











English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 5

AUTUMN Term



Reading		Term 1	Term 2
Reading	Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Who let the Gods out – reading and writing focus	Jamie Drake Equation - Reading
	Guided Reading Skills Foci: Bronze Silver Gold	 VIPERS focus: retrieval and vocabulary (all skills revisited regularly to ensure revision of knowledge)	 VIPERS focus: Explain, summarise and Vocabulary (all skills revisited regularly to ensure revision of knowledge)
	 <p>I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.</p> <p>I can locate specific vocabulary in a text</p> <p>Retrieval focus questions: How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...?</p>  <p>Vocabulary focus questions: • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....</p> <p>I can apply and adjust my understanding of a word within the context of a specific text</p>  <p>I can take part in discussions, taking account of what others say and comment on their ideas.</p> <p>I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers</p>	 <p>I can clearly explain how an author creates a feeling or an atmosphere</p> <p>I can order events in a text (e.g. 1-5)</p> <p>Summarise focus questions: Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?</p>  <p>Explain focus questions: Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?</p>  <p>I can take part in discussions, taking account of what others say and comment on their ideas.</p> <p>I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers</p>	
21 Steps (National Curriculum)	<p><u>End of year 4 expectations Step 15</u></p> <p><u>Word Reading</u> - Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.</p> <p><u>Comprehension</u> - Retrieve and record information from nonfiction.</p>	<p>Step 16</p> <p><u>Word Reading</u> - I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.</p> <p><u>Comprehension</u> - I can identify the different features of fiction and non-fiction genres. - I can compare, contrast and evaluate different non-fiction texts. - I can discuss my understanding of a text. I can skim to identify key ideas.</p>	





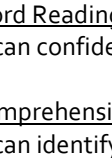
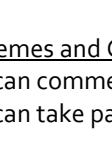




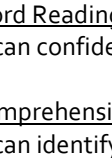
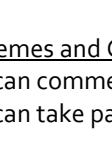












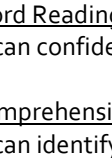
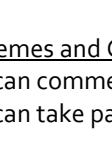




		<p><u>Themes and Conventions</u></p> <ul style="list-style-type: none"> - Read books that are structured in different ways and reading for a range of purposes. -Recognise key themes in what they read <p><u>Language for Effect</u></p> <ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning. <p><u>Making Inference</u></p> <ul style="list-style-type: none"> - To discuss their understanding and explain the meaning of words in context. - Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. - Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> - I can make simple comparisons between books. <p><u>Themes and Conventions</u></p> <ul style="list-style-type: none"> - I can use the way in which a text is organised to help me understand. - I can talk about books, discuss the main points and build on my reasoning. <p><u>Language for Effect</u></p> <ul style="list-style-type: none"> - I can comment on how an author has used language and its effect upon the reader. <p><u>Making Inference</u></p> <ul style="list-style-type: none"> - I can recognise which characters the author wants the reader to like/dislike. - I can make simple predictions about a story
--	--	---	--

		Term 1							Term 2						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics and spelling (Linked to Letters and Sounds)	Yr4 Revise	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'	Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'.	The prefix 'sub-'which means under or below.	The prefix 'inter-' means between, amongst or during.	The prefix 'inter-' means between, amongst or during.	Challenge Words	The suffix '-ation' is added to verbs to form nouns .	The suffix '-ation' is added to verbs to form nouns.	The suffix '-ation' is added to verbs to form nouns	Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.	Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l'.	Word with the 'sh' sound spelled ch. These words are French in origin	Challenge Words
	Progression and National Curriculum)	Yr5	Words 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	Challenge Words	Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	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.'

Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression	<p><u>End of year 4 expectations Step 15</u></p> <p><u>Spelling</u></p> <p>I can use the first three letters of a word to check the spelling and meaning of new words.</p> <p>I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far</p> <p><u>Step 16</u></p> <p><u>Spelling</u></p> <p>I understand how to use further prefixes and suffixes.</p> <p>I can distinguish between more complex homophones and other words which are often confused</p>
--	---

	Term 1 – Greek Mythology							Term 2 SPACE							
Writing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4 Science fiction	Week 5	Week 6	Week 7	
Genre/Composition	Character description (Greek monsters)			Setting description (Underworld)		Narrative- (Greek myth)		Descriptions	Setting description & Diary			Story writing		Poetry	
Grammar and Punctuation: NC (Specific to genre/composition)	<ul style="list-style-type: none"> Precise vocabulary choices Imagery/figurative language Appropriate noun/pronoun choice Accurate sentence structure- sense with CL, full stop and comma in a list. 					<ul style="list-style-type: none"> Paragraphing Cohesion Fronted adverbials Complex sentences/subordinate clauses Commas after fronted adverbial and subordinate clause. 		<ul style="list-style-type: none"> Using varied sentence starters 	<ul style="list-style-type: none"> Precise vocabulary choices Imagery/figurative language Appropriate noun/pronoun choice Accurate sentence structure- sense with CL, full stop and comma in a list. Colon for lists 			<ul style="list-style-type: none"> Adding description/detail Sentence structure Relative clauses using brackets, dashes and commas. Colon for list/explanation 		<ul style="list-style-type: none"> Paragraphing/cohesion Appropriate layout Verb and noun choice Figurative language 	

SPRING Term

Reading	Term 3	Term 4																				
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<p>Non-fiction texts Newspapers/balanced arguments/ letters</p>	<p>Indian in the cupboard - reading</p>																				
<p>Guided Reading Skills Foci:</p> <p>Bronze Silver Gold</p>	<table border="1"> <tr> <td style="background-color: #c8e6c9; text-align: center;"></td> <td style="background-color: #c8e6c9;">VIPERS focus: Infer and Predict (all skills revisited regularly to ensure revision of knowledge)</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can discuss the purpose, audience and organisation of different fiction/nonfiction texts.</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. Predict focus questions: • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Infer focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? How do you know?</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can take part in discussions, taking account of what others say and comment on their ideas.</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers</td> </tr> </table>		VIPERS focus: Infer and Predict (all skills revisited regularly to ensure revision of knowledge)		I can discuss the purpose, audience and organisation of different fiction/nonfiction texts.		I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. Predict focus questions: • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.		Infer focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? How do you know?		I can take part in discussions, taking account of what others say and comment on their ideas.		I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers	<table border="1"> <tr> <td style="background-color: #c8e6c9; text-align: center;"></td> <td style="background-color: #c8e6c9;">VIPERS focus: inference and summarise (all skills revisited regularly to ensure revision of knowledge)</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can use VIPERS to help me understand what area of reading I am focusing on. I can skim read a text to get a gist of what I am reading</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can use VIPERS to help me ask questions and use evidence to support my ideas or claims I can use evidence to structure with confidence to explain and justify my understanding of a question, using evidence from the text Infer focus questions: How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? How do you know? How has the author used description to show how this character is feeling? How does the layout help...? Can you explain why... Why did the author choose these words? What evidence can you use to support your view?</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers</td> </tr> </table>		VIPERS focus: inference and summarise (all skills revisited regularly to ensure revision of knowledge)		I can use VIPERS to help me understand what area of reading I am focusing on. I can skim read a text to get a gist of what I am reading		I can use VIPERS to help me ask questions and use evidence to support my ideas or claims I can use evidence to structure with confidence to explain and justify my understanding of a question, using evidence from the text Infer focus questions: How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? How do you know? How has the author used description to show how this character is feeling? How does the layout help...? Can you explain why... Why did the author choose these words? What evidence can you use to support your view?		I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers
	VIPERS focus: Infer and Predict (all skills revisited regularly to ensure revision of knowledge)																					
	I can discuss the purpose, audience and organisation of different fiction/nonfiction texts.																					
	I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. Predict focus questions: • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.																					
	Infer focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? How do you know?																					
	I can take part in discussions, taking account of what others say and comment on their ideas.																					
	I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers																					
	VIPERS focus: inference and summarise (all skills revisited regularly to ensure revision of knowledge)																					
	I can use VIPERS to help me understand what area of reading I am focusing on. I can skim read a text to get a gist of what I am reading																					
	I can use VIPERS to help me ask questions and use evidence to support my ideas or claims I can use evidence to structure with confidence to explain and justify my understanding of a question, using evidence from the text Infer focus questions: How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? How do you know? How has the author used description to show how this character is feeling? How does the layout help...? Can you explain why... Why did the author choose these words? What evidence can you use to support your view?																					
	I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers																					
<p>21 Steps (National Curriculum)</p>	<p><u>Step 17</u></p> <p><u>Word Reading</u> - I can confidently read most words, understanding the impact of prefixes and suffixes on root words.</p> <p><u>Comprehension</u> - I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. - I can discuss my understanding of a text by identifying the purpose of the author. - I can skim and scan non-fiction texts to speed up research. - I can make comparisons between books, commenting on similarities and differences.</p> <p><u>Themes and Conventions</u> - I can comment on the structural choices an author has used to organise a text. - I can take part in discussions, listening to others' ideas and building on them.</p> <p><u>Language for Effect</u> - I can identify and articulate my response to the effect of figurative and descriptive language.</p>	<p><u>Step 18</u></p> <p><u>Word Reading</u> - I understand the history of words and the relationship between them to help me read unknown polysyllabic words. - I understand the impact of prefixes and suffixes on root words. - I can read all Year4/5 Common Exception Words</p> <p><u>Comprehension</u> - I can identify, collate and discuss the key ideas and information from a range of sources. - I can talk confidently about the purpose of the text and the specific intentions of the author. - I can ask questions to clarify my understanding. - I can use what I know about text structure to find information. - I can compare, contrast and evaluate different books.</p> <p><u>Themes and Conventions</u> - I can recognise language that is a feature of a particular genre and how this contributes to meaning.</p>																				

		<p><u>Making Inference</u> - I can explain what I think the character's personality is like by referring to their behaviours. - I can state my predictions for the story, using evidence from the book.</p>							<p>- I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas.</p> <p><u>Language for Effect</u> - I can discuss the difference between literal and figurative language and the effects of imagery.</p> <p><u>Making Inference</u> - I understand the thoughts and feelings of characters by referring to their actions. - I can justify my opinion. - I can explore texts to support and justify my predictions and opinions.</p>						
Phonics and spelling (Linked to Letters and Sounds) Progression and National Curriculum)	Yr5 Revise	Term 3							Term 4						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Words ending in '-able.'	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	Adding suffixes beginning with vowel letters to words ending in -fer.	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)	Challenge Words		Words spelled with 'ie' after c.	Words with the 'ee' sound spelled ei after c.	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.	Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.	Challenge Words	
	Yr6	Adding the prefix '-over' to verbs.	Convert nouns or verbs into adjectives using suffix '-ful.'	Words which can be nouns and verbs	Words with an /o/ sound spelled 'ou' or 'ow.'	Words with a 'soft c' spelled /ce/.	Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite		Words with the /f/ sound spelled ph.	Words with origins in other countries	Words with unstressed vowel sounds.	Words with endings /shuhl/ after a vowel letter	Words with endings /shuhl/ after a consonant letter.	Words with the common letter string 'acc' at the beginning of words.	
Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression		<p><u>End of year 5 expectations</u> <u>Spelling</u> I can use further prefixes and suffixes Step 20 <u>Spelling</u> I can spell all words on the year 5 and 6 word list. I can independently use a dictionary to check the spelling and meaning of words. <u>Step 17</u> <u>Word Reading</u> - I can confidently read most words, understanding the impact of prefixes and suffixes on root words. <u>Step 18</u> <u>Word Reading</u> - I understand the history of words and the relationship between them to help me read unknown polysyllabic words. - I understand the impact of prefixes and suffixes on root words. - I can read all Year4/5 Common Exception Words</p>													

	Term 3							Term 4						
Writing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition	Discussion text		Information text		Letter writing			Recount		Poetry		Narrative (own Choice)		
Grammar and Punctuation: NC	<ul style="list-style-type: none"> Formal vocabulary Advanced use of conjunctions- despite, due to, furthermore Paragraphing- cohesion- importance of intro and conclusion Relative clause Commas after fronted adverbials and subordinate clauses 		<ul style="list-style-type: none"> Note taking and rewording Passive Paragraphing-cohesions Editing Commas to clarify meaning Relative clause 		<ul style="list-style-type: none"> Contraction and Possessive apostrophes Paragraphing/cohesion Appropriate layout Vocabulary- formal and informal 			<ul style="list-style-type: none"> Accurate sentence structure Paragraphing/Cohesion Punctuation 		<ul style="list-style-type: none"> Figurative language- metaphor & simile 		<ul style="list-style-type: none"> Word classes Speech-direct and indirect Punctuating speech- new speaker new line Using speech to move the story forward. 		
Spelling: NC/Spelling Shed	YR4 Revision	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	Adding the suffix –ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels	The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.	The 'ee' sound spelled with an 'i.'	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	Challenge Words	The 'au' digraph	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	Challenge Words	
	Yr5 Teach	Words ending in '-able.'	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	Adding suffixes beginning with vowel letters to words ending in -fer.	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)	Challenge Words	Words spelled with 'ie' after c.	Words with the 'ee' sound spelled ei after c.	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.	Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.	Challenge Words	
21 Steps	Step 17 <u>Spelling</u> I can spell words on the Year 5/6 list. I can use a dictionary to check the spelling and meaning of words.							Step 18 <u>Spelling</u> I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus to define words and collect a variety of words to support writing.						

Handwriting

I can write legibly and fluently with increasing speed.

Composition

I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.

I am beginning to organise and present my writing using devices that structure text and guide the reader.

I can usually use the correct tense throughout a piece of writing.

I am beginning to check for correct subject and verb agreement.

Vocabulary and Grammar

I can sometimes demonstrate how to use the passive to affect the presentation of a sentence.

I can sometimes write appropriate sentences using formal and informal speech.

I can sometimes show examples in my work of use of expanded noun phrases.

Punctuation

I can use a comma, bracket or dash with accuracy and confidence within my writing.

I can use colons with accuracy and confidence within my writing.

Handwriting

I can write legibly and fluently with increasing speed.

Composition

I can use some ideas from authors I have read, listened to, or seen performed in my own writing.

I can sometimes précis longer passages.

I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others writing.

I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Vocabulary and Grammar

I can often use the passive accurately in my work.

I can often select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms.

I can often use expanded noun phrases for effect in my independent writing.

Punctuation

























I can always use commas, brackets or dashes appropriately and independently in my writing.

I can always use colons where appropriate independently.



English Coverage Year 5 SUMMER Term



Reading	Term 5	Term 6																
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	The River – Reading and writing Holiday brochures	The firework makers daughter – reading and writing Adverts Instructional texts																
Guided Reading Skills Foci: Bronze Silver Gold	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #c8e6c9; text-align: center;"></td> <td style="background-color: #c8e6c9;">VIPERS focus:inference and summarise</td> </tr> <tr> <td style="text-align: center;"></td> <td> I can summarise the main ideas of a text I can ask questions to deepen my understanding of a text (using the VIPERS to support me as needed) I can understand and can explain the use of different structures in non-fiction texts and their purpose I can read at an appropriate pace to enable me to read with fluency and understanding </td> </tr> <tr> <td style="text-align: center;"></td> <td> I can explain an author’s choice of language or structure in a text and provide evidence to back up my answer I can draw on inferences motives from their actions, and justifying inferences with evidence. I can compare my knowledge of texts this term to previous terms </td> </tr> <tr> <td style="text-align: center;"></td> <td> I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers </td> </tr> </table>		VIPERS focus:inference and summarise		I can summarise the main ideas of a text I can ask questions to deepen my understanding of a text (using the VIPERS to support me as needed) I can understand and can explain the use of different structures in non-fiction texts and their purpose I can read at an appropriate pace to enable me to read with fluency and understanding		I can explain an author’s choice of language or structure in a text and provide evidence to back up my answer I can draw on inferences motives from their actions, and justifying inferences with evidence . I can compare my knowledge of texts this term to previous terms		I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #c8e6c9; text-align: center;"></td> <td style="background-color: #c8e6c9;">VIPERS focus: retrieval and vocabulary (all skills revisited regularly to ensure revision of knowledge before year 6)</td> </tr> <tr> <td style="text-align: center;"></td> <td> I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. I can locate specific vocabulary in a text using my own methods of highlighting Retrieval focus questions: How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? </td> </tr> <tr> <td style="text-align: center;"></td> <td> Vocabulary focus questions: • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... I can apply and adjust my understanding of a word within the context of a specific text </td> </tr> <tr> <td style="text-align: center;"></td> <td> I can explain how to answer questions with evidence and provide examples of this for others I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers </td> </tr> </table>		VIPERS focus: retrieval and vocabulary (all skills revisited regularly to ensure revision of knowledge before year 6)		I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. I can locate specific vocabulary in a text using my own methods of highlighting Retrieval focus questions: How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...?		Vocabulary focus questions: • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... I can apply and adjust my understanding of a word within the context of a specific text		I can explain how to answer questions with evidence and provide examples of this for others I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers
	VIPERS focus:inference and summarise																	
	I can summarise the main ideas of a text I can ask questions to deepen my understanding of a text (using the VIPERS to support me as needed) I can understand and can explain the use of different structures in non-fiction texts and their purpose I can read at an appropriate pace to enable me to read with fluency and understanding																	
	I can explain an author’s choice of language or structure in a text and provide evidence to back up my answer I can draw on inferences motives from their actions, and justifying inferences with evidence . I can compare my knowledge of texts this term to previous terms																	
	I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers																	
	VIPERS focus: retrieval and vocabulary (all skills revisited regularly to ensure revision of knowledge before year 6)																	
	I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. I can locate specific vocabulary in a text using my own methods of highlighting Retrieval focus questions: How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...?																	
	Vocabulary focus questions: • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... I can apply and adjust my understanding of a word within the context of a specific text																	
	I can explain how to answer questions with evidence and provide examples of this for others I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers																	
21 Steps (National Curriculum)	<p>End of year 5 expectations</p> <p><u>Word Reading</u></p> <p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Comprehension</u></p>																	

		<p>Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</p> <ul style="list-style-type: none"> - 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. - Retrieve, record and present information from non-fiction. - Making comparisons within and across books. - Distinguish between statements of fact and opinion. <p><u>Themes and Conventions</u></p> <ul style="list-style-type: none"> - Identifying and discussing themes and conventions in and across a wide range of writing. - Identifying how language, structure and presentation contribute to meaning. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously <p><u>Language for Effect</u></p> <ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. <p><u>Making Inference</u></p> <ul style="list-style-type: none"> - 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. - Provide reasoned justifications for their views. 													
Phonics and spelling (Linked to Letters and Sounds)	Yr5 Revise	Term 5							Term 6						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Yr6	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	Challenge Words		Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	
Progression and National Curriculum)		Words ending in '-ably.'	Words ending in '-ible'	Adding the suffix '-ibly' to create an adverb.	Changing '-ent' to '-ence.'	-er, -or, -ar at the end of words.	Adverbs synonymous with determination		Adjectives to describe settings	Vocabulary to describe feelings	Adjectives to describe character	Grammar Vocabulary	Grammar Vocabulary	Mathematical Vocabulary	
Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression		<p>End of year 5 expectations</p> <p><u>Spelling</u></p> <p>I can use a range of strategies to support accurate spelling in my writing.</p> <p>I can use my knowledge of morphology and etymology to work out how to spell and understand words</p> <p>I can use a thesaurus independently and confidently</p>													

Writing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Genre/Composition	Narrative (continued)						Assessments		Assessments	Instruction text			Persuasive advert		
Grammar and Punctuation: NC	<ul style="list-style-type: none"> Linking setting and action Editing Improving/manipulating sentence structure Pace and structure Applying punctuation including semi colons Using rhetorical questions 									<ul style="list-style-type: none"> Colons and semi colons Layout Imperative verbs Relative clauses Precise vocabulary Cohesion 			<ul style="list-style-type: none"> Balancing informal and formal tone Rhetorical questions Clear precise phrasing Applying all punctuation Techniques for effect eg capitals o italic writing. 		
Spelling: NC/Spelling Shed	YR4 Revision	Homophones – words which have the same pronunciation but different meanings and/or spellings.	The /s/ sound spelled c before ‘i’ and ‘e’.	‘sol word family’ and ‘real word family’	‘phon word family’ and ‘sign word family’	Prefixes – ‘super-’ ‘anti’ and ‘auto.’	The prefix bi-meaning two.	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words		
	Yr5 Teach	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	Challenge Words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words		
21 Steps	<p><u>End of year 5 expectations</u></p> <p><u>Spelling</u> I can use further prefixes and suffixes</p> <p><u>Handwriting</u> I can write legibly and fluently with increasing speed.</p> <p><u>Composition</u> I can often use my own knowledge to plan, draft, write and edit my own composition. I can identify the audience for and purpose of my writing, selecting appropriate form I can usually use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun. I can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). I can often use formal and informal speech accurately in independent writing I can perform my own compositions, considering my audience using appropriate intonation, volume and movement</p> <p><u>Vocabulary and Grammar</u> I am learning how to identify and use the passive voice I can usually use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun. I can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). I can often use formal and informal speech accurately in independent writing. I can usually use expanded noun phrases to convey complicated information concisely. I can select from a wide range of known imaginative and ambitious vocabulary and use precisely.</p> <p><u>Punctuation</u> I can use commas, brackets or dashes to clarify meaning or avoid ambiguity.</p>														

I can use colons before a list (e.g. of ingredients in baking) or before speech.