



**Progression Framework**

# **English**

## **Year Five**

# Progression Framework

## Introduction

The Progression Framework for English comprises two separate domains:

- Reading, which is then presented in the following 'dimensions':
  - Word reading
  - Comprehension
- Writing, which is then presented in the following 'dimensions':
  - Transcription (spelling and handwriting)
  - Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices)

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:

- Year 1
- Year 2
- Year 4 (includes learning in Year 3)
- Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the 'What to look for' guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

# Progression Framework for English, Year Five

## Domain: Reading<sup>1</sup>

| Dimension                     | Sub-dimension              | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)  | What to look for guidance (Exceeding expectations)   |
|-------------------------------|----------------------------|---|--------------------------------------|---|---|--|
| 1) Word Reading               | a) Word Reading – Decoding | <b>5.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</b>     | Y                                    | Pupil can, with support, apply their knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words they meet. | Pupil can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. <i>uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.</i> | Pupil can use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. |
| 2) Comprehension <sup>2</sup> | a) Range of Reading        | <b>5.2.a.1 Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b> | Y                                    | Pupil can with support read and discuss a widening range of fiction and nonfiction, sometimes expressing and justifying preferences.                                      | Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.   | Pupil can read and discuss a widening range of fiction and non-fiction including unfamiliar texts and whole books.                 |

<sup>1</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

<sup>2</sup> **Note for references to 'age-appropriate' texts:** The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

# Progression Framework for English, Year Five

## Domain: Reading

| Dimension        | Sub-dimension       | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)  |
|------------------|---------------------|--|--------------------------------------|---|--|---|
| 2) Comprehension | a) Range of Reading | 5.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes | N                                    | Pupil can read a range of books that are structured in different ways and for a range of purposes, with support.  | Pupil can read books that are structured differently for a range of purposes, with independence: e.g. <i>manga and graphic novels, comical history series.</i>   | Pupil can confidently and routinely read a range of books for a range of purposes.  |
|                  |                     | 5.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books  | N                                    | Pupil can, with support, make comparisons within and between books with support: e.g. <i>Ginger has this pet cat that ends up at school and twice it attacks the evil acting principal. I read another book where the main character had an animal that was out of control and got him in trouble - it was a dog that he took for walks that was very fast and he tried to walk it from his skateboard!</i> | Pupil can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. <i>Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.</i> | Pupil can confidently and consistently make comparisons within and between books: e.g. <i>The writer wants us to see how different Mr Napier is from Mr Wong, so he keeps showing us examples of their different behaviour like how they take assembly and how Mr Napier changes Mr Wong's office to make it his.</i> |

# Progression Framework for English, Year Five

## Domain: Reading

| Dimension        | Sub-dimension             | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)  | What to look for guidance (Exceeding expectations)  |
|------------------|---------------------------|--|--------------------------------------|--|---|---|
| 2) Comprehension | b) Familiarity with Texts | 5.2.b.1 Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | N                                    | Pupil is familiar with a wide range of age-appropriate books and can name some.                      | Pupil is increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. <i>fantasy, adventure, comedy, science fiction.</i>  | Pupil is familiar with a wide range of age-appropriate books and can identify many genres.                  |
|                  |                           | 5.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: <b>identifying and discussing themes and conventions in and across a wide range of writing</b>  | Y                                    | Pupil can, with support, recognise and discuss some themes and conventions in age-appropriate texts. | Pupil can recognise and discuss themes and conventions in age-appropriate texts: e.g. <i>heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.</i> | Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate texts. |
|                  | c) Performance & Poetry   | 5.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart   | N                                    | Pupil can, with support, learn a wide range of age appropriate poetry by heart.                      | Pupil can learn by heart a wide range of age-appropriate poems.   | Pupil can learn by heart a wider range of age-appropriate poems.  |

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## Domain: Reading

| Dimension        | Sub-dimension           | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|------------------|-------------------------|--|--------------------------------------|---|--|--|
| 2) Comprehension | c) Performance & Poetry | 5.2.c.2 Maintain positive attitudes to reading and understanding of what they read by: 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 | N                                    | Pupil can, with support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone, volume.  | Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume.  | Pupil can confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so that the meaning is usually clear to an audience.   |
|                  | d) Word Meanings        | There is no content for this sub-dimension in Year 5.  |                                      |   |  |  |
|                  | e) Understanding        | 5.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context   | N                                    | Pupil can, with support, monitor reading of age appropriate texts for sense and self-correct when they misread and can sometimes explore how the same word can have different meanings in different contexts. | Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. <i>attendance register, cash register, noticing something</i> , e.g. <i>'He registered that his book had been moved', register of sound or voice, register of communication.</i> | Pupil can almost always monitor reading of age appropriate texts for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it. |

# Progression Framework for English, Year Five

## Domain: Reading

| Dimension        | Sub-dimension    | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|------------------|------------------|--|--------------------------------------|--|--|--|
| 2) Comprehension | e) Understanding | 5.2.e.2 Understand what they read by: asking questions to improve their understanding  | N                                    | Pupils can sometimes ask themselves questions to improve their understanding when independently reading age-appropriate texts.                                       | Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text: e.g. <i>I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?</i> | Pupils can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.                                |
|                  |                  | 5.2.e.3 Understand what they read by:<br><b>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b> | Y                                    | Pupil can, with support, when reading an age appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these. | Pupil can, when reading an age appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.  | Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these. |

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## Domain: Reading

| Dimension        | Sub-dimension   | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|------------------|---|---|--------------------------------------|--|--|--|
| 2) Comprehension | <b>The statements below will be evidenced from increasingly challenging books</b> |   |                                      |  |  |  |
|                  | f) Inference  | 5.2.f.1 Understand what they read by: <b>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</b> | Y                                    | Pupil can, with support, draw inferences from their independent reading of age appropriate texts and explain thinking, returning to text to support opinions when prompted: e.g. <i>Ginger is a kind person because although the cat makes her sneeze she puts up with it because the rest of her family loves cats so much. She never gets angry with the cat even when it attacks Mr Napier and gets her in trouble.</i> | Pupil can draw inferences from their independent reading of age appropriate texts and explain thinking, returning to text to support opinions: e.g. <i>Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.</i> | Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. <i>Mr and Mrs Smith seem not to care enough about Ginger and her problems and Mrs Smith lets another child jump the queue when Ginger needs first aid, but actually I think they are just really busy and working hard not to seem as if they favour their own child.</i> |



# Progression Framework for English, Year Five

## Domain: Reading

| Dimension        | Sub-dimension       | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|------------------|---------------------|--|--------------------------------------|--|--|--|
| 2) Comprehension | g) Prediction       | 5.2.g.1 Understand what they read by: <b>predicting what might happen from details stated and implied</b>                  | Y                                    | Pupil can sometimes read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader: e.g. <i>Mr Napier is taking a few small events and building up a big fantasy about a pack of dangerous stray dogs. I think he will go too far and be caught out in a big lie.</i>            | Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. <i>I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.</i> | Pupil can almost always read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader: e.g. <i>Even though Mr Wong has written his resignation letter I think he will come back to his old job because the writer makes sure we know that Mr Napier has been telling lies. I think he is sure to be found out and sacked!</i> |
|                  | h) Authorial Intent | 5.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | N                                    | Pupil can, with support, identify language, including figurative language in age appropriate texts the writer has chosen for impact and sometimes discuss and evaluate the impact on them as a reader: e.g. <i>I like the way Ginger and other characters use made-up 'swear' words that nobody can complain about because they're not actually rude, like shiddlepong and fugugling and that they made them up as part of a school project!</i> | Pupil can usually identify language, including figurative language in age appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader: e.g. <i>I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.</i>   | Pupil can almost always identify language, including figurative language in age appropriate texts the writer has chosen for impact and almost always discuss and evaluate the impact on them as a reader: e.g. <i>when the author says the chocolate milk inside her wasn't curdling any more, it was glowing, we know Ginger is feeling better because her mum has just said something kind to her.</i>   |

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## Domain: Reading

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|------------------|---------------------|--|--------------------------------------|--|---|---|
| 2) Comprehension | h) Authorial Intent | 5.2.h.2 Understand what they read by: identifying how language, structure and presentation contribute to meaning | N                                    | Pupil can, with support, identify distinctive language, structural and presentational features in their independent reading of ageappropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. | Pupil can usually identify distinctive language, structural and presentational features in their independent reading of ageappropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. <i>can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.</i> | Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of ageappropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text. |
|                  | i) Non Fiction      | 5.2.i.1 Distinguish between statements of fact and opinion   | N                                    | Pupil can sometimes distinguish between fact and opinion with support.   | Pupil can distinguish between fact and opinion: e.g. <i>is able to identify that some statements are not backed up with evidence and others are.</i>  | Pupil can confidently and consistently distinguish between fact and opinion.  |

# Progression Framework for English, Year Five

## Domain: Reading

| Dimension        | Sub-dimension         | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|------------------|-----------------------|--|--------------------------------------|---|--|--|
| 2) Comprehension | i) Non Fiction        | <b>5.2.i.2 Retrieve, record and present information from nonfiction</b>  | Y                                    | Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved. Sometimes presents information in ways that are coherent and useful to themselves and others. | Pupil can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: <i>e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.</i> | Pupil can almost always identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved. Almost always presents information in ways that are coherent and useful to themselves and others. |
|                  | j) Discussing Reading | 5.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices | N                                    | Pupil can, with support, share their opinions about age-appropriate books they have read independently and sometimes make appropriate recommendations to their peers, giving reasons for their choices.   | Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: <i>e.g. There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts.</i>  | Pupil can almost always share their opinions about age appropriate books they have read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.   |

# Progression Framework for English, Year Five

## Domain: Reading

| Dimension        | Sub-dimension         | Progression statement  | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)  | What to look for guidance (Exceeding expectations)   |
|------------------|-----------------------|--|--------------------------------------|---|---|--|
| 2) Comprehension | j) Discussing Reading | 5.2.j.2 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       | N                                    | Pupil can, with support, take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged. | Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. <i>asking other to justify their opinions and views with evidence for the text.</i> | Pupil can almost always take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged. |
|                  |                       | 5.2.j.3 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 | N                                    | Pupils can, with support, contribute their own views and opinions of the books they have read through presentations and debates.  | Pupil can explain and discuss their understanding of what they have read, through formal presentations and debates.   | Pupil can confidently use formal debates and presentations to explore and explain their understanding of what they have read.  |
|                  |                       | 5.2.j.4 Provide reasoned justifications for their views  | N                                    | Pupil can, with support, provide reasons for their views.   | Pupil can provide explanations for their views: e.g. <i>I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.</i>   | Pupil can justify their opinions with confidence.  |

# Progression Framework for English, Year Five

## Domain: Writing<sup>3, 4</sup>

| Dimension                  | Subdimension                      | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)  | What to look for guidance (Exceeding expectations)  |
|----------------------------|-----------------------------------|---|--------------------------------------|---|---|---|
| 1) Writing – transcription | a) Phonic and Whole Word Spelling | 5.1.a.1 Spell some words with ‘silent’ letters: e.g. <i>knight, psalm, solemn</i>   | N                                    | Spells some common kn, mb and stle words correctly: e.g. <i>knee, thumb, rustle</i> .   | Spells most common kn, mb, stle, mn, silent b words correctly: e.g. <i>as at left, and solemn, debt</i> .   | Spells nearly all kn, mb, stle, mn, silent b and silent n words correctly.  |
|                            |                                   | 5.1.a.2 Continue to distinguish between homophones and other words which are often confused   | N                                    | Distinguishes and correctly spells some confusing pairs: e.g. <i>led/lead, farther/father, aloud/allowed, new/knew, herd/heard, steal/steel, past/passed, weather/whether, whose/who’s</i> .                          | Distinguishes and correctly spells most confusing pairs: e.g. <i>as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle</i> .   | Distinguishes and correctly spells nearly all confusing pairs: e.g. <i>as at left and aisle/isle, advise/advice, practise/practice, license/licence</i> .   |
|                            |                                   | 5.1.a.3 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 | N                                    | With support, pupil is able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words. | Pupil is usually able to draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. <i>using known spelling of ordinary to help spell extraordinary, ordinarily</i> . | Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has a range of successful strategies for learning and recalling spelling of anomalous words. |
|                            | b) Other Word Building Spelling   | 5.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them   | N                                    | Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling.   | Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>applicable, adorable, reliable, changeable, noticeable</i> .   | Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling.  |

<sup>3</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account. <sup>4</sup>

Pupils should continue to be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64, 68):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension                  | Subdimension                    | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)  |
|----------------------------|---------------------------------|---|--------------------------------------|---|--|---|
| 1) Writing – transcription | b) Other Word Building Spelling | 5.1.b.2 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   | N                                    | With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter, then read and understand the definition. | Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition. | Pupil can almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition. |
|                            | c) Transcription                | There is no content for this sub-dimension in Year 5.   |                                      |   |  |   |
|                            | d) Handwriting                  | 5.1.d.1 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 | N                                    | With support, pupil can make choices over letter shapes and joins to ensure fluency and legibility.   | Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation.   | Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.   |
|                            |                                 | 5.1.d.2 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task   | N                                    | With support, pupil can select the appropriate writing instrument: e.g. <i>a pen for formal writing, a pencil for notetaking.</i>   | Pupil can usually select the appropriate writing instrument: e.g. <i>a pencil for making notes, a pen for formal writing.</i>  | Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. <i>explain why a particular pen colour and thickness was chosen for a particular poster or flyer.</i>                            |

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension                | Subdimension                     | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)  |
|--------------------------|----------------------------------|---|--------------------------------------|---|--|---|
| 2) Writing – composition | a) Contexts for writing          | 5.2.a.1 Plan their writing by: <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b> | Y                                    | With support, pupil can identify the intended audience and purpose for writing and select from a range of writing models offered.       | Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing:<br><i>e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.</i>  | Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing.        |
|                          |                                  | 5.2.a.2 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed          | N                                    | With support, pupil can draw on what they have learned about how authors develop characters and settings to help them create their own. | Pupil can usually draw on what they have learned about how authors develop characters and settings to help them create their own: <i>e.g. planning two or three main characters who are clearly distinguishable from each other and placing them in a setting modelled on a favourite story or pupil's own locality.</i> | Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own. |
|                          | b) Planning and Drafting Writing | 5.2.b.1 Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary   | N                                    | Pupil can, with support, sometimes think aloud and record their ideas, sometimes drawing on independent reading and research.           | Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research: <i>e.g. use a spidergram planning model to organise and develop related ideas drawn from reading and research.</i>  | Pupil can almost always think aloud and record their ideas, sometimes drawing on independent reading and research.                                      |



## Progression Framework for English, Year Five

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
|  |  | 5.2.b.2 Draft and write by: <b>using a wide range of devices to build cohesion within and across paragraphs</b> | Y | Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. <i>by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.</i> | Pupil can usually produce internally coherent paragraphs in a logical sequence: e.g. <i>using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.</i> | Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. <i>establishing simple links between paragraphs through use of language like firstly, next, moreover.</i> |
|--|--|---|---|--|--|--|

### Domain: Writing

| Dimension                | Subdimension                     | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)  |
|--------------------------|----------------------------------|---|--------------------------------------|--|--|---|
| 2) Writing – composition | b) Planning and Drafting Writing | 5.2.b.3 Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | N                                    | Pupil can, with support, describe settings, characters and atmosphere and is beginning to experiment with integrating dialogue to convey character and advance the action. | Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on:<br><i>e.g. 'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'</i> | Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction. |
|                          |                                  | 5.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning                       | N                                    | Pupil can, with support, select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.                         | Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. <i>make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.</i>  | Pupil can almost always select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.   |



## Progression Framework for English, Year Five

|  |  |  |   |  |   |   |
|--|--|--|---|--|---|---|
|  |  | 5.2.b.5 Draft and write by: précising longer passages  | N | Pupil can, with support, précis longer passages.   | Pupil can usually précis longer passages: <i>e.g. identify key points from the passage and reformulate them coherently in their own words.</i>  | Pupil can almost always précis longer passages.   |
|  |  | 5.2.b.6 Draft and write by: <b>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b> | Y | Pupil can, with support, sometimes use further organisational and presentational devices, to structure text and to guide the reader: <i>e.g. use headings and subheadings, organise ideas so related points are grouped, signal openings and closings.</i> | Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: <i>e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</i> | Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: <i>e.g. select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.</i> |

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension                | Subdimension                    | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)  |
|--------------------------|---------------------------------|---|--------------------------------------|---|--|---|
| 2) Writing – composition | c) Editing Writing <sup>5</sup> | 5.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing                                    | N                                    | Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous teaching. | Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.   | Pupil can almost always work alone and with a partner to evaluate writing against agreed success criteria identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately and confidently to the writer. |
|                          |                                 | 5.2.c.2 Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning | N                                    | Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.                            | Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. <i>making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.</i> | Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.   |
|                          |                                 | 5.2.c.3 Evaluate and edit by: <b>ensuring the consistent and correct use of tense throughout a piece of writing</b>           | Y                                    | Pupil can, with support, sometimes write using tense consistently and correctly throughout.   | Pupil can write using tense consistently and correctly throughout: e.g. <i>use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.</i>   | Pupil can almost always write using tense consistently and correctly throughout.  |

<sup>5</sup> The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension                | Subdimension       | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|--------------------------|--------------------|---|--------------------------------------|---|--|--|
| 2) Writing – composition | c) Editing Writing | <b>5.2.c.4 Proof-read for spelling and punctuation errors</b> | Y                                    | With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items. | Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. <i>You're writing a letter back from space and you've dropped some extra information inside that sentence. It needs to be marked out parenthetically. You could use commas, but why not use two dashes seeing you're writing to your dad and it's informal?; remember, gracious comes from the root word grace so there's no t in it. Change it to letter c like in grace and you'll have it right.</i> | Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught. |

## Progression Framework for English, Year Five

### Domain: Writing

| Dimension                | Subdimension                    | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)  | What to look for guidance (Exceeding expectations)  |
|--------------------------|---------------------------------|---|--------------------------------------|---|---|---|
| 2) Writing – composition | c) Editing Writing <sup>3</sup> | 5.2.c.5 Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | N                                    | Pupil can, with support, understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing: e.g. <i>we were (not we was)</i> . Pupil can, with support, identify examples of informal speech patterns and structures in their own writing and amend to reflect standard English usage where appropriate. | Pupil understands that common group nouns take the singular verb form: e.g. <i>the football team is happy to be playing against Dullford; the government has decided to change exams</i> . Pupil demonstrates this knowledge across a wide range of independent writing. Pupil can usually identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate. | Pupil understands that common group nouns take the singular verb form and can edit own and others' work to amend this. Pupil can almost always identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate. |
|                          | d) Performing Writing           | 5.2.d.1 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear   | N                                    | Pupil can, with support, perform their own compositions, beginning to use appropriate intonation, volume, and movement so that meaning is clear.  | Pupil can perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.  | Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  |

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension  | Subdimension  | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)  | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)  |
|--|---------------|---|--------------------------------------|---|--|---|
| 3) Writing – vocabulary, grammar and punctuation | a) Vocabulary | 5.3.a.1 Use a thesaurus   | N                                    | Pupil can, with support, sometimes use a thesaurus to introduce varied and precise vocabulary.        | Pupil can usually use a thesaurus to introduce varied and precise vocabulary: e.g. <i>after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.</i>                             | Pupil can almost always use a thesaurus to introduce varied and precise vocabulary.                     |
|  |               | 5.3.a.2 Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely | N                                    | Pupil is beginning to use expanded noun phrases to convey precise and detailed information concisely. | Pupil can usually use expanded noun phrases to convey precise and detailed information concisely: e.g. <i>...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...</i> | Pupil can almost always use expanded noun phrases to convey precise and detailed information concisely. |
|  |               | <b>5.3.a.3 Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy</b>   | Y                                    | Pupil can, with support, sometimes convert nouns or adjectives into verbs.                            | Pupil can usually convert nouns or adjectives into verbs: e.g. <i>hyphen into hyphenate; terrific into terrify; random into randomise.</i>   | Pupil can almost always convert nouns or adjectives into verbs.   |
|  |               | 5.3.a.4 Verb prefixes: e.g. <i>dis-, de-, mis-, over-, re-</i>  | N                                    | Pupil can, with support, use prefixes to generate new verbs.  | Pupil can use prefixes to generate new verbs: e.g. <i>disapprove; defuse, misunderstand, overestimate, recombine.</i>  | Pupil can almost always use prefixes to generate new verbs.   |

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension  | Subdimension | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)  | What to look for guidance (Exceeding expectations)   |
|--|--------------|---|--------------------------------------|--|---|--|
| 3) Writing – vocabulary, grammar and punctuation | b) Grammar   | 5.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | N                                    | With support, pupil is beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. | Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. <i>The song (that) I like is being played on Radio Cornwall; The woman who moves in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.</i> | Pupil can almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.   |
|  |              | 5.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: <b>using modal verbs or adverbs to indicate degrees of possibility</b>  | Y                                    | With support, pupil is beginning to use modal verbs or adverbs to indicate degrees of possibility.   | Pupil can usually use modal verbs or adverbs to indicate degrees of possibility: e.g. <i>there might be ... it could be ... we may be ... sometimes... possibly... occasionally.</i>  | Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility.   |
|  |              | 5.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: <b>using the perfect form of verbs to mark relationships of time and cause</b>  | Y                                    | Pupil is beginning to choose when to use the present perfect tense in contrast to the past where appropriate.  | Pupil can usually use the present perfect form of verbs to mark relationships of time and cause: e.g. <i>She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late).</i>   | Pupil is confidently using the present perfect tense and beginning to experiment with using the past perfect in narrative and recount: e.g. <i>Shackleton had begun to plan his expedition years before his departure.</i> |
|  |              | <b>5.3.b.4 Devices to build cohesion, including adverbials of time, place and number</b>  | Y                                    | Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.  | Pupil can use devices to build cohesion, including adverbials of time, place and number: e.g. <i>linking ideas within and across paragraphs using later, nearby, secondly.</i>  | Pupil can almost always use devices to build cohesion, including adverbials of time, place and number.   |

# Progression Framework for English, Year Five

## Domain: Writing

| Dimension  | Subdimension                | Progression statement   | NAHT key performance indicator (Y/N) | What to look for guidance (Working towards expectations)   | What to look for guidance (Meeting expectations)   | What to look for guidance (Exceeding expectations)   |
|--|-----------------------------|---|--------------------------------------|--|--|--|
| 3) Writing – vocabulary, grammar and punctuation | c) Punctuation <sup>6</sup> | <b>5.3.c.1 Brackets, dashes or commas to indicate parenthesis</b><br><b>Use of commas to clarify meaning or avoid ambiguity</b> | Y                                    | With support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. <i>may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</i> | Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. <i>is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</i> | Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas accurately to clarify meaning or avoid ambiguity: e.g. <i>is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</i> Pupil demonstrates this knowledge across a range of independent writing. |

<sup>6</sup> Remember to include all the elements taught in previous years in your expectations and assessment.

