



Whole School Literacy Progression Map
Class Year 5 & 6

Literacy Area	Term 1	Term 2	Term 3
<p>Reading Skills:</p>	<p>Year 5: Apply their growing knowledge of root words, prefixes and suffixes. Ask questions to improve their understanding of a text. Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Distinguish between statements of fact and opinion and understand why this is important to interpreting the text. Retrieve, record and present information from non-fiction. Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. Recommend books that they have read, giving reasons for their choices. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views. Predict what might happen from details stated and implied. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify how language, structure and presentation contribute to meaning.</p>	<p>Continuation and deepening of term 1 skills alongside the statements below. Year 5: Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic. Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas. Extract information and make notes using quotations and reference to the text. 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. Identify and explain the author's point of view with reference to the text. Make links between the authors' use of language and the inferences drawn. Discuss and evaluate the intended impact of the language used with reference to the text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how presentational and organisational choices vary according to the form and purpose of the writing.</p>	<p>Continuation and deepening of term 1 & 2 skills alongside the statements below. Year 5: Make comparisons within and across books. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors. Year 6: Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p>

Show understanding through intonation, tone and volume so that meaning is clear to an audience.

Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'.
Read books that are structured in different ways and read for a range of purposes.

Year 6:

Apply their growing knowledge of root words, prefixes and suffixes.

Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.

Ask questions to improve their understanding of a text.

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.

Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers.

Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.

Retrieve, record and present information from non-fiction.

Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Make comparisons within and across books.

Provide reasoned justifications for their views.

Evaluate how successfully the organisation of a text supports the writer's purpose.

Year 6:

Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources.

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.

Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation).

Compare and discuss accounts of the same event through different character viewpoints.

Explore a similar theme or topic written in a different genre.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.

	<p>Predict what might happen from details stated and implied.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.</p> <p>Make comparisons within and across books.</p>		
<p>Writing Skills (Handwriting, Composition, effect, text structure, organisation and sentence structure)</p>	<p>Year 5:</p> <p>Use knowledge of morphology and etymology in spelling.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Identify audience for, and purpose of, the writing.</p> <p>Select the appropriate form and use other similar writing as models for their own.</p>	<p>Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Year 5:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</p> <p>Spell some words with 'silent' letters.</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task.</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Choose the appropriate register for the audience and purpose (formal or informal).</p> <p>Viewpoint is established and generally maintained.</p> <p>Use figurative language such as similes,</p>	<p>Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Year 5:</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Editing sentences by either expanding or reducing for meaning and effect.</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment.</p> <p>Use a wide range of devices to build cohesion within paragraphs.</p> <p>Year 6:</p> <p>Continue to distinguish between</p>

	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences.</p> <p>Make deliberate choices of sentence length and structure for impact on the reader.</p> <p>Fronted prepositional phrases for greater effect.</p> <p>Year 6:</p> <p>Use knowledge of morphology and etymology in spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> <p>Recognise how words are related by meaning as synonyms and antonyms.</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Identify the audience for and purpose of the</p>	<p>alliteration, metaphors and personification in poetry.</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly).</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Year 6:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing.</p> <p>Selects verb forms for meaning and effect e.g. deliberate change of tense.</p>	<p>homophones and other words which are often confused.</p> <p>Manage shifts in levels of formality within a text.</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word.</p>
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writing.

Select the appropriate form and use other similar writing as models for their own.

Evaluate and edit by assessing the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision.

Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter.

Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables.

Draft and write by using a wide range of devices to build cohesion within paragraphs.

Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis.

Use a wide range of clause structures, sometimes varying their position within the sentence.

Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken.

Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?

Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come.

Vocabulary grammar and punctuation skills	<p>Year 5: Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that. Use commas to clarify meaning or avoid ambiguity in writing. Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'. Ensure correct subject and verb agreement when using singular and plural. Use brackets, dashes or commas to indicate parenthesis.</p> <p>Year 6: Proof-read for spelling and punctuation errors. Ensure the consistent and correct use of tense throughout a piece of writing. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use correct subject and verb agreement when using singular and plural. Use brackets, dashes or commas to indicate parenthesis. Use a colon to introduce a list. Use a semi colon within lists. Use semi colons, colons or dashes to mark boundaries between independent clauses. Use hyphens to avoid ambiguity.</p>		<p>Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Year 5: Use the perfect form of verbs to mark relationships of time and cause. Use modal verbs or adverbs to indicate degrees of possibility. Ensure the consistent and correct use of tense throughout a piece of writing. Use a colon to introduce a list.</p> <p>Year 6: Use the perfect form of verbs to mark relationships of time and cause. Use modal verbs or adverbs to indicate degrees of possibility. Punctuate bullet points consistently.</p>	<p>Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Year 5: Use semi colons, colons or dashes to mark boundaries between independent clauses. Use and understand the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Year 6: Use and understand the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points.</p>
Spelling	No Nonsense Spelling Y5 No Nonsense Spelling Y6		No Nonsense Spelling Y5 No Nonsense Spelling Y6	No Nonsense Spelling Y5 No Nonsense Spelling Y6
Reading for pleasure and reading independence	Roald Dahl 100 th Birthday (September 13 th September) Spelling Bee competition Arts Week - Writing Competition		World Book Day Read for my School - Booktrust Radio 2 writing competition	Bembridge Library Competition 500 Word Saga
Year A: Stimulus themes /topics	Ancient Greeks	Volcanoes and Earthquakes	World War 2	Brazil and the Amazon
Reading range	The Adventures of Odysseus.	Video Clip Newspaper Cuttings	Extract from The Hajj War Veterans newspaper articles	Journey to the River Sea by Eva Ibbotson

<p>Significant authors</p> <p>(Text based for writing learning journeys)</p>	<p>The Orchard Book of Greek Myths Brochures Greece</p> <p>Philip Pullman</p>	<p>Malorie Blackman</p>	<p>War Poetry War Horse by Michael Morpurgo Otto the Autobiography of a Teddy Bear by Tomi Ungerer</p> <p>Louis Sachar</p> <p>JK Rowling</p>	<p>Short by Kevin Crossley-Holland Last Night I saw the City Breathing by Andrew Peters</p> <p>Eva Ibbotson</p> <p>Elizabeth Laird</p>		
<p>Writing range: whole class</p>	<p>Myths from different view points Examples of Brochures Play scripts Lonely Heart columns for Greek Gods and Goddesses</p>	<p>Volcanoes and Earthquakes newspaper article Recount Survival Guide Journalist writing Blog for school website</p>	<p>Dunkirk Newspaper Article Dunkirk diary entry Story with a flashback Recount Autobiography/ Biography Poetry</p>	<p>Horror/Mystery Non Chronological Report for Amazon/Brazil Persuasive Argument connected to threats to the Amazon. Poetry</p>		
<p>Talk: skills, opportunities and outcomes</p>	<p>Hot seating Thought Tracking Freeze Frame</p>	<p>Interviewing victims. Acting out phone call to police.</p>	<p>Acting out a scene from Hajj Conscience alley Hot seating</p>	<p>Hot seating Giving picture drama</p>		
<p>Year B: Stimulus themes /topics</p>	<p>The Indus Valley</p>		<p>Victorians</p>		<p>Wonderful World</p>	<p>Water Worlds</p>
<p>Year B: Reading range</p> <p>Significant authors</p> <p>(Text based for writing learning journeys)</p>	<p>Meercat Mail by Emily Garvett Alice's Adventure in Wonderland by Lewis Carroll</p> <p>Lewis Carroll</p> <p>David Almond</p>		<p>Street Child by Berlie Doherty Trip to Osborne House</p> <p>Anthony Horowitz</p> <p>Eoin Colfer</p>		<p>Ice Trap by Meredith Hooper Shackleton's Journey by William Grill Debate topics The Black Hat - Maia Walczak</p> <p>Joan Aiken</p>	<p>Kensuke's Kingdom Video Clip - Derek Redmond</p> <p>Michael Morpurgo</p>
<p>Writing range: whole class</p>	<p>Diary entry from different view points Persuasive letter Email from Alice home to parents. Fantasy story</p>		<p>Recount letter write from Osborne House Workhouse Non Chronological Report Workhouse Recount Play script Beginning of story with dialogue</p>		<p>Diary entry from different view points Blog writing Persuasive email</p>	<p>Recount from different points of view Newspaper Article</p>

			Balanced Argument Descriptive writing on setting and character	Text message from Michael
Talk: skills, opportunities and outcomes	Emotional graph for Alice's Freeze frame	Acting out first chapter	Picture from book - talk and acting out picture. Finding the hat - what would you do?	