



























# 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																
<b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i>		<b>Who let the Gods out</b>	<b>Jamie Drake Equation</b>																
<b>Guided Reading Skills Foci:</b>  <b>Bronze</b> <b>Silver</b> <b>Gold</b>		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td style="background-color: #e8f5e9;"> <b>VIPERS focus: retrieval and vocabulary</b>                      (all skills revisited regularly to ensure revision of knowledge)                 </td> </tr> <tr> <td style="text-align: center;"></td> <td>                     I can clearly <b>identify and retrieve</b> key vocabulary from different points in a text                      I can <b>locate</b> subject specific vocabulary in a non-fiction text   <b>Retrieval focus questions:</b>                      How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? 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<b>21 Steps (National Curriculum)</b>		End of year 4 expectations Step 15  <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.  <u>Comprehension</u>																	

- Retrieve and record information from nonfiction.

Themes and Conventions  
 - Read books that are structured in different ways and reading for a range of purposes.  
 -Recognise key themes in what they read

Language for Effect  
 - Identify how language, structure and presentation contribute to meaning.

Making Inference  
 - 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

Step 16

Word Reading  
 - I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.

Comprehension  
 - 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.  
 - I can make simple comparisons between books.

Themes and Conventions  
 - 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.

Language for Effect  
 - I can comment on how an author has used language and its effect upon the reader.

Making Inference  
 - I can recognise which characters the author wants the reader to like/dislike.  
 - I can make simple predictions about a story

Phonics and spelling (Linked to Letters and Sounds  Progression and National Curriculum)	Yr4 Revise	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
		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	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
Words ending in '-ious	Words ending in '-cious.' If the root word ends in -ce the	Ending '-cial' and '-tial.' After a vowel '-cial' is most	Ending '-cial' and '-tial.' After a vowel '-cial' is most	Ending '-cial' and '-tial.' After a vowel '-cial' is most	Challenge	Challenge Words	Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay'	Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay'	Words ending in '-ance.' '-ance' Is used if there	Use -ent and -ence after soft c (/s/	Words ending in '-able'	Words ending in '-ably'	Challenge Words		

			sound is usually spelled '-cious.'	common and '-itial' after a consonant (But there are many exceptions).	common and '-itial' after a consonant (But there are many exceptions).	common and '-itial' after a consonant. But there are many exceptions.			sound in the right place.	sound in the right place.	is an 'a' or 'ay' sound in the right place.	sound), soft g (/j/ sound) and qu. There many exceptions to this rule.	and '-ible.' '-able' is used where there is a related word ending '-ation.'	and '-ibly.'	
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<b>Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression</b>	<p>End of year 4 expectations Step 15  <u>Spelling</u>          I can use the first three letters of a word to check the spelling and meaning of new words.          I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far</p>
	<p>Step 16  <u>Spelling</u>          I understand how to use further prefixes and suffixes.          I can distinguish between more complex homophones and other words which are often confused</p>

	Term 1 – Greek Mythology and description								Term 2 SPACE						
Writing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4 Science fiction	Week 5	Week 6	Week 7
Genre/Composition	Setting description				Character description			Greek Myths	Descriptions	Diary		Story writing		Poetry	
<p><b>Grammar and Punctuation:</b></p> <p><b>NC (Specific to genre/composition)</b></p>	<p>Continue:            Apostrophe for possession identify the main clauses in sentences I have written.            I can identify the main and subordinate clause in a sentence.</p> <p>New:</p> <ul style="list-style-type: none"> <li>Precise vocabulary choices</li> <li>Sentences structures (adverbials, expanded noun phrase, repetition)</li> <li>Appropriate noun/pronoun choice</li> <li>Accurate sentence structure- sense with CL, full stop and comma in a list.</li> <li>Non-negotiables</li> <li>Simple, Compound, complex sentences</li> <li>Subordination and co-ordination</li> <li>dictionary work and vocabulary</li> </ul>				<p>Continue:</p> <ul style="list-style-type: none"> <li>Simple, Compound, complex sentences</li> <li>Subordination and co-ordination</li> <li>Sentences structures (adverbials, expanded noun phrase, repetition)</li> <li>Comma use</li> </ul> <p>New:</p> <ul style="list-style-type: none"> <li>Relative clause and pronouns</li> <li>Imagery/figurative language</li> <li>Using similes</li> <li>Accuracy of sentence structures used</li> <li>Past tense</li> <li>Different types of adverbial (manner, place, time)</li> </ul>			<p>Continue:            Use of comma after fronted adverbials</p> <ul style="list-style-type: none"> <li>Appropriate choice of pronoun to avoid ambiguity</li> <li>express time, place and cause using conjunctions, adverbs or prepositions</li> <li>complex sentences</li> </ul> <p>New:</p> <ul style="list-style-type: none"> <li>Paragraphing Cohesion</li> <li>Fronted adverbials</li> <li>Complex sentences/subordinate clauses</li> <li>Commas after fronted adverbial and subordinate clause.</li> <li>Linking action to description</li> </ul>	<ul style="list-style-type: none"> <li>Using varied sentence starters</li> <li>Relative pronouns</li> <li>Relative clauses</li> </ul>	<p>Year 4 revisit:</p> <ul style="list-style-type: none"> <li>Use of comma after fronted adverbials</li> <li>Appropriate choice of pronoun to avoid ambiguity</li> <li>express time, place and cause using conjunctions, adverbs or prepositions complex sentences</li> </ul> <p>New:</p> <ul style="list-style-type: none"> <li>Precise vocabulary choices</li> <li>Imagery/figurative language</li> <li>Appropriate noun/pronoun choice</li> <li>Accurate sentence structure- sense with CL, full stop and comma in a list.</li> <li>Colon for lists</li> <li>Senses</li> </ul>		<ul style="list-style-type: none"> <li>Adding description/detail</li> <li>Sentence structure Relative clauses using brackets, dashes and commas.</li> <li>Colon for list/explanation</li> </ul>		<ul style="list-style-type: none"> <li>Paragraphing/cohesion</li> <li>Appropriate layout</li> <li>Verb and noun choice</li> <li>Figurative language</li> </ul>	

<p><b>Grammar and Punctuation:</b></p> <p><b>NC</b> <b>(All Yr4 &amp; 5)</b></p>	<p><u>Yr4 Recap &amp; embed</u></p> <p><u>Word Structure</u> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><u>Sentence structure</u> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p><u>Text Structure</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation</u> Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials</p> <p><u>Vocabulary</u> pronoun, possessive pronoun, adverbial</p>	<p><u>Yr5</u></p> <p><u>Word Structure</u> Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p><u>Sentence Structure</u> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> <p><u>Text Structure</u> 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)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Vocabulary</u> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>
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SPRING Term

Reading	Term 3	Term 4
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	<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<p><b>Non-fiction texts</b> <b>Letters</b> <b>London Eye mystery</b></p>	<p><b>The explorer</b> <b>Holiday texts</b></p>																
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	<p><b>21 Steps (National Curriculum)</b></p>	<p><u>Step 17</u></p> <p><u>Word Reading</u></p> <p>- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.</p> <p><u>Comprehension</u></p> <p>- I can identify the individual genre in a mixed genre text e.g. an explanation within an information text.</p> <p>- I can discuss my understanding of a text by identifying the purpose of the author.</p> <p>- I can skim and scan non-fiction texts to speed up research.</p> <p>- I can make comparisons between books, commenting on similarities and differences.</p> <p><u>Themes and Conventions</u></p> <p>- I can comment on the structural choices an author has used to organise a text.</p> <p>- I can take part in discussions, listening to others' ideas and building on them.</p> <p><u>Language for Effect</u></p> <p>- I can identify and articulate my response to the effect of figurative and descriptive language.</p> <p><u>Making Inference</u></p>																	

- 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.

Step 18  
Word Reading  
 - 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

Comprehension  
 - 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.

Themes and Conventions  
 - I can recognise language that is a feature of a particular genre and how this contributes to meaning.  
 - I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas.

Language for Effect  
 - I can discuss the difference between literal and figurative language and the effects of imagery.

Making Inference  
 - 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.

Phonics and spelling (Linked to Letters and Sounds  Progression and National Curriculum)		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
		Yr5 Revise	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**

End of year 5 expectations

Spelling

I can use further prefixes and suffixes

Step 20

Spelling

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.

Step 17

Word Reading

- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.

Step 18

Word Reading

- 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

	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
Genre/composition	Mystery/suspense		Letter writing		Information text			Descriptive writing		Narrative recount		Narrative (own)	Scientific writing

	writing										Choice)	Explanation text	
Grammar and Punctuation:  NC	<ul style="list-style-type: none"> <li>• Clauses</li> <li>• Subject, verb, object</li> <li>• Building atmosphere</li> <li>• Balance between action, speech and setting</li> <li>• Apostrophe use</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction and Possessive apostrophes</li> <li>• Paragraphing/cohesion</li> <li>• Appropriate layout</li> <li>• Vocabulary- formal and informal</li> <li>• Passive and active</li> <li>• Persuasive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking and rewording</li> <li>• Passive</li> <li>• Paragraphing-cohesions</li> <li>• Editing</li> <li>• Commas to clarify meaning</li> <li>• Relative clause</li> <li>• Modal verbs</li> <li>• Passive and active</li> </ul>	<ul style="list-style-type: none"> <li>• Precise vocabulary choices</li> <li>• Sentences structures (adverbials, expanded noun phrase, repetition)</li> <li>• Appropriate noun/pronoun choice</li> <li>• Accurate sentence structure- sense with CL, full stop and comma in a list.</li> <li>• Non-negotiables</li> <li>• Simple, Compound, complex sentences</li> <li>• Subordination and co-ordination</li> <li>• dictionary work and vocabulary</li> </ul>	Continue: I can indicate omission by using the ommissive apostrophe  Y  New: <ul style="list-style-type: none"> <li>• Accurate sentence structure</li> <li>• Paragraphing/Cohesion</li> <li>• Punctuation</li> <li>• Understanding integration of character, setting description</li> <li>• Speech-direct and indirect</li> <li>• Punctuating speech- new speaker new line</li> <li>• Using speech to move the story</li> <li>• Applying setting description writing</li> </ul>	<ul style="list-style-type: none"> <li>• Word classes</li> <li>• Understanding character motive</li> <li>• Understanding how authors use character</li> <li>• Speech-direct and indirect</li> <li>• Punctuating speech- new speaker new line</li> <li>• Using speech to move the story forward•</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking and rewording</li> <li>• Passive</li> <li>• Paragraphing-cohesions</li> <li>• Editing</li> <li>• Commas to clarify meaning</li> <li>• Relative clause</li> <li>• Modal verbs</li> <li>• Passive and active</li> </ul>						
Grammar and Punctuation:  NC (All Yr4 & 5)	<p><u>Yr4 Recap &amp; embed</u> <u>Word Structure</u> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><u>Sentence structure</u> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p><u>Text Structure</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation</u> Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials</p> <p><u>Vocabulary</u> pronoun, possessive pronoun, adverbial</p>							<p><u>Yr5</u> <u>Word Structure</u> Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p><u>Sentence Structure</u> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> <p><u>Text Structure</u> 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)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Vocabulary</u> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>					
Spelling:  NC/Spelling Shed	YR4 Revision	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se'	Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning	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	Challenge Words	The 'au' digraph	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes	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



























		then the suffix '-ion' needs to be '-sion.'	with vowels			have e.				'-tion.'				
	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	<p><u>Step 17 Spelling</u></p> <p>I can spell words on the Year 5/6 list. I can use a dictionary to check the spelling and meaning of words.</p> <p><u>Handwriting</u></p> <p>I can write legibly and fluently with increasing speed.</p> <p><u>Composition</u></p> <p>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.</p> <p><u>Vocabulary and Grammar</u></p> <p>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.</p> <p><u>Punctuation</u></p> <p>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.</p>						<p><u>Step 18 Spelling</u></p> <p>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.</p> <p><u>Handwriting</u></p> <p>I can write legibly and fluently with increasing speed.</p> <p><u>Composition</u></p> <p>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.</p> <p><u>Vocabulary and Grammar</u></p> <p>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.</p> <p><u>Punctuation</u></p> <p>I can always use commas, brackets or dashes appropriately and independently in my writing. I can always use colons where appropriate independently.</p>							



## English Coverage Year 5



# SUMMER Term

Reading	Term 5	Term 6																
	<b>Whole class book</b> <b>The River</b> <b>Holiday brochures</b>	<b>Indian in the cupboard</b>																
<b>Guided Reading Skills Foci:</b>  <b>Bronze</b> <b>Silver</b> <b>Gold</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9ead3;"> <td style="width: 15%; text-align: center;"></td> <td><b>VIPERS focus: inference and summarise</b></td> </tr> <tr> <td style="text-align: center;"></td> <td>                     I can <b>decode</b> certain words due to my knowledge of root, prefix and suffix                      I can identify how language, structure and presentation contribute to meaning.                      I can <b>discuss</b> ideas and challenging views courteously                 </td> </tr> <tr> <td style="text-align: center;"></td> <td>                     I can read at an appropriate pace to enable me to find evidence and summarise ideas                      I can <b>explain</b> an author's choice of language or structure in a text and provide evidence to back up my answer                      I can draw on <b>inferences</b> motives from their actions, and <b>justifying</b> inferences with <b>evidence</b>.                      I can <b>compare</b> my knowledge of texts this term to previous terms                 </td> </tr> <tr> <td style="text-align: center;"></td> <td>                     I can provide <b>reasons and justification</b> for a character's motive.                      I can <b>clarify meaning</b> of a range of character motives, vocabulary and use of speech                 </td> </tr> </table>		<b>VIPERS focus: inference and summarise</b>		I can <b>decode</b> certain words due to my knowledge of root, prefix and suffix I can identify how language, structure and presentation contribute to meaning. I can <b>discuss</b> ideas and challenging views courteously		I can read at an appropriate pace to enable me to find evidence and summarise ideas I can <b>explain</b> an author's choice of language or structure in a text and provide evidence to back up my answer I can draw on <b>inferences</b> motives from their actions, and <b>justifying</b> inferences with <b>evidence</b> . I can <b>compare</b> my knowledge of texts this term to previous terms		I can provide <b>reasons and justification</b> for a character's motive. 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I can <b>find and copy</b> evidence from the text                 </td> </tr> <tr> <td style="text-align: center;"></td> <td> <b>Vocabulary focus questions:</b>                      • 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 <b>identify</b> my knowledge of fact and opinion to locate language and motives                 </td> </tr> <tr> <td style="text-align: center;"></td> <td>                     I can <b>make comparisons</b> on question's answers and seek which is clarified                      I can <b>evaluate and clarify</b> a text to make predictions on a text                 </td> </tr> </table>		<b>VIPERS focus: retrieval and vocabulary</b> (all skills revisited regularly to ensure revision of knowledge before year 6)		I can <b>sort</b> information into a sequence of events and order when they happened I can <b>record notes</b> on a text and use this to retrieve information in the text <b>Retrieval focus questions:</b> 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...? 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<b>21 Steps (National Curriculum)</b>	<p><u>End of year 5 expectations</u>  <u>Word Reading</u>                      - 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>                      Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.                      - 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> <p><u>Themes and Conventions</u>                      - 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> <p><u>Language for Effect</u>                      - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p>																	

		<p><u>Making Inference</u></p> <ul style="list-style-type: none"> <li>- Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Predicting what might happen from details stated and implied.</li> <li>- Provide reasoned justifications for their views.</li> </ul>													
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 (Tension)		Information text/ Non-fiction report writing		Opinion articles/ persuasion articles			Assessments	Narrative own choice			Balanced discussions			
								Script writing							

<p><b>Grammar and Punctuation:</b></p> <p>NC</p>	<ul style="list-style-type: none"> <li>Linking setting and action</li> <li>Editing</li> <li>Improving/manipulating sentence structure</li> <li>Pace and structure</li> <li>Applying punctuation including semi colons</li> <li>Using rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Passive</li> <li>Commas to clarify meaning</li> <li>Relative clause</li> <li>Modal verbs</li> <li>Passive and active</li> <li>Colon/semi colon use</li> <li>Headings and subheadings</li> <li>Formal voice</li> </ul>	<p>Year 4 revisit (persuasive writing)</p> <ul style="list-style-type: none"> <li>paragraphs to organise ideas around a theme</li> <li>fronted adverbial</li> </ul> <p>Balancing informal and formal tone</p> <ul style="list-style-type: none"> <li>Rhetorical questions</li> <li>Clear precise phrasing</li> <li>Applying all punctuation</li> <li>Techniques for effect eg capitals o italic writing.</li> </ul>		<p>Year 4 revisit:</p> <ul style="list-style-type: none"> <li>conventions of a play script</li> <li>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</li> </ul>	<ul style="list-style-type: none"> <li>Linking setting and action</li> <li>Editing</li> <li>Improving/manipulating sentence structure</li> <li>Precise vocabulary</li> <li>Mature purposeful descriptions</li> <li>Cohesion</li> <li>Building tension and creating atmosphere</li> <li>Balancing informal and formal tone</li> <li>Rhetorical questions</li> <li>Clear precise phrasing</li> <li>Applying all punctuation</li> <li>Techniques for effect eg capitals o italic writing.</li> </ul>	<ul style="list-style-type: none"> <li>Mature vocabulary</li> <li>Advanced use of conjunctions- despite, due to, furthermore</li> <li>Paragraphing- cohesion- importance of intro and conclusion</li> <li>Relative clause</li> <li>Commas after fronted adverbials and subordinate clauses</li> </ul>							
<p><b>Grammar and Punctuation:</b></p> <p>NC (All Yr4 &amp; 5)</p>	<p><u>Yr4 Recap &amp; embed</u> <u>Word Structure</u> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><u>Sentence structure</u> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p><u>Text Structure</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation</u> Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials</p> <p><u>Vocabulary</u> pronoun, possessive pronoun, adverbial</p>							<p><u>Yr5</u> <u>Word Structure</u> Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p><u>Sentence Structure</u> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> <p><u>Text Structure</u> 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)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Vocabulary</u> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>						
<p><b>Spelling:</b></p> <p>NC/Spelling Shed</p>	<p>YR4 Revision</p>	<p>Homophones – words which have the same pronunciation but different meanings and/or spellings.</p>	<p>The /s/ sound spelled c before 'i' and 'e'.</p>	<p>'sol word family' and 'real word family'</p>	<p>'phon word family' and 'sign word family'</p>	<p>Prefixes – 'super-' 'anti' and 'auto.'</p>	<p>The prefix bi- meaning two.</p>	<p>Revision: Year 4 words</p>	<p>Revision: Year 4 words</p>	<p>Revision: Year 4 words</p>	<p>Revision: Year 4 words</p>	<p>Revision: Year 4 words</p>	<p>Revision: Year 4 words</p>	
	<p>Yr5 Teach</p>	<p>These words are homophones or near homophones.</p>	<p>These words are homophones or near homophones.</p>	<p>These words are homophones or near homophones.</p>	<p>These words are homophones or near homophones.</p>	<p>These words are homophones or near homophones.</p>	<p>Challenge Words</p>	<p>Revision: Year 5 words</p>	<p>Revision: Year 5 words</p>	<p>Revision: Year 5 words</p>	<p>Revision: Year 5 words</p>	<p>Revision: Year 5 words</p>	<p>Revision: Year 5 words</p>	

## 21 Steps

### End of year 5 expectations

#### Spelling

I can use further prefixes and suffixes

#### Handwriting

I can write legibly and fluently with increasing speed.

#### Composition

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 *who, which, where, when, whose*, 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

#### Vocabulary and Grammar

I am learning how to identify and use the passive voice

I can usually use relative clauses beginning with *who, which, where, when, whose*, 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.

#### Punctuation

I can use commas, brackets or dashes to clarify meaning or avoid ambiguity.

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