



## Overchurch Junior School National Curriculum Progression English 2021-2022

### Year 5

#### Spoken Language

##### Physical

- To project their voice to a large audience.
- For gestures to become increasingly natural.

##### Linguistic

- To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

##### Cognitive

- To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat

##### Social and emotional

- Listening for extended periods of time.
- To speak with flair and passion.

#### Handwriting

- To write legibly and fluently.

## Spelling

- Revision of Year 4 spelling rules.
- Year 5 & 6 Statutory words.
- Words ending '-ious', '-cious', '-cial', '-tial', '-ant', '-ance', '-able', '-ible', '-ably', '-ibly'.
- Adverbs of time and possibility.
- Words with silent letters.
- Words spelled with 'ie' after c.
- Words with 'ee' sound spelled ei after c.
- Words with 'ough'.
- Homophones and near homophones.
- Hyphens.

## Writing Composition

- To identify the audience for and purpose of the writing.
- To note and develop initial ideas drawing on reading.
- In narratives, describe setting, character and atmosphere and using dialogue to sometimes convey character and advance the action.
- To be able to precise longer passages of writing.
- To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- To be able to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

## Grammar and Punctuation

- To use relative clauses beginning with who, which, where, when, whose, that, or and omitted relative pronoun.
- To indicate degrees of possibility using adverbs or modal verbs.
- To use devices to build cohesion within a paragraph and use adverbials of time and number to link ideas across paragraphs.
- To use brackets, dashes or commas to indicate parenthesis.
- To use commas to clarify meaning and avoid ambiguity.
- To understand and use specific year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)

## Evaluate and Edit

- To assess the effectiveness of their own and others' writing.
- To propose changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To ensure the consistent and correct use of tense throughout a piece of writing.
- To ensure correct subject and verb agreement when using singular and plural.
- To proofread for spelling and punctuation errors.
- To use a thesaurus to select more focused language.

## Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

## Reading Comprehension

- Maintain a positive attitude to reading and understanding of what they read.
- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books e.g. plot, genre and theme.

The pupils can understand what they read:

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve their understanding.
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.
- Predict what might happen from details stated and implied.
- With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key detail that support the main ideas.
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present some information from non-fiction.
- 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.