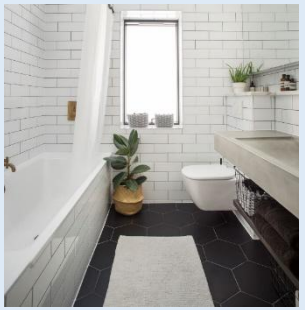
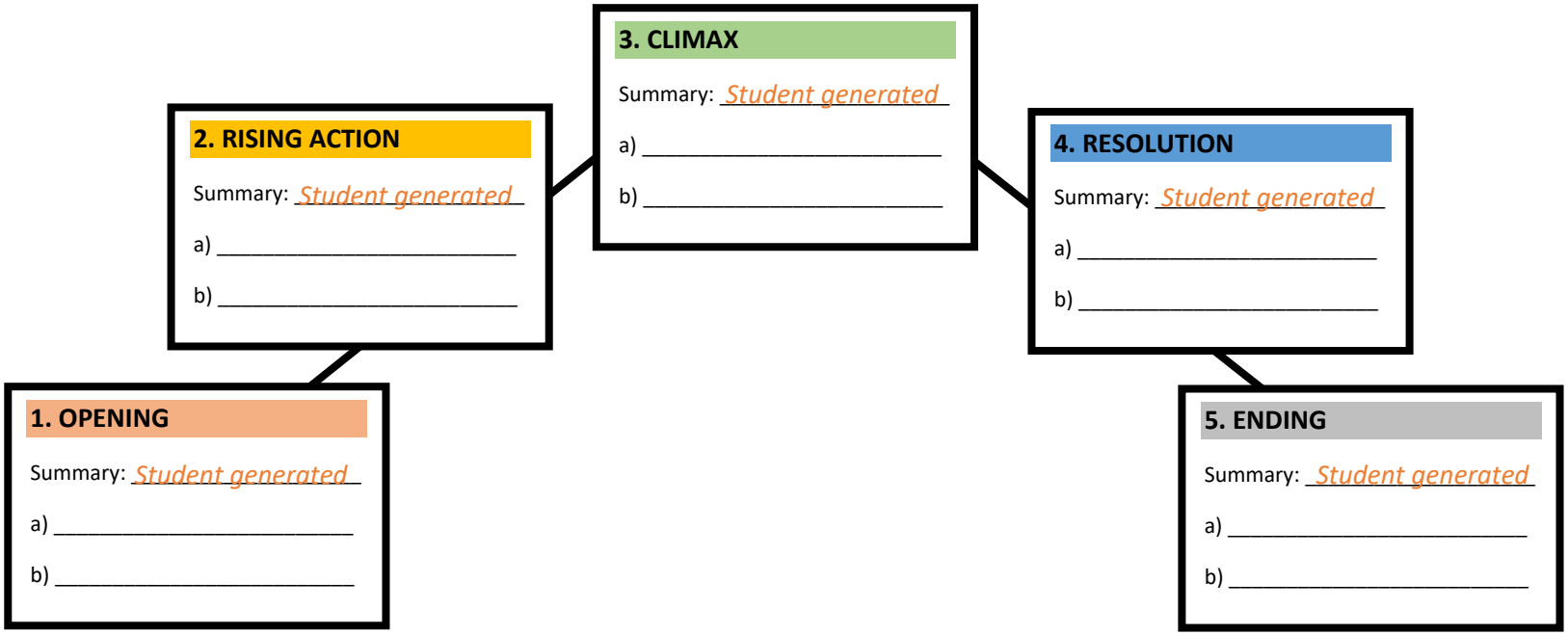
Year 5 English Knowledge Progression

YEAR 5			
Step	**Knowledge**	**Exemplification**	**Assessment**
1	Identify and write adverbs followed by present and past particles openers	***Quietly cackling to herself,*** *the witch stirred the potion.* A participle phrase includes a present or past participle. Participle phrases always function as adjectives that modify the simple/compound subject in the main clause of a sentence. A comma is used to separate the participle phrase from the main clause. Adverbs are words that modify a verb, an adjective, another adverb or an entire clause or sentence. When included in participle phrases, adverbs modify the whole phrase (which functions as an adjective). N.B. Present participle phrases that open with adverbs are easily confused with gerunds because they both include an '–ing' word. The difference is the function that they provide in a sentence. A gerund phrase will always behave as a noun while a present participle phrase will act as an adjective. For example, in the sentence: 'Gently <u>blowing</u> bubbles on a windy day is a fun activity for children.' 'gently blowing bubbles on a windy day' is the subject of the verb *is*. Therefore, this sentence opens with a gerund phrase.	Use the picture to rewrite the sentence below so that it begins with an adverb followed by a participle opener. *The boy almost tripped over.* *Cheerfully running towards the door, the boy almost tripped over.*
2	To identify and write expanded noun phrases that include a prepositional phrase	***The wicked witch with warty skin*** *stirred the potion.* Prepositional phrases show the relationship between nouns and/or pronouns in a sentence. A prepositional phrase can function as an adjective or adverb. When expanding noun phrases, prepositional phrases always function as adjectives that answer the question 'Which one?' For example: 'The book <u>on the kitchen counter</u> is ruined from the steam.' They are written directly after the noun phrase in the sentence.	Use the picture to rewrite the sentence below by expanding the noun phrase with one adjective and one prepositional phrase. *The mat was wet.*  *The white mat on the bathroom floor was wet.*

Writing Outcome A	A five-plot-point narrative that includes a minimum of four sentences that open with adverbs followed by past/present participle phrases and a minimum of two sentences with expanded noun phrases that include prepositional phrases. The narrative must be comprised of: 1. Opening – three sentences 2. Rising Action – three sentences 3. Climax – three sentences 4. Resolution – three sentences 5. Ending – three sentences

Purpose	Narrative Perspective	Tense
To Entertain	1st Person	Past



<table>
<tr>
<td>3</td>
<td>Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis</td>
<td>
Brian said goodnight to his roommate Justin, who played video games all night long.

Brian, who played video games all night long, said goodnight to his roommate Justin.

A relative clause is an adjective clause that describes the noun. A relative clause:

will contain a subject and a verb
will begin with a relative pronoun (who, whom, whose, that, and which) or a relative adverb (when, where, or why)
requires a main clause to form a complete thought

<table>
<tr><th colspan="3">Relative Pronouns</th></tr>
<tr><td>Subject</td><td>Object</td><td>Possessive</td></tr>
<tr><td>who</td><td>who(m)</td><td>whose</td></tr>
<tr><td>which</td><td>which</td><td>whose</td></tr>
<tr><td>that</td><td>that</td><td></td></tr>
</table>
‘Who’ and ‘whom’ is used for people, and ‘which’ for things. ‘That’ can also be used for people or things.

N.B. When introducing this knowledge step, begin with relative clauses at the end of the main clause. Then introduce embedded relative clauses demarcated with a pair of commas. In both instances, the relative clause is a form of parenthesis (a word, phrase or clause that is inserted into another sentence).

N.B. Use commas to separate relative clauses from main clauses throughout this knowledge step.
</td>
<td>
Combine these sentences using a relative clause.

An eagle caught a fish. The fish struggled to escape.

An eagle caught a fish, which struggled to escape.
</td>
</tr>
</table>

4	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis	*Brian said goodnight to his roommate Justin* ***(who played video games all night long)****.* *Brian said goodnight to his roommate Justin* ***– who played video games all night long****.* *Brian* ***(who played video games all night long)*** *said goodnight to his roommate Justin.* *Brian* ***– who played video games all night long –*** *said goodnight to his roommate Justin.* When a relative clause ends a sentence, a pair of brackets or a single dash can be used to separate the relative clause from main clause. When the relative clause is embedded, a pair of brackets or a pair of dashes can be used to separate the relative clause from the main clause. Brackets can be used for a strong or weak interruption; whereas, dashes can only be used for a strong interruption – they disrupt the flow of the sentence. N.B. When brackets are used to demarcate a relative clause at the end of a sentence, the stop mark is written after the closing bracket.	Using a pair of dashes, rewrite the sentence below so that Hillary is best tennis player in the school. <u>Do not</u> use additional words. *Hillary played a match against Anu – who was the best tennis player in the school.* *Hillary – who was the best tennis player in the school – played a match against Anu.*
5	Identify and write appositives (embedded and at the end of the main clause) as parenthesis	*Brian said goodnight to his roommate Justin* ***– a keen gamer.*** *Brian* ***(a keen gamer)*** *said goodnight to his roommate Justin.* An appositive is a second noun or noun phrase that is placed besides the primary noun to explain it more fully. N.B. When an appositive ends a sentence, a comma cannot not be used to separate the appositive from the main clause. This is known as a comma splice.	Rewrite the sentence below replacing two commas with a pair of brackets. <u>Do not</u> use additional words. <u>Do not</u> change the order of the words. *In December 1799, George Washington, the first president of the United States, died.* *In December 1799, George Washington (the first president of the United States) died.*

<table>
<tr>
<td>6</td>
<td>Write relative clauses and appositives within compound and complex sentences</td>
<td>
Brian said goodnight to his roommate Justin – a keen gamer.

Brian yawned loudly, and he said goodnight to his roommate Justin – a keen gamer.

While he yawned loudly, Brian said goodnight to his roommate Justin – a keen gamer.

Relative clauses and appositives can be inserted as parenthesis into sentences with one main clause (simple sentences), more than one main clause joined with co-ordinating conjunctions (compound sentences) and subordinate clause joined to main clauses with subordinating conjunctions (complex sentences).

N.B. Where commas have been used before co-ordinating conjunctions in compound sentences, dashes or brackets should be used to demarcate relative clauses and appositives to avoid ambiguity.

N.B. Where commas have been used after subordinate clauses that begin complex sentences, dashes or brackets should be used to demarcate relative clauses and appositives to avoid ambiguity.
</td>
<td>
Use the picture to rewrite the sentence below with relative clauses about each of the underlined nouns.

The <u>woman</u> rode the <u>horse</u>.

The woman, who wore a helmet, rode the horse that jumped over the hedge.
</td>
</tr>
<tr>
<td>Writing Outcome B</td>
<td colspan="3">
Three expositional paragraphs taken from a non-chronological report. Each paragraph must include at least one relative clause, one sentence with an appositive and be comprised of:

a topic sentence
a minimum of two supporting detail sentences
a concluding sentence

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Inform</td><td>3rd Person</td><td>Past</td></tr>
</table>
</td>
</tr>
</table>

SPO 1

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO 2

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO 3

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

7 | To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time

It was the end of May when the train reached Berlin. *The journey had been nine days of stopping and starting, of lying up in sidings, of crawling along the battered track.*

The station was a shambles, but everyone was glad to escape from their cramped quarters. *The passengers swarmed out of the trucks and over the lines, some of them disappearing at once into the dusty ruins of Berlin.*

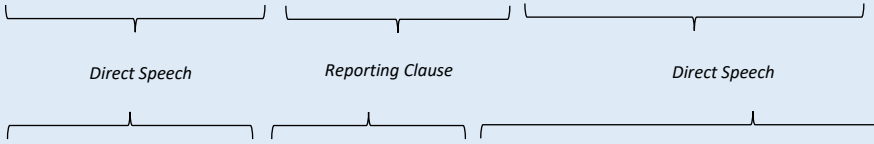
A paragraph is a group of sentences that includes details about a specific point, event or action.

Narrative Writing	
A new character is introduced	When a new character is introduced, a new paragraph is required. e.g. *Deep down here by the dark water lived old Gollum – a small slimy creature.*
A new location	When the location changes, a new paragraph is required. e.g. *Then at last they said goodbye to their ponies and turned their heads for home. Off they trotted gaily, seeming very glad to put their tails towards the shadow of Mirkwood.*
A change in time	When the story moves on in time, start a new paragraph. This can be shown with an adverbial phrase or subordinate clause to start the new paragraph. e.g. *The next morning, dawned bright and fair again.*
A conversation or dialogue is used	When each character speaks, a new paragraph is required. e.g. *"Escaping goblins to be caught by wolves!" he said.* *"Up the trees quick!" cried Gandalf as they ran to the trees at the edge of the glade.*

N.B. Students will be familiar with the starting a new paragraph when a conversation or dialogue is used. Refer to knowledge step 15 in the Year 4 Progression Document for further clarification.

Write // at the beginning of two different sentences to show the start of two new paragraphs.

Mia and Oliver were far away from the party when they found the little rowing boat in the grassy shallows of a small lake. The lake was calm and still. // Glancing nervously behind her, Mia suggested that they row out to the island in the middle of the lake. Confused, Oliver looked at her. Maria explained that there was a hidden necklace on the island. The necklace had once belonged to a rich family. // Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. Both children were determined to find the necklace and return to the party before nightfall. // Twenty minutes later, Mia Oliver arrived at the island. Mia led Oliver out of the boat and across tangled ground to a hidden clearing.

8	Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded	***" Do you remember, " the teacher asked, " if the boy wore uniform? "***  ***" I can't remember, " the girl replied. " I can't remember anything about that day. "*** Inverted commas are written in pairs, and they surround spoken words. Inverted commas cannot be closed without a punctuation mark. Reporting clauses indicates who has spoken (subject) and how they have uttered the speech (verb). When the reporting clause is embedded in direct speech: • reporting clauses begin with a lower case letter unless they begin with a proper noun. For example, " I carried this puppy for miles, " Harry whispered, " so I'm tired. " • commas are written after reporting clauses when the two instances of direct speech can be combined into one sentence • full stops are written after reporting clauses when the two instances of direct speech are two independent sentences • verbs in the reporting clause must match the punctuation used to end the direct speech • subject and verbs in the reporting clause can be written in either order. For example, " I carried this puppy for miles, " Harry whispered / whispered Harry, " so I'm tired. " • questions written as direct speech begin with a capital letter and end with a question mark before the closing inverted comma • exclamations written as direct speech begin with a capital letter and end with an exclamation mark before the closing inverted comma N.B. Use a range of synonyms for 'asked' in example sentences. For example, 'questioned' and 'queried'.	Rewrite the sentence below so the reported clause is embedded in the direct speech. *" I'm the fastest here, so I'll go first, " said Ayomide.* *" I'm the fastest here, " said Ayomide, " so I'll go first. "*

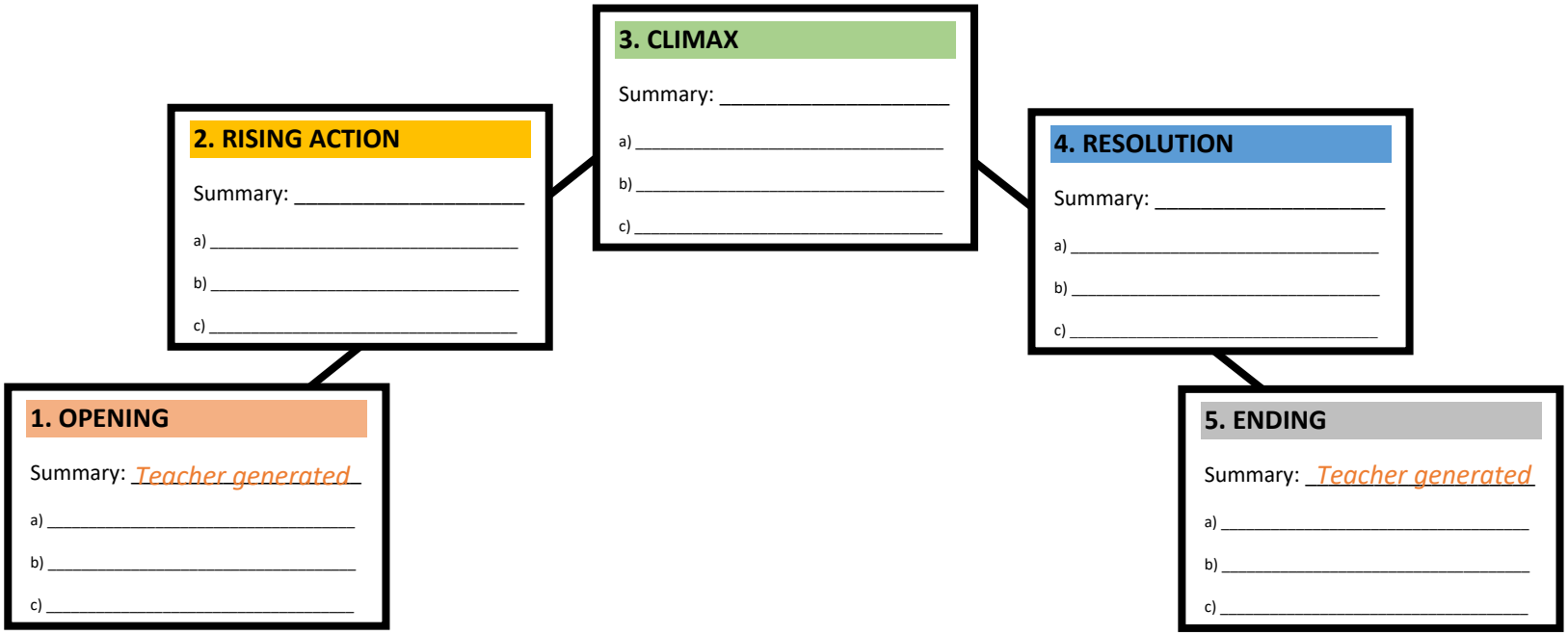
9	To open, embed or end a paragraph with direct speech	*The station was a shambles, but everyone was glad to escape from their cramped quarters.* ***" That was almost certainly, " said the girl, " the worst journey of my life. "*** *The passengers swarmed out of the trucks and over the lines, some of them disappearing at once into the dusty ruins of Berlin.* The direct speech of a single character can open, end or be embedded into a paragraph if the direct speech does not indicate a change in person, place or a jump in time. Therefore, the direct speech must closely relate to the other sentences within the paragraph. Reported clauses must be included to indicate who is speaking and show how they are uttering their speech.	Rewrite the paragraph below to include one sentence with direct speech. *Stomach rumbling, Johnny looked at his mum. He asked for a banana. Johnny's mum shook her head.* *Stomach rumbling, Johnny looked at his mum. " Can I have a banana ? " he asked. Johnny's mum shook her head.*
10	To expand on direct speech with narrative to advance the plot	***Running along the platform, Harry shouted, " Get on the train! " Both children were out of breath as they reached out both pairs of arms.*** ***On the train, Harry grabbed Isha's arm. Isha turned to Harry, and she cried out, " We made it! "*** Reporting clauses primarily indicate who has spoken (subject) and how they have uttered the speech (verb). Reporting clauses can be expanded to include details about a specific point, event or action. Sentences can be expanded using any of the previously taught knowledge steps where appropriate. For example, in the sentence: "Running towards the door, the child screamed: " Get out of my way! " the reporting clause opens with a present participle phrase to advance the action. N.B. Using knowledge step 9, additional sentences can be written before and/or after the reporting clause to further build a paragraph and advance the plot.	Rewrite the sentence below to expand the reporting clause with narrative. *" Wait for me! " shouted Chantelle.* *" Wait for me! " shouted Chantelle as she ran across the platform and reached out for the train.*

Writing Outcome C

A narrative extract that includes a minimum of three instances of reporting clauses embedded in direct speech and two instances where the direct speech has been expanded with narrative to advance the plot. The narrative extract must be compromised of:

1. Rising Action – two paragraph minimum
2. Climax – two paragraph minimum
3. Resolution – two paragraph minimum

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Past



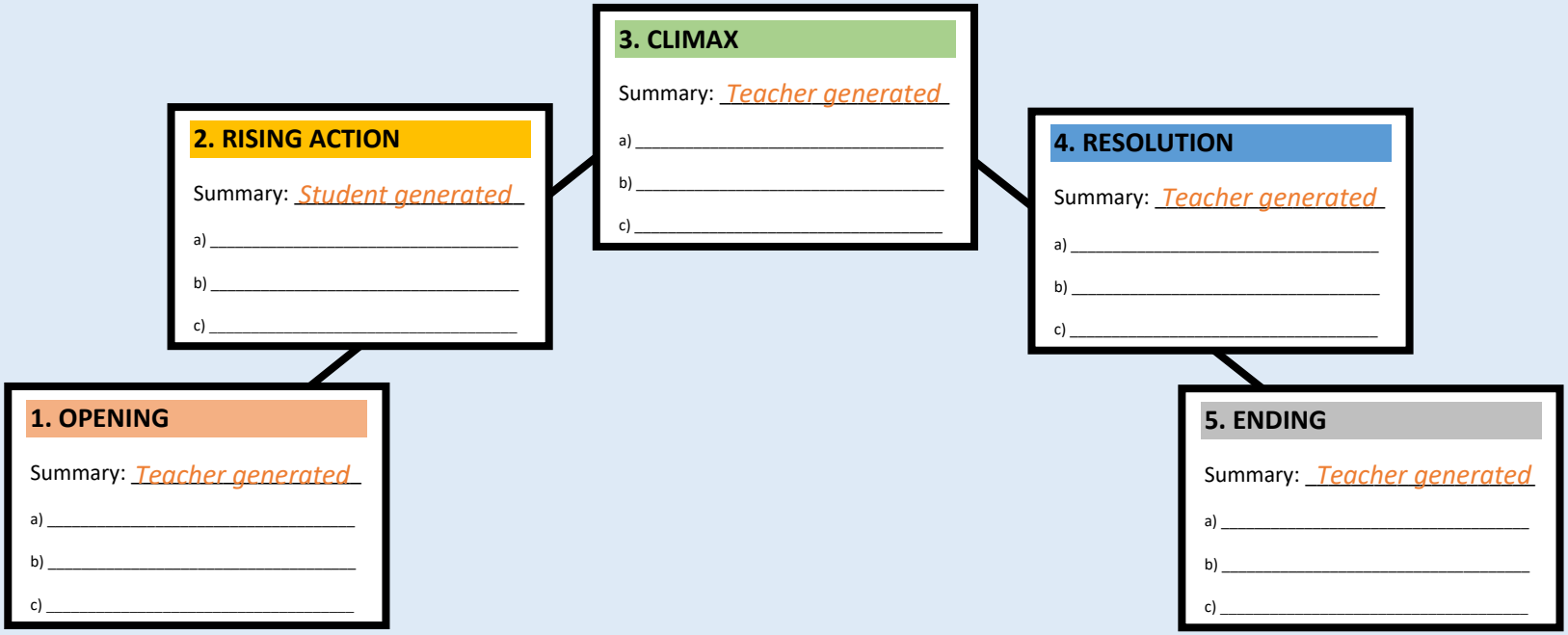
11	Identify and write ellipsis as a stop mark and an incomplete thought	*The woman whispered, "We could always… discuss this somewhere else. We could…* Ellipsis can be used in place of a stop mark to indicate a thought has been left unfinished. The proceeding words are referred to as a fragment. A fragment is a group of words that do not constitute a complete thought; however they open with a capital letter and end with a stop mark. For example, "A row of soldiers…" is a fragment as it lacks a verb required to be complete thought.	Which sentence uses ellipsis to show an unfinished thought? Tick one. *Harry looked up at the sky, and he thought about… Jenny's mistakes.* ☐ *Harry looked up at the sky, and he thought about… his options.* ☐ *Harry looked up at the sky, and he thought about… running away from his mistakes.* ☐ *Harry looked up at the sky, and he thought about… No, that wasn't an option.* ☑
12	Identify and write ellipsis as a pause	*The woman whispered, "We could always… discuss this somewhere else. We could…* Ellipsis can be used between two words in a complete sentence to indicate a pause. When used to indicate a pause, ellipsis always features in grammatically complete sentences.	Circle the ellipsis that shows a pause. *The man whispered, "I was hoping… we could come to an arrangement. I could… Actually, I've changed my mind, and I…"*

Writing Outcome D

A suspense narrative extract that forms the rising action. The narrative extract must be comprised of:

1. a minimum of three uses of ellipsis
2. a minimum of two fragments

Purpose	Narrative Perspective	Tense
To Entertain	1st Person	Present



<table>
<tr>
<td>13</td>
<td>To identify and write conjunctive adverbs to open sentences</td>
<td>
There are many benefits to children completing homework. Therefore, it should remain in primary schools.

<table>
<tr><th>Cause and Effect</th><th>Contrast</th><th>Sequence</th></tr>
<tr><td>therefore
consequently</td><td>however
on the other hand</td><td>furthermore
in addition</td></tr>
</table>

Conjunctive adverbs are cohesive words or groups of words that connect one clause or sentence to another. Unlike conjunctions, they <u>do not</u> join.

When using conjunctive adverbs to connect two sentences:

a stop mark ends the first sentence
a conjunctive adverb begins the second sentence with a capital letter
a comma is written after the conjunctive adverb

Conjunctive adverbs that indicate cause and effect, such as ‘therefore’, establish one event or action as the direct result of another.

Conjunctive adverbs that indicate a contrast, such as ‘however’, indicates an alternative or opposing point, event or action.

Conjunctive adverbs that indicate sequence, such as ‘in addition’, establish the order of points, events or actions.

N.B. There are numerous conjunctive adverbs. As a minimum expectation, students must learn the 6 most common listed above; however, this is not an exhaustive list of conjunctive adverbs.
</td>
<td>
Rewrite the sentence pair using the conjunctive adverb ‘however’.
<u>Do not</u> use a semi-colon in your answer.
<u>Do not</u> change the order of the words.

The guards ran after the thieves. The thieves successfully escaped.

The guards ran after the thieves. However, the thieves successfully escaped.
</td>
</tr>
</table>

14	To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses	*There are many benefits to children completing homework; **therefore,** it should remain in primary schools.* In sentences with conjunctive adverbs written after semi-colons, the semi-colon is acting as a co-ordinating conjunction joining two main clauses. The proceeding conjunctive adverb is a cohesive words or groups of words that connects each main clause. Unlike semi-colons, conjunctive adverbs <u>do not</u> join. When using conjunctive adverbs to connect two main clauses: • a semi-colon ends the first main clause • a conjunctive adverb begins the second main clause with a lower case letter • a comma is written after the conjunctive adverb N.B. Students will be familiar with semi-colons introduced in Year 4. Refer to knowledge step 1 in the Year 4 Progression Document for further clarification.	Use a semi-colon followed by a conjunctive adverb to complete the sentence about the picture. *The man felt tired* _____. *The man felt tired; consequently, he yawned.*

15	Identify and write an introductory paragraph in expositional writing	***Homework is part of daily life in primary schools across the UK. Children are set homework from the age of 5 until they leave school at 18. There is a current discussion about the value of homework, and whether it should be banned for primary school pupils.*** *Many parents argue that there are significant benefits to primary school children completing homework. After a day of learning, pupils need the opportunity to practice the skills that they have learnt in school. The time spent doing additional work at home maximises the time spent learning which will make children more successful. In addition, it is believed that completing homework builds a hard working attitude in children which will help them in the future. There are many benefits to children completing homework. Therefore, it should remain in primary schools.* *Some parents claim that there are significant problems with setting children homework. Children, who already spend 6 hours a day learning, have to do more work when they should be spending time with their family. Furthermore, a large number of children do not have a suitable place to work in their houses. This can cause arguments between siblings competing for limited space. Consequently, homework should be banned in primary schools.* *In conclusion, homework can be beneficial for children's learning; however, it can also be difficult for families to manage at home. I believe that homework should remain in primary school as it is extremely important for children to practice new skills at home.* Introductory paragraphs are always the first in a series of expositional paragraphs. Introductory paragraphs must not exceed the length of subsequent paragraphs. They must be neutral and outline the wider context in broad terms. Students are permitted to use the first person pronoun 'I' when writing introductory paragraphs. N.B. When introducing this knowledge step, provide all subsequent paragraphs.	Read the passage below. *Larger class sizes means there are more people to learn from. Each student is encouraged to take control of their own learning and become independent. Many online classes are designed in this way, and they have been successful for many learners.* *However, many children become too easily distracted in larger classes. Talkative children might be more tempted to disrupt others. If teachers stop the learning too many times, children risk losing out on their education.* Write an introductory paragraph for the passage above. *Most classes have a maximum of 30 children. Some people believe this should be increased whilst other people believe that 30 children should remain the maximum.*

16	Identify and write an concluding paragraph in expositional writing	*Homework is part of daily life in primary schools across the UK. Children are set homework from the age of 5 until they leave school at 18. There is a current discussion about the value of homework, and whether it should be banned for primary school pupils.* *Many parents argue that there are significant benefits to primary school children completing homework. After a day of learning, pupils need the opportunity to practice the skills that they have learnt in school. The time spent doing additional work at home maximises the time spent learning which will make children more successful. In addition, it is believed that completing homework builds a hard working attitude in children which will help them in the future. There are many benefits to children completing homework. Therefore, it should remain in primary schools.* *Some parents claim that there are significant problems with setting children homework. Children, who already spend 6 hours a day learning, have to do more work when they should be spending time with their family. Furthermore, a large number of children do not have a suitable place to work in their houses. This can cause arguments between siblings competing for limited space. Consequently, homework should be banned in primary schools.* ***In conclusion, homework can be beneficial for children's learning; however, it can also be difficult for families to manage at home. I believe that homework should remain in primary school as it is extremely important for children to practice new skills at home.*** Concluding paragraphs are always the last in a series of expositional paragraphs. Concluding paragraphs must not exceed the length of prior paragraphs. They revisit the wider context set out in the introductory paragraph. There is no requirement for concluding paragraphs to be neutral. A concluding paragraph is often signposted using specific conjunctive adverbs that open the topic sentence, such as 'in summary' or 'in conclusion'. Students are permitted to use the first person pronoun 'I' when writing concluding paragraphs. N.B. When introducing this knowledge step, provide all prior paragraphs.	Re-read the passage below. *Larger class sizes means there are more people to learn from. Each student is encouraged to take control of their own learning and become independent. Many online classes are designed in this way, and they have been successful for many learners.* *However, many children become too easily distracted in larger classes. Talkative children might be more tempted to disrupt others. If teachers stop the learning too many times, children risk losing out on their education.* Write a concluding paragraph for the passage above. *There are arguments both for and against increasing class sizes. Overall, class sizes should not be increased as they will slow down learning in schools.*

Writing Outcome E

A balanced argument including one introductory paragraph, one 'for' paragraph, one 'against' paragraph and one concluding paragraph.

The introductory paragraph and the concluding paragraph must be comprised of:

1. two sentences each

The 'for' and 'against' paragraphs must each be comprised of:

1. a topic sentence
2. a minimum of three supporting details sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To Discuss	3rd Person	Past

Introductory Paragraph

Topic Sentence: _____

1. _____

SPO – For

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO – Against

Topic Sentence: _____

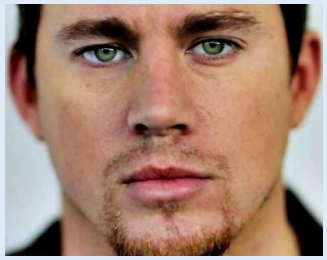
1. _____
2. _____

Concluding Sentence: _____

Concluding Paragraph

Topic Sentence: _____

1. _____

17	Identify and write similes	*The snow was **as white as** a crisp bed sheet.* *First Noun Phrase* *Secondary Noun Phrase* Similes use 'like' or 'as' to explicitly compare one noun, noun phrase or pronoun with a secondary noun or noun phrase. The secondary noun must share more than one quality with the first noun, noun phrase or pronoun. **First Noun Phrase** / **Secondary Noun (Phrases)**  *his eyes* *emeralds* *mouldy bread* When associating the first noun, noun phrase or pronoun with the secondary noun or noun phrase, a reader will always skip to the second quality of the secondary noun and noun phrase. For example, both secondary nouns (phrases) 'emeralds' and 'mouldy bread' share the same first quality: they are both green. However, they have very different second qualities. 'Emeralds' are precious; whereas, 'mouldy bread' is disgusting. Therefore, the following two similes evoke different responses in the reader: • His eyes were like emeralds. *(compliment)* • His eyes were like mouldy bread. *(offense)*	Write a simile comparing the two noun phrases below. **Noun Phrase** / **Noun Phrase** *the girl's anger* *a wildfire* *The girl's anger burned like a wildfire.*

<table>
<tr>
<td>18</td>
<td>Identify and write metaphor</td>
<td>
The snow was a crisp bed sheet.
First Noun Phrase Secondary Noun Phrase

Metaphors implicitly compare one noun, noun phrase or pronoun with a secondary noun or noun phrase. Just as with similes, the secondary noun must share more than one quality with the first noun, noun phrase or pronoun.
</td>
<td>
Write a metaphor comparing the two noun phrases below.

<table>
<tr><th>Noun Phrase</th><th>Noun Phrase</th></tr>
<tr><td>
the girl’s anger</td><td>
a wildfire</td></tr>
</table>

The girl’s anger was a wildfire.
</td>
</tr>
<tr>
<td>19</td>
<td>Identify and write personification</td>
<td>
The brave car danced across the icy road.

Personification is the attribution of human characteristics to something non-human for the purpose of imagery. Personification is most commonly written using human verbs and/or human adjectives.

<table>
<tr><th>Writing Personification</th><th>Example</th></tr>
<tr><td>human verbs</td><td>The woods are disrobing their leaves ahead of their winter sleep.</td></tr>
<tr><td>human adjectives</td><td>Green-eyed jealousy will creep up on you.</td></tr>
</table>

Pathetic fallacy is a type of personification. Pathetic fallacy is the attribution of human characteristics to inanimate objects of nature. For example, ‘The sombre clouds darkened our mood’ is pathetic fallacy, as human attributes of being ‘sombre’ has been given to ‘the clouds’ (an inanimate object of nature).
</td>
<td>
Circle one word in each set of brackets to build a sentence with personification.

My [angry / grey / morning] alarm [blasted / yelled / screeched] the time at me.
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</tr>
</table>

<table>
<tr>
<td>Writing Outcome F</td>
<td>One paragraph setting description based on a picture prompt. The setting description must be comprised of:

a minimum of seven sentences (simple, compound and complex)
a minimum of one simile
a minimum of one metaphor
a minimum of one instance of personification

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
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