

Year Five Progression Document 2024-25

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GPS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> ● To use and apply proper nouns ● Grammar lesson -16.09.2024 ● To use and apply adverbs of possibility converting nouns and adjectives into verbs ● To use and apply suffixes -ate, -ise, -ify ● Grammar lesson -23.09.2024 ● Guided Reading -wc 30.09.2024 	<ul style="list-style-type: none"> ● To use and apply Adverbs ● To use and apply modal verbs ● To use and apply verb prefixes dis-, de-, mis-, over-, re ● To use and apply verb inflections & standard English ● Use and apply inverted commas 	<ul style="list-style-type: none"> ● To use and apply prepositions ● To use and apply coordinating conjunctions ● To use and apply inverted commas (changing the position of the reporting clause) ● To use and apply parenthesis – brackets ● To use and apply commas 	<ul style="list-style-type: none"> ● To use and apply determiners ● To use and apply More suffixes ● To use and apply subordinating conjunctions ● To link paragraphs with adverbials ● To use and apply direct & 	<ul style="list-style-type: none"> ● To use pronouns & possessive pronouns ● To know word families ● To use subordinate clauses ● To write cohesive paragraph ● To use and apply parenthesis - commas 	<ul style="list-style-type: none"> ● To use and apply Adverbials/Fronted Adverbials ● To review dictionary skills ● To use and apply relative clauses ● To use and apply parenthesis - dashes

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- To use tenses:
past & present
progressive and
present perfect

- To use
possessive and
plural
apostrophes

Grammar lesson

-3.10.2024

- Expanded Noun
Phrases
(expanded by
the addition of
modifying
adjectives,
nouns and
prepositional
phrases)

for meaning and
clarity

indirect
(Reported)
speech

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Composition and Writing

- I know the audience for and purpose of the writing
- When writing, I can select the appropriate form and I use other similar writing as models for my own
- I can note and develop ideas, drawing on reading and research where necessary
- When writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed
- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, I can describe settings, characters and atmosphere and can develop characters through dialogue and action
- I can use a wide range of devices to build cohesion within and across paragraphs e.g . then, after that, firstly and by using adverbials e.g. later, nearby, secondly
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- I can assess the effectiveness of my own and others' writing
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- I can consistently use the correct tense throughout a piece of writing
- I can use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- I can proofread for spelling and punctuation errors
- I can perform compositions, using appropriate intonation, volume, and movement so that meaning is clear

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Reading

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- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can use non-fiction books understanding how they are structured and can use them to support my learning
- I can use a dictionary to check the meaning of words that I am unsure of
- I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally
- I can identify themes e.g. The triumph of good over evil, and conventions e.g. The greeting in letters, in a wide range of books
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination
- I can recognise some different forms of poetry [for example, free verse, narrative poetry]
- When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of words in context
- I ask questions to improve my understanding of a text
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence
- I can predict what might happen from details stated and implied
- I can identify main ideas drawn from more than 1 paragraph and I am able to summarise these
- I can identify how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction e.g. using contents pages and indexes to locate information
- I can participate in discussions about books that have been read aloud and those I have read independently, taking turns and listening to what others say

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Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication