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|  | **Year 5 English Curriculum Map** | | | |
| Term | **Autumn** | **Spring** | | **Summer** |
| Texts Used | **You’re a Bad Man Mr. Gum by Andy Stanton**  **Non-fiction texts about Africa & The Serengeti**  **Coming to England by Floella Benjamin**  **Flanders Fields**  **Non fiction texts about Penguins & Antarctica** | | **Mr Gum and The Secret Hideout by Andy Stanton**  **Non fiction texts about Victorians & Materials**  **Non fictions texts about natural disasters & space**  **The Demon Headmaster by Gillian Cross** | **The Boy at the Back of the Class**  **Non fiction texts about towns and cities**  **Non fiction texts about National Parks** |
| Genre Coverage | **Narrative – Adventure Story**  **Narrative – Myth or Legend**  **Persuade – Brochure**  **Inform – Non-Chronological Report**  **Entertain– Diary Entry**  **Inform - Summary** | | **Narrative – Mystery Story**  **Inform – Newspaper Report**  **Inform – Journal**  **Persuade - Letter**  **Persuade – One-Sided Argument (Speech)**  **Poetry – Narrative** | **Narrative – Science Fiction**  **Performance – Play Script**  **Inform – Biography/Autography**  **Discuss - Letter**  **Poetry - Narrative** |
| Suggested Write Stuff Unit Plans | **Emperor Penguins – Non-Chronological Report**  **Gorilla – Adventure Narrative**  **The Snowman – Narrative**  **Scott of the Antarctic – Diary** | | **The Malfeasance – Poetry**  **The Nowhere Emporium – Mystery Narrative**  **Plastic Pollution – Speech**  **Kick – Persuasive Letter** | **David Attenborough – Biography**  **Mars Transmission – Journal**  **The Highwayman – Narrative Poem**  **Refugees - Speech** |
| Cross Curricular Writing | **Diary of a Viking Raid (History)**  **Non-Chronological Report about The Invention of the Pritt Stick (Science)**  **Letter to Persuade Bewdley Council to Invest in Flood Defences (Geography)** | | **Brochure for a Mayan Landmark (Mayan)**  **Speech to Protect Amazon Rainforest (Geography)** | **Biography about Suffragettes (History)** |
| Speaking and Listening Skills and Knowledge | Comment on the grammatical structure of a range of spoken and written accounts.  Select appropriate language in a range of situations (formal or informal). | | Select and use appropriate registers for effective communication. | Gain, maintain and monitor the interest of the listener(s).  Participate in discussions, presentations, performances, role play, improvisations and debates. |
| Reading Skills and Knowledge  (VIPERSCA) | Begin to use contextual clues and background knowledge to help decode to word meaning.  Use dictionaries to decode the meaning of unfamiliar vocabulary.  Draw inferences such as characters’ feelings, thoughts and motives from their actions, thoughts and how they are presented by the author.  Identify the atmosphere an author has tried to create.  Identify how language, structure and presentation contribute to meaning, discussing why the author chose wrote/organised the text in a particular way.  Retrieval factual information from texts in a wider range of non-fiction and fiction contexts.  Distinguish between statements of fact and opinion.  Predict what might happen from details stated and implied. | | Use morphology and etymology to read aloud and understand the meaning of new words.  Develop an awareness of literature and continue to develop as a conscientious reader, recommending texts to peers and giving reasons for their choices.  Develop critical judgement of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.  Comment organisational structures and language, including figurative language, are used to contribute to meaning and how these impacts the reader.  Predict what might happen from details stated and implied, using evidence to justify response.  Sequence events from what has been read and summarise key events | Locate, retrieve and draw on a variety of sources in order to research a topic independently and of presenting information to the reader.  Summarise the main point/theme of paragraphs; suggest appropriate titles and headings.  Make detailed comparisons within and across texts, justifying with evidence.  Express views formed through reading.  Explain and justify personal opinion about reading whilst courteously challenging the views of others.  Identify how language, structure and presentation contribute to meaning, discussing why the author chose wrote/organised the text in a particular way.  Know how words that are chosen by the author convey a meaning to the reader  Make comparisons within and across different texts. |
| Writing Skills and Knowledge  (ARE & GDS from writing ladders) | In narratives, describing settings, characters and atmosphere.  Integrate dialogue to convey character and advance the action.  Use commas to clarify meaning or avoid ambiguity in writing.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.  Ensure correct subject and verb agreement when using singular and plural.  Use expanded noun phrases to convey complicated information concisely.  Use a range of adverbials to improve cohesion.  Ensure the consistent and correct use of tense throughout a piece of writing.  Use brackets and commas for parenthesis.  Compose and use metaphors for a range of different effects. | | Select the appropriate form and style.  Choose and use language and features that are most appropriate and effective for the purpose and audience of their writing.  Use dialogue to shape characters and advance action.  Recognise vocabulary and structures that are appropriate for formal speech and writing.  Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.  Use a range of adverbials to improve cohesion.  Use brackets, commas and dashes for parenthesis.  Use pathetic fallacy to create atmosphere. | Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].  Form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing.  Show an ability to discriminate between formal and informal voice and choose the appropriate voice to suit the purpose and audience.  Ensure correct subject and verb agreement when using singular and plural.  Use a wide range of devices to build cohesion within and across paragraphs.  Distinguish between the language of speech and writing and choose the appropriate register  Ensure the consistent and correct use of tense throughout a piece of writing.  Use a single dash at the end of a sentence for an aside or after thought. |