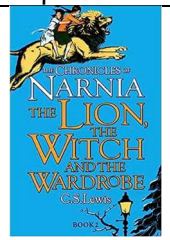
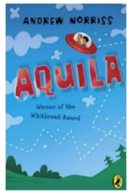
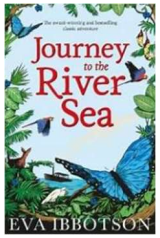
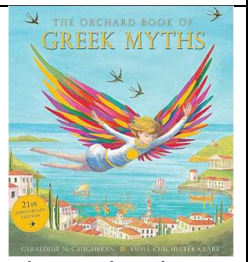
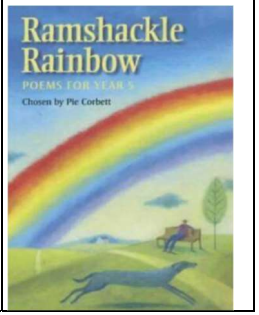
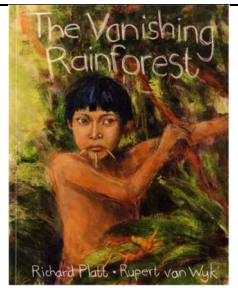
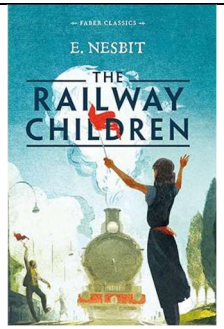
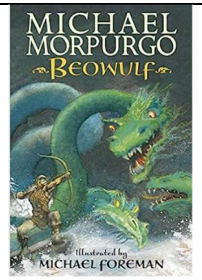
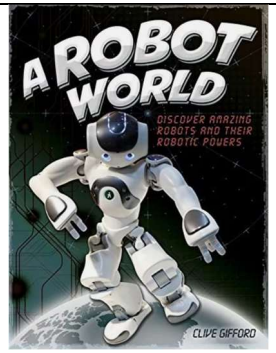
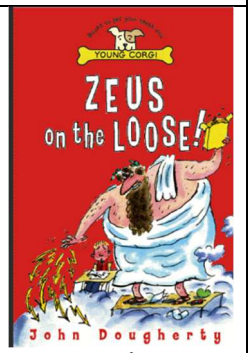
English Curriculum Map

Year: 5 Class: Southworth Year: 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	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 

					 The Vanishing Rainforest by Richard Platt	Geraldine McCaughrean Pie Corbett
Link Texts	 The Railway Children E. Nesbit	 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 John Dougherty

Enrichment/visits/ Authors etc	Roald Dahl Day- 13th September	Pantomime trip National Non-Fiction November (1st-30th)	National Storytelling week Children's Mental Health Week 3-9th Feb (link to characters in text)	World Book Day (whole school celebration) 6th March characters	World Day for Cultural Diversity 21st 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 outcome	**Incidental Write Purpose:** To write a letter in role as Lucy. (Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence) **Audience:** Share with peers. **Assessed Write-Purpose:** To write a new chapter or scene linked to the story with a historical setting. (Demarcate complex sentences using commas, blend action, dialogue	**Incidental Write Purpose:** Write a diary entry. (Predict what might happen from information stated and implied, Infer character's feelings and motives). **Audience**: Read to the class. **Assessed Write-Purpose:** Plan and write a legend based on a model. (Create and punctuate complex sentences using '-ed' openers, blending	**Incidental Write Purpose:** Write a persuasive text to persuade peers to choose their favourite extract/ novel. (Apply knowledge of prefixes to understand meaning of new words.) **Audience**: Year 6 **Assessed Write-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-.)	**Incidental Write Purpose:** Compose an explanation text based on their invention. (Use knowledge of root words to understand meanings of words., apply knowledge of prefixes to understand meaning of new words.) **Audience**: Blog on PurpleMash. **Assessed Write-Purpose:** A short story or chapter for a novel about an invention. (Create complex sentences by using relative clauses with pronouns who, and where.)	**Incidental Write Purpose:** Write a character description using evidence from the text. (Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.) **Audience**: Display in reading area. **Assessed Write-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:** Share examples on the class page.	**Incidental Write Purpose:** Write a diary entry in role (complex sentences with simile starters, blend action, dialogue and description, use devices to build cohesion) **Audience**: Read with a partner. **Assessed Write-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)

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

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