

# Dothill Progression Mapping



## English - Writing

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Five	Year Six
<b>Grammar</b>	<ul style="list-style-type: none"> <li>✓ Use punctuation to accurately indicate direct and indirect speech.</li> <li>✓ Use passive verbs to affect the presentation of information in a sentence.</li> <li>✓ Use the perfect form of verbs to mark relationships of time and cause.</li> <li>✓ Use expanded noun phrases to convey complicated information concisely.</li> <li>✓ Begin to use modal verbs or adverbs to indicate degrees of possibility.</li> <li>✓ Use relative clauses beginning with who, which, where, when, whose, that.</li> <li>✓ Use hyphens in compound words.</li> <li>✓ Begin to use brackets, dashes or commas to indicate parenthesis.</li> <li>✓ Use dashes to mark boundaries between independent clauses.</li> <li>✓ Use a colon to introduce a list.</li> <li>✓ Punctuate bullet points consistently.</li> <li>✓ Introduce subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use punctuation to accurately indicate direct and indirect speech.</li> <li>✓ Use passive verbs to affect the presentation of information in a sentence.</li> <li>✓ Vary the tense effectively to suit the purpose.</li> <li>✓ Vary sentence lengths (including using subordination) to aid cohesion.</li> <li>✓ Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>✓ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</li> <li>✓ Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>✓ Use hyphens to avoid ambiguity.</li> <li>✓ Use brackets, dashes or commas to indicate parenthesis</li> <li>✓ Use semicolons, colons or dashes to mark boundaries between independent clauses.</li> <li>✓ Use a colon to introduce a list.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>✓ Use prefixes and suffixes and understand the guidance for adding them. <a href="#">English appendix 1</a></li> <li>✓ Spell some words with 'silent' letters (for example, knight, psalm, solemn).</li> <li>✓ Distinguish between homophones and other words which are often confused.</li> <li>✓ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. <a href="#">English appendix 1</a></li> <li>✓ Independently use dictionaries to check the spelling and meaning of words, using the first 3 or 4 letters of a word to check spelling.</li> <li>✓ Use a thesaurus.</li> <li>✓ Write from memory, sentences dictated by the teacher, include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use prefixes and suffixes and understand the guidance for adding them. <a href="#">English appendix 1</a></li> <li>✓ Spell some words with 'silent' letters (for example, knight, psalm, solemn).</li> <li>✓ Distinguish between homophones and other words which are often confused.</li> <li>✓ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. <a href="#">English appendix 1</a></li> <li>✓ Independently use dictionaries to check the spelling and meaning of words, using the first 3 or 4 letters of a word to check spelling.</li> <li>✓ Use a thesaurus.</li> <li>✓ Write from memory, sentences dictated by the teacher, include words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>✓ Handwriting is legible, fluent and completed with increasing speed.</li> <li>✓ Cursive script is used and sustained.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Handwriting is legible, fluent and completed with increasing speed.</li> <li>✓ Cursive script is used and sustained.</li> </ul>
<b>Genre</b>	<p><u>Entertain</u> - Diary writing, narrative, poetry  <u>Inform</u> - newspaper recount, non-chronological report, explanation  <u>Persuade</u> - travel writing, letter writing  <u>Discuss</u> - discussion</p>	<p><u>Entertain</u> - Diary writing, narrative, myth, poetry  <u>Inform</u> - newspaper recount, non-chronological report, explanation, biography,  <u>Persuade</u> - leaflet, letter writing,  <u>Discuss</u> - discussion</p>

## Spoken Language

- ✓ Use and understand grammatical terminology (modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity).
- ✓ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✓ 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
- ✓ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ✓ Learning a wider range of poetry by heart
- ✓ Explain and discuss their understanding of what they have read.
- ✓ Take part in formal presentations and debates, maintaining a focus on the topic.

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- ✓ Explain and discuss their understanding of what they have read.
- ✓ Take part in formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- ✓ Provide reasoned justifications.