

**English Curriculum Map 2017-18 Year 5**

Term	Text	Extended writing opportunities	Time spent	Spoken Language Opportunities	Reading Skills Development	Grammar and Punctuation	Spelling	Handwriting
<b>Aut 1</b>	The Butterfly Lion by Michael Morpurgo	<ul style="list-style-type: none"> <li>Junior Safety Officer persuasive letter</li> <li>Juniper Hall recount</li> <li>Character description</li> <li>Alternative story ending</li> </ul>	<p>1 week</p> <p>1 week</p> <p>1 week</p> <p>2 weeks</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Hot-seating</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>	<ul style="list-style-type: none"> <li>Revision of word classes and Y1-Y4 grammar and punctuation terminology (nouns, pronouns, verbs, adverbs, adjectives, prepositions, fronted adverbials, conjunctions, commas, apostrophes)</li> <li>Expanded noun phrases for description</li> <li>Fronted adverbials and commas</li> <li>Capital letters and full stops</li> <li>Simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Revise Y3/4 spelling list</li> <li>Words with the letter string 'ough'</li> <li>Words with 'silent' letters</li> <li>Words ending in '-able' and '-ible'</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>4 types of joins</li> <li>Joining to and from the letter r</li> <li>Ensuring letters are consistent in height and size</li> <li>Ensuring the letter t is at the correct height</li> </ul>

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<b>Aut 2</b>	The Iron Woman by Ted Hughes	<ul style="list-style-type: none"> <li>• Halloween story writing</li> <li>• Persuasive letter writing</li> <li>• Character description</li> <li>• Kenning poems</li> <li>• Adventure narratives</li> </ul>	<p>1 week</p> <p>1 week</p> <p>1 week</p> <p>1 week</p> <p>2 weeks</p>	<p>Participate in discussions, presentations, performances, role-play/ improvisations and debates</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Freeze frames</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>Making comparisons within and across books</p>	<ul style="list-style-type: none"> <li>• ? ! ... , in a list</li> <li>• Compound and complex sentences</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• plurals (adding '-s', '-es' and '-ies')</li> <li>• apostrophe for contraction and possession</li> <li>• Use of the hyphen</li> <li>• Words from statutory and personal spelling lists</li> <li>• Building new words from known morphemes</li> </ul>	<ul style="list-style-type: none"> <li>• Forming and joining the letter s</li> <li>• Practising break letters</li> <li>• Practising speed and fluency</li> <li>• Forming ascenders correctly</li> </ul>
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<p><b>Spr 1</b></p>	<p>Flood (picture book) by Alvaro F. Villa</p> <p>The Highwayman by Alfred Noyes</p>	<ul style="list-style-type: none"> <li>Disaster story writing with setting description</li> <li>Themed poetry (see Hamilton)</li> <li>Newspaper report</li> </ul>	<p>2 weeks</p> <p>1 week</p> <p>2 weeks</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Select and use appropriate registers for effective communication</p> <p>Hot- seating</p> <p>Conscience alley</p>	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Preparing 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>	<ul style="list-style-type: none"> <li>Pronoun and noun use</li> <li>Inverted commas</li> <li>Contractions</li> <li>Fronted adverbials revision</li> <li>Complex sentences with relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Words from statutory and personal spelling lists</li> <li>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</li> <li>Words ending in '-ably' and '-ibly'</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring correct formation of the letter k</li> <li>Forming the letter y correctly</li> <li>Practising speed and fluency</li> <li>Ensuring consistency in letter sizes</li> </ul>
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<p><b>Spr 2</b></p>	<p>There's a Boy in the Girls' Bathroom by Louis Sachar</p>	<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Explanation writing – school rules</li> <li>• Alternative story ending</li> <li>• Balanced argument</li> </ul>	<p>1 week 2 weeks 2 weeks</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Freeze frames</p> <p>Conscience alley</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Asking questions to improve their understanding</p>	<ul style="list-style-type: none"> <li>• Compound and complex sentences</li> <li>• Relative clauses revision</li> <li>• Basic punctuation revision</li> <li>• Cohesion within paragraphs (then, after that, firstly, this)</li> <li>• Verb inflections revision</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling checkpoint Y5/6 spelling list</li> <li>• Proofreading</li> <li>• Building words from root words</li> <li>• 'ei' and 'ie' words</li> </ul>	<ul style="list-style-type: none"> <li>• Practising speedwriting</li> <li>• Forming small letters correctly</li> <li>• Practising forming and joining the letter f</li> <li>• Revising difficult joins</li> </ul>
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<b>Sum 1</b>	Journey to Jo'burg by Beverley Naidoo	<ul style="list-style-type: none"> <li>• Diary writing x2</li> <li>• Information report on apartheid</li> <li>• End of year reflections for reports</li> </ul>	<p>2 weeks 2 weeks  1 week</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Freeze frames</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Predicting what might happen from details stated and implied</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p>	<ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Linking ideas across paragraphs with adverbials</li> <li>• Verb prefixes (dis, de, mis, over, re)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for learning words: using a range of strategies</li> <li>• Words from statutory and personal spelling lists</li> <li>• Using etymological/ morphological strategies for spelling</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Lower-case alphabet</li> <li>• upper-case alphabet</li> <li>• Individual practice as required</li> </ul>
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<b>Sum 2</b>	Macbeth (abridged version)	<ul style="list-style-type: none"> <li>• Play-scripts</li> <li>• Re-writing the story in our own words</li> <li>• Poetry (poetic style)</li> </ul>	2 weeks 2 weeks  2 weeks	Gain, maintain and monitor the interest of the listener(s)	Identifying how language, structure and presentation contribute to meaning	<ul style="list-style-type: none"> <li>• Using brackets, dashes or commas to indicate parenthesis</li> <li>• Converting nouns or adjectives in verbs using suffixes (ate, ise, ify)</li> <li>• Modal verbs revision</li> </ul>	<ul style="list-style-type: none"> <li>• Proofreading: use of dictionary to check words</li> <li>• Strategies for learning words: problem suffixes</li> <li>• Words from statutory and personal spelling lists</li> <li>• Spelling checkpoint Y5/6 spelling list</li> </ul>	<ul style="list-style-type: none"> <li>• Individual practice as required</li> </ul>
				Select and use appropriate registers for effective communication	Identifying and discussing themes and conventions			
				Acting out the play	Learning a wider range of poetry by heart			