**Progression of Skills in English Year 5**

**Reading**

* Use words and word parts to think about what new words mean and sound like.
* Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
* Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions
* Identify and discuss themes and conventions in and across a wide range of writing.
* Can ask questions about reading to further improve understanding.
* Can justify views
* Can make comparisons within and across books.
* Learnt a wider range of poems by heart
* Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
* Check understanding of books through discussion and exploring the meaning of words.
* Show understanding of reading by drawing inferences from within the text and justifying them with evidence
* Can predict what may happen in a story from details given and suggested in the text.
* Identify key details and ideas in texts by summarising a given number of paragraphs
* Know authors use particular language which will have impact on the reader.
* Can distinguish between statements of fact and opinion
* Can retrieve, record and present information from non-fiction.
* Participate in discussions about books by listening to others' ideas
* Can present or debate on topics, using notes if necessary.

**Writing**

* Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
* Use brackets, dashes or commas to create an explanation section in a sentence.
* Begin sentence clauses with who, which, where, when, whose, that or with.
* Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
* Can write out formal speech or texts using appropriate vocabulary.
* Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
* Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
* Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
* Mark out separate clauses in a sentence by using a semi-colon or colon
* Use a colon to indicate the beginning of a list.
* Use bullet points accurately when constructing a list.
* Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly
* Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
* Use commas to structure sentences and clarify the meaning of a text.
* Structure work with appropriate headings, sub-headings, columns, bullets, or tables.
* Make sure others can read the handwriting and decide whether or not to join specific letters
* Choose the writing tool that is best suited for a task
* Plan the structure of writing by identifying the audience for the text and the purpose of the writing.
* Plan writing by making notes and then developing y initial ideas by reading and researching other texts and thoughts.
* Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* Review work to further describe and develop settings, characters and the narrative atmosphere.
* Use themes and details to help link paragraphs together into a flow of text.
* Use headings, bullet points and underlining to structure and guide a reader through the writing.
* Evaluate and edit work by comparing with the work of others' and explore whether mthe writing is the high quality expected.
* Ensure use of the consistent and correct use of tense throughout a piece of writing.
* Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation
* Proof-read work to correct spelling and punctuation mistakes
* Read aloud work so the meaning is clear, fluent and flows correctly.