



St Edmund's and St Thomas' Catholic Primary School

English Curriculum Map Y5/6 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 Time Machine retold by Terry Davis (A Graphic Novel)
Links made with other travelling stories including: 'Tom's Midnight Garden', 'The Lion, The Witch and The Wardrobe'

Writing Tasks

Write descriptions of a time machine and a setting
Recount an event in the original book, using 1st person
Write a narrative – a missing chapter
Write a diary entry from the perspective of a character using an informal style
Write a letter, newspaper report
Write own version of a time travel story

Novel - The Boy in the Striped Pyjamas by John Boyne

Writing Tasks

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

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

Poetry

To read, discuss, recite and write different forms of poetry: performance, cinquain and diamante

Writing Tasks

Write own versions of poems using the form and style of the poems studied.

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

Reading outcomes:

Uses sources of evidence to deduce information about the past
Uses sources of information to construct narratives about people and events. Adjust own viewpoint in light of new evidence
Generates lines of enquiry and ask questions which move the line of enquiry forward
Discusses their understanding and explores 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.

Novel – Holes by Louis Sachar

Writing Tasks

Keep a journal detailing personal responses to the novel
Write a summary
Character profiles
Letters
Diary entries for different characters
Newspaper report
Re-write Madame Zeroni's story as a traditional tale
Play script of a significant scene
Compare and contrast film adaptation with original book

Visual Literacy: The Birds and The Mysteries of Harris Burdick by Chris Van Allsburg

Writing Tasks

Plan and write narratives in response to film and images: humorous story, mystery story

Classic Narrative Poetry – The Pied Piper of Hamelin by Robert Browning

Writing Tasks

Explore poem through drama and music
Write a series of eyewitness accounts about different parts of the story.

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

Précis longer passages

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 variety of sentence structures and lengths for effect, e.g. *complex, simple and questions for description or suspense*

Uses subordinate clauses at the beginning, middle and after the main clause for effect

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 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

Ensures correct subject and verb agreement when using singular and plural

Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. Including split dialogue, speaker identified before, between and after dialogue. Add additional information (parenthesis) to a sentence using brackets, dashes or commas

Makes some correct use of semi-colons, dashes, colons and hyphens to mark the boundary between independent clauses, e.g. *It's raining; I'm fed up.*

Writes sentences to indicate degrees of possibility through the use of adverbs (perhaps, surely) and modal verbs (might, should, will, must)

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>The Man Who walked Between the Towers by Mordicai Gerstein.</p> <p><u>Writing Tasks</u> Setting descriptions Prepare and present a viewpoint during a debate Balanced argument News broadcast Monologue</p>	<p>Contemporary Poetry Goldilocks on CCTV by John Agard</p> <p><u>Writing Tasks</u> Discuss themes detailed in poem Prepare and perform poem; appraise performances of the poem Use poems studied as a model for own poetry</p>	<p>Olaudah Equiano - History link the Slave Trade</p> <p><u>Writing Tasks</u> Non-chronological report Diary entry Plan, research and write a biography</p>
<p>William Shakespeare – The Tempest</p> <p><u>Writing Tasks</u> Keep a journal detailing personal responses to the play Comic strips Write summaries and recounts of key events Detailed character studies Biography</p>	<p>Novel – The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p><u>Writing Tasks</u> Keep a journal detailing personal responses to the novel. Diary entry Write a script for key scenes Letters from the point of view of a character Letter to the author Write a missing chapter, using two viewpoints</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.

Prepares and presents a spoken argument which is clearly ordered, develops coherently and logically, and evidence is used to support and enhance points.

Uses persuasive/emotive vocabulary to 'sway' the listener.

Summarises the different sides of an argument and is able to clarify the strengths and weaknesses of different positions

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

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 emotional tension, hopes, fears and desires through drama.

Explores literature, historical events and social issues through a range of drama techniques: *shared and guided visualisation, choral speaking, sound collage/performance, movement collage/performance, improvise performances in groups, freeze frame, hot seating, thought tracking, performance carousel, flashbacks and flash forwards.* .

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

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.

Presents and maintains more than one 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.

Précis longer passages

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 variety of sentence structures and lengths for effect, e.g. *complex, simple and questions for description or suspense*.

Uses subordinate clauses at the beginning, middle and after the main clause for effect

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 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.

Ensures correct subject and verb agreement when using singular and plural.

Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. Including split dialogue, speaker identified before, between and after dialogue. Add additional information (parenthesis) to a sentence using brackets, dashes or commas.

Makes some correct use of semi-colons, dashes, colons and hyphens to mark the boundary between independent clauses, e.g. *It's raining; I'm fed up*.

Writes sentences to indicate degrees of possibility through the use of adverbs (perhaps, surely) and modal verbs (might, should, will, must).

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

Uses passive and modal verbs mostly appropriately