English – Within-Year Progression Map Year Group 5&**6** Curriculum Cycle: (**2026-27)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Text Focus	**Recount (Diary Entry)** Historical recount of building a pyramid in Chichen Itza. **Purpose:** reader empathises with the protagonist. **Poetry - Lost Words poem** A nature spell to bring back animals (red squirrel or wild wolves in the UK). **Purpose:** reader is inspired by nature **History [Information]**How chocolate was made by the Maya	**Information** Shang Warriors and Weapons. **Purpose:** reader understands how the Shang fought **Narrative** Jungle adventure including description of a Shang ruler's tomb. **Purpose:** reader is excited by the narrative. **History [Discussion]** Was the Shang Dynasty successful?	**Persuasion** Formal letter and informal letter to persuade someone to change where they live or the way they live. **Purpose:** reader *Wants to help someone change the way they live* **Recount [Newspaper]** Based around issue in Geography topic. **Purpose:** reader sympathises with person in newspaper **Geography [Information]** Landmarks in America .	**Narrative** Writing to entertain – Portal Story. **Purpose:** reader *is excited* **Science [Biography]** A biography of Charles Darwin	**Instructions [Survival Guide]** Bear Grylls survival guide. **Purpose:** reader *can build a shelter following instructions* **Music [Persuasion]** Why music can change the world.	**Narrative Poetry [*The Highwayman]*** A ghost story based on the poem. **Purpose:** reader *is scared* **Discussion** *Should Graffiti be considered art or vandalism?* **Purpose:** reader *can see both sides of the argument.* **Art [Recount]** Recounting our visit to the Yorkshire Sculpture Park.
Word, Sentence & Punctuation Focus *Rainbow Grammar**	**Recap on & embellish simple sentences (main clauses)** **determiner, noun, pronoun, adjective, verb** **Adverbs, Fronted Adverbials & Prepositions** **Semi-colons**	**Coordination (conjunctions)** **Colons**	**Speech** **Hyphens**	**Subordination** **Adverbial clause** **Non-finite clause** **Subjunctive form**	**Subordination** **Relative clause** **Brackets** **Dashes**	**Appositive**
Year 5 *Rainbow Grammar*	Begin a sentence with a linking adverb, separating with a comma. Zoom in or out using 3 'when', or 'where' fronted adverbials. Fronted adverbial, fronted adverbial, fronted adverbial, subject predicate stop	Coordinate using 2 different coordinating conjunctions Join two main clauses with a semi-colon Use a colon to introduce and bullet points to demarcate a list The boy carried: □a torch □a lantern □his packed lunch	Use ellipsis to show incompletion The boy opened the door, stepped through and… When at the end of a sentence, capitalise direct speech, separate from the main clause with a comma, and close with a full stop, question mark or exclamation mark. Insert a reporting clause into longer speech.	Begin a sentence with 2 adverbial clauses. Coordinate 2 -ing non-finite clauses. Use an -ed non-finite clause, separating with commas.	Use commas, brackets and dashes for parenthesis Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house. Describe a noun phrase with a relative clause, separating with commas. Coordinate 2 relative clauses.	Coordinate 2 appositives, separating with commas.
Year 6 *Rainbow Grammar*	Use a linking adverb after a semi-colon.	Use a colon to illustrate or expand The monster was ravenous: it salivated greedily.	Use indirect (reported) speech. Use ellipses to denote speech that trails away.	Use the subjunctive mood with the subordinating conjunctions *if*, *as if* and *if only*.	Distinguish between essential and non-essential relative clauses using commas.	Coordinate 3 appositives, separating with commas.

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	Use semi-colons in a complex list The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes. Use semi-colons in a bulleted list The boy carried: □a torch; □a lantern; □his packed lunch.	Coordinate 4 predicates in a double see-saw pattern. 	Use a dash to denote speech that is interrupted.   Use a hyphen to avoid ambiguity A child-eating monster lurked in the cellar.	Begin a sentence with 3 adverbial clauses.  Begin a non-finite clause with a noun or noun phrase.  Coordinate 3 non-finite clauses.  Coordinate 4 non-finite clauses in a double see-saw pattern. 	Omit who, that or which at the start of a relative clause.   Coordinate 3 relative clauses. 	Combine an appositive with a relative clause.  Combine an appositive with a non-finite clause. 
Transcription **Handwriting** Letter-Join*	**Module 4 RECAP** -Understand the correct height of ascenders -To write and join the letters bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz correctly.	**Module 6** -Year 5-6 Spellings: Cloze sentences 1-4 **Module 7** -SATs spelling revision No. 1-2	**Module 6** -Year 5-6 Spellings: Cloze sentences 5-7 **Module 7** -SATs spelling revision No. 3-6	**Module 6** Dictation exercises: Hansel and Gretel eat cake Shape Poem **Module 7** Dictation: more challenging exercises		**Module 7** Nice n Neat exercises
Transcription **Spelling** *No Nonsense**	*Pupils will learn…* *The orthography, morphology and etymology of their spelling words* *Strategies – for learning spellings, spelling at the point of writing, proof-reading*					
Composition **Also refer to Marking & Feedback Policy**	**Before writing:** Identify the specific purpose and audience of writing and know how they are trying to make the audience feel; identify success criteria linked audience, purpose and text type; discuss and improve initial planning ideas with peers. **During writing:** Compose and rehearse paragraphs orally and improve them as they are said out loud; Edit spelling of commonly misspelt words and homophones at the point of writing; **After writing:** Assess own writing against the success criteria (WILF) and identify examples of this; assess a peer's writing against the success criteria (WILF); identify examples of this and give an appropriate next step.		**Before writing:** Note initial ideas, drawing on relevant and useful reading and research where necessary (writing ideas book); draw upon wider reading as models (imitating the style of authors). **During writing:** Improve a paragraph of writing using an editing strip: select appropriate grammar and vocabulary for the text they are composing, understanding that they can manipulate grammatical structures to change and enhance meaning. **After writing:** Suggest a better choice of vocabulary within *sentences and paragraphs;* edit and improve whole pieces of writing using peer editing stations.		**Independent application of all composition skills taught and learned throughout the year.** Perform compositions using appropriate intonation, volume and movement so that meaning is clear.
Class reader	**The wild way home – Sophie Kirtley**		**Boy in the tower – Polly Ho-Yen** **Letters from the Lighthouse – Emma Carroll**		**Asha & the spirit bird – Jasbinder Bilan** **Ella on the Outside – Cath Howe**	

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<u>Reading</u> Core Shared Reading Text (**<u>fiction</u>**)	Skellig – David Almond		Kensuke's Kingdom – Michael Morpurgo	The Giant's Necklace – Michael Morpurgo	Room 13 – Robert Swindell	Can You See Me? – Libby Scott
Non-fiction suggested texts	History – The History Detective Investigates: Mayan Civilization / History in Infographics: The Maya / Why did the Shang Write on Turtles? / Uncover History: Shang Dynasty Science – Parts of a Heart (Kirsty Holmes) / Sight (Romana Romanyshyn & Andriy Lesiv)		Geography – Galapagos Islands (Karen Romano Young) / National Geographic United States Encyclopaedia Science – What Mr Darwin Saw / Moth: An Evolution Story		Art/Music – Little People Big Dreams: Bob Dylan / A World of Art Science – Creatures of the Order	
<u>Poetry</u>	Lost Words – Robert Macfarlane & Jackie Morris (linked to poetry unit)		The Road Not Taken – Robert Frost		The Highwayman – Alfred Noyes	
Explicit **Fluency*** Focus	Pitch	Power	Pace	Pause	Punctuation	Personality
Comprehension* Skills & Strategies	**Recap** Individual VIPERS s*kills*: Vocabulary Infer Predict Explain Retrieve Sequence / Summarise	**Teach & Practise** -Metacognitive *strategies* for reading: Before – activate prior knowledge & *predict* During – clarify & question After – *Summarise*	**Teach & Practice** -Recognise ways in which writers present points of view in a text, and explain the effect of this. -Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author's solution. -Use of A.P.E	**Teach & Practice** -Use graphic organisers for different purposes, such as cause/effect (multi-flow map), links between characters and themes (double bubble). -Tell the difference between fact and opinion in a text I am reading. Compare texts written by the same author.	**Teach & Practice** Commenting and reading for pleasure: -Book review and recommendations	**Teach & Practise** Performance of poetry and playscripts
	Once reading comprehension skills and strategies have been explicitly taught using the seven-step approach to modelling independence (EEF), pupils will apply these independently to a range of high-quality texts. Learning will be scaffolded to ensure that all pupils are able to access the whole-class text; pupils' knowledge and understanding will be deepened through questioning and whole-class discussion around characters, plots and themes that promotes empathy.					

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