

Curriculum Map- English- Year Five

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons.

Unit	Time	Example Texts	Outcomes	English Language Opportunities	On-going Language Teaching
<p>Stories by different authors – compare styles</p> <p>Science Fiction stories</p>	4-5 weeks	<p>Roald Dahl – ‘Matilda’ Anne Fine – ‘Bill’s New Frock’</p> <p>‘Starcatcher’</p>	<p>Opportunities to practice simple, compound & complex sentences with powerful verbs. Create their own stories based around ‘Starcatcher’ Comparison of first/third person narratives</p> <p>Children familiarise themselves with features of narrative; finding examples from the book & through role play & hot-seating. - Focus on direct speech & use the features & format they have seen to plan & write their own fantastic stories!</p>	<p>Convert nouns or adjectives into verbs using suffixes; verb prefixes;</p> <p>Relative clauses; using adverbs to indicate degrees of possibility</p> <p>Use various devices to develop cohesion within paragraphs</p> <p>Time and place adverbials; tense choices, etc.</p>	<p>The grammatical difference between plural and possessive s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>

Myths and legends	4- 5 weeks	Robin Hood The Lambton Worm Aesop's fables	-opportunities to explore Indian folk tales and myths. -performing their own oral re-telling and written adaptations. -learn about adverbial clauses to make their writing more interesting - use commas to organise their writing.	Use of inverted commas to punctuate direct speech (develops Y4 coverage) integration of dialogue and narrative. Use drama and role play to explore texts in greater detail (includes bringing Victorian scenarios to life)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition – develops Y4 coverage Use of paragraphs to link ideas
Instructions and explanations	3 weeks	Various instructional texts and explanation texts	Children will learn about instructions and explanations based around the Victorians. Some instructional writing will be linked to narrative fiction coverage	Features of instructional and explanation texts	Experiment with length of paragraphs and sentences to develop pace and tension
Recounts	2 weeks	Diary of a Wimpy Kid	Act out diary extracts; learn about adverbials & recounts using past tense & 1st person & chronological order. Write own reflective diaries and anecdotal pieces based on personal observations and thoughts	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) Use emotive, personalized	Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition – builds

				language, including idiolect and dialect	on previous coverage.
Poetry	4 weeks	Various poems and rhymes Extracts from poetry books, including modern and traditional Also – ‘Bully Asleep’ and other poetry related to ‘Anti-Bullying Week’ (See separate section)	Explore how to create rhythm and use rhyme effectively Children find & use adjectives & adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance & compose poems using themes around bullying,; rapping Humorous poems about a range of subjects to inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Children use the poems they read as models for writing their own verses & poems. (Builds on and develops coverage in Y4) Write and perform own poems and raps	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Learn about puns and other word-play examples	Learn to write more complex sentences, grouped in paragraphs Use of inverted commas and closing punctuation to create effective dialogue Relative clauses Root words and compound words
Traditional poems					
Performance poems		Various performance poems; raps			
Information texts	4 weeks	Various Victorian information texts; information texts based on Science coverage	Study the structure & language features of non-chronological reports – develop Y4 coverage by improving depth of content Use ICT research to plan and	Use of commas in lists Use of commas to identify clauses	Main clauses and subordinate clauses

			produce own information texts, aimed at a pre-selected audience		Homonyms and homophones
Race Awareness texts. Anti-Bullying Week	2 weeks	Various information texts about Stephen Lawrence and Nelson Mandela, including ICT information. Grandpa Chatterji	Features of biographies. Discussion texts – written work based on different and opposing points of view, related to race and equality issues. Identifying and writing about bullying – link to PSHE	Use of higher level punctuation to increase impact of writing	
Persuasive writing	5 weeks	TV and magazine adverts; Restaurant menus (Develops Y4 coverage further)	Look for examples of persuasive language and other forms on persuasion in TV and magazine adverts; create own advertising campaign; Study the persuasive language used in restaurant menus – create own menus re various themes. Develop own banks of persuasive words and phrases. Plan and film own adverts	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	
Non Chronological reports	2 weeks	Reports on activities covered in school and on school trips Reports on aspects of the Victorians	children will read reviews, play games and will write their own game reports	Various punctuation devices needed in order to produce carefully constructed reports	
Plays and	2 weeks	Convert part of a fiction	Create characters using	Conventions of	

dialogue		text into a short play extract	description, stage directions and dialogue. Write and perform own script	script writing, including how to set out a script, stage directions, etc	
----------	--	-----------------------------------	--	---	--