

## Year 5 English Map Autumn 1 2024-2025

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 - Comprehension
Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>▪ <b>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ 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</li> </ul> Understand what they read by: <ul style="list-style-type: none"> <li>▪ Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices</li> <li>▪ 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</li> </ul>
Writing - Transcription
<ul style="list-style-type: none"> <li>▪ 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 specific letters</li> <li>▪ Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</li> </ul>
Handwriting and Presentation
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ write legibly, fluently and with increasing speed by:</li> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task.</li> </ul>

*Article 3 The best interests of the child must be a top priority in all things that affect children.*

*Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.*

*Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Autumn 1: Wonders of the World Diverse Us!							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1 – 8 weeks	Narrative x 6 weeks  Poetry x 1 week	Texts linked to Black History Month and multiculturalism: <ul style="list-style-type: none"> <li>• <i>Diver's Daughter</i></li> <li>• <i>Some Places More Than Others</i></li> <li>• <i>Rebound (narrative poetry)</i></li> </ul> Poems by Joseph Coelho – Children's Laureate 2022	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet:</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> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidelines for adding them</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</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>• Proof-read for spelling and punctuation errors</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>• learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

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Autumn 2: To whom it may concern... Letters and Correspondence						
	Text Types	Texts	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 2 – 7 weeks	Informal	<i>The Rabbits by Shaun Tan</i>	<ul style="list-style-type: none"> <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 knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</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> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> </ul>
	Formal	<i>How to Save the World with a Chicken and an Egg: perfect for eco-aware young readers</i>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Provide reasoned justifications for their views</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Asking questions to improve their understanding</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words</li> </ul>	<ul style="list-style-type: none"> <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: assessing the effectiveness of their own and others' writing</li> <li>Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Using model verbs or adverbs to indicate degrees of possibility (appendix 2).</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

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Spring 1: Once Upon A Time Fairy tales and Traditional Tales							
	Text Types	Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1 – 6 weeks	Fairy tales and traditional tales  BW 1: Writing a fairy/traditional tale – retelling  BW 2: Writing a sequel to a fairy tale (for example, happily ever after did not quite work out as expected...)  Optional: fairy-tale script	Cinderella from The Complete First Addition: The original folk and fairy tales of the Brothers Grimm  Cinder, or the Little Glass Slipper from Gender Swapped	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes</li> <li>and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet:</li> <li>Words with the /i:/ sound spelt ei after c</li> <li>Words containing the letter-string ough</li> </ul>	<ul style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</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>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</li> <li>Proof-read for spelling and punctuation errors</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion, including adverbials of time, place and number</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2)</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

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Spring 2: Mother Nature Adventure Stories							
	Text Types	Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 2 – 6 weeks	Poetry connected to Mother Nature 1 week  Plan, draft, edit and write their own adventure stories.	To be decided and agreed on with the individual classes.	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet:</li> <li>Words containing the letter-string ough</li> </ul>	<ul style="list-style-type: none"> <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>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</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>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Proof-read for spelling and punctuation errors</li> <li>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Draft and write by: précis longer passages</li> <li><a href="#">Proof-read for spelling and punctuation errors</a></li> </ul>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Use a thesaurus</li> <li>Brackets, dashes or commas to indicate parenthesis.</li> <li>Use of commas to clarify meaning or avoid ambiguity.</li> <li>Devices to build cohesion, including adverbials of time, place and number</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

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Summer 1: Travelling and explorers							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 1 - 6 weeks	<ul style="list-style-type: none"> <li>Narrative</li> <li>Descriptions of journeys</li> <li>Debates</li> <li>Argumentative texts</li> <li>Autobiographies</li> <li>Biographies</li> </ul>	<ul style="list-style-type: none"> <li>The Unforgotten Coat</li> <li>Coraline</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet:</li> <li>Words with the /i:/ sound spelt ei after c</li> <li>Words containing the letter-string ough</li> </ul>	<ul style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</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>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Distinguish between statements of fact and opinion</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</li> <li><a href="#">Proof-read for spelling and punctuation errors</a></li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion, including adverbials of time, place and number</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2)</li> <li>Verb prefixes: e.g. dis-, de-, mis-, over-, re-</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

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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> </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> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidelines for adding them</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Spell some words with 'silent' letters</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> <li>Proof-read for spelling and punctuation errors</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> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
<b>Year group non-negotiables to be taught through every lesson</b>							
<b>Spoken language</b>	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>						

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