



# St Edmund's and St Thomas' Catholic Primary School

## English Curriculum Map Y5 2017-18

### Autumn

Daily spelling using Read Write Inc spelling programme and Guided Reading sessions using Project X, poetry, short stories and a range of non-fiction texts. Guided Reading sessions are taught following a Reciprocal Reading structure: predict, clarify, question and summarise.

#### **The Promise by Laura Carlin – Geography link**

##### Writing Tasks

Descriptive writing - settings

#### **World War II – History link**

##### Writing Tasks

Record research questions and information found – note taking  
Write non chronological reports about aspects of the war  
Prepare interview questions  
Write newspaper article – impact on Liverpool  
Diary entry from the perspective of an evacuated child

#### **Carrie's War by Nina Bawden Classic Novel**

##### Writing Tasks

Record predictions and chapter summaries,  
Write character profiles, descriptions of settings.  
Through drama –explore and then write monologues  
Retell events through letters and diary entries  
Write a narrative - missing chapter

#### **Poetry – Performance Poetry – Michael Rosen**

**Read, discuss and recite different forms of poetry: kennings, haiku, performance poetry**

##### Writing Tasks

Use poems studied as a model for own writing.

## **Autumn Term Learning Outcomes:**

### ***Speaking and Listening outcomes:***

Listens attentively, summarises main points in a discussion or argument and makes own conclusion

Listens to, and holds a complex sentence in their head in order to complete extended dictation

Presents a spoken argument, sequencing points logically, defends views with evidence e.g. prepares a group presentation

As a member of a group, demonstrates an ability to plan and manage a group task over time.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Prepares, performs and recites poetry, including own compositions.

### ***Reading outcomes:***

Reads books that are structured in different ways and reads for a range of purposes Discusses their understanding and explore the meaning of words in context

Asks questions to improve understanding

Predicts what might happen from details stated and implied

Summarises the main Ideas drawn from more than one paragraph, identifies key details that support the main ideas

Retrieves, records and presents information from non-fiction sources

Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Makes comparisons within and across books

Understands what makes a book a graphic novel and compare such books to other books read in.

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

Identifies how language, structure and presentation contribute to meaning

Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader

Prepares poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

### ***Writing outcomes:***

Identifies the audience for and purpose of the writing, selects the appropriate form and uses similar writing as models for their own

Notes and develops initial ideas, draws on reading and research where necessary

Uses different sentence types: question, exclamation, subordinate-main clauses

Uses some organisational and presentational devices to structure text and guide the reader (captions, headings, sub-headings, labelled diagrams, bullet points).

Uses paragraphs to organise information. They are used to signal changes in topic, time, scene, action, person or viewpoint.

Maintains a consistent viewpoint

Generally applies the appropriate tone and style associated with the form of writing. (Formal, informal, personal, choice of language, avoidance of repetition, use of question to get to the heart of the matter)

Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Assesses the effectiveness of their own and others' writing

Proof-reads for spelling and punctuation errors

Writes legibly, fluently and with increasing speed; choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

***Grammar outcomes:***

Mostly uses the correct tense and person

Uses a wider range conjunctions for subordination (so, when, if, that, while, although, unless, since, once, before, after, even though, whenever ) at the beginning and within sentences

Uses interesting sentence openers to start debate points, conjunctions to join clauses and explain points

Uses expanded noun phrases to convey complicated information concisely

Uses a range of devices to build cohesion within and across paragraphs

Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Uses relative clauses to expand sentences using punctuation correctly

Uses expanded noun phrases, similes, metaphors, personification

Uses commas to clarify meaning or avoid ambiguity

Uses colons to introduce a list

Uses a range of punctuation

## Spring

Daily spelling using Read Write Inc spelling programme and Guided Reading sessions using Project X, poetry, short stories and a range of non-fiction texts.

Guided Reading sessions are taught following a Reciprocal Reading structure: predict, clarify, question and summarise.

### **The Watertower by Gary Crew**

#### Writing Tasks

Character and setting descriptions  
Comic strips  
Diary entry  
Newspaper report  
Missing chapter

### **The Invisible Man By HG Wells A Graphic Novel**

#### Writing Tasks

Record predictions and chapter summaries,  
Write character profiles, descriptions of settings, Through drama –  
explore and then write monologues  
Write a diary, police report, playscript

### **Classic Poetry – The Spider and the Fly by Mary Howitt Picture book illustrated by Tony DiTerlizzi**

#### Writing Tasks

Explore poem through drama and music  
Write descriptions of settings  
Character profiles  
Letter from the point of view as the spider defending his actions  
Write a story version of the poem

## Spring Term Learning Outcomes:

### **Speaking and Listening outcomes:**

Listens attentively, summarises main points in a discussion or argument and makes own conclusion.

Recognises: fact, fiction, opinion, bias and balanced view in discussions, explanations, presentations etc.

Collaborates as a member of a group to prepare an argument for OR against an issue, in a debate.

Presents a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

Conducts research and pursues lines of enquiry using a number of different discussion groups: *envoys, rainbows (good for developing writing ideas)*

Appraises performances (live and recorded) and uses short film extracts to deconstruct and view performance with the 'eye of a director' and transcribes and produces scripts.

Performs a scripted scene making use of dramatic conventions

*e.g. using and interpreting stage directions to enhance performance*

Explores literature, historical events and social issues through a range of drama techniques: *Conscience/decision alley ( group divide into 2 halves and each group presents an opposing views, character chooses which view to opt for); Freeze frame/eavesdropping – small groups improvise conversations at key points in story etc. OR telephone conversations whereby pairs of children improvise dialogue at problematic moments in narrative.*

Responds appropriately to the contributions of others in light of differing viewpoints.

Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Performs individually or chorally; varies volume, experiments with expression and uses pauses for effect.

Explains how writers use figurative and expressive language to create images and atmosphere

Improvise scenes from well know texts and presents alternative viewpoints

### **Reading outcomes:**

Reads books that are structured in different ways and reads for a range of purposes

Discusses their understanding and explores the meaning of words in context

Predicts what might happen from details stated and implied

Summarises the main Ideas drawn from more than one paragraph, identifies key details that support the main ideas.

Retrieves, records and presents information from non-fiction sources.

Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provides reasoned justifications for their views

Identifies and discusses themes and conventions in and across a wide range of writing

Makes comparisons within and across books;

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

Identifies how language, structure and presentation contribute to meaning

Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader

Distinguishes between statements of fact and opinion

**Writing outcomes:**

Identifies the audience for and purpose of the writing, selects the appropriate form

Notes and develops initial ideas, draws on reading and research where necessary

Uses some organisational and presentational devices to structure text and guide the reader (captions, headings, sub-headings, labelled diagrams, bullet points)

Uses paragraphs to organise information. They are used to signal changes in topic, time, scene, action, person or viewpoint

Maintains a consistent viewpoint

Generally applies the appropriate tone and style associated with the form of writing. (Formal, informal, personal, choice of language, avoidance of repetition, use of question to get to the heart of the matter)

Develops characters through description and/or dialogue and describes settings in detail

Uses a balance of dialogue and description to move the narrative forward

Uses different sentence types: question, exclamation, subordinate-main clauses

Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Assesses the effectiveness of their own and others' writing

Proof-reads for spelling and punctuation errors

Writes legibly, fluently and with increasing speed; choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

**Grammar outcomes:**

Uses the correct tense and person

Uses a wider range conjunctions for subordination (so, when, if, that, while, although, unless, since, once, before, after, even though, whenever ) at the beginning and within sentences.

Uses interesting sentence openers to start debate points, conjunctions to join clauses and explain points

Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Uses commas to demarcate clauses to clarify meaning, more consistently.

Uses inverted commas and other punctuation to indicate direct speech, more consistently

Uses a range of punctuation

Uses some cohesive devices within and across sentences and paragraphs: synonyms and pronouns to avoid repetition; and linking words and phrases including: conjunctions, adverbs and prepositions.

Presents ideas clearly, including some detail to add interest, build suspense, inform or persuade.

Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase, e.g. *the teacher expanded to: the strict science teacher with curly hair*. To show precision and clarity.

Apply his/her understanding of the difference between standard English and non-standard English, e.g. writing dialogue

## Summer

Daily spelling using Read Write Inc spelling programme and Guided Reading sessions using Project X, poetry, short stories and a range of non-fiction texts.

Guided Reading sessions are taught following a Reciprocal Reading structure: predict, clarify, question and summarise.

<p><b>How to Live Forever by Colin Thompson.</b></p> <p><u>Writing Tasks</u>          Setting descriptions          Prepare and present a viewpoint during a debate          Use the structure of the story to write own version.</p>	<p><b>Contemporary Poetry</b>  <b>The British by Benjamin Zephaniah</b></p> <p><u>Writing Tasks</u>          Discuss themes of equality and justice detailed in poem          Prepare and perform poem          Research the races and dates detailed in the poem          Write and perform a recipe poem for the children in the class</p>	<p><b>Olaudah Equiano - History link the Slave Trade</b></p> <p><u>Writing Tasks</u>          Non-chronological report          Diary entry          Plan, research and write a biography</p>
<p><b>William Shakespeare – Macbeth</b></p> <p><u>Writing Tasks</u>          Keep a journal detailing personal responses to the play          Comic strips          Detailed character studies          Debate          Letter          Witches spell/poem</p>	<p><b>Novel - The Firework Makers Daughter by Phillip Pullman</b></p> <p><u>Tasks</u>          Keep a journal detailing personal responses to the novel.          Storyboard chapters          Write a script for key scenes          Letters from the point of view of a character          Character profile          Write a missing chapter</p>	

## Summer Term Learning Outcomes:

### **Speaking and Listening outcomes:**

Listens attentively, summarises main points in a discussion or argument and makes own conclusion

Recognises: fact, fiction, opinion, bias and balanced view in discussions, explanations, presentations etc

Presents a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

Conducts research and pursues lines of enquiry using a number of different discussion groups: *envoys, rainbows (good for developing writing ideas)*

Appraises performances (live and recorded) and uses short film extracts to deconstruct and view performance with the 'eye of a director' and transcribes and produces scripts

Performs a scripted scene making use of dramatic conventions *e.g. using and interpreting stage directions to enhance performance*

Explores literature, historical events and social issues through a range of drama techniques: *Conscience/decision alley (group divide into 2 halves and each group presents an opposing views, character chooses which view to opt for); Freeze frame/eavesdropping – small groups improvise conversations at key points in story etc*

Uses 'performance carousel' whereby each group performs a small section of a drama

Responds appropriately to the contributions of others in light of differing viewpoints

Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Explains how writers use figurative and expressive language to create images and atmosphere

Improvise scenes from well know texts and presents alternative viewpoints

Uses poetry as a stimulus for small group movement/dance to interpret themes/actions in poetry. Uses sound collages to build settings or atmospheres.

### **Reading outcomes:**

Reads books that are structured in different ways and reads for a range of purposes

Discusses their understanding and explores the meaning of words in context

Predicts what might happen from details stated and implied

Summarises the main Ideas drawn from more than one paragraph, identifies key details that support the main ideas.

Retrieves, records and presents information from non-fiction sources.

Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provides reasoned justifications for their views

Identifies and discusses themes and conventions in and across a wide range of writing

Makes comparisons within and across books;

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

Identifies how language, structure and presentation contribute to meaning

Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader

Distinguishes between statements of fact and opinion



**Writing outcomes:**

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Uses commas to demarcate clauses to clarify meaning, more consistently

Uses inverted commas and other punctuation to indicate direct speech, more consistently

Uses brackets, dashes or commas to indicate parenthesis

Use hyphens to avoid ambiguity

Uses some cohesive devices within and across sentences and paragraphs: synonyms and pronouns to avoid repetition; and linking words and phrases including: conjunctions, adverbs and prepositions

Presents ideas clearly, including some detail to add interest, build suspense, inform or persuade

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