

English Curriculum Map

Year 5

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|---|--|--|--|---|
| Year Five | Books | <p>Theme: Inclusion and Diversity Boy at the Back of the Class</p> <p>Roald Dahl Week: Matilda Poetry Week: Cloud Busting by Malorie Blackman Undeclared by Kwame Alexander and Kadir Nelson</p> <p>Black History Month: Black Heroes by Arlisha Norwood The Girl Who Stole an Elephant by Nizrana Farook Young, Gifted and Black by Jamia Wilson</p> <p>Benjamin Zephaniah Nature Trail</p> | <p>Theme: Inclusion and Diversity Boy at the Back of the Class</p> <p>Anglo-Saxon Boy by Tony Bradman</p> <p>Men, Women and Children in Anglo-Saxon Times Jane Bingham</p> | <p>Theme: Tolerance and accepting differences Wonder by R J Palacio Mockingbird by Kathryn Erskine</p> <p>Mental Health Week: 'Stretch Your Confidence' by Beth Cox</p> <p>Poetry Week: The Highwayman by Alfred Noyes</p> <p>Lifesize: Rainforest Anita Ganeri & Stuart Jackson-Carter</p> | <p>Theme: Tolerance and accepting differences Wonder by R J Palacio</p> <p>To Asgard poem by Rachel Piercy</p> <p>Men, Women and Children in Anglo-Saxon Times Jane Bingham</p> | <p>Theme: Ancient Greeks Who Let The Gods Out</p> <p>Greek Myths</p> <p>Literacy Shed: King Midas</p> <p>Theme: Environmental Issues</p> <p>Destination Planet Earth by Joe Nelson</p> <p>Poetry Week: The Same Inside by Liz Brownlee Matt Goodfellow and Roger Stevens</p> | <p>Theme: Ancient Greeks Who Let The Gods Out</p> <p>Odd and the Frost Giants by Neil Gaiman</p> |
| | Writing outcomes | Diary entry Character description Poetry Letter | Information text Newspaper report Poetry Book review | Poetry Character description Non chronological report Diary entry | Letter informal Letter- formal Diary entry Poetry | Poetry Diary entry Descriptive writing Letter Setting description | Newspaper report Diary entry Performance poetry |
| | Reading (Word Reading & Comprehension) | For children working towards the expected standard we use PM Benchmarking to assess their word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability. All children's reading ability is assessed by using NFER reading test. We promote reading for pleasure and children have a free choice of books to take home. | | | | | |
| | Destination Reader | Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying. | | | | | |
| | Writing (Transcription-Spelling) | Revise the spellings from Years 3 and 4 (English Appendix 1) | prefixes and suffixes and understanding the guidance for adding them | continue to distinguish between homophones and other words which are often confused | 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 | use dictionaries to check the spelling and meaning of words | Consolidation of Year 5 curriculum |
| | | Homophones and near-homophones | spell some words with 'silent' letters [for example, knight, psalm, solemn] | use knowledge of morphology and etymology in spelling and understand that the | | use the first three or four letters of a word to check spelling, meaning or both of these | |

English Curriculum Map
Year 5

| | | | | | | | |
|--|---|--|---|--|---|---|--|
| | | | Possessive apostrophe with plural words | spelling of some words needs to be learnt specifically, as listed in English Appendix 1 | | in a dictionary use a thesaurus to find synonyms and antonyms | |
| | Writing (Transcription - Handwriting) | We follow the Penpals handwriting programme | | | | | |
| | Writing (Composition) | organising paragraphs around a theme creating settings, characters and plot with the reader in mind proof-read for spelling and punctuation errors poetry writing | identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ensuring the consistent and correct use of tense throughout a piece of writing | in non-narrative material, using simple organisational devices [for example, headings and sub-headings] in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages distinguishing between the language of speech and writing and choosing the appropriate register | evaluate and editing assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring correct subject and verb agreement when using singular and plural | Focus on self and peer-marking to improve evaluating and editing skills selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning performing own compositions, using appropriate intonation, volume | Consolidation of Year 5 curriculum |
| | Writing (Vocabulary, grammar and punctuation) | Revision of work done in previous years | extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense hyphens | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using conjunctions, adverbs and prepositions to express time and cause | using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently | perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses | Consolidation of Year 5 curriculum and grammar from English Appendix 2 in NC document. |