



English Curriculum Map: 2023 – 2024

Years 5 & 6 Team Morpurgo

Miss Williams

<p>YEARS 5 & 6 Using a Power of Reading Teaching Sequence to Create an English Curriculum</p>	<p><u>Autumn 1</u> <u>Suffragette: The Battle for Equality</u> <u>by David Roberts</u></p>	<p><u>Autumn 2</u> <u>Skellig</u> <u>by David Almond</u></p>	<p><u>Spring 1</u> <u>The Journey</u> <u>by Francesca</u> <u>Sanna</u></p>	<p><u>Spring 2</u> <u>ICE TRAP!</u> <u>by Meredith</u> <u>Hooper</u></p>	<p><u>Summer Term</u> <u>Running on Empty</u> <u>by S.E. Durrant</u></p>
<p>Text Type</p>	<p>Non-fiction Text</p>	<p>Building Reading Stamina</p>	<p>Picture Book</p>	<p>Non-fiction Text</p>	<p>Contemporary Fiction</p>
<p>PSHE & Human Themes</p>	<p>Social justice Moral responsibility National and global issues Political and social institutions How to take part more fully in school and community activities and why that is important.</p>	<p>Friendship Illness Los Life and death Fear Birth Relationships Change</p>	<p>To develop an insight and appreciation of the challenges of the refugee experience. To support the development of empathy. To explore the concept of the entitlement of fundamental human rights and freedoms for all.</p>	<p>What makes a good leader? What does it mean to work as part of a team?</p>	<p>Understanding what it is to be a child carer – where to look? Understanding learning difficulties – where to look? Sense?</p>
<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<p>Reading: (Word reading / Comprehension) ▪ Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non- fiction and reference books</p>	<p>Reading: (Word reading / Comprehension) ▪ Increase familiarity with a range of books; ▪ Identify themes and conventions and compare these across books they have read; ▪ Prepare play scripts to read aloud;</p>	<p>Reading: (Word reading / Comprehension) ▪ Increase familiarity with a range of books ▪ Identify themes and conventions and compare these across books they have read</p>	<p>Reading: (Word reading / Comprehension) ▪ Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non- fiction and reference books.</p>	<p>Reading: (Word reading / Comprehension) ▪ Continuing to read and discuss an increasingly wide range of fiction ▪ 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</p>

	<ul style="list-style-type: none"> ▪ Read 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 ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> ▪ Show understanding through intonation, tone, volume and action; ▪ Discuss words and phrases that capture readers' interest and imagination; ▪ Draw inferences about characters' feelings, thoughts, emotions and actions. ▪ 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. 	<p>Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader</p> <ul style="list-style-type: none"> • Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text • Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> ▪ Read 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 ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. 				

- Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
- Converting nouns of adjectives into verbs using suffixes; verb prefixes.
- Relative clauses; indicating degrees of possibility using adverbs or modal verbs.
- Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.
- Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. □ Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

<p>Language Competency: through reading, talk and writing</p>	<p>Writing: (Transcription / Composition)</p> <ul style="list-style-type: none"> ▪ Note and develop initial ideas, drawing on reading ▪ In writing narratives, considering how authors have developed characters and settings in what they have heard or read ▪ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form ▪ Draft and write by selecting appropriate grammar and vocabulary ▪ Use a range of devices to build cohesion within and across paragraphs ▪ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation ▪ Proof read for spelling and punctuation errors 	<p>Writing: (Transcription / Composition)</p> <ul style="list-style-type: none"> ▪ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form ▪ Note and develop initial ideas, drawing on reading ▪ Draft and write by selecting appropriate grammar and vocabulary ▪ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action ▪ Use a range of devices to build cohesion within and across paragraphs ▪ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation ▪ Proof-read for spelling and punctuation errors ▪ Perform their own compositions, using 	<p>Writing: (Transcription / Composition)</p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Note and develop initial ideas, drawing on reading and research • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors 	<p>Writing: (Transcription / Composition)</p> <ul style="list-style-type: none"> ▪ Note and develop initial ideas, drawing on reading ▪ In writing narratives, considering how authors have developed characters and settings in what they have heard or read. ▪ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form ▪ Draft and write by selecting appropriate grammar and vocabulary ▪ Use a range of devices to build cohesion within and across paragraphs ▪ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation ▪ Proof-read for spelling and punctuation 	<p>Writing: (Transcription / Composition)</p> <ul style="list-style-type: none"> ▪ 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 and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <ul style="list-style-type: none"> ▪ 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 ▪ using further organisational and presentational devices to structure text and to guide the reader ▪ 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
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- Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear

Speaking and Listening:

- Maintain attention and participate actively in collaborative conversations, responding to comments
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Listen and respond appropriately to adults and peers
- Articulate and justify answers and opinions
- Use spoken language to develop understanding through speculating, imagining and exploring ideas
- Participate in discussions, presentations, performances and debates
- Consider and evaluate different viewpoints, attending to the contributions of others

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- Articulate and justify answers and opinions
- Use spoken language to develop understanding through speculating, imagining and exploring ideas
- Participate in discussions, presentations, performances and debates
- Consider and evaluate different viewpoints, attending to the contributions of others
- Select and use appropriate registers for effective communication

- Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear
- Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning

Speaking and Listening:

- Maintain attention and participate actively in collaborative conversations, responding to texts
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Articulate and justify answers and opinions
- Use spoken language to develop understanding through speculating, imagining and exploring ideas
- Participate in discussions, presentations, performances and debates
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errors

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- Articulate and justify answers and opinions
- Use spoken language to develop understanding through speculating, imagining and exploring ideas
- Participate in discussions, presentations, performances and debates
- Consider and evaluate different viewpoints, attending

language of speech and writing and choosing the appropriate register

- proof-reading for spelling and punctuation errors

Speaking and Listening:

- 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
- Participate in discussions, presentations, performances, role-play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

	<ul style="list-style-type: none"> ▪ Select and use appropriate registers for effective communication ▪ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	<ul style="list-style-type: none"> ▪ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>to the contributions of others</p> <ul style="list-style-type: none"> • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>to the contributions of others</p> <ul style="list-style-type: none"> ▪ Select and use appropriate registers for effective communication ▪ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	
Extended Writing Outcomes	<ul style="list-style-type: none"> ▪ Biographies ▪ Speeches ▪ Persuasive letters and responses ▪ Prison letters and accounts ▪ Petition ▪ Eyewitness accounts ▪ Newspaper report – with bias ▪ Persuasive text of choice: letter, poster, blog, petition, film script, etc. 	<ul style="list-style-type: none"> ▪ Descriptive writing ▪ Writing in role as Michael, Mina or Skellig ▪ Poetry writing ▪ Creative writing of prequel/alternative scenes in the story in the style of the book ▪ Diary writing ▪ E mail 	<ul style="list-style-type: none"> • Book/ booklet/ leaflet • Class Newspaper • Documentary script • Argument • Emotive letter <ul style="list-style-type: none"> • Extension to narrative 	<ul style="list-style-type: none"> ▪ Story mapping ▪ List poetry ▪ Letter writing ▪ Play script ▪ Personal response ▪ Character description 	<ul style="list-style-type: none"> ▪ Newspaper Report ▪ Letter Writing ▪ Visual organisers ▪ Poetry ▪ Information text to give advice ▪ Writing in role ▪ Manifesto for equality ▪ Personal narrative ▪ Stream of consciousness writing ▪ Book review ▪ Choice of extended writing outcomes