

## Year 5 English Map 2023-24

Objectives typed in blue are the key performance indicators (KPIs).

Objectives which must be promoted/taught throughout the year:
Spoken Language (Years 1-6)
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication</li> </ul>
Reading - Decoding
<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills as the route to decode words</li> <li>▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried)</li> <li>▪ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>▪ Re-read these books to build up their fluency and confidence in word reading</li> </ul>
Reading - Comprehension
<ul style="list-style-type: none"> <li>▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</li> <li>▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>
Writing - Transcription
<ul style="list-style-type: none"> <li>▪ Spell words containing each of the 40+ phonemes already taught</li> <li>▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (RWI – hold a sentence)</li> </ul>

Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> <li>Two Big Write pieces.</li> <li>Writing a biography for one of the following people: Michael Jordan, Mo Farrah, or Ellie Simmonds.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews with sports stars. This would require research and an element of role play before the children write up their interview in the style of a magazine article.</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</li> <li>Adding suffixes beginning with vowel letters to words ending in –fer</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidelines for adding them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using model verbs or adverbs to indicate degrees of possibility (appendix 2).</li> <li>Use a thesaurus</li> <li>Converting nouns or adjectives into verbs using suffixes: e.g. –ate; –ise; –fy</li> </ul>
<b>Year group non-negotiables to be taught through every lesson</b>							

**Spoken language**

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- ask relevant questions to extend their understanding and knowledge
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- 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
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication