

Sonning Church of England Primary School Curriculum Map



English Year 5

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
All About Me – Michael	Wolf Brother – Michele	The Explorer - Katherine	The Flanders Mare 100	After the Sea-Ship -Walt	Cracking Contraptions
Rosen	Paver	Rundell	Britannia Short Stories - Geraldine	Whitman & other poetry relating to the	- Derek Smith
Autobiography	Narrative – different perspectives **	Journalistic Writing	McCaughrean	sea	Explanation text
		Narrative – different	Journal	Poetry	Short Burst Narratives*
Neil Armstrong: First	Find Out: Stone Age -	perspectives **			
Man on the Moon -	Klint Janulis		Information leaflet	Cloudbusting	
Alex Woolf				By Malorie Blackman	
	Non-chronological				
Biography	report			Narrative*/**	
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Due to the generic nature of these objectives, they will be taught and reinforced in every unit:

Reading	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of						
objectives	fiction, poetry, plays, non-fiction and reference books or textbooks						
	Maintain positive attitudes to reading and understanding of what he/she reads by 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						
	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)						
	Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)						
	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied (KEY READING SKILL – PREDICTING)						
	+ the KEY READING SKILLS – ACTIVATING PRIOR LEARNING & SUMMARISING						
Writing	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own						
objectives	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary						
	Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)						
	Evaluate and edit by assessing the effectiveness of his/her own and others' writing						
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)						
	Proof-read for spelling errors linked to spelling statements for year 5						
	Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity						

Term	Text	Writing	Key Reading objectives	Key Writing objectives
No. of		Outcome		
weeks				
AUTUMN	All About	Autobiography	Understand what he/she reads by checking that the book makes	Plan his/her writing by identifying the audience for and purpose of
1	Me –		sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)	the writing, using other similar writing as models for his/her own
3 weeks &	Michael			Draft and write by précising longer passages
	Rosen		Understand what he/she reads by asking questions to improve	
3 weeks			his/her understanding of complex texts (KEY READING SKILL –	Draft and write by using devices to build cohesion within and across
	Neil	Biography	QUESTIONING)	sentences and paragraphs eg then, after that, this, firstly /eg
	Armstrong:	Біодіаріту		
	First Man		Distinguish between statements of fact and opinion	Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg
	on the		Retrieve, record and present information from non-fiction	or tense choices eg he had seen her before /eg
	Moon		neareve, record and present information from non-nearen	of tense choices of the had seen her before / cg
	By Alex		Read aloud and understand the meaning of new words that he/she	Evaluate and edit by ensuring mostly consistent and correct use of
	Woolf		meets linked to the expectations of year 5 spelling	tense throughout a piece of writing
AUTUMN	Wolf	Narrative –	Maintain positive attitudes to reading and understanding of what	Plan his/her writing of narratives by considering how authors have
			he/she reads by recommending books that he/she has read to	developed characters and settings in what the class have read,
2	Brother –	different	his/her peers, giving reasons for their choices	listened to or seen performed
3 weeks	Michele	perspectives		·
	Paver	**	Understand what he/she reads in increasingly complex texts by	Draft and write narratives, describing settings, characters and
			predicting what might happen from details stated and implied (KEY READING SKILL – PREDICTING)	atmosphere and integrating dialogue to convey character
			·	Evaluate and edit by ensuring correct subject and verb agreement
			Discuss and evaluate how authors use language, including figurative	when using singular and plural, distinguishing between the language
			language, considering the impact on the reader	of speech and writing
			Participate in discussions about books that are read to him/her and	Proof-read for punctuation errors, including use of brackets, dashes
			those that can be read for himself/herself, building on his/her own	or commas to indicate parenthesis; use of commas to clarify meaning
			and others' ideas and challenging views courteously	or avoid ambiguity
			Maintain positive attitudes to reading and understanding of what	
			he/she reads by making comparisons within a book	

AUTUMN 2 3 weeks	Find Out: Stone Age - Klint Janulis	Non- chronological report	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING) Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary Draft and write by using devices to build cohesion within and across sentences and paragraphs eg then, after that, this, firstly /eg Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg headings, bullet
			Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction	points, underlining /eg
SPRING 1 3 weeks	The Explorer - Katherine Rundell	Journalistic Writing	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING) Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING) Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied (KEY READING SKILL – PREDICTING) Participate in discussions about ooks that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing	Draft and write by précising longer passages Draft and write by using devices to build cohesion within and across sentences and paragraphs eg then, after that, this, firstly /eg Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg or tense choices eg he had seen her before /eg Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing

SPRING 1	The Explorer	Narrative –	Maintain positive attitudes to reading and understanding of what	Draft and write narratives, describing settings, characters and
2 weeks	- Katherine	different	he/she reads by making comparisons within a book	atmosphere and integrating dialogue to convey character
	Rundell	perspectives **	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (KEY READING SKILL – INFERRING)	Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg or tense choices eg he had seen her before /eg
			Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
			Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
SPRING 2	The Flanders	Historical	Understand what he/she reads by checking that the book makes	Draft and write by précising longer passages
2	Mare 100	Journal	sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL –	Draft and write by using devices to build cohesion within and across
3 weeks	Britannia		CLARIFYING)	sentences and paragraphs eg then, after that, this, firstly /eg
	Short Stories - Geraldine McCaughrean		Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)	Evaluate and edit by assessing the effectiveness of his/her own and others' writing
			Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
SPRING 2	The Flanders	Information	Participate in discussions about books that are read to him/her and	Plan his/her writing by noting and developing initial ideas, drawing
3 weeks	Mare 100	leaflet	those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously	on reading where necessary
3 weeks	Britannia		and others facus and chancinging views countecousty	Proof-read for punctuation errors, including use of brackets, dashes
	Short Stories		Distinguish between statements of fact and opinion	or commas to indicate parenthesis; use of commas to clarify meaning
	- Geraldine McCaughrean		Retrieve, record and present information from non-fiction	or avoid ambiguity
	cuagcuii		,	Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg headings, bullet points, underlining /eg

SUMMER	After the	Poetry	Maintain positive attitudes to reading and understanding of what	Evaluate and edit by assessing the effectiveness of his/her own and
1	Sea-Ship -	,	he/she reads by preparing poems and plays to read aloud and to	others' writing
_	Walt	Narrative*/*	perform, showing understanding through intonation, tone and	
	Whitman &	*	volume so that the meaning is clear to an audience	Perform his/her own compositions, using appropriate intonation,
6 weeks				volume, and movement so that meaning is clear
	other poetry		Discuss and evaluate how authors use language, including figurative	
	relating to		language, considering the impact on the reader	Plan his/her writing by identifying the audience for and purpose of
	the sea			the writing, using other similar writing as models for his/her
			Understand what he/she reads by checking that the book makes	
	Cloudbusting		sense to him/her, discussing his/her understanding and exploring the	Evaluate and edit by proposing changes to vocabulary, grammar and
			meaning of words in context (KEY READING SKILL – CLARIFYING)	punctuation to enhance effects and clarify meaning (English
	By Malorie		Understand what he/she reads by asking questions to improve	Appendix 2)
	Blackman		his/her understanding of complex texts (KEY READING SKILL –	
			QUESTIONING)	
			(3.20.1.6.1.1.1.6)	
SUMMER	Cracking	Explanation	Understand what he/she reads by checking that the book makes	Plan his/her writing by identifying the audience for and purpose of
2	Contraptions	<u>text</u>	sense to him/her, discussing his/her understanding and exploring the	the writing, using other similar writing as models for his/her own
3 weeks	- Derek		meaning of words in context (KEY READING SKILL – CLARIFYING)	Draft and write by linking ideas across paragraphs using adverbials of
	Smith		Distinguish between statements of fact and opinion	time eg later /eg , place eg nearby /eg and number eg secondly /eg
			Distinguish between statements of fact and opinion	or tense choices eg he had seen her before /eg
			Retrieve, record and present information from non-fiction	of tense endices of the flux sections before / cg
			The state of the s	Draft and write by using further organisational and presentational
			Read aloud and understand the meaning of new words that he/she	devices to structure text and to guide the reader eg headings, bullet
			meets linked to the expectations of year 5 spelling	points, underlining /eg
				Evaluate and edit by assessing the effectiveness of his/her own and
				others' writing
				Evaluate and edit by ensuring mostly consistent and correct use of
				tense throughout a piece of writing
3 weeks		Short Burst	Objectives which need revisiting to gain evidence required	
	1	Narratives*	1	