



English Curriculum Map: 2023 – 2024

Years 4/5

Team Walliams

Teacher: Mrs Kyle

YEARS 4/5 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<u>Autumn 1</u> Libba: The Magnificent Musical Life of Elizabeth Cotten Author- Laura Veirs Illustrator: Tatyana Fazlalizadeh	<u>Autumn 2</u> The Miraculous Journey of Edward Tulane Author- Kate DiCamillo	<u>Spring 1</u> Gregory Cool Author- Caroline Binch	<u>Spring 2</u> Shackleton's Journey Author- Sharon Creech	<u>Summer 1</u> Dark Sky Park Author: Philip Gross	<u>Summer 1</u> Goodnight Mr Tom Author: Michelle Magorian
Text Type	Non-Fiction	Building Stamina	Picture Books	Non-Fiction	Poetry	Classic Texts
PSHE & Human Themes	Debate- around civil and human rights? Discussion relating to the slave trade.	To read and discuss a book that is set in another country, exploring the themes of friendship and loyalty.	Travel and to embrace change	Expressing Concerns, Empathy	Different Scientists- opinions/thoughts	Responsibility, Creative Problem Solving
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Overall aims of this teaching sequence: To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections 	<ul style="list-style-type: none"> Exploring the meaning of words in context Asking questions to improve understanding Justifying inferences with evidence Making personal connections Predicting and summarising Broadening experience in a range of non-fiction Reading aloud Looking at Language 	<ul style="list-style-type: none"> Reading: (Word reading / Comprehension) Develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction Increase familiarity 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference book Read books that 	<ul style="list-style-type: none"> Teaching Approaches Reading aloud Visualisation Re-reading Performing poetry Looking at language Shared writing 	<ul style="list-style-type: none"> Read and discuss a wide range of fiction Read books that are structured in different ways ▪ Identify and discuss themes and conventions ▪ Discuss understanding and explore meaning of words in context Ask questions to improve understanding ▪ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

	<p>with their own lives.</p> <ul style="list-style-type: none"> • To develop creative responses to the text through responding to reading, drama and artwork. • To develop reader response and comprehension through wide range of cross-curricular opportunities. • To write in role in order to explore and develop empathy for a character. • To write with confidence for real purposes and audiences 	<ul style="list-style-type: none"> • Geographical reading • Debate 	<p>with a range of books</p> <ul style="list-style-type: none"> • Identify themes and conventions • Ask questions to improve understanding of the text • Draw inferences and justify inferences with evidence 	<p>are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language • Participate in discussions about books, building on their own and others' ideas and challenging views • Explain and discuss their understanding of what they have read
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				<p>figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction 		
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p><u>YR4</u> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial.</p> <p><u>YR5</u> • 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>					

<p>Language Competency: through reading, talk and writing</p>	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Plan writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally • Assess the effectiveness of their own and others' writing and suggest improvements 	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by assessing the effectiveness of their own and 	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit 	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • 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 	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Pupils should plan their writing by: • discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • Pupils should be taught to draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of 	<ul style="list-style-type: none"> • Writing (Composition / Vocabulary , Grammar and Punctuation): • 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
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	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • In narrative create settings, characters and plot • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles • 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 	<p>others' writing.</p> <ul style="list-style-type: none"> • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Reading (Word reading/comprehension) • Read and discuss an increasingly wide range of 	<p>by assessing the effectiveness of their own and others' writing.</p> <ul style="list-style-type: none"> • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Reading (Word/reading comprehension) • Read and discuss an increasingly wide range of fiction, poetry, 	<p>grammar and vocabulary</p> <ul style="list-style-type: none"> • 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 appropriate intonation, volume, movement so that meaning is clear 	<p>sentence structures</p> <ul style="list-style-type: none"> • -organising paragraphs around a theme in narratives,] • Speaking and Listening: • Pupils will: Participate actively in collaborative conversations; use spoken language to develop understanding through imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentati 	<p>character and advance action</p> <ul style="list-style-type: none"> • 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 appropriate intonation, volume, movement so that meaning is clear • Speaking and Listening:
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	<p>adults and peers</p> <ul style="list-style-type: none"> • 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 • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	<p>fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Draw inferences such as inferring characters' feelings, thoughts 	<p>plays, non-fiction and reference books or textbooks .</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an 	<ul style="list-style-type: none"> • 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; 	<p>ons, performances, role play, improvisations and debates; select and use appropriate registers for effective communication.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to comments about the text • 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 • 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
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		<p>and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Speaking and Listening: • Listen and respond appropriately to adults and their peers • Articulate and justify answers, arguments and opinions; • Use spoken language 	<p>audience.</p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Speaking and Listening: • Articulate and justify answers, arguments and opinions; • Use spoken language to develop understanding through imagining and exploring ideas in role play drama; • Select and use 	<ul style="list-style-type: none"> • 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; • Use spoken 		
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		<p>to develop understanding through imagining and exploring ideas in role play drama;</p> <ul style="list-style-type: none"> • Select and use appropriate registers for effective communication 	<p>appropriate registers for effective communication.</p>	<p>language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>		
Extended Writing Outcomes	<ul style="list-style-type: none"> • Information Writing • Poetry • Writing in Role: Diary or Letter • Advertisement • Persuasive Speech • Biography 	<ul style="list-style-type: none"> • Story maps • Instructions • Character descriptions • Narrative descriptions • Diary entry • Autobiography 	<ul style="list-style-type: none"> • Story maps • Fact files • Instructions • Writing in role • Narrative descriptions • Diary entry • Biography 	<ul style="list-style-type: none"> • Log writing • Newspaper reports • Speeches • Recount 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Diary writing • Writing in role • Newspaper writing • Poetry • Explanation



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