	Text and	Spoken	Reading	Writing	Grammar	Punctuation	Spellings
	Literary	Language					
	form						
Autumn 1	There's a boy in the girls' bathroom (Fiction) (relatable to start of the year school theme)	Listen and respond appropriately to adults and their peers; Ask relevant questions to extend their understanding and knowledge; Use relevant strategies to build their vocabulary; Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;	Comprehension: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks; Reading books that are structured in different ways and reading for a range of purposes; Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices; Identifying and discussing themes and conventions in and across a wide range of writing; Making comparisons within and across books;	Outcomes: Recount (letters) Recount (diary entries) Contemporary narrative Composition: Pupils will plan their writing by: noting and developing initial ideas, drawing on reading; considering how authors have developed characters and settings in what pupils have read. Pupils will draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; using a wide range of devices to build cohesion within and across paragraphs. Pupils will evaluate and edit their writing by: assessing the effectiveness of their own and others' writing;	Proper nouns Adverbs of possibility Tenses – past and present progressive and present perfect	Recap basic punctuation from Year 3 and 4 Possessive apostrophe	Words with endings that sound like /shuhs/ spelt with —cious Words with endings that sound like /shuhs/ spelt with —tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones

English Curriculum Map

Year Five

	Checking that the book	proposing changes to vocabulary,		
Speak audibly and	makes sense to them,	grammar and punctuation to enhance		
fluently with an	discussing their	effects and clarify meaning;		
increasing command of	understanding and	, 5,		
Standard English;	exploring the meaning	ensuring the consistent and correct use of		
Standard English,	of words in context;	tense throughout a piece of writing;		
Participate in	Asking questions to	ensuring correct subject and verb		
discussions,	improve their	agreement when using singular and		
presentations,	understanding;	plural, distinguishing between the		
performances, role play,	understanding,	language of speech and writing and		
improvisations and	Drawing inferences such	choosing the appropriate register;		
debates;	as inferring characters'	choosing the appropriate register,		
	feelings, thoughts and	proof-read for spelling and punctuation		
Gain, maintain and	motives from their	errors;		
monitor the interest of	actions, and justifying	errors,		
the listener(s);	inferences with	perform their own compositions, using		
the listener(s);	evidence;	appropriate intonation, volume, and		
	evidence,			
Consider and evaluate	Predicting what might	movement so that meaning is clear.		
different viewpoints,	0 0	Handonitian.		
attending to and	happen from details	Handwriting:		
building on the	stated and implied;	(Can also V3/4 abjective)		
contributions of others;	Communicians the america	(See also Y3/4 objectives)		
	Summarising the main	was best first and and the		
Select and use	ideas drawn from more	Write legibly, fluently and with		
appropriate registers for	than one paragraph,	increasing speed by:		
effective	identifying key details			
communication.	that support the main	choosing which shape of a letter to use		
communication.	ideas;	when given choices and deciding whether		
		or not to join;		
	Identifying how			
	language, structure and	choosing the writing implement that is		
	presentation contribute	best suited for a task.		
	to meaning;			
	Discuss and evaluate			
	how authors use			
	language, including			
	figurative language,			
	considering the impact			
	on the reader;			
	Participate in discussions			
	about books that are			
	read to them and those			
	they can read for			

				TCal Tive			
			themselves, building on their own and others' ideas and challenging views courteously; Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; Provide reasoned justifications for their views.				
Autumn 2	Dark Sky Park (Poetry) (Links with animals in poems)	Participate actively in performance, discussion and debate. Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance. Select and use appropriate registers for	reading books that are structured in different ways and reading for a range of purposes; identifying and discussing themes and conventions in and across a wide range of writing;	Writing Outcomes: Poetry performances Artistic responses to poems read Notes and annotations exploring language and personal responses to poems read. Persuasive adverts Own poems inspired by poems read. Composition: Pupils will plan their writing by:	Adverbs Modal verbs for degree of possibility Verb inflections and Standard English	Using inverted commas for speech	Words with 'silent' letters Words with 'silent' letters Week 3 Modal verbs Words ending in 'ment'

English Curriculum Map

Year Five

1	1	Teal Tive		1
effective	making comparisons	identifying the audience for and		Adverbs of possibility
communication.	within and across books;	purpose of the writing,		and frequency
	checking that the book	Selecting the appropriate form and		Statutory Spelling
	makes sense to them,	using other similar writing as models		Challenge Words
	discussing their			chancinge words
	understanding and	for their own		
	exploring the meaning			
	of words in context;	Noting and developing initial ideas,		
		drawing on reading and research		
	asking questions to	where necessary		
	improve their	,		
	understanding;	Pupils will draft and write by:		
	drawing inferences such	Selecting appropriate grammar and		
	as inferring characters'	vocabulary, understanding how such		
	feelings, thoughts and	choices can change and enhance meaning		
	motives from their			
	actions, and justifying	Using further organisational and		
	inferences with	presentational devices to structure text		
	evidence;	and to guide the reader [for example,		
		headings, bullet points, underlining]		
	predicting what might			
	happen from details			
	stated and implied;	Pupils will evaluate and edit their writing		
		by:		
	summarising the main	Assessing the effectiveness of their own		
	ideas drawn from more	and others' writing		
	than one paragraph,			
	identifying key details	Proposing changes to vocabulary,		
	that support the main	grammar and punctuation to enhance		
	ideas;	effects and clarify meaning		
	identifying how	Ensuring the consistent and correct use of		
	language, structure and	tense throughout a piece of writing		
	presentation contribute			
	to meaning;	Ensuring correct subject and verb		
		agreement when using singular and		
	discuss and evaluate	plural, distinguishing between the		
	how authors use	language of speech and writing and		
	language, including	choosing the appropriate register		
	figurative language,			
	considering the impact	Proof reading for spelling and punctuation		
	on the reader;	errors		
1	1	L .		l

				TCal TIVC			
			participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views.	Handwriting: (See also Y3/4 objectives) Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join; choosing the writing implement that is best suited for a task.			
Spring 1	The Adventures of Odysseus (Myth - an epic tale with non-fiction links). (Link to Ancient Greek history topic)	Ask relevant questions to extend their understanding and knowledge; Articulate and justify answers, arguments and opinions; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; Use spoken language to develop understanding through speculating,	reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices;	Recount (letters) Recount (diary entries) Contemporary narrative Persuasive Speeches Descriptions Poetry Composition: Pupils will plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading;	Prepositions Coordinating conjunctions Parenthesis (brackets)	Inverted commas when changing the position of the reporting clause Commas for clarity Brackets for Parenthesis	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones

English Curriculum Map

Year Five

hyp	pothesising, imagining		considering how authors have developed		
		identifying and	characters and settings in what pupils		
		discussing themes and	have read, listened to or seen performed;		
Coo	eak audibly and	conventions in and			
	ently with an	across a wide range of	Pupils will draft and write by:		
	creasing command of	writing;			
	andard English;		in narratives, describing settings,		
Sta	allualu Eligiisii,	making comparisons	characters and atmosphere and		
		within and across books;	integrating dialogue to convey character		
	rticipate in		and advance the action;		
		checking that the book			
· ·	esentations,	makes sense to them,	using a wide range of devices to build		
	rformances, role play,	discussing their	cohesion within and across paragraphs.		
		understanding and			
dek	bates;	exploring the meaning	Pupils will evaluate and edit their writing		
		of words in context;	by:		
Cor	nsider and evaluate				
diff	ferent viewpoints,	asking questions to	assessing the effectiveness of their own		
		improve their	and others' writing;		
		understanding;			
con	ntributions of others;		proposing changes to vocabulary,		
		drawing inferences such	grammar and punctuation to enhance		
		as inferring characters'	effects and clarify meaning;		
		feelings, thoughts and			
		motives from their	ensuring the consistent and correct use of		
		actions, and justifying	tense throughout a piece of writing;		
		inferences with			
		evidence;	ensuring correct subject and verb		
			agreement when using singular and		
		predicting what might	plural, distinguishing between the		
		happen from details	language of speech and writing and		
		stated and implied;	choosing the appropriate register;		
		and the state of the state of	and formal formal little and a second second		
		summarising the main	proof-read for spelling and punctuation		
		ideas drawn from more	errors;		
		than one paragraph,	norform their own compositions wing		
		identifying key details	perform their own compositions, using		
		that support the main	appropriate intonation, volume, and		
		ideas;	movement so that meaning is clear.		
		participate in discussions	Handwriting:		
		about books that are	Handwilling.		
		read to them and those	(See also Y3/4 objectives)		
		they can read for	(See also 13/4 objectives)		
		themselves, building on	Write legibly, fluently and with		
		their own and others'	increasing speed by:		
		their Own and Others	mereasing speed by.		

Year Five

				- TCal TIVC			
			ideas and challenging views courteously; explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views.	choosing which shape of a letter to use when given choices and deciding whether or not to join; choosing the writing implement that is best suited for a task.			
Spring 2	Skellig (Contemporary Fiction) (Relatable – links to PSHE)	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; Ask relevant questions to extend their understanding and knowledge; Articulate and justify answers, arguments and opinions; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;	Comprehension: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books;	Writing outcomes: Free writing Free verse poetry Descriptive writing Narrative Letter writing Writing in role Bookmaking Composition: Pupils will plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading;	Determiners Subordinating conjunctions Linking paragraphs with adverbials Direct and indirect speech	Speech punctuation continued	Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -ify

English Curriculum Map

Year Five

	ala a dista a Ala a Ala a la ciri	anneidenine kannentkanskanska i de i tri i d		
	checking that the book	considering how authors have developed		
Participate in	makes sense to them,	characters and settings in what pupils		
discussions,	discussing their	have read, listened to, see and		
presentations,	understanding and	performed.		
performances, role play,	exploring the meaning			
improvisations and	of words in context;	Pupils will draft and write by:		
debates;				
,	asking questions to	in narratives, describing settings,		
	improve their	characters and atmosphere and		
Select and use	understanding;	integrating dialogue to convey character		
appropriate registers for	G.	and advance the action;		
effective	drawing inferences such	,		
communication;	as inferring characters'	selecting appropriate grammar and		
	feelings, thoughts and	vocabulary, understanding how such		
Use spoken language to	motives from their	choices can change and enhance		
develop understanding	actions, and justifying	meaning;		
through speculating,	inferences with	, , , , , , , , , , , , , , , , , , ,		
hypothesising, imagining	evidence;	using a wide range of devices to build		
and exploring ideas;	evidence,	cohesion within and across paragraphs		
and exploring ideas,	predicting what might	conesion within and across paragraphs		
		using further expenientianal and		
Consider and evaluate	happen from details stated and implied;	using further organisational and presentational devices to structure text		
different viewpoints,	stated and implied,	•		
attending to and	identifying how	and to guide the reader.		
building on the	identifying how	B 39 31 31 3 31 3 3 3 3 3 3 3 3 3 3 3 3 3		
contributions of others.	language, structure and	Pupils will evaluate and edit their writing		
	presentation contribute	by:		
	to meaning;			
		assessing the effectiveness of their own		
	discuss and evaluate	and others' writing;		
	how authors use			
	language, including	proposing changes to vocabulary,		
	figurative language,	grammar and punctuation to enhance		
	considering the impact	effects and clarify meaning;		
	on the reader;			
		ensuring the consistent and correct use of		
	participate in discussions	tense throughout a piece of writing;		
	about books that are			
	read to them and those	ensuring correct subject and verb		
	they can read for	agreement when using singular and		
	themselves, building on	plural, distinguishing between the		
	their own and others'	language of speech and writing and		
	ideas and challenging	choosing the appropriate register;		
	views courteously;			
		proof-read for spelling and punctuation		
	explain and discuss their	errors.		
	understanding of what			
			•	

English Curriculum Map

Year Five

			TCai i ivc			
		they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views.	Handwriting: (See also Y3/4 objectives) Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join; choosing the writing implement that is best suited for a task.			
Summer 1 Oh Maya Gods (Fiction with non- fiction/Historical links) (Link to Maya history topic) Not a power of reading unit HB t plan)	ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;	comprehension: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to	Writing outcomes: Letter writing Writing in role Narrative Non-chronological reports (non-fiction links) Free writing opportunities Cross curricular writing opportunities Composition: Pupils will plan their writing by: identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading; considering how authors have developed characters and settings in what pupils have read, listened to or seen performed;	Pronouns and possessive pronouns Word families Subordinate clauses Cohesion through a paragraph Parenthesis – commas	Commas for subordinate clause and parenthesis	Words containing the letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words

English Curriculum Map

Year Five

S	speak audibly and	their peers, giving	Pupils will draft and write by:		
f	fluently with an	reasons for their			
ir	increasing command of	choices;	in narratives, describing settings,		
S	Standard English;		characters and atmosphere and		
	_	identifying and	integrating dialogue to convey character		
,	participate in	discussing themes and	and advance the action;		
•	discussions,	conventions in and			
	presentations,	across a wide range of	selecting appropriate grammar and		
•	performances, role play,	writing;	vocabulary, understanding how such		
	improvisations and		choices can change and enhance		
	debates;	making comparisons	meaning;		
	acoutes,	within and across books;			
			using a wide range of devices to build		
	consider and evaluate	checking that the book	cohesion within and across paragraphs		
	different viewpoints,	makes sense to them,			
	attending to and	discussing their	using further organisational and		
	building on the	understanding and	presentational devices to structure text		
C	contributions of others;	exploring the meaning	and to guide the reader.		
		of words in context;			
S	select and use				
a	appropriate registers for	asking questions to	Pupils will evaluate and edit their writing		
e	effective	improve their	by:		
С	communication.	understanding;			
			assessing the effectiveness of their own		
		drawing inferences such	and others' writing;		
		as inferring characters'			
		feelings, thoughts and	proposing changes to vocabulary,		
		motives from their	grammar and punctuation to enhance		
		actions, and justifying	effects and clarify meaning;		
		inferences with			
		evidence;	ensuring the consistent and correct use of		
		prodicting what might	tense throughout a piece of writing;		
		predicting what might happen from details	ensuring correct subject and verb		
		stated and implied;	agreement when using singular and		
		identifying how	plural, distinguishing between the		
		language, structure and	language of speech and writing and		
		presentation contribute	choosing the appropriate register;		
		to meaning;	choosing the appropriate register,		
		to meaning,	proof-read for spelling and punctuation		
		discuss and evaluate	errors.		
		how authors use			
		language, including	Handwriting:		
		figurative language,			
		considering the impact	(See also Y3/4 objectives)		
		on the reader;	· · · · · · · · · · · · · · · · · · ·		

English Curriculum Map

Year Five

		I	1	Teal Tive	1	1	1
				Write legibly, fluently and with			
			participate in discussions	increasing speed by:			
			about books that are				
			read to them and those	choosing which shape of a letter to use			
			they can read for	when given choices and deciding whether			
			themselves, building on	or not to join;			
			their own and others'	-			
			ideas and challenging	choosing the writing implement that is			
			views courteously;	best suited for a task.			
			,				
			explain and discuss their				
			understanding of what				
			they have read,				
			including through formal				
			presentations and				
			debates, maintaining a				
			focus on the topic and				
			using notes where				
			necessary;				
			provide reasoned				
			justifications for their				
			views.				
Summer 2	Cosmic – Frank	Participate actively	Comprehension:	Writing outcomes:	Adverbials and fronted	Commas for fronted	Unstressed vowels in
Summer 2	Cosmic – Frank Cotrell <i>(Fiction)</i>	Participate actively discussion and debate;	Comprehension: Read aloud whole books	Writing outcomes: Note writing in role as a character	Adverbials and fronted adverbials	Commas for fronted adverbials	Unstressed vowels in polysyllabic words
Summer 2	Cotrell (Fiction)	Participate actively discussion and debate;	Read aloud whole books	Note writing in role as a character			Unstressed vowels in polysyllabic words
Summer 2	Cotrell (Fiction) (Link to space	discussion and debate;	Read aloud whole books to expose children to	Note writing in role as a character Composing an email from one character	adverbials	adverbials	polysyllabic words
Summer 2	Cotrell (Fiction)	discussion and debate; Use spoken language to	Read aloud whole books to expose children to books and authors they	Note writing in role as a character Composing an email from one character to another		adverbials Commas for relative	polysyllabic words Adding verb prefixes
Summer 2	Cotrell (Fiction) (Link to space	discussion and debate; Use spoken language to develop understanding	Read aloud whole books to expose children to	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a	adverbials	adverbials	polysyllabic words
Summer 2	Cotrell (Fiction) (Link to space	discussion and debate; Use spoken language to develop understanding through imagining and	Read aloud whole books to expose children to books and authors they may not choose;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park	adverbials Relative clauses	adverbials Commas for relative	polysyllabic words Adding verb prefixes de- and re-
Summer 2	Cotrell (Fiction) (Link to space	discussion and debate; Use spoken language to develop understanding through imagining and exploring ideas in role	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the	adverbials	adverbials Commas for relative clauses	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix
Summer 2	Cotrell (Fiction) (Link to space	discussion and debate; Use spoken language to develop understanding through imagining and	Read aloud whole books to expose children to books and authors they may not choose;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re-
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance;	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry	adverbials Relative clauses	adverbials Commas for relative clauses	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over-
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation,	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report Composition:	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action so that meaning is clear	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report Composition: Pupils will plan their writing by:	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action so that meaning is clear to an audience;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report Composition: Pupils will plan their writing by: identifying the audience for and purpose	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action so that meaning is clear to an audience; Discuss and evaluate	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report Composition: Pupils will plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -ive
Summer 2	Cotrell (Fiction) (Link to space	Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action so that meaning is clear to an audience;	Note writing in role as a character Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Newspaper Report Composition: Pupils will plan their writing by: identifying the audience for and purpose	adverbials Relative clauses Editing and evaluating	adverbials Commas for relative clauses Using dashes for	polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or

	Draw inferences about characters' feelings, thoughts, emotions and actions; Discuss opinions related to the themes in the text and present these as an argument.	noting and developing initial ideas, drawing on reading; considering how authors have developed characters and settings in what pupils have read, listened to, see and performed. Pupils will draft and write by:		
		in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;		
		selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;		
		using a wide range of devices to build cohesion within and across paragraphs		
		using further organisational and presentational devices to structure text and to guide the reader.		
		In narrative – create a character and plot		
		Pupils will evaluate and edit their writing by:		
		assessing the effectiveness of their own and others' writing;		
		proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;		
		ensuring the consistent and correct use of tense throughout a piece of writing;		
		ensuring correct subject and verb agreement when using singular and plural, distinguishing between the		

English Curriculum Map

Year Five

			language of speech and writing and		
			choosing the appropriate register;		
			proof-read for spelling and punctuation		
			errors.		
			Handwriting:		
			(See also Y3/4 objectives)		
			Write legibly, fluently and with		
			increasing speed by:		
			choosing which shape of a letter to use		
			when given choices and deciding whether or not to join;		
			-		
			choosing the writing implement that is best suited for a task.		
	I	1			