

YEAR 5 ENGLISH CURRICULUM MAP

		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		
Writing Literary experience	Title	The Man Who Walked Between the Towers	Hidden Figures	Mythologica	Percy Jackson Lightening Thief	The Island	Freedom Bird	When The Stars Come Out	The Lost Happy Endings	Anne Frank	The Children of the Benin Kingdom	Overheard In a Tower Block	High Rise Mystery	
	Genre	True story	Biography	Non-Fiction	Mythical Narrative	Story based on true events	Non-fiction	Non-fiction	Contemporary short story	True story/ diary	Fiction	Poetry	Contemporary Fiction	
	Details	Picture book	Life stories/black history	Greek Myths	Novel	Picture book	Black history	Picture book	Fairy Tales	Historical figure	Novel	Contemporary poet	Novel	
Writing	Main Outcome	Memoir	Biography / autobiography	Non-fiction writing	Narrative	Sequel	Powerful speech	Non-fiction writing	Prequel	Newspaper Report	Non-chronological report	Book review	Narrative	
	Grammar and punctuation		Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]	Using expanded noun phrases to convey complicated information concisely	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Brackets, dashes or commas to indicate parenthesis	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]	Using expanded noun phrases to convey complicated information concisely
			Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Use of commas to clarify meaning or avoid ambiguity	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
			Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Use of commas to clarify meaning or avoid ambiguity	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later, place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Indicating degrees of possibility using adverbs [for example, might, should, will, must]
			Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Use of commas to clarify meaning or avoid ambiguity	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Brackets, dashes or commas to indicate parenthesis	Use of the colon to introduce a list and use of semi-colons within lists	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
			The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of commas to clarify meaning or avoid ambiguity	Linking ideas across paragraphs using adverbials of time [for example, later, place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	How words are related by meaning as synonyms and antonyms [for example, big, large, little]	Punctuation of bullet points to list information	Linking ideas across paragraphs using adverbials of time [for example, later, place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
			The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?], or the use of subjunctive forms such as if I were or Were they to come in some very formal writing and speech]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Use of commas to clarify meaning or avoid ambiguity	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?], or the use of subjunctive forms such as if I were or Were they to come in some very formal writing and speech]	Use of commas to clarify meaning or avoid ambiguity	Linking ideas across paragraphs using adverbials of time [for example, later, place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using adverbials of time [for example, later, place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?], or the use of subjunctive forms such as if I were or Were they to come in some very formal writing and speech]	Brackets, dashes or commas to indicate parenthesis	How words are related by meaning as synonyms and antonyms [for example, big, large, little]
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GP Retrieval			Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Speech punctuation	Omission or possession?	Present perfect (he has gone out to play)	Standard English (we were/we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Punctuating fronted adverbials	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Speech punctuation	Standard English (we were/we was)	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Formal or informal?
Spelling		Spelling vocabulary	Ough	Spelling list double cons	Spelling list tion	Spelling list unstressed vowels	Spelling list unstressed vowels	Spelling list l and e	Spelling list c makes s	Spelling list prefix and suffix	Spelling list y = i	Spelling list ie	Spelling list ous	
		Suffix able	ible/able	cious	Ant/ance/ancy	ent/ence/ency	Hyphenated words	Prefix and suffix revision	l before e and exceptions	Prefix and suffix revision	Silent letters Y5/6	Ough	Prefix and suffix revision	
		Suffix ibly	Prefixes and meanings	tious	7 letter words	Adding vowel suffixes to words ending in fer	7 letter words	l before e and exceptions	Homophones	Silent letters Y3/4	7 letter words	Possessive and plurals	7 letter words	
Spelling Retrieval		Y3/4 spelling list	Homophones and near homophones	Suffixes	Prefixes	Y3/4 spelling list	Ed/t	Y3/4 spelling list double consonants	Possessive or plural?	Homophones and near homophones	ible/able	l before e and exceptions	Possessive or plural?	
Reading Literary experience	Title	Undefeated	Mythologica	Percy Jackson Lightening Thief	Black and British	Fluency Performance: Poetry	When the stars come out	The Listeners	Anne Frank	Letters from the Lighthouse	Urban settlements	High Rise Mystery		
	Genre	Poem	Non-fiction	Novel	Non-fiction		Non-fiction	Poetry	True story/diary	Classic fiction	Non-fiction	Contemporary Fiction		
	Details	Black history	Greek myths	Series	Illustrated history		Picture book, astronomy	Mystery, supernatural	History	WW2, evacuees	Visual literacy	Narrative		
Reading	Reading learning	Fluency and knowledge	Record and retrieve	Character Inference	Record and Retrieve	Fluency	Record and Retrieve	Figurative language	Record and retrieve	Character study	Record & retrieve	Character		
				Plot and theme	Knowledge		Knowledge	Fluency	Knowledge	Themes within a text	Discussion	Plot Themes		
Oracy	Voice 21/Anthem	Embedding class discussion guidelines and routines.		Natural Gestures	Sophisticated sentence stems	Speak with confidence	Extended listening	Draw upon knowledge	Speak with passion	Sophisticated sentence stems	Extended listening	Project voice	Delivery of short prepared material	
Handwriting	Anthem	Joining to and from r - start aware turtle tread	Forming and joining s	Passage dictation assessment	Presentation practice	Forming the letter y correctly	Ensuring consistency in letter sizes	Assessment	Revising difficult joins ve, we, oe, fe, re					
		Consistent height and size	Practising speed writing	Practise formation of letters	Forming k correctly	Forming the letter y correctly	Forming the letter y correctly	Practising forming and joining the letter f	ight	Practise formation of letters that do not join				