English Curriculum Map: Year 5

Autumn Term

Class Reader(s):

- Friend or Foe
- Goodnight Mister Tom

Lead text	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Evacuation: Variety of non-fiction texts, evacuated from Liverpool letters	Recount: Informal letter	All	Wide range of non-fiction texts	Informal style, planning, paragraph structure, cohesion- adverbs of time, fronted adverbials
The Blitz: non-fiction texts.	Description: Scenery description	All	Information texts	Adverbs, fronted adverbials, expanded noun phrases, powerful vocabulary, figurative language
The Blitz: Poetry Remembrance Day		All		Literary features/Poetic features Imagery, rich vocabulary
Fiction:Battle of Britain	Narrative: Fiction story writing	All (Vocabulary, Gain interest of the reader)	Identifying how language, structure and presentation contribute to meaning	Pronouns, relative clauses, fronted adverbials, cohesion, paragraph structure, inverted commas, apostrophe for possession, modal verbs, figurative language, complex sentences
Modern Poetry: What Reminds You of Christmas?	Description: Poem	All (Learning and Performing Poems by heart)	Learning a wider range of poetry by heart, Preparing poems and plays to read aloud and to perform	Poetic structure and rhythm, poetic devices, vocabulary choices.

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DERIC Texts	Spelling Patterns
Friend of Foe	Prefix –ill
Goodnight Mister Tom	Suffix – ant and –ate
Variety of evacuation letters: letters from Liverpool, WW2 diaries	Prefix –cious
WW2 Propaganda	i before e rule
Rose Blanche	Suffix –tious
Anne Frank (child picture version)	c sound
Non-fiction texts about Black History Month	-ought
Wilfred Owen poetry – Dulce at Decorum est	'y' sound
Where the Poppies Now Grow by Hilary Robinson	Suffix -cial
Variety of text from Scholastic Close Reading (Fiction and Non-fiction)	

English Curriculum Map: Year 5

Spring Term

Class Reader(s):

- The Boy at the Back of the Class by Onjali Q. Raúf
- Day We Met the Queen by Onjali Q. Raúf

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Non-Fiction: South America, Rainforest and Deforestation Texts		All (Vocabulary)	Read and discuss an increasingly wide range of non-fiction and reference books or textbooks; check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding; summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea; distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction; provide reasoned justifications for their views	
Fiction: South American folktales 'Armadillo's Song' and 'How the Brazilian Beetle got its Coat	Entertain: Folktale	All (Vocabulary)	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, books from other cultures and traditions; identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books; check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; discuss and evaluate how authors use language,	Story planning and writing (parenthesis, vocabulary, fronted adverbials, direct speech, expanded noun phrases, prepositional phrases and relative clauses)

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			including figurative language, considering the impact on the reader	
Fiction: **The Door Passage**	Entertain: Setting Description?	All (Vocabulary)	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Figurative techniques: personification, similes and metaphors
Fiction: **Iceland Advert** **Orang-utan Video**	Entertain: Comprehension activities Emotive language	All (Vocabulary)	Check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Descriptive writing Writing from a point of view (Modal verbs, tense, emotive language, fronted adverbials, conjunctions)
Non-Fiction: **Variety of Information Texts about Palm Oil**	Persuade and Inform: Formal persuasive letter – Palm Oil	All (Vocabulary)	Read and discuss an increasingly wide range of non-fiction and reference books or textbooks; check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding; summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea; distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction; provide reasoned justifications for their views	Persuasive writing (Compound sentences, fronted adverbials, emotive language, modal verbs, adverbs of time, formal language)
Fiction: **A Mayan Folktale – The Chocolate Tree**	Express: thoughts and feelings	All (Role, Play, Storytelling, Vocabulary)	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, books from other cultures and traditions; identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books; check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; discuss and evaluate how authors use language,	

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			including figurative language, considering the impact on the reader	
Non-Fiction: Variety of texts on Natural Disasters	Explain: Natural Disaster Explanation Text	All (Vocabulary)	Read and discuss an increasingly wide range of non-fiction and reference books or textbooks; check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding; summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea; distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction; provide reasoned justifications for their views	Explanation writing (Fronted adverbials, conjunctions, model verbs, tense, parenthesis, relative clauses, formal language, technical vocabulary)

DERIC Texts	Spelling Patterns
The chocolate tree Dani and the machine war Deforestation information text Palm oil information text Mayan gods	Year 5 Spellits -'tial' -'ion'

Summer Term (tbc 2023)