


Year 5 English Curriculum Map (2022-23)

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks WBD 2 <sup>nd</sup> March	Summer 1 6 weeks	Summer 2 7 weeks (inc 1 Test Week)
<b>Theme</b>	Egyptians	Space	Victorians	Magical Changes	Legends	Crime and Punishment
<b>Author/ Poet</b>	The Egyptian Cinderella	Georges Secret Key to the Universe	Oliver Twist by Charles Dickens	The Nowhere Emporium by Ross MacKenzie	Outlaw by Michael Morpurgo	The Highwayman by Alfred Noyes
<b>Focus text/ collection of stories/ poem for learning</b>	Secrets of a Sun King - Emma Carroll	All About Space Magazine  Extra novel: Cosmic by Frank Cottrell Boyce	Street Child by Berlie Doherty	Various poems with different structures	Extra Novel: The Silver Sword by Michael Morpurgo  Collection of short legends e.g. St George	Harry Potter and The Cursed Child (JK Rowling)
<b>Unit + skills</b>	<p>Stories from Other Cultures: Egyptian Cinderella</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Use inverted commas and other punctuation to indicate direct speech start a new paragraph when a new speaker says something (Year 4)</li> <li>-Explore, identify and collect and use noun phrases</li> <li>- Blend <b>description</b> within and across paragraphs.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>-Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>- Distinguish between statements of fact and opinion within a text.</li> </ul>	<p>Science Fiction: Georges Secret Key to the Universe</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Demarcate complex sentences using commas in order to clarify meaning.</li> <li>- Blend <b>dialogue</b> within and across paragraphs.</li> <li>-Create complex sentences by adding a relative clause using a relative pronoun – who which where whose when that e.g. Prince Llewellyn had a baby son who was his pride and joy.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>-Predict what might happen from information stated and implied.</li> <li>-Explore themes within and across texts e.g. loss, heroism, friendship</li> </ul>	<p>Older Literature: Oliver Twist</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Create complex sentences by embedding <b>relative clauses</b> with <b>relative pronouns</b> who, which, where, whose, when, that</li> <li>-Demarcate complex sentences using commas in order to clarify meaning, including those that have relative clauses.</li> <li>-Identify and use commas to indicate parenthesis</li> <li>- Blend <b>action</b> within and across paragraphs.</li> <li>-Create and punctuate complex sentences using ing opening clauses</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>-Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>- Distinguish between statements of fact and opinion within a text.</li> <li>-Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</li> </ul>	<p>Novel as a Theme: Nowhere Emporium</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>Create complex sentences by embedding <b>relative clauses</b> both at the end of sentences and embedded within</li> <li>-Blend <b>action, dialogue and description</b> within and across paragraphs.</li> <li>-identify and use dashes to indicate parenthesis</li> <li>-Create and punctuate complex sentences using, ly</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>-Explore themes within and across texts e.g. loss, heroism, friendship.</li> <li>-Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<p>Legends: Robin Hood / King Arthur</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>- Create complex sentences where the <b>relative pronoun</b> is omitted</li> <li>-Identify and use commas to indicate parenthesis</li> <li>-Create and punctuate complex sentences using ing, ed, ly and simile starters</li> <li>-Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</li> <li>-Create and punctuate complex sentences using, ing, Ed, ly and simile starters.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>Explore themes within and across texts e.g. loss, heroism, friendship.</li> <li>-Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> </ul>	<p>Narrative Poetry:  The Highway Man</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Use appropriate intonation and volume.</li> <li>- Add movement.</li> <li>- Ensure meaning is clear</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>- Explain the effect on the reader of the authors' choice of language.</li> <li>-Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>
<b>Unit + skills</b>	<p>Recount: Journal Writing Howard Carter</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Identify and use brackets to indicate parenthesis</li> <li>-Create and punctuate complex sentences using ed opening clauses</li> <li>- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> <li>-Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>Read books and texts that are structured in different ways for a range of purposes.</li> </ul>	<p>Poems with Figurative Language: Fireworks</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Select the appropriate language and structures.</li> <li>- Use similar writing models.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>- Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>- Explain the effect on the reader of the authors' choice of language.</li> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<p>Debate: Workhouses</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>- Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</li> <li>-Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>- Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Participate in debates on an issue related to reading (fiction or non-fiction).</li> </ul>	<p>Poems with a Structure: Haiku, Kenning and Limerick</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>-Select the appropriate language and structures.</li> <li>- Use similar writing models.</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>- Explain the effect on the reader of the authors' choice of language.</li> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<p>Potential Narrative unit: Harry Potter Extracts</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>Use brackets and dashes for parenthesis</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>-Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</li> </ul>	<p>Playscripts: The Cursed Child</p> <p><b>Key Skills in Writing:</b></p> <ul style="list-style-type: none"> <li>- Identify the audience and purpose.</li> <li>-Select the appropriate structures.</li> <li>- Use similar writing models.</li> <li>-Use appropriate intonation and volume.</li> <li>- Add movement.</li> <li>- Ensure meaning is clear</li> </ul> <p><b>Key Skills in Reading:</b></p> <ul style="list-style-type: none"> <li>-Prepare play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>

<b>Unit + skills</b>		<b>Magazine Articles:</b> <b>Space Magazine</b>  <b>Key Skills in Writing:</b> -Use organisation and presentational devices e.g. underlining, bullet points, headings. -Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah ( <i>Acinonyx jubatus</i> ) inhabits open grassland in Africa. - Use expanded noun phrases to convey complicated information concisely <b>Key Skills in Reading:</b> -Read books and texts that are structured in different ways for a range of purposes. - Distinguish between statements of fact and opinion within a text.			<b>Explanation:</b> <b>Explaining Life Cycles</b> <b>Key Skills in Writing:</b> -Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. -Use expanded noun phrases to convey complicated information concisely eg: Carnivorous predators with surprisingly weak jaws and small teeth  <b>Key Skills in Reading:</b> -Read books and texts that are structured in different ways for a range of purposes.	<b>Persuasion:</b> <b>Radio/TV Broadcast</b>  <b>Key Skills in Writing:</b> - Identify the audience and purpose. -Select the appropriate language and structures. - Use similar writing models  <b>Key Skills in Reading:</b> -Read books and texts that are structured in different ways for a range of purposes. -Prepare play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. -Distinguish between statements of fact and opinion within a text.
<b>Writing opportunities</b>	<u>Scaffolded outcomes</u> 1. An Egyptian alternate fairytale 2. A Journal Entry of Howard Carter's Diary  <u>Independent</u> 1. A modern Cinderella Story 2. An archaeologist explorer's journal	<u>Scaffolded outcomes</u> 1. A chapter of <i>Georges Secret Key to the Universe</i> 2. A fireworks poem on figurative language 3. An article on Space  <u>Independent</u> 1. A sci-fi story based on a picture from 'The Mysteries of Harris Burdick' 2. A figurative poem on an item of their choosing - eg. Bonfire or a flower etc 3. An article for a Christmas Magazine about Christmas around the World (link to RE)	<u>Scaffolded outcomes</u> 1. Alternate ending to <i>Oliver Twist</i> 2. Debate on whether workhouses were good or bad in Victorian times  <u>Independent</u> 1. Escape from the Workhouse story 2. Debate on whether workhouses should be brought back today	<u>Scaffolded outcomes</u> 1. The Wonder of the Salmon Sea 2. A limerick, kenning and haiku on a variety of topics 3. An explanation of the properties of chocolate  <u>Independent</u> 1. Create and write their own page in the Book of Wonders 2. A limerick, Kenning and Haiku of a topic of their choice. 3. An explanation of a science experiment from the high school	<u>Scaffolded outcomes</u> 1. Legend of St Pupil and the Beast  <u>Independent</u> 1. Robin Hood and the Silver Arrow	<u>Scaffolded outcomes</u> 1. Perform the Highwayman 2. A class composed play of the Highwayman 3. A TV Advert Script selling their DT product Bread  <u>Independent</u> 1. Perform an alternate ending of The Highwayman 2. The Final Scene of the Highwayman play script 3. A TV Advert Script advertising Year 5 for Year 4.
<b>Enrichments</b>	Trip to Liverpool Museum	Star gazing night? Possible trip to Alston Observatory? Pantomime	Victorian Day Potential Trip to Quarry Bank Mill?	Science Trips to the High School based on reversible and irreversible changes	Trip to Robinwood - archery task	School Play
<b>Ongoing Key Skills in Reading</b> <ul style="list-style-type: none"> <li>- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li> <li>- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>- Recommend books to their peers with reasons for choices.</li> <li>- Read books and texts that are structured in different ways for a range of purposes.</li> <li>- Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li> <li>- Scan for key words and text mark to locate key information.</li> <li>- Explain the meaning of words within the context of the text.</li> <li>- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>- Read books at an age appropriate interest level.</li> <li>- Use knowledge of root words to understand meanings of words.</li> <li>- Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</li> <li>- Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</li> </ul>						