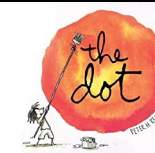




	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Key texts	The Dot (short week)	The True Story of the Three Little Pigs			WEEK ASSESSMENT	The boy at the back of the class, selection of blogs / diaries			Teacher Author: Amazon Rainforest and River info texts			Selection of newspaper reports and travel brochure		Poetry The Magic Box <i>I am not a Label book</i>		
Writing Purpose		To <b>entertain</b> : To write their own twisted tale.			To write a blog / diary from Ahmet’s perspective.  To <b>describe</b> and <b>explain</b> what life it like for others.			To <b>inform</b> using their knowledge of the rainforest animals. Non-Chronological Report: Link to animals in hands			To <b>persuade</b> and <b>educate</b> by creating a travel brochure for <b>Millington Travel</b> . Link to Americas / Geography.		To <b>describe</b> and <b>entertain</b>			
Grammar & Punctuation	Demarcating sentences accurately	<b>Recapping Previous Grammar:</b>  Inverted Commas Expanded noun phrases Synonyms Fronted adverbials Word class revision			Clauses (subordinate/relative)  Parenthesis-(brackets/dashes./commas/dramatic dash) commas to clarify meaning  <b>Outside: Inside sentences</b>  <b>The more, the more</b>  <b>Noun, which were who</b>			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 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 —Tudors

	1	2	3	4	5	6	HT	9	10	11	12	13
Key texts Texts	Kensuke's Kingdom—Class Book			Variety of Biographies								
Writing Purpose	To <b>entertain</b> . 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 <b>AKA sentence</b> <b>3 bad dash sentence</b>				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 Curriculum	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 —Tudors

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Key texts Texts	Kensuke's Kingdom—Class Book			Variety of Biographies								
Writing Purpose	To <b>entertain</b> . 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 —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 & Listening	Perform as part of a poetry slam.							Each lass to read their persuasive letters to the other class-class vote			Poetry Slam		
Cross Curricular								Persuasive writing based on industrial revolution / Victorians —			Diary-life as a Victorian workhouse. Trip advisor review-based on		



## Summer Term English Map Year Y5 — Victorians

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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	<b>Vocabulary</b> <b>Fluency</b> —reading a poem with <b>expression</b> . Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			Drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with <b>evidence</b> . (Explain 2 mark questions)  <b>Predicting</b> what might happen from details stated and implied.  Differences between direct and indirect speech.				<b>Summarising</b> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.— <b>ordering events</b> .  Identifying <b>fact and opinion</b> .  <b>'Explain</b> why you think...' (Explain 2 mark questions)			<b>Vocabulary</b> <b>Fluency</b> —reading a poem with <b>expression</b> . Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		