

English Curriculum Map: Year 5

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.

The two right-side columns focus on Standard English and should be read in conjunction with the programmes of study in the National Curriculum as it sets out the statutory requirements. The columns show when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

Unit	Time	Texts	Outcomes	English Language Opportunities	On-going Language Teaching
Stories that contain mythical, legendary or historical characters/events	1 week		Writing to Inform – Recount (Summer holidays and Viking trip)	Expanded noun phrases ; verbs and adverbs	Indicating degrees of possibility using modal verbs (e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>) or adverbs (e.g. <i>perhaps</i> , <i>surely</i>) Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
	1 week Autumn 2			Devices to build cohesion within a paragraph (e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>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>)	
	6 weeks	Beowulf – Kevin Crossley-Holland, Michael Morpurgo, Seamus Heaney, Usborne How to Train Your Dragon	Writing to Entertain – Extended narrative re-telling (Beowulf) Character study	Embedding direct speech	
Poetry	2 weeks	The Highwayman Festival Poems	Writing to Entertain – poem that creates an image (Fireworks) Personal response		
Science Fiction					

Non-fiction			Recitation/performance of poem		
	2 weeks	War of the Worlds	Writing to Entertain – narrative Science Fiction (WotW) Personal response	Use of commas to clarify meaning or avoid ambiguity	
	2 weeks		Writing to Inform – non-fiction (Vikings)	Relative clauses beginning with <i>who, which, where, why, whose, that</i> , or an omitted relative pronoun	
Fact-based fiction Persuasive writing	3 weeks	Published biographies (books or online) linked to foundation subject Ice Trap Shackelton's Journey The Boy who biked the World Journey to Jo'berg	Writing to Persuade – adverts Writing to Inform – biography Writing to Entertain – narrative diaries (Shackleton) Personal response Character study	Use of commas to clarify meaning or avoid ambiguity Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)	Brackets, dashes, or commas to indicate parenthesis Relative clauses beginning with <i>who, which, where, why, whose, that</i> , or an omitted relative pronoun
	1 week		Writing to Entertain – descriptive setting a scene (Antarctica - landscapes)	Verb prefixes (e.g. <i>dis-, de-, mis-, over-, and re-</i>)	
	1-2 weeks	Journey to Antarctica	Writing to Persuade – campaign (Antarctica climate change) Personal response		
	2 weeks		Writing to Entertain – narrative (time travel - Greeks)	The difference between vocabulary typical of informal speech and	

	1-2 weeks		Writing to Inform – newspaper (Forces)	vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i> , <i>alleged</i> , or <i>claimed</i> in formal speech or writing)	
	2 weeks		Writing to Inform – report (Rivers)	<p>Devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>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>	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)
	2 weeks	Journey to the River Sea The Village by the Sea The Great Kapok Tree The Vanishing Rainforest	Writing to Entertain – narrative (Rivers – Brazil)		
	2 weeks		<p>Writing to Discuss – arguments (Forest School). Letter written for real purpose linked to school life</p> <p>Personal response</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g.</p>	

				<i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	
	1 week	Shakespearean Sonnets; Cinquains by Adelaide Crapsey; Haiku	Writing to Entertain – Cinquain Poetry (our school) Handwritten version of poem for class anthology (buddies) Personal response		
	2 weeks	Shaun Tan - The Lost Thing, Tales from Outer Suburbia	Writing to Entertain – narrative description (The Lost Thing)		