

## Year 5 English Curriculum Map

| Term                        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                             | Spring 1                                                                                                                                                                                                                      | Spring 2                                                                                                 | Summer 1                                                                            | Summer 2                                                               |
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| Key text                    | How to Train a Dragon - Cressida Cowell<br>Fantasy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The Chronicles of Narnia - C.S Lewis<br>Fiction from our literary heritage           | Cosmic - Frank Cottrell<br>Horror/Sci-Fi                                                                                                                                                                                      | Harry Potter and the Philosopher's Stone - J.K. Rowling<br>Fantasy                                       | Street Child - Berlie Doherty<br>Historical Narrative                               | Journey to J'Burg - Beverly Naidoo<br>Historical Narrative             |
| Supplementary texts         | The Staffordshire Hoard - Kevin Leahy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Viking Tales - Terry Deary                                                           | Forces & Magnets - Ruth Owen                                                                                                                                                                                                  | Alps Maps                                                                                                | Properties and Changes of Materials - Nichola Tyrrell                               | Let's go to London - Alex Moss                                         |
| Poetry                      | Haiku                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                      | Renga                                                                                                                                                                                                                         |                                                                                                          | Free Verse                                                                          |                                                                        |
| Genre coverage              | Writing to entertain: Character and setting description<br><br>Writing to entertain: Myths and Legends - Writing a Saga                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing to entertain: Narrative<br><br>Writing to entertain: Narrative - play-script | Writing to entertain: Narrative<br>Writing to inform: Newspaper                                                                                                                                                               | Writing to inform: Biography (Significant author and Study)<br><br>Writing to discuss: Balanced argument | Writing to entertain: Narrative<br>Writing to persuade: Adverts/ Persuasive Writing | Writing to discuss: Balanced argument<br><br>Writing to inform: Letter |
| Handwriting - Transcription | To increase the legibility, consistency and quality of their handwriting by ensuring that down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced out sufficiently so that ascenders and descenders do not touch.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                      | To begin to increase the speed of their handwriting so that problems forming letters do not get in the way of writing down what they want to say.<br>To begin to choose the writing implement that is best suited for a task. |                                                                                                          |                                                                                     |                                                                        |
| Handwriting - Composition   | Planning:<br>- Identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.<br>-Noting and developing initial ideas, drawing on reading and research where necessary<br>-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.<br>Draft and write by:<br>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>-In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.<br>-Precising longer passages<br>-Using a wide range of devices to build cohesion within and across paragraphs<br>-Use a dictionary to check the spelling and meaning of words<br>-Begin to use a thesaurus<br>-Using further organisational and presentational devices to structure text and to guide the reader (for example - headings, bullet points, underlining)<br>Evaluate and edit by:<br>-Assessing the effectiveness of their own and others' writing<br>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>-Ensuring the consistent and correct use of tense throughout a piece of writing<br>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |                                                                                      |                                                                                                                                                                                                                               |                                                                                                          |                                                                                     |                                                                        |

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|                                         | -Proofread work to precis longer passages by removing unnecessary repetition or irrelevant details and to also make necessary improvement<br>-Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><u>Grammar &amp; Punctuation</u></b> | Year 4 recap:<br>-Plural and possessive -s.<br>-Standard English forms for verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i> )<br>-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair)<br>-Fronted adverbials.<br>-Paragraphs to organise ideas around a theme.<br>-Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.<br>-Use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within inverted commas).<br>-Apostrophes to mark plural possession<br>-Use of commas after fronted adverbials.<br><br>-Devices to build cohesion within a paragraph (for example - then, after, that, this, firstly)<br>-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. | -Devices to build cohesion within a paragraph (for example - then, after, that, this, firstly)<br>-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.<br><br>-Commas to clarify meaning or avoid ambiguity.<br>-Relative clause with who, which, where, when, whose and that.<br>-Converting nouns/adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) | -Commas to clarify meaning or avoid ambiguity.<br>-Relative clause with who, which, where, when, whose and that.<br>-Converting nouns/adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)<br><br>-Indicating degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example might, should, will, must)<br>-Commas to indicate parenthesis | -Use of commas to clarify meaning or avoid ambiguity<br>-Indicating degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example might, should, will, must)<br>-Commas to indicate parenthesis<br><br>-Linking ideas across paragraphs using adverbials of time (for example later), place (for example, nearby) or tense choice (for example he had seen her before).<br>-Brackets to indicate parenthesis. | -Linking ideas across paragraphs using adverbials of time (for example later), place (for example, nearby) or tense choice (for example he <b>had</b> seen her before).<br>-Brackets to indicate parenthesis.<br><br>-Dashes to indicate parenthesis<br>-Verb prefixes (dis-, de-, mis-, over-, re-) | Consolidation of all Year 5 expectations:<br>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)<br>Verb prefixes (dis-, de-, mis-, over-, re-)<br>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)<br>Devices to build cohesion (then, after, that, this, firstly)<br>Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he <i>had</i> seen her before)<br>Brackets, dashes or commas to indicate parenthesis<br>Use of commas to clarify meaning or avoid ambiguity |

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| <b><u>Word Reading and spelling</u></b>        | <p>Words with -cious, -tious, -ious suffixes.</p> <p>Words with the short vowel sound /i/ spelt with y.</p> <p>Homophones &amp; near homophones.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Words with 'silent' letters.</p> <p>Modal verbs.</p> <p>Words ending in 'ment'.</p> <p>Adverbs of possibility and frequency.</p> <p>Statutory Spelling Challenge Words</p> | <p>Creating nouns using -ity suffix.</p> <p>Creating nouns using -ness suffix.</p> <p>Creating nouns using -ship suffix.</p> <p>Homophones &amp; Near Homophones</p> | <p>Words with an /or/ sound spelt or.</p> <p>Words with /or/ sound spelt 'au'</p> <p>Convert nouns or adjectives into verb using the suffix -ise.</p> <p>Convert nouns or adjectives into verb using the suffix -ify.</p> <p>Convert nouns or adjectives into verb using the suffix -en.</p> | <p>Words containing the letter string 'ough'</p> <p>Adverbials of time.</p> <p>Adverbials of place.</p> <p>Words with an /ear/ sound spelt 'ere'.</p> <p>Statutory spelling Challenge words</p> | <p>Unstressed vowels in polysyllabic words.</p> <p>Adding verb prefixes de- and re-.</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful.</p> <p>Convert nouns or verbs into adjectives using suffix -ive.</p> <p>Convert nouns or verbs into adjectives using suffix -al.</p> |
| <b><u>Comprehension</u></b>                    | <p><b><u>Vocabulary:</u></b> Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>-Understand the meaning of words in context, including figurative and technical vocabulary. (<i>secure use of dictionaries and thesaurus' to support</i>).</p> <p><b><u>Inference:</u></b> Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence and developed justifications.</p> <p><b><u>Prediction:</u></b> Predict what might happen from details stated and implied (with reference to character and plot development).</p> <p><b><u>Retrieval:</u></b> -Children are able to locate explicit information in a range of texts including non-fiction.</p> <p>-Ability to extract key facts, events, descriptions, across paragraphs or sections.</p> <p>-Secure ability to skim and scan</p> <p><b><u>Summarising:</u></b> -Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>-Make comparisons within and across books.</p> <p><b><u>Compare, contract and comment:</u></b></p> <p>-Recommend books that they have read to their peers and begin to give reasons for their choices.</p> <p>-Make simple comparisons within and across books.</p> <p>-Ask questions to improve their understanding.</p> <p>-Identify how language, structure and presentation contribute to meaning, providing reasoned justifications for their views.</p> <p>-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</p> <p>-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>-Distinguish between statements of fact and opinion.</p> <p>-Provide reasoned justifications for their views.</p> <p>-Identify and discuss themes and conventions</p> |                                                                                                                                                                               |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                            |
| <b><u>Statutory terminology for pupils</u></b> | <p>Modal verb, relative pronoun</p> <p>Relative clause</p> <p>Parenthesis, bracket, dash</p> <p>Cohesion, ambiguity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                               |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                            |

Reading - Word Reading

Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - Comprehension

Develop positive attitudes to reading, and an understand of what they read, by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in a different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words they have read
- Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the readers interest and imagination
- Recognising some different forms of poetry (free verse, narrative)

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than 1 paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information for non-fiction, Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - Transcription

- spelling - see appendix 1

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - Handwriting

Pupils should be taught to:

-write legibly, fluently and with increasing speed

- choosing which shape of the letter to use when given choices and deciding whether or not to join to specific letters
- choosing the writing implement that is best suited for the task

Writing - Composition

Pupils should be taught to:

-plan their writing by:

- identifying the audience for the purpose of the writing, selecting the appropriate form and using other similar writing model as their own
- noting and developing initial ideas, drawing on reading and research where necessary

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

-draft and write by:

- selecting appropriate grammar and vocabulary , understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

-evaluate and edit by:

- assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors  
Vocabulary, grammar and punctuation

Pupils should be taught to:

-develop their understanding of the concepts set out by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun
- learning the grammar for years 5 and 6

-indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

-use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading