



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Key texts	The Dot (short week)	The True Story of the Three Little Pigs			WEEK ASSESSMENT	The boy at the back of the class, selection of blogs / diaries				Teacher Author: Amazon Rainforest and River info texts			Selection of newspaper reports and travel brochure		Poetry The Magic Box <i>I am not a Label book</i>		
Writing Purpose		To entertain : To write their own twisted tale.			To write a blog / diary from Ahmet’s perspective. To describe and explain what life it like for others.				To inform using their knowledge of the rainforest animals. Non-Chronological Report: Link to animals in hands			To persuade and educate by creating a travel brochure for Millington Travel . Link to Americas / Geography.		To describe and entertain			
Grammar & Punctuation	Demarcating sentences accurately	Recapping Previous Grammar: Inverted Commas Expanded noun phrases Synonyms Fronted adverbials Word class revision			Clauses (subordinate/relative) Parenthesis-(brackets/dashes./commas/dramatic dash) commas to clarify meaning Outside: Inside sentences The more, the more Noun, which were who				Tense consistency Expanded noun phrases Prepositional phrases Bullet Points / Headings/ Sub headings Link ideas across and within paragraphs Possessive apostrophe			Word class revision Adverbs of possibility Persuasive features Modal verbs Possessive apostrophe		Figurative Language: alliteration, similes, personification, metaphors, hyperbole			
Vocabulary		Trudged Mock Concern Malevolent Triumphantly Ominous Uneasy Jazzed Frail Devious Cunning Quaint			Clenched Plunged Contortionist Forlornly Seclusion Isolation Overwhelming Contented Vilest Capable Aggressive Intimidates Ballistic				Vibrant Toxic Distinct Recognisable Predominantly Humidity Survival Projection Agile Venom Secretions Substances Potent			Unique, Witness Inspired, Identified, Report, Reported, Responded, Alternative, Alternatively, Apparently, Commented, Confirmed.		Iridescent Serene Glamorous			
Speaking		Fluency-every reading lesson children to practice							Interview questions for Mo from Animals in Hands.			Film their newspaper reports as though they were on the TV.					
Cross		Geography-biome description								Science- non Chronological report linked to animals							

Autumn Term English Map Year Y5 2025-26—The Americas-The Boy At The Back Of The Class



	1	2	3	4	5	6	7	8	HT	9	10	11	12	13	14	15	16	
Key texts	The Dot (short week)	The Three Little Pigs/The True Story of the Three Little Pigs Introduce The Boy at The back of the class as story time book			ASSESSMENT WEEK	The boy at the back of the class				Teacher Author Amazon Rainforest and River info texts —Teacher author The boy at the back of the class (story time book)			Selected texts about deforestation and the environment The boy at the back of the		Poetry The Magic Box The Boys head I am not a Label book			
Reading focus	Vocabulary Fluency Inferences- thoughts/ feelings and character motives Retrieval from fiction. Showing positive attitude	Retrieval from fiction. Fluency Comparing themes and conventions Use dictionaries/thesaurus			Predictions made from only reading the opening of the story. Summarising (non fiction) Use dictionaries/thesaurus Retrieval-non fiction Vocabulary Fluency Inference-link to feelings and emotions				Use organizational devices from non fiction texts to help retrieve Summarising– link to key info on Amazon Rainforest and American animals. Fluency Vocabulary Mixed comprehension— recall and retrieve a range of reading skills			Use organizational devices from non fiction texts to help retrieve Summarising– link to key info on Amazon Rainforest and American animals. Fluency Vocabulary Mixed comprehension— recall and retrieve a range of reading skills		To prepare and perform poems Fluency Vocabulary Mixed comprehension—recall and retrieve a range of reading skills				



Spring Term English Map Year Y5 2025-26—Tudors

	1	2	3	4	5	6	H	9	10	11	12	13
Key texts Texts	Kensuke's Kingdom—Class Book			Variety of Biographies								
Writing Purpose	To entertain . Narrative—warning story			Writing to inform (published for Syston library)				Writing to instruct—instructions will go with the wheelchair bags that are made.			ASSESSMENT WEEK	Reading / Grammar Consolidation
Grammar & Punctuation	Clauses Parenthesis-commas to clarify meaning Speech punctuation Adverbials Cohesion within paragraph Prepositional phrases			Sub headings, Bullet points Parenthesis Coordinating and subordinating conjunction AKA sentence 3 bad dash sentence				Word class revision Sub headings Bullet points Modal verbs Coordinating and subordinating conjunction				
Vocabulary	Apprehensive Blur Frantically Shudder Unison vibrations discarded ranted Hollered bowed blaring jammed			Intrepid expedition Voyages rebellion Territories charismatic								
Speaking & Listening	Storytelling-tell stories to another class			Children will inform parents of their biographies in the Tudor day.				Instructions to be audio recorded to go with the wheelchair bags.				
Cross Curricular	Linked to the fire service talk. Create their own story with a message related			Geography/History-linked to key expedition figures.				D & T making a bag				



Spring Term English Map Year Y5 2025-26—Tudors

	1	2	3	4	5	6	H	9	10	11	12	13
Key texts	Kensuke's Kingdom—Class Book			Variety of Biographies								
Writing Purpose	To entertain . Narrative—warning story			Writing to inform (published for Syston library)				Writing to instruct—instructions will go with the wheelchair bags that are made.			ASSESSMENT WEEK	Reading / Grammar Consolidation
Reading Focus	Vocabulary Fluency Retrieval Mixed comprehension—recall and retrieve a range of reading skills - Comparing themes and conventions across narratives - Inferring a character's thoughts and feelings - Inferring a character's motive (Tudor market scene inference)			Vocabulary Fluency Retrieval Mixed comprehension—recall and retrieve a range of reading skills Summarise - to summarise a person's life and our own lives. Use organisational devices to help to retrieve information.				Vocabulary Fluency Retrieval Use organisational devices to help to retrieve information. Vocabulary Fluency Retrieval Use organisational devices to help to retrieve information.				



Summer Term English Map Year Y5 2025-26—Victorians

	1	2	3	4	5	6	HT	9	10	11	12	13	
Key texts	Nonsense Poetry-Jabberwocky Class Book: Wonder												
Writing Purpose	Writing to entertain –perform in poetry slam			Narrative-portal story-link to Victorians.				To persuade: persuasive writing based on industrial revolution / Victorians —move to the city or the country.			Purpose-poetry slam. Poetry-limericks		
Grammar & Punctuation	Hyphen Pronouns Possessive apostrophe/omission			Commas for clarity Fronted adverbial Clause variation Apostrophes for possession Rhetorical questions				Persuasive features Recall: Relative clauses Linking ideas across and within paragraphs Commas for clarity Fronted adverbial Clause variation			Rhyming scheme Stressed/unstressed syllables Stand alone grammar: Word Classes recap Based on QLA-recap grammar		
Vocabulary				Unusual, enormous, interested, touched, transported, iridescent, elongated									
Speaking & g	Perform as part of a poetry slam.							Each lass to read their persuasive letters to the other class-class vote			Poetry Slam		
Cross Curricul								Persuasive writing based on industrial revolution / Victorians —			Diary-life as a Victorian workhouse. Trip advisor review-based on		



Summer Term English Map Year Y5 2025-26—Victorians

	1	2	3	4	5	6	HT	9	10	11	12	13	
Key texts	Nonsense Poetry-Jabberwocky Class Book: Wonder												
Writing Purpose	Writing to entertain –perform in poetry slam			Narrative-portal story-link to Victorians.				To persuade: persuasive writing based on industrial revolution / Victorians —move to the city or the country.			Purpose-poetry slam. Poetry-limericks		
Reading Skills	Vocabulary Fluency —reading a poem with expression . Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . (Explain 2 mark questions) Predicting what might happen from details stated and implied. Differences between direct and indirect speech.				Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.— ordering events . Identifying fact and opinion . 'Explain why you think...' (Explain 2 mark questions)			Vocabulary Fluency —reading a poem with expression . Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		