English Curriculum Map

Year: 5 Class: Southworth Year: 2024-2025

						St Mary's & St Benedict's
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Summer 2
Timescale	6 weeks 4 days	7 weeks 4 days	6 weeks	6 weeks	4 weeks 3 days	6 weeks 4 days
Genres	Stories with historical settings Non- Chronological Report	Legends of the British Isles Persuasion	Science fiction stories Poems with a structure	Novel as a theme Magazine and information text hybrid	Stories from other cultures Debate	Myths Poetry using figurative language
Focus Texts (picture/bk/author)	The Lion, The Witch and The Wardrobe By CS Lewis Range of Non-chronological reports on Mythical Creatures.	The Legend of Gelert Range of persuasion texts.	Aquila by Andrew Norris Poems with a structure-Limerick poems	Hugo Cabret by Brian Selznick Eco Kids Planet National Geographic KiDS Magazine	Journey to the River Sea by Eva Ibbotson Hymn to the Rainforest - short film	The Orchard Book of Greek Myths by Ramshackle Rainbow POLASTORISMS Chosen by Fire Corbett

					The Vanishing Rainforest The Vanishing Rainforest by Richard Platt	Geraldine McCaughrean Pie Corbett
Link Texts	The Railway Children E. Nesbit	MICHAEL MORPURGO BEOWULF MICHAEL FOREMAN Beowulf Michael Morpurgo	E.T. the Extra-Terrestrial: the Classic Illustrated Storybook, Kim Smith Film; E.T the Extra-Terrestrial. Haiku Poems	A Robot World Clive Gifford First News	The Wings of the Butterfly; A Tale of the Amazon Rainforest	ZEUS on the LOOSE! Zeus on the Loose John Dougherty

Enrichment/visits/ Authors etc	Roald Dahl Day- 13 th September	Pantomime trip National Non-Fiction November (1 st -30 th)	National Storytelling week Children's Mental Health Week 3- 9th Feb (link to characters in text)	World Book Day (whole school celebration) 6 th March characters	World Day for Cultural Diversity 21 st May	National Summer Reading Challenge in Libraries (throughout summer holidays)
Unit 1 Scaffolded outcome	Purpose: New chapter linked to novel with historical setting. (Demarcate complex sentences using commas, blend action, dialogue and description within and across paragraphs, Create and punctuate complex sentences using ing opening clause) Audience: Print off for parents to read	Purpose: Plan and write a legend based on a model. (Create and punctuate complex sentences using '-ed' openers, blending action, dialogue and description across paragraphs) Audience: Peers	Purpose: Plan and write a science fiction story to entertain an identified audience. (Link ideas across paragraphs using adverbials for time and place and numbers, Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans) Audience: Read to class teachers.	Purpose: A short story or chapter for a novel about an invention. (Create complex sentences by using relative clauses with pronouns who, and where.) Audience: Share with their peers.	Purpose: Plan and write a narrative based on the rainforest. (Create and punctuate complex sentences using -ed openers, create and punctuate complex sentences using -ing openers) Audience: Read with parents.	Purpose: To plan and write a myth of their own. (complex sentences with simile starters, blend action, dialogue and description, use devices to build cohesion) Audience: Share with your partner.

Unit 1 independent	Incidental	Incidental	Incidental Write	Incidental Write	Incidental Write	Incidental Write
outcome	Write Purpose:	Write	Purpose: Write a	Purpose: Compose	Purpose: Write a	Purpose: Write a
	To write a letter	Purpose:	persuasive text to	an explanation text	character description	diary entry in
	in role as Lucy.	Write a diary	persuade peers to	based on their	using evidence from the	role
	(Infer	entry. (Predict	choose their	invention.	text.	
	characters'	what might	favourite extract/	(Use knowledge of		(complex
	feelings,	happen from	novel.	root words to	(Infer characters	sentences with
	thoughts and	information	(Apply knowledge	understand	feelings, thoughts and	simile starters,
	motives from	stated and	of prefixes to	meanings of	motives from their	blend action,
	their actions	implied, Infer	understand	words., apply	actions and justify	dialogue and
	and justify	character's	meaning of new	knowledge of	inferences with	description, use
	inferences with	feelings and	words.)	prefixes to	evidence.)	devices to build
	evidence)	motives).		understand		cohesion)
			Audience : Year 6	meaning of new	Audience : Display in	
	Audience:	Audience:		words.)	reading area.	
	Share with	Read to the	Assessed Write-			Audience : Read
	peers.	class.	Purpose:	Audience : Blog on	Assessed Write-	with a partner.
			Plan and write a	PurpleMash.	Purpose: Plan and	
	Assessed	Assessed	science fiction		write a narrative based	Assessed Write-
	Write-	Write-	story to entertain	Assessed Write-	on the rainforest.	Purpose: To
	Purpose: To	Purpose:	an identified	Purpose: A short		plan and write a
	write a new	Plan and	audience.	story or chapter for	(Create and punctuate	myth of their
	chapter or scene	write a legend		a novel about an	complex sentences	own.
	linked to the	based on a	(Link ideas across	invention.	using -ed openers,	
	story with a	model.	paragraphs using		create and punctuate	(complex
	historical		adverbials for	(Create complex	complex sentences	sentences with
	setting.	(Create and	time and place	sentences by using	using -ing openers)	simile starters,
		punctuate	and numbers,	relative clauses		blend action,
	(Demarcate	complex	Investigate verb	with pronouns		dialogue and
	complex	sentences	prefixes e.g. auto-	who, and where.)		description, use
	sentences using	using '-ed'	, tele-, anti-,		Audience: Share	devices to build
	commas, blend	openers,	inter-, trans)		examples on the class	cohesion)
	action, dialogue	blending			page.	

	and description within and across paragraphs, Create and punctuate complex sentences using ing opening clause) Audience: Year 5	action, dialogue and description across paragraphs) Audience: Share the legend with Year 3.	Audience: Add to KS2 Library.	Audience: Create a class book.		Audience: Peers
Unit 2 scaffolded outcome	Purpose: To write a non-chronological report for a mythical creature. (Identify and use commas to indicate parenthesis, Identify and use brackets to indicate parenthesis, Use expanded noun phrases) Audience: Peers	Purpose: To produce a formal presentation which includes persuasion and information. (Use modal verbs to indicate degrees of possibility, select the appropriate language and structures for	Purpose: A new poem drawing on the structure(s) of those studied. (Identify the audience and purpose, select the appropriate language and structures.) Audience: Year 2	Purpose: To create write a page for a magazine which includes a range of text types. (Complex sentences with relative clauses using pronouns 'which', and 'whose', an appropriate mix of text types and features) Audience: KS2 Library	Purpose: A persuasive speech (modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. devices to build cohesion, e.g. firstly, furthermore, as a consequence) Audience: Peers	Purpose: As a class, generate ideas and write a poem as a class, using figurative language (selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification). Audience: Read aloud in class.

		audience and				
		purpose).				
		pui posej.				
		Audience:				
		Video the				
		presentation				
		and share				
		with the				
		class.				
Unit 2	Incidental	Incidental	Incidental Write	Incidental Write	Incidental Write	Incidental Write
independent	Write Purpose:	Write	Purpose : Write a	Purpose:	Purpose : Write a	Purpose : Write a
outcome	To summarise	Purpose : To	short descriptive	Write an	newspaper report about	review about a
	their favourite	write a	роет.	information page	deforestation. (Devices	chosen poem.
	mythical	persuasive TV		about our school.	to build cohesion, e.g.	-
	creature.	advert.	(To use expanded		firstly, furthermore, as	(selecting
	Including		noun phrases)	((Complex	a consequence)	appropriate
	qualities and	(Use modal		sentences with		vocabulary and
	traits.	verbs to	Audience: Share	relative clauses	Audience : Peers	language effects
		indicate	with peers.	using pronouns		for impact, e.g.
	(Summarise	degrees of		'which', and	Assessed Write-	simile, metaphor,
	main ideas	possibility,	Assessed Write-	'whose', an	Purpose: A persuasive	personification)
	drawn from	select the	Purpose: A new	appropriate mix of	speech about	
	more than one	appropriate	poem drawing on	text types and	deforestation	Audience : Peers
	paragraph and	language and	the structure(s) of	features)	(modal verbs to indicate	_
	identify key	structures for	those studied.	Audience: Peers	degrees of possibility	Assessed Write-
	details which	audience and			e.g. might, could, shall,	Purpose: Write a
	support this).	purpose).	(Identify the	Assessed Write-	will, must. Devices to	poem using
			audience and	Purpose: To create	build cohesion, e.g.	figurative
	Audience:	Audience:	purpose. select	write a page for a	firstly, furthermore, as	language
	Display on	Read to	the appropriate	magazine which	a consequence)	
	WW.	partner.	language and	includes a range of	Persuasive speech.)	(selecting
			structures.)	text types.		appropriate
	Assessed				Audience: Class debate	vocabulary and

Write-	Assessed			language effects
Purpose: To	Write-	Audience: Share	(Complex sentences	for impact, e.g.
write a non-	Purpose: To	with Year 6.	with relative	simile, metaphor,
chronological	produce a		clauses using	personification)
report for a	formal		pronouns 'which',	•
mythical	presentation		and 'whose', an	Audience:
creature.	which		appropriate mix of	Perform to the
((Identify how	includes		text types and	class.
language,	persuasion		features)	
structure and	and		Audience: Display	
presentation	information.		in the class reading	
contribute to	(Identify and		area.	
meaning)	use commas			
	to indicate			
Audience: Read	parenthesis)			
to parents.	,			
	Audience:			
	Peers			