəs/ spelt –cious or –tious (suspicious, infectious, conscious) * spell words ending in –ant, –ance/ –ancy, –ent, –ence/–ency spell words containing the letter-string ough * spell words with the /i:/ sound spelt ei after c * spell words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word e.g. doubt, island) * spell words ending in –able and –ible * spell words ending in –ably and –ibly |
| Writing –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 |

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|  | **Progression in Discussion Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | *National Curriculum programme of*  *study – statutory requirements* | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |

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| Y**ear 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * identifying how language, structure and presentation contribute to meaning   To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction.  To provide reasoned justifications for their views. | * To distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. * To experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama. | To 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   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Using further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining)*   To 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   **Grammar**   * Devices to build **cohesion** within a paragraph *(e.g. then, after that, this, firstly)*   Linking ideas across a paragraph using **adverbials** of time *(e.g. later*) place *(e.g. nearby*) and number (*e.g. secondly)*   * Indicating degrees of possibility using **adverbs** (*e.g. perhaps, surely)* or **modal verbs** *(e.g. might, should, will, must)* | * To compile texts which present a balanced view of an event/situation/response (*Link to other areas of the Curriculum, e.g. Science or Geography)* |

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|  | **Progression in Explanatory Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction and reference books or text books * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding   To retrieve, record and present information from non-fiction. | * To read and analyse a range of explanatory texts, investigating and noting features of:   + impersonal style   -complex sentences   * + technical vocabulary   + use of words/phrases to make sequential, causal or logical connections * To research and plan a page for a reference book linked to another area of the curriculum, e.g., Science (*using shared note- making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.)* | To 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 * Noting and developing initial ideas, drawing on reading and research where necessary   To draft and write by:   * Using a wide range of devices to build cohesion within and across paragraphs * Using further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining)*   **Grammar**   * Devices to build cohesion within a paragraph *(e.g. then, after that, this, firstly)* * Linking ideas across a paragraph using adverbials of time *(e.g. later*) place *(e.g.*   *nearby*) and number (*e.g. secondly)*  Indicating degrees of possibility using adverbs (*e.g. perhaps, surely)* or modal verbs *(e.g. might, should, will, must)* | * To independently plan, compose, edit and refine explanatory texts (*using reading as a source, focusing on clarity, conciseness and impersonal style; linked to another area of the curriculum, e.g. Science).* |

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|  | **Progression in Instructional Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction and reference books * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * identifying how language, structure and presentation contribute to meaning | * To evaluate sets of instructions (*including attempting to follow some of them)* for:   -purpose  -organisation and layout  -clarity and usefulness   * To identify sets of instructions which are for more complex procedures, or are combined with other text types *(e.g. some recipes*) * To compare instructions in terms of audience/purpose and form *(structure and language features).* | To 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   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Using a wide range of devices to build cohesion within and across paragraphs * Using further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining)*   To evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing   Ensuring the consistent and correct use of tense throughout a piece of writing  **Grammar**   * Devices to build cohesion within a paragraph *(e.g. then, after that, this, firstly)* * Linking ideas across a paragraph using adverbials of time *(e.g. later*) place *(e.g. nearby*) and number (*e.g. secondly)* * Brackets, dashes or commas to indicate parenthesis | * To write instructions for more complex procedures * To write instructions for a specific audience (*e.g. explaining how to build a Lego model for a young child; recipe for a peer to follow)* |

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|  | **Progression in Narrative** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| Y**ear 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of fiction * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and * across a wide range of writing making comparisons within and across books   To understand what they read by:   * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | * To recognise that story structure can vary in different types of story and use this to make predictions *(Plots can have high and low points; extended narratives can be repeated with several episodes building up before the end. Analyse more complex structures and those that do not have a simple linear chronology)*   To recognise that authors have particular styles and may have a particular audience in mind *(identify use of figurative language; themes; discuss the author’s perspective; author’s perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story)*   * To identify how characters change during a story and discuss possible reasons (E.g. *in response to particular experiences or over time)* * To identify how different types of story can have typical settings. *(Real-life stories can be based in different times or places, e.g. historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds)* * To plan and tell stories to explore narrative viewpoint *(Re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and* * *engage the listener)* | To plan their writing by:   * in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed   To draft and write by:   * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   using a wide range of devices to build cohesion within and across paragraphs  **Grammar**   * Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun * Devices to build cohesion within a paragraph *(e.g. then, after that, this, firstly)* * Linking ideas across paragraphs using adverbials of time *(e.g. later*), place *(e.g. nearby)* and number *(e.g. secondly)* | * To develop particular aspects of story writing *(experiment with different ways to open the story; add scenes, settings, characters or dialogue to a familiar story)* * To develop characterisation *(by showing the reader what characters say and do and how they feel and react at different points in the story)* * To plan and write complete stories * To organise more complex chronological narratives into several paragraph units relating to story structure *(adapt for narratives that do not have linear chronology,*   *e.g. portray events happening simultaneously Meanwhile…)*  To extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases   * To adapt writing for a particular audience aim for consistency in character and style |

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|  | **Progression in Persuasive Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * identifying how language, structure and presentation contribute to meaning   To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction.  To provide reasoned justifications for their views. | * To read and evaluate persuasive texts *(e.g. letters, newspapers or magazines, adverts, fliers intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate)* * To recognise the use of ambiguity, half-truth, bias; (*how opinion can be disguised to seem like fact)* * To collect and investigate the use of persuasive devices (*such as words and phrases, e.g. ‘surely’, ‘it wouldn’t be very difficult…’; persuasive definitions, e.g. ‘no one but a complete idiot…’, ‘every*   *right-thinking person would…’, ‘the real truth is…’; rhetorical*  *questions, e.g. ‘are we expected*  *to…?’, ‘where will future audiences come from…?’; pandering, condescension, concession, e.g. ‘Naturally, it takes time for local*  *residents…’; deliberate ambiguities, e.g. ‘probably the best…in the world’ ‘known to cure all…’, ‘the professional’s choice’)* | To 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   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Using further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining)*   To 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  **Grammar**   * Devices to build cohesion within a paragraph *(e.g. then, after that, this, firstly)* * Linking ideas across a paragraph using adverbials of time *(e.g. later*) place *(e.g. nearby*) and number (*e.g. secondly)* * Indicating degrees of possibility using adverbs (*e.g. perhaps, surely)* or modal verbs *(e.g. might, should, will,* * *must)* | * To draft and write persuasive letters for real purposes (e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state) * To write a commentary on an issue *(e.g. as a news editorial or leaflet, setting out and justifying a personal view; to use structures from reading to set out and link points,*   *e.g. numbered lists, bullet points)*   * To construct an argument to persuade others of a point of view (*present the case to the class or a group; use Standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this, e.g. develop a PowerPoint presentation.)* * To understand how persuasive writing can be adapted for different audiences and purposes (*e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types)* |

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|  | **Progression in Poetry and Play Scripts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of poetry and plays * 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   To understand what they read by:   * identifying how language, structure and presentation contribute to meaning   To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | * To discuss poet’s possible viewpoint, explain and justify own response and interpretation * To explain the use of unusual or surprising language choices and effects (*such as onomatopoeia and metaphor; comment on how this influences meaning)* * To explore imagery including metaphor and personification * To compare different forms and describe impact * To vary pitch, pace, volume, expression and use pauses to create impact * To use actions, sound effects, musical patterns, images and dramatic interpretation | To 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 * Noting and developing initial ideas, drawing on reading and research where necessary   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   To evaluate and edit by:   * Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   To perform their own compositions, sing appropriate  intonation, volume, and movement so that meaning is clear.  **Grammar**   * Converting nouns or   adjectives in to verbs, using suffixes *(e.g. –ate, -ise, -ify)* | * To invent nonsense words and situations and experiment with unexpected word combinations * To use carefully observed details and apt images to bring subject matter alive * To avoid cliché in own writing * To write free verse * To use or invent repeating patterns * To attempt different forms   *(including rhyme for humour)* |

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|  | **Progression in Recount Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 5** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction and reference books * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas   To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction. | * To identify the features of recounted texts (*such as sports reports, diaries, police reports*) including   - introduction to set the scene  -chronological sequence  -varied but consistent use of past tense, (*e.g. ‘As he was running away he noticed…)*  -possible supporting illustrations  -degree of formality adopted  -use of connectives   * To use the language features of recounts including formal language when recounting events orally | To 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 * Noting and developing initial ideas, drawing on reading and research where necessary   To draft and write by:   * Using a wide range of devices to build cohesion within and across paragraphs   To evaluate and edit by:   * Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register   **Grammar**  Devices to build cohesion within a paragraph *(e.g. then, after that, this, firstly)*   * Linking ideas across paragraphs using adverbials of time, place and number * Relative clauses or an omitted relative pronoun | * To write recounts based on the same subject (*such as a field trip, a match or a historical event)* for two contrasting audiences *(such as a close friend and an unknown reader)* |