Year 5

CBS English Skills Progression Map

As part of our CBS Curriculum we make links with English and our learning across our curriculum.

	Skills
Reading: Word Recognition	• 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 [positive attitudes to reading and understanding of what they have read • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions. • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing. • Making comparisons within and across books. • Learning a wider range of poetry by heart. • Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Asking questions to improve their understanding • Provide reasoned justifications for their views.

	• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. • Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Retrieve, record and present information from non-fiction • Distinguish between statements of fact and opinion. • Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously. • 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.
Writing: Handwriting	• Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for the task
Writing: Punctuation and Grammar	**Sentence Structure** • Use of the passive voice to affect the presentation of information in a sentence. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing(such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as I were or Were they come in some very formal writing and speech. **Text Structure** • Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. • Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. **Punctuation** • Use of semi-colon, colon and dash to mark the boundary between independent clauses. • Use of the colon to introduce a list and use of semi-colon within lists. • Punctuation of bullet points to list information.

	• How hyphens can be used to avoid ambiguity
Writing: Composition	• Identify audience and purpose, selecting appropriate form and use other similar writing as model • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • Precis longer paragraphs • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). • Assess the effectiveness of their own and others' writing • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing: Spelling	• Continue to distinguish between homophones and other words which are often confused. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus • Use further prefixes and suffixes and understand the guidance for adding them. • Pell words with silent letters. • Use knowledge of morphology and elymology in spelling and understand that the spelling of some words needs to be learnt specifically.