

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
Classic Narratives	2 x 3-4 weeks	Beowulf Robin Hood Or Shakespeare: Macbeth Henry V The Tempest (Year 5) Midsummer Night's Dream (Leon Garfield <i>Shakespeare Stories</i>)	-Personal response -Character study -Extended narrative	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) Relative clauses beginning with <i>who, which, where, why, whose, that</i> , or an omitted relative pronoun
Contemporary Narratives	3-4 weeks	The Graveyard Book I Was a Rat (Phillip Pullman) There's a Boy in the Girl's Bathroom Montmorency Holes Coram Boy	-Personal response -Character study -Extended narrative or -Range of writing in character (letters, diaries, etc.) or -Play script	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g.	Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) Devices to build cohesion within a paragraph (e.g.

				<i>secondly)</i>	<i>then, after that, this, firstly)</i>
Well-loved Narratives	3-4 weeks	The Iron Man The Wind in the Willows The Piano The Midnight Fox Charlie and the Chocolate Factory	-Personal response -Character study -Extended narrative or -Range of writing in character (letters, diaries, etc.) or -Play script	Relative clauses beginning with <i>who, which, where, why, whose, that</i> , or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)
Non-Fiction	3-4 weeks	Range of high quality non-fiction linked to wider topic/foundation subjects	-Extract from non-fiction text (2x double A4 page) or -ICT text such as webpage	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Biography	1-2 weeks	Published biographies (books or online) linked to foundation subjects/science	-A short biography	Devices to build cohesion within a paragraph (e.g. <i>then,</i>	

				<p><i>after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	
Persuasive letters	1-2 weeks	Linked to foundation subjects	-Persuasive letter written for 'real' purpose linked to issue arising from foundation subjects	<p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	
Recounts	On-going	Linked to educational visits	-Recount		

		and visitors to school/workshops			
Poetry	2 x 1 week	Poems by well known poet or types of poems	-Personal response -Poem using style/theme -Recitation/performance of poem		
Poetry	2 x 1-2 weeks	Narrative Poetry such as The Highwayman Flannan Isle The Raven	-Personal response -Recitation/performance of poem		
Poetry	1 week	Children's own choice of poem	-Personal response -Recitation/performance of poem -hand-written version of poem for class anthology		

Film Link: Beowulf, Robin Hood, The Iron Giant, Wind in the Willows, The Piano (short clip), Charlie and the Chocolate Factory.