

Herts for Learning Back on Track: English

Year 5 Progress Pathway

Week	Unit Pathway	Reading Pathway	Spelling Pathway Daily phonics/spelling sessions are advised. <i>Consider additional focus sessions for those pupils working significantly below ARE.</i>	Handwriting Pathway	
1	Whole School Explore and Engage unit 1 Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Starting Point: Assessment for Learning Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Review frequently misspelt words including some homophones and near homophones	Revisit school expectations, appropriate to the year group. Expect to focus on: formation, including revisiting letter families; joins – according to school policies. Short regular, discrete sessions are likely to be necessary to re-establish habits. By half term, make professional judgements about whether older children continue to need discrete handwriting sessions. See the Handwriting Progression tool for year group specifics	
2			Review plurals – adding -s, -es, -ies, -ves		
3	Focused English Plan 1 Wolves in the Walls by Neil Gaiman Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Refining Judgements: Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly		
4			Increase support for pupils working below ARE: Review suffixes beginning with vowel letters		
5	Buffer Week Allows for extension of FEP if required, based on feedback from AfL.	Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.	Focus on morphology: looking at previously covered affixes such as -ation or dis-		
6	Focused English Plan 2 The Monsterology handbook by 'Ernest Drake' Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.		Begin Intervention Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include, the KS1/KS2 Reading Fluency Project). Prioritise disadvantaged pupils.		Review suffixes beginning with vowel letters to words with unstressed syllables
7		Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list			
8	Buffer Week	Focused English Plan 3	Review soft c- words in statutory list		Increasingly build handwriting expectations into work within English lessons and other
9	Explore words with the /i:/ sound spelt ei after c				

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10	Cloud Tea Monkeys by Mal Peet and Elspeth Graham Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.		Review word endings that sound like <i>el</i>	written work across the curriculum.
11	Buffer Week		Explore words with <i>-cial</i> or <i>-tial</i> endings	
12	Whole School Explore and Engage unit 2		Explore words ending in <i>-cially</i> or <i>-tially</i>	
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Review Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	Review words from Y3/4 statutory word list	
14	Buffer Week	Next steps Consider next steps for pupils who remain working below ARE. Re-run intervention for new group of pupils.	Explore words ending with <i>-able</i> and <i>-ible</i>	
15	Reprioritised Detailed English Plan 1 Stone Girl, Bone Girl by Laurence Anholt		Explore words ending with <i>-ably</i> and <i>-ibly</i>	
16	A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.		Explore words with <i>-cious</i> or <i>-tious</i> endings	
17	Buffer Week		Explore words ending in <i>-ent</i> , <i>-ence</i> , <i>-ency</i>	
18	Reprioritised Detailed English Plan 2		Explore words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i>	
19	How To Be A World Explorer: Your all-terrain training manual – Lonely Planet, Not for Parents A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised		Focus on words with affixes from Y3/4 and Y5/6 statutory word list	
20	Buffer Week		Review commonly used and frequently misspelt words	
21			Explore words with silent letters such as <i>b,k</i> , or <i>g</i>	

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22	Love That Book Detailed English Plan The Promise by Nicola Davies This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.		Explore words containing the letters <i>ough</i>	
23	Buffer Week		Focus on words with unstressed vowels from the statutory word list	