

Year 5 Recovery Milestones

Add Y4 TAF assessment skills to the milestone or merge into provision e.g. grammar warm ups/spelling/phonics/reading/editing

GUIDING PRINCIPLES:

'Focus Skills' are sentence level skills followed by language skills for purpose and audience (using the correct language for a newspaper for example)

Skills that require children to 'use a range' are extensions that build expertise so can be taught after the KPI has been secured.

Specific word level skills e.g. modal verbs can be taught through modelling and games.

Term 2		1	2	3	4	5	6
1	Use noun phrases expanded by adding adjectives, modifiers and prepositions e.g. the empty classroom <u>very</u> quiet. The bizarre smell from the cloakroom was <u>rather</u> nasty./ the terrified young boy jumped <u>into</u> the dark hole. <i>*KPI children are able to add detail to a noun using more age-appropriate vocabulary</i>						
2	Use coordinating and subordinating conjunctions to add detail to a main clause.*KPI secure sentence structure - main clause/subordinate clause. KPI secure sentence demarcation						
3	Write complex sentences by using a range of conjunctions and some correct use of commas for clauses e.g. forming subordinate clauses by using conjunctions such as: as, after, when, because - before and after a main clause. I was really cold because I had forgotten my winter coat. /When the lights went out, I felt scared. <i>*KPI children can demonstrate that they understand how a subordinate clause works.</i>						
4	Use inverted commas and supporting punctuation for direct and reported speech e.g. The doctor was satisfied with the operation, he said 'she'll be fine,' and said that she'd be out of bed in a week.						
Term 4							
5	Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.						
6	Use relative clauses beginning with who, which, where, when, whose and that e.g. Tom, whose heart was beating furiously, ran for his life						
7	Use commas accurately to demarcate clauses in complex sentences <u>mostly accurate</u> . e.g. Stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive. Include the correct punctuation of embedded and relative clauses as in statement 4 and 5)						
8	Use main and subordinate clauses in different positions in sentences <u>with commas mostly accurate</u> . e.g. Although he was terrified, Tom crept through the forest. / Tom crept through the forest, although he was terrified. <i>*KPI children can demonstrate that they understand how a subordinate clause works.</i>						
9	Ensure the consistent and appropriate use of tense throughout a piece of writing that suits the level of formality required e.g. switch between past/continuous/perfect forms to communicate a more mature writing style – I was dark and I had been walking for hours. If I didn't find shelter soon I would be walking forever / e.g. formal - I have noticed that... <i>*KPI accurate tense throughout that becomes more sophisticated to match the text type</i>						
Term 6							
10	Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person, repetition, noun and pronoun chains						
11	Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives, foreshadowing (little did he know that...)						
12	Use and modify a range of organisational features for fiction and non-fiction genres e.g. opening/build up/dilemma/resolution/end, subheadings/paragraphing/genre specific						
13	Use a wide range of vocabulary to describe characters, settings and atmosphere in detail e.g. adventurous vocabulary within: expanded noun phrases, figurative language (metaphors/personification), paragraphs to develop a particular character						
14	Use and modify a range of narrative and non-fiction language features e.g. figurative language /tense accuracy/standard -non-standard English/ speech / genre specific						
15	Can spell most of the year 3/4 words						
16	Can spell many of the year 5/6 words accurately e.g. using dictionaries/word banks/editing/proof reading						

Skills removed from milestones can be merged into other parts of the English provision

Grammar Warm-up	Greater Depth boosters or editing
<ul style="list-style-type: none"> Use modal verbs to show possibility e.g. should, could, may, must within expanded noun phrases (use in persuasion, instructions, news recounts) Use adverbs to show possibility e.g. surely, perhaps, possibly within expanded noun phrases (use in narratives, eye-witness statements, explanations, persuasion) 	<ul style="list-style-type: none"> Use simple, compound and complex sentences many of the complex sentences punctuated correctly with a comma. e.g. there is evidence of all three <u>within single pieces</u> of writing and across the portfolio Use a wide range of conjunctions/connectives to <u>extend</u> the range of complex sentences e.g. if/although/whilst/however/as well as/after/as Use a range of expanded noun phrases to add detail across a piece of writing e.g. He <u>scampered quickly up the rocky path</u>, avoiding the <u>very slippery</u> seaweed <u>beneath</u> his feet.