

English Progression Map Year 5

I am familiar with and can talk about a wide range of books and text types, showing understanding and enjoyment.

I like recommending books I have enjoyed to others.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I am learning to scan a text in order to help me retrieve key information.

I can infer characters thoughts, feelings and motives.

I can predict what may happen next, from clues or suggestions in the text and can summarise a text using key details.

I have strategies for learning new vocabulary, including asking for explanations when I meet an unfamiliar word.

I can read my own and others' work aloud with confidence and can prepare poems to perform, learning elements of them by heart.

Reading

I can discuss the audience and purpose of the writing.

I can plan my writing, using ideas of my own but drawing on expertise from authors.

I can start a sentence in different ways.

I can use the correct features of the text type we are working on and use devices to guide the reader e.g. bullet points.

I can develop characters through action and dialogue and describe settings and atmospheres effectively.

I can use well chosen vocabulary to create an impact and I can use a thesaurus to help me.

I can use stylistic devices, e.g. metaphor/simile.

I can proof read my work to check for errors such as inconsistent tense and subject and verb agreement.

I can make changes in order to improve the effectiveness of my writing.

Composition



(Poetry)

museum

Firina our imaginations lt's a rap! (A rap for our school) (Diary writing) How can I explain? Animals on the move (Report writing) (An explorer's telling. nandbook) Powerful writina. Understanding others. (Mythical scene) Writing from different Come and visit the iewpoints) l can perform. (Writing to persuade)

> I can write legibly in a joined style, when writing at speed.

Handwriting

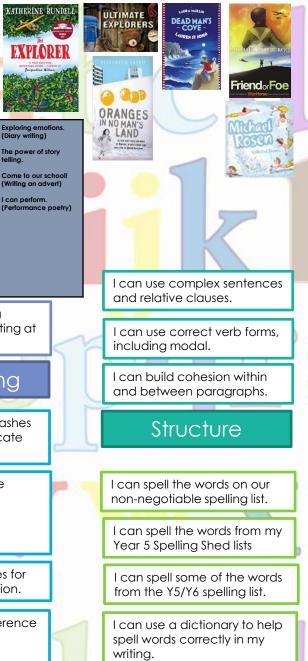
I can use brackets, dashes and commas to indicate parenthesis.

I am beginning to use commas in longer sentences, to clarify meaning or avoid ambiguity.

I can use apostrophes for omission and possession.

I understand the difference between direct and reported speech.

Punctuation



Spelling