



## 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: <u>PVPG - Year 5 and 6 Overview.pdf</u>

Term	Autumn 1	Autur	nn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Marvellous Mayans	s Tudor England		Earth an	nd Space	ce Ancient Greeks		Oceans and Seas		Alpine Adventure	
Text Drivers	The Explorer	The Boy at the Back of the				Percy Jackson and the Lightning Thief		Flotsam		Chronicles of Narnia: The Lio the Witch and the Wardrobe	
Link	Oh Maya Gods	Tudor Tales		The Many Wo	rlds	Greek Myths	1	Malamander		Survivors – David Long	
Mini / Short Writin g Outco me(s) and purpos e	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 Writin g Outco me(s) and purpos e	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- chronologica I 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.
Audien ce	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/care rs 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.

Previo us year/s learnin g	Use conjunctions to aid explanation Use adjectives including comparative adjectives to create description Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation Create cohesion through the use of nouns and pronouns.	Express time, place and cause using conjunctions adverbs and prepositions Inverted commas can be used to punctuate direct speech Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. later that day)	The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 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	Create cohesion through the use of nouns and pronouns 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.	The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 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 preposition).	The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 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	Use conjunctions to aid explanation Use adjectives including comparative adjectives to create description Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation Create cohesion through the use of nouns	The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 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 preposition).	Express time, place and cause using conjunctions, adverbs and prepositions. Use present perfect form of verbs. ate cohesion through the use of nouns and pronouns adverbials e.g. therefore, however paragraphs to organise ideas ective use of expanded noun phrases	them to read the rest of The Chronicles of Narnia. The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 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	The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 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 preposition).
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Г Г	modified	Fronted	modified	and	Fronted	modified	Fronted
	modified	Fronted		and	Fronted	modified	Fronted
	with	adverbials can	with	pronouns.	adverbials	with	adverbials can
	preposition).	be used e.g.	preposition).		can be used	preposition).	be used e.g.
		During the			e.g. During		During the
	Fronted	night, in a			the night, in		night, in a
	adverbials	distant field	Fronted		a distant	Fronted	distant field
	can be used	These should	adverbials		field These	adverbials	These should
	e.g. During	be	can be used		should be	can be used	be
	the night,	punctuated	e.g. During		punctuated	e.g. During	punctuated
	in a distant	using a	the night,		using a	the night,	using a
	field	comma.	in a distant		comma.	in a distant	comma.
	These		field			field These	
	should be	Verbs and	These		Verbs and	should be	Verbs and
	punctuated	adverbs	should be		adverbs	punctuated	adverbs
	using a	should be	punctuated		should be	using a	should be
	comma.	chosen for	using a		chosen for	comma.	chosen for
		effect e.g.	comma.		effect e.g.		effect e.g.
	Verbs and	shouted/mutt			shouted/mutt	Verbs and	shouted/mutt
	adverbs	ered instead	Verbs and		ered instead	adverbs	ered instead
	should be	of said;	adverbs		of said;	should be	of said;
	chosen for	angrily/quietl	should be		angrily/quietl	chosen for	angrily/quietl
	effect e.g.	y etc. to show	chosen for		y etc. to show	effect e.g.	y etc. to show
	shouted/mu	rather than	effect e.g.		rather than	shouted/mut	rather than
	ttered	tell how	shouted/mu		tell how	tered	tell how
	instead of	characters	ttered		characters	instead of	characters
	said;	feel and	instead of		feel and	said;	feel and
	angrily/quiet	behave.	said;		behave.	angrily/quiet	behave.
	ly etc. to		angrily/quiet			ly etc. to	
	show rather	Create	ly etc. to		Create	show rather	Create
	than tell	cohesion	show rather		cohesion	than tell how	cohesion
	how	through the	than tell		through the	characters	through the
	characters	use of nouns	how		use of nouns	feel and	use of nouns
	feel and	and	characters		and	behave.	and
	behave.	pronouns.	feel and		pronouns.		pronouns.
	-	P. 0.104101	behave.		p. cc uno.	Create	P. 01.00/101
	Create	Use of	_		Use of	cohesion	Use of
	cohesion	paragraphs to	Create		paragraphs to	through the	paragraphs to
	through the	organise	cohesion		organise	use of nouns	organise
	use of nouns	ideas.	through the		ideas.	and	ideas.
		iacus.	use of nouns		iacus.	pronouns.	.acus.
			use of flouris			pronouns.	

matica struct l clause Featur clause es Co-or to aid Variet pronc		Use of past perfect tense Modals can be used to indicate	Relative clauses can be used to add further	Parenthesis can be used to add	Past progressive	Past	Create	Adverbs of	Madala as a la a	Deletive	
I clause Featur clause es Co-or to aid Variet pronc	use sentences and multi- use sentences to aid esion	Modals can be used to	be used to add further		nrogressive				Modals can be	Relative	Relative
Featur clause   es cohes   Co-or co aid   Varied pronce	ise sentences to aid esion	be used to	add further	to add	1 0	progressive	cohesion	possibility to	used to suggest	clauses can	clauses can be
es cohes Co-or to aid Variet pronc	esion	be used to		additional	tense.	tense.	within paragraphs	used to suggest the	degrees of possibility	be used to add further	used to add further
Co-or to aid Variet pronc			information,	advice	Dashes to	Dashes to	using	possibility of	possibility	information,	information,
to aid Variet pronc		inuicate	this should		emphasise	emphasise	adverbials	what may	Create	this should	this should
Varie pronc	ordinating conjunctions	degrees of	include the	Relative	the thoughts	the thoughts		have	cohesion within	include the	include the
pronc	id explanation	possibility	use of	clauses can	of the	of the	Parenthesis	happened to	paragraphs	use of	use of
pronc			commas	be used to	characters.	characters.	can be used	the camera	using adverbials	commas	commas
	iety of nouns and	Create	when	add further			to add	on the		when	when
Brack	nouns for cohesion	cohesion within	required	information	Adverbials to create	Adverbials to create	additional information	journey.		required	required
	ckets for parenthesis	paragraphs	Past perfect	Modals can	cohesion	cohesion	Use layout	Relative		Past perfect	Past perfect
		using	and past	be used to	across	across	devices to	clauses used		and past	and past
		adverbials	perfect	suggest	paragraphs.	paragraphs.	provide	to add		perfect	perfect
			progressive	degrees of			additional	further		progressive	progressive
			tense.	possibility	Modals used	Modals	information	information.		tense.	tense.
			Adverbials	Use layout	to suggest degrees of	used to suggest	and guide the reader	Revisit past		Adverbials to	Adverbials to
			to create	devices to	possibility.	degrees	thereader	perfect and		create	create
			cohesion	provide	peccianty	of		past perfect		cohesion	cohesion
			across	additional		possibilit		progressive		across	across
			paragraphs.	information and guided the reader		у.		tense.		paragraphs.	paragraphs.

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