

Year 5 English Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	<p>Focus texts:</p> <p>2 Week English Focus</p> <ul style="list-style-type: none"> Jeremy Strong (autobiography) <p>2 Week English Focus</p> <ul style="list-style-type: none"> This is NOT a Fairy Tale by Jeremy Strong (story) 	<p>Focus texts:</p> <p>2 Week English Focus</p> <ul style="list-style-type: none"> Goodnight Stroud by Pie Corbett Last night I Saw the City Breathing by Andrew Peters. <p>2 Week English Focus</p> <ul style="list-style-type: none"> The Kraken A dragon Spotter's Guide (non-chronological reports) 	<p>Focus texts:</p> <p>2 Week English Focus</p> <ul style="list-style-type: none"> Bling! By John Blake (Dilemma Story) <p>2 Week English Focus</p> <ul style="list-style-type: none"> Bravery Award for Fire Hero Boy. Beach Bonanza! (Recounts) 	<p>Focus texts:</p> <p>2 Week English Focus</p> <ul style="list-style-type: none"> Dragon Slayer by Gill Howell (story from another culture) <p>2 Week English Focus</p> <ul style="list-style-type: none"> Meet the Monster! Meet the Future (Persuasive writing – arena) 	<p>Focus texts:</p> <p>2 Week English Focus</p> <ul style="list-style-type: none"> Prometheus and Pandora by Janey Pursglove (myth) <p>2 Week English Focus</p> <ul style="list-style-type: none"> How to write instructions. How to write a Greek Myth (instructions) 	<p>Focus texts:</p> <p>2 Week English Focus</p> <ul style="list-style-type: none"> Father's Day by Lou Kuenzler (Playscript) <p>2 Week English Focus</p> <ul style="list-style-type: none"> The Big Debate (discussion text)
	<p>Reading Objectives</p> <p>Word Reading 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.</p> <p>Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Reading Objectives</p> <p>Word Reading 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.</p> <p>Comprehension Increase their familiarity with a wide range of books, including myths, legends and traditional stories,</p>	<p>Reading Objectives</p> <p>Word Reading 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.</p> <p>Comprehension Continue to read and discuss an increasingly wide range of fiction,</p>	<p>Reading Objectives</p> <p>Word Reading 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.</p> <p>Comprehension Continue to read and discuss an increasingly wide range of fiction,</p>	<p>Reading Objectives</p> <p>Word Reading 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.</p> <p>Comprehension Increase their familiarity with a wide range of books, including myths,</p>	<p>Reading Objectives</p> <p>Word Reading 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.</p> <p>Comprehension Continue to read and discuss an increasingly wide range of fiction,</p>

	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Understand what they read.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Retrieve, record and present information from non-fiction.</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>Predict what might happen from details stated and implied.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read.</p> <p>Ask questions to improve their understanding.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</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>poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Understand what they read.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</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>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Understand what they read.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Distinguish between statements of fact and opinion.</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>Provide reasoned justifications for their views.</p>	<p>legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Understand what they read.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</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>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>	<p>poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</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>Read books that are structured in different ways and read for a range of purposes.</p>
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<p>SPAG focus</p>	<p><u>SPAG focus/Objectives</u> Devices to build cohesion Linking ideas across paragraphs Use expanded noun phrases to convey complicated information concisely.</p>	<p><u>SPAG focus/Objectives</u> Brackets, commas and dashes for parenthesis</p>	<p><u>SPAG focus/Objectives</u> Modal verbs Adverbs of possibility</p>	<p><u>SPAG focus/Objectives</u> Relative clauses Parenthesis</p>	<p><u>SPAG focus/Objectives</u> Converting nouns/verbs into suffixes Verb prefixes</p>	<p><u>SPAG focus/Objectives</u> Commas to clarify meaning and avoid ambiguity</p>
<p>Big Write and genre</p>	<p><u>Genres/ Big Writes:</u> Autobiography – Jeremy Strong</p> <p>Adventure story – continue the story of 'This is not a Fairy tale'</p> <p><u>*Extra topic-based big write in topic/RE/science book</u></p> <p>Biography – Henry 8th</p>	<p><u>Genres/ Big Writes:</u> Free verse poem – classroom</p> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Non-chronological report – The Tudors.</p>	<p><u>Genres/ Big Writes:</u> Diary entry – Retelling 'Bling' and write an ending.</p> <p>Newspaper report – the story of Bling!</p> <p><u>Extra topic-based big write in topic/RE/science book</u></p>	<p><u>Genres/ Big Writes:</u> Story from another Culture – continue Dragon slayer (introduce a new monster)</p> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Persuasive letter –</p>	<p><u>Genres/ Big Writes:</u> Myth – Retell the story from Pandora's point of view. Instructions – how to make sherbet</p> <p><u>Extra topic-based big write in topic/RE/science book</u></p>	<p><u>Genres/ Big Writes:</u> Playscript – next scene of the story 'Father's Day. Debate – link to modern events.</p> <p><u>Extra topic-based big write in topic/RE/science book</u></p>

Diary entry – the life of a farmer.

Writing Objectives

Plan their writing.
 Draft and write.
 Evaluate and edit.
 Proofread for spelling and punctuation errors.
 Continue to distinguish between homophones and other words which are often confused.
 Spell some words with ‘silent’ letters (for example, knight, psalm, solemn).
 Use dictionaries to check the spelling and meaning of words.
 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Writing Objectives

Plan their writing.
 Draft and write.
 Evaluate and edit.
 Proofread for spelling and punctuation errors.
 Continue to distinguish between homophones and other words which are often confused.
 Spell some words with ‘silent’ letters (for example, knight, psalm, solemn).
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
 Note and develop initial ideas, drawing on reading and research where necessary.
 Assess the effectiveness of their own and others’ writing.
 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Writing Objectives

Plan their writing.
 Draft and write.
 Evaluate and edit.
 Proofread for spelling and punctuation errors.
 Continue to distinguish between homophones and other words which are often confused.
 Spell some words with ‘silent’ letters (for example, knight, psalm, solemn).
 Use a thesaurus.
 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
 Use the perfect form of verbs to mark relationships of time and cause.
 Use modal verbs or adverbs to indicate degrees of possibility.

Writing Objectives

Plan their writing.
 Draft and write.
 Evaluate and edit.
 Proofread for spelling and punctuation errors.
 Continue to distinguish between homophones and other words which are often confused.
 Spell some words with ‘silent’ letters (for example, knight, psalm, solemn).
 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
 Use relative clauses beginning with who, which, where, when,

Writing Objectives

Plan their writing.
 Draft and write.
 Evaluate and edit.
 Proofread for spelling and punctuation errors.
 Use further prefixes and suffixes and understand the guidance for adding them.
 Continue to distinguish between homophones and other words which are often confused.
 Spell some words with ‘silent’ letters (for example, knight, psalm, solemn).
 Précis longer passages.
 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
 Write legibly, fluently and with increasing speed.

Writing Objectives

Plan their writing.
 Draft and write.
 Evaluate and edit.
 Proofread for spelling and punctuation errors.
 Continue to distinguish between homophones and other words which are often confused.
 Spell some words with ‘silent’ letters (for example, knight, psalm, solemn).
 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
 Ensure the consistent and correct use of tense throughout a piece of writing.
 Learn the grammar for years 5 and 6 in English Appendix 2.

	<p>Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Choose the writing implement that is best suited for a task.</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p>	<p>whose, that or with an implied (i.e. omitted) relative pronoun. Write legibly, fluently and with increasing speed.</p>	<p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing. Write legibly, fluently and with increasing speed.</p>
<p>Speaking and Listening objectives</p>	<p>Select and use appropriate registers for effective communication. Ask relevant questions to extend their understanding and knowledge. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Gain, maintain and monitor the interest of the listener(s). Listen and respond appropriately to adults and their peers.</p>	<p>Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Use relevant strategies to build their vocabulary. Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use relevant strategies to build their vocabulary. Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others. Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates.</p>
<p>Class Author</p>	<p>Jeremy Strong</p>	<p>Benjamin Zephaniah</p>	<p>Frank Cottrell Boyce</p>		<p>Michael Morpurgo</p>	