



English Curriculum Map: 2025-6

Years 5&6 Team Morpurgo

Teacher: Mrs Wilkinson

YEARS 5 & 6 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<u>Autumn 1</u> The Journey by by Francesca Sanna	<u>Autumn 2</u> ICE TRAP! Shackleton's Journey by Meredith Hooper	<u>Spring 1</u> Skellig by David Almond	<u>Spring 2</u> Suffragette: The Battle for Equality by David Roberts	<u>Summer</u> Cosmic by Frank Cottrell Boyce
Text Type	Picture Book	Non-fiction	Building Stamina	Non-Fiction	Contemporary Fiction
PSHE & Human Themes	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.	What makes a good leader? What does it mean to work as part of a team?	Friendship Illness Loss Life and death Fear Birth Relationships Change	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.	Consequences of actions
Reading: Experience, Knowledge, Skills and Strategies	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	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.	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;	Reading: (Word reading / Comprehension) ▪ Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, nonfiction and reference	Reading: (Word reading / Comprehension) ▪ Read aloud whole books to expose children to books and authors they may not choose; ▪ Identify and discuss themes in reading; ▪ Prepare and perform play scripts and poetry;

	<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 nonfiction 	<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 	<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. 	<ul style="list-style-type: none"> books ▪ 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 nonfiction 	<ul style="list-style-type: none"> ▪ Show understanding through intonation, tone, volume and action so that meaning is clear to an audience; ▪ Discuss and evaluate how authors use language; ▪ Draw inferences about characters' feelings, thoughts, emotions and actions; ▪ Discuss opinions related to the themes in the text and present these as an argument.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	YR5 • 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				
Language Competency: through reading, talk and writing	Writing: (Transcription / Composition) <ul style="list-style-type: none"> ▪ Note and develop initial ideas, drawing 	Writing: (Transcription / Composition) <ul style="list-style-type: none"> ▪ Note and develop initial ideas, drawing 	Writing: (Transcription / Composition) <ul style="list-style-type: none"> ▪ Plan writing by identifying the 	Writing: (Transcription / Composition) <ul style="list-style-type: none"> ▪ Note and develop initial ideas, drawing 	Writing: (Transcription / Composition)

	<p>on reading</p> <ul style="list-style-type: none"> ▪ 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 ▪ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ Maintain attention and participate actively in collaborative 	<p>on reading</p> <ul style="list-style-type: none"> ▪ 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 ▪ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ Maintain attention and participate actively in collaborative conversations, responding to 	<p>audience for and purpose of the writing, selecting the appropriate form</p> <ul style="list-style-type: none"> ▪ 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 appropriate intonation, volume, movement so that meaning is clear <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ Maintain attention and participate actively in collaborative conversations, 	<p>on reading</p> <ul style="list-style-type: none"> ▪ 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 ▪ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ Maintain attention and participate actively in collaborative 	<ul style="list-style-type: none"> ▪ Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. ▪ Draft and write by composing and rehearsing sentences orally; ▪ In narrative create characters and plot; ▪ Draft and write arguments based on themes explored in a text. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ Participate actively discussion and debate; ▪ Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; ▪ Select and use appropriate registers for effective communication.
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	<p>conversations, responding to comments</p> <ul style="list-style-type: none"> ▪ 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 	<p>comments</p> <ul style="list-style-type: none"> ▪ 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 	<p>responding to comments</p> <ul style="list-style-type: none"> ▪ 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, roleplay and drama ▪ Consider and evaluate different viewpoints, attending 	<p>conversations, responding to comments</p> <ul style="list-style-type: none"> ▪ 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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			to and building on the contributions of others		
Extended Writing Outcomes	<ul style="list-style-type: none"> • Book/ booklet/ leaflet • Class Newspaper • Documentary script • Argument • Emotive letter • 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"> ▪ 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"> ▪ 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"> ▪ Note writing in role as a character ▪ Composing an email from one character to another ▪ Written argument ▪ Visitor leaflet for a theme park ▪ Writing a message to a character in the story ▪ List Poetry Newspaper Report



SCHOOL
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