







Year 5 English Progression Document

Every year group will start the Autumn term completing the Grammarsaurus: The Place Value of Punctuation and Grammar unit. This will then be revisited and recapped throughout the rest of the year to supplement the grammar teaching in our writing journeys. The overview for this unit can be found here: [PVPG - Year 5 and 6 Overview.pdf](#)

Term	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Marvellous Mayans 	Tudor England 		Earth and Space 		Ancient Greeks 		Oceans and Seas 		Alpine Adventure 	
Text Drivers	The Explorer	The Boy at the Back of the Class		The Jamie Drake Equation		Percy Jackson and the Lightning Thief		Flotsam		Chronicles of Narnia: The Lion, the Witch and the Wardrobe	
Link Texts	Oh Maya Gods	Tudor Tales		The Many Worlds		Greek Myths		Malamander		Survivors – David Long	
Mini / Short Writing Outcome(s) and purpose	Physical appearance section of the non-chron based on one of the gods/goddesses .	Diary entry from a different character’s perspective.	Re-write one of the existing scenes.	Set of instructions for a piece of space artwork.	Fight scene between hero and monster (dialogue).	Re-writing short sections of Percy Jackson.	Write about history learned linked to Ancient Greece.	Descriptions using the illustrations from the book.	Introduction to a persuasive letter.	Setting descriptions from other settings in the text or using similar AI generated settings.	Retelling conversation between two characters.
Longer / Main Writing Outcome(s) and purpose	Report: Non-chronological report about the Ancient Maya Gods and Goddesses	Recount: Diary entry from the perspective of one of the characters from the book	Narrative: write an additional scene from the book	Instructions: How to make a model solar system	Narrative: sci-fi short story	Narrative: Percy Jackson inspired story	Report: Non-chronological report about life in Ancient Greece.	Poetry: linked to Flotsam Narrative: setting description from Flotsam	Persuasive: Letter to prevent ocean pollution	Narrative: setting description of when Lucy finds Narnia	Narrative: Retelling a key scene in the story.
Audience	For people wanting to learn about the Maya	For fans of 'The Boy at the Back of the Class'	For fans of the original book.	For other Year 5 children who are learning about space	For fans of the science fiction genre.	For fans of Percy Jackson.	Share with parents/careers at Ancient Greece showcase.	To display with their poems linked to Flotsam.	To the government.	Share with a younger partner year group to encourage	For fans of the original book.

										them to read the rest of The Chronicles of Narnia.	
Previous year/s learning	<p>Use conjunctions to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p> <p>Create cohesion through the use of nouns and pronouns.</p>	<p>Express time, place and cause using conjunctions adverbs and prepositions</p> <p>Inverted commas can be used to punctuate direct speech</p> <p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. later that day)</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use fronted adverbials: conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with a preposition).</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun</p>	<p>Use conjunctions to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p> <p>Create cohesion through the use of nouns</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with a preposition).</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Use present perfect form of verbs.</p> <p>Create cohesion through the use of nouns and pronouns</p> <p>adverbials e.g. therefore, however...</p> <p>paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with a preposition).</p>

			<p>modified with preposition).</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>Create cohesion through the use of nouns</p>		<p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>Create cohesion through the use of nouns and pronouns.</p> <p>Use of paragraphs to organise ideas.</p>	<p>modified with preposition).</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>Create cohesion through the use of nouns</p>	<p>and pronouns.</p>	<p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>Create cohesion through the use of nouns and pronouns.</p> <p>Use of paragraphs to organise ideas.</p>		<p>modified with preposition).</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>Create cohesion through the use of nouns and pronouns.</p>	<p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>Create cohesion through the use of nouns and pronouns.</p> <p>Use of paragraphs to organise ideas.</p>
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			and pronouns. Use of paragraphs to organise ideas.			and pronouns. Use of paragraphs to organise ideas.				Use of paragraphs to organise ideas.	
Grammatical Features	Variety of sentence structures including single clause sentences and multi-clause sentences to aid cohesion Co-ordinating conjunctions to aid explanation Variety of nouns and pronouns for cohesion Brackets for parenthesis	Use of past perfect tense Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials	Relative clauses can be used to add further information, this should include the use of commas when required Past perfect and past perfect progressive tense. Adverbials to create cohesion across paragraphs.	Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guided the reader	Past progressive tense. Dashes to emphasise the thoughts of the characters. Adverbials to create cohesion across paragraphs. Modals used to suggest degrees of possibility.	Past progressive tense. Dashes to emphasise the thoughts of the characters. Adverbials to create cohesion across paragraphs. Modals used to suggest degrees of possibility.	Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader	Adverbs of possibility to used to suggest the possibility of what may have happened to the camera on the journey. Relative clauses used to add further information. Revisit past perfect and past perfect progressive tense.	Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials	Relative clauses can be used to add further information, this should include the use of commas when required Past perfect and past perfect progressive tense. Adverbials to create cohesion across paragraphs.	Relative clauses can be used to add further information, this should include the use of commas when required Past perfect and past perfect progressive tense. Adverbials to create cohesion across paragraphs.

Spelling (Spelling Shed)	Stage 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objective	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
	Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re- educate, re-energise, re-enter, re- evaluate, re-examine, re-explain
	Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
	Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
	Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in '-fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision words
	Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though

Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34 Revision words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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