Backworth Park Primary School Knowledge and Skills Progression Grid English Year 5

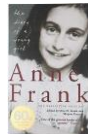|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	✓ Indian culture/ Christianity ✓ Debra Hurd ✓ John Williams ✓ Life cycles ✓ Safety/ Peers/ Relationships/ Puberty/ Risks & Dangers/ independence ✓ Tudor Britain ✓ Angry Earth		✓ Industrial Revolution ✓ Tyneside changes ✓ Hartley Pit Disaster ✓ Islam ✓ Mega City – Mexico/ London ✓ Earth and Space ✓ Che Kumar ✓ Stereotypes/ Trust/ Personal boundaries		✓ Crime & Punishment ✓ Judaism ✓ Climate Change – Environmental impact ✓ Polar Regions ✓ Pregnancy ✓ Barbara Hepworth ✓ Media ✓ Economic choices	
Texts	Focus Text: **The Girl who Stole an Elephant** Non-Fiction Indian culture/ Christianity Debra Hurd John Williams Life cycles	Focus Text: **Kensuke's Kingdom** Non-Fiction Safety/ Peers/ Relationships/ Puberty/ Risks & Dangers/ independence Tudor Britain Angry Earth	Focus Text: **Street Child** Non-Fiction Industrial Revolution Tyneside changes Hartley Pit Disaster Islam	Focus Text: **Wonder** Non-Fiction Mega City – Mexico/ London Earth and Space Che Kumar Stereotypes/ Trust/ Personal boundaries	Focus Text: **The Diary of Anne Frank** Non-Fiction Crime & Punishment Judaism Climate Change – Environmental impact Polar Regions	Focus Text: **Can you see me?** Non-Fiction Pregnancy Barbara Hepworth Media Economic choices
Poetry	'Twas the Night Before Christmas • Personification • Metaphor • Rhyme		Classic Narrative - Jabberwocky • Onomatopoeia • Personification • Metaphor		Classic Narrative - The Highwayman • Imagery • Figurative Language • Rhyme	
Planned Outcome (fiction/non-fiction)	Fiction – Stories from other cultures Non-fiction – Balanced Argument	Fiction – Short Stories with a Twist Non-fiction – Non-Chronological Report	Fiction – Extended story Non-fiction – Explanation	Fiction – Descriptive Writing/ Biography Non-fiction – Persuasive Letters	Fiction – Diary Entry Non-fiction – Report Writing	Fiction – Letter Writing Non-fiction – Instructions
Reading Progression of Skills	✓ Read, listen to and discuss range of texts, ✓ build on own and others' ideas. ✓ Read books structured in different ways and for a range of purposes ✓ Retrieve, record and present information from non-fiction.					

	✔ Recommend books to peers supported by reasons for making choices. ✔ Learn poetry by heart. ✔ Prepare poems/ plays to read aloud/ perform using intonation, tone and volume **Word** ✔ Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words **Comprehension** ✔ Check reading makes sense ✔ Discuss understanding and explore meaning of words in context ✔ Distinguish between fact and opinion. ✔ Summarise main ideas drawn ✔ identify key details that support main ideas. ✔ discuss their understanding of reading, providing reasoned justification for views ✔ ask questions to improve understanding **Inference & Deduction** ✔ use evidence from across text, make inferences ✔ justify inferences with evidence ✔ predict what might happen from detail stated and implied using evidence from different parts of text **Text Structure** ✔ identify how structure/ presentation contribute to meaning ✔ explain understanding of reading providing reasons for views ✔ identify how organisation/ presentation contributes to meaning ✔ identify themes and conventions within and across texts ✔ make comparisons within and across books **Language for effect** ✔ Discuss author's use of language and impact on reader ✔ identify some basic features of writer's use of language discuss the author's use of language, including figurative language and impact on reader.
Writing Progression of Skills	**Vocabulary and Grammar** ✔ Vocabulary and Grammar ✔ formal and informal ✔ speech ✔ relative clauses ✔ who, which, where, ✔ when, whose, that or with. ✔ modal verbs/ adverbs to indicate degrees of possibility ✔ convert nouns or adjectives into verbs using suffixes/ prefixes ✔ understand and use the grammatical terminology for Y5/ Y6 in English Appendix 2 accurately and appropriately in discussing writing. ✔ synonyms and antonyms. ✔ passive to affect the presentation of information **Spelling and punctuation** ✔ prefixes and suffixes ✔ silent letters spellings ✔ homophones

	✓ morphology and etymology ✓ use a dictionary ✓ use a thesaurus ✓ brackets, dashes or commas to indicate parenthesis ✓ use of commas to avoid ambiguity ✓ use of colon to for a list **Planning Drafting and Writing** ✓ consider how authors have developed characters & setting in what pupils have read, listened to or seen performed ✓ identify audience and purpose of writing ✓ select form and use other similar writing as models for own. ✓ note and develop initial ideas, drawing on reading and research ✓ select appropriate grammar and vocabulary, ✓ understand how choices can change and enhance meaning. ✓ describe settings, characters and atmosphere ✓ integrate dialogue effectively to convey character/ advance action ✓ use devices to build cohesion within a paragraph ✓ link ideas across paragraphs using adverbials of time, place, number or tense **Evaluating and Editing** ✓ assess the effectiveness of own and others' writing. ✓ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ✓ ensure the consistent and correct use of tense throughout a piece of writing ✓ ensure subject and verb agreement when using singular and plural ✓ proof-read for spelling and punctuation errors ✓ perform own compositions using appropriate intonation, volume & movements so that meaning is clear **Handwriting** ✓ write fluently and legibly with increasing speed choose shape of a letter to use when given choices and deciding whether or not to join specific letters.
Assessment	Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome - Final Piece