



## English Curriculum Map: 2025 – 2026

Years 4&5 Team Soundar

Teacher: Miss Brabban

YEARS 4 & 5 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<u>Autumn 1</u>  The Tin Forest by Helen Ward	<u>Autumn 2</u>  One Plastic Bag by Miranda Paul	<u>Spring 1</u>  Noah Barleywater Runs Away by John Boyne	<u>Spring 2</u>  Shackleton's Journey by William Grill	<u>Summer 1</u>  Overheard in a Tower Block by Jospeh Coelho	<u>Summer 1</u>  Street Child by Berlie Doherty
Text Type	Picture Book	Non-fiction	Building Stamina	Non-Fiction	Poetry	Classic Texts
PSHE & Human Themes	Loneliness, empathy and caring for the environment and others.	Environmentalism, conservation	Empathy, feelings	Discussions of what makes a good leader, teamwork and collaboration, reconciliating conflict, human needs and wants	Feelings	Empathy and the feelings of others, social justice and morality, poverty, bereavement
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> <li>▪ To inspire children to engage with literature;</li> <li>▪ To explore global, historical, political, socio-economic and environmental issues through a narrative text;</li> <li>▪ To develop creative responses to the text through drama, artwork and cross-curricular approaches;</li> <li>▪ To explore the story through critical thinking, role-play and storytelling;</li> <li>▪ To write with confidence for real</li> </ul>	<ul style="list-style-type: none"> <li>▪ To explore global issues through a narrative text</li> <li>▪ To investigate how illustrations influence a reader's experience of a text</li> <li>▪ To explore how an author uses language to create empathy for an issue</li> <li>▪ To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives</li> <li>▪ To develop creative responses to a text</li> </ul>	<ul style="list-style-type: none"> <li>▪ To engage children with a story with which they will empathise</li> <li>▪ To enjoy an exciting story with memorable characters</li> <li>▪ To draw inferences about characters' feelings, thoughts and motives from their actions</li> <li>▪ To explore themes and issues, and develop and sustain ideas through discussion</li> <li>▪ To develop creative responses to the text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children enjoy an increasing range of poetry, stories and non-fiction texts</li> <li>▪ Children know that information can be retrieved from a variety of sources</li> <li>▪ Children develop understanding through reading and responding to non-fiction texts</li> <li>▪ Children sustain listening, responding to what they have heard with relevant</li> </ul>	<ul style="list-style-type: none"> <li>▪ To explore and understand the importance of poetry as a genre</li> <li>▪ To explore rhythm and rhyme in poetry</li> <li>To know how to listen and respond to a wide range of poems from a multi-poet collection</li> <li>▪ To understand that poems are written for different reasons</li> <li>▪ To interpret poems for performance</li> <li>▪ To gain and maintain the interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ To inspire children to engage with literature</li> <li>▪ To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience</li> <li>▪ To deepen understanding of the world through a fictional text</li> <li>▪ To explore how an author creates, shapes and develops</li> </ul>

	<p>purposes and audiences</p>	<p>through drama and role-play</p>	<p>through drama, storytelling and artwork</p> <ul style="list-style-type: none"> <li>▪ To write in role in order to explore and develop empathy for characters</li> <li>▪ To write with confidence for real purposes and audiences</li> <li>▪ To write a sequel narrative based on a familiar story world, events and characters</li> </ul>	<p>comments and questions</p> <ul style="list-style-type: none"> <li>▪ Children ask relevant questions to extend their understanding and knowledge</li> <li>▪ Children use spoken language to communicate for a range of purposes to a range of audiences</li> <li>▪ Children identify some effective features of non-fiction texts</li> <li>▪ Children use language structures and vocabulary influenced by books in talk and in their own writing</li> <li>▪ Children write for meaning and purpose in a variety of non-narrative forms               <ul style="list-style-type: none"> <li>▪ Children present information in a range of ways, such as poetry, illustration and oral presentation</li> </ul> </li> </ul>	<p>of the listener through effective performance of poems</p> <ul style="list-style-type: none"> <li>▪ To recognise how a poet uses poetry as a voice to express their own feelings and views</li> <li>▪ To draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader</li> </ul> <p><b>Exploring poetic forms and devices:</b> This collection gives an opportunity to explore the following poetic devices:</p> <ul style="list-style-type: none"> <li>▪ Alliteration</li> <li>▪ Rhythm</li> <li>▪ Rhyme</li> <li>▪ Personification</li> <li>▪ Metaphor</li> <li>▪ Enjambment</li> <li>▪ Free verse</li> <li>▪ Assonance</li> <li>▪ List poems</li> </ul>	<p>characters throughout a novel</p> <ul style="list-style-type: none"> <li>▪ To explore the impact of punctuation on writing with an oral outcome</li> <li>▪ To explore the centrality to writers of reader response and reading aloud</li> <li>▪ To enrich vocabulary and understanding of the impact of language on readers and audience</li> <li>▪ To develop creative responses to the text through drama, storytelling and artwork</li> <li>▪ To write in role in order to explore and develop empathy for characters</li> <li>▪ To explore the authentic authorial process of ideation, creation, reflection and publication or performance</li> <li>▪ To write for meaning, purpose and audience in a variety of forms</li> <li>▪ To engage with the cycle of drafting, editing, redrafting, proofreading</li> </ul>
<p><b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b></p>	<p><b>YR4</b> 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>					

	<b>YR5</b> • 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					
<b>Language Competency: through reading, talk and writing</b>	<ul style="list-style-type: none"> <li>▪ Visualisation</li> <li>▪ Book talk</li> <li>▪ Role on the wall</li> <li>▪ Prediction</li> <li>▪ Hot seating</li> <li>▪ Writing in role</li> <li>▪ Responding to illustrations</li> <li>▪ Inference</li> <li>▪ Descriptive writing</li> <li>▪ Graph of emotions</li> <li>▪ Book review</li> <li>▪ Puppet theatre</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading aloud</li> <li>▪ Responding to illustration</li> <li>▪ Book talk</li> <li>▪ Role on the wall</li> <li>▪ Visualisation</li> <li>▪ Debate and agreement</li> <li>▪ Shared writing</li> <li>▪ Book making and publishing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading aloud and re-reading</li> <li>▪ Role-Play and Drama</li> <li>▪ Writing in role</li> <li>▪ Visualising</li> <li>▪ Storymapping</li> <li>▪ Shared writing</li> <li>▪ Freeze frame</li> <li>▪ Conscience Alley</li> <li>▪ Performance reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Book Talk</li> <li>▪ Responding to Illustration</li> <li>▪ Visualising and Artwork</li> <li>▪ Personal interests and fascinations</li> <li>▪ Looking at Language</li> <li>▪ Text Marking</li> <li>▪ Visual Organisers</li> <li>▪ Role-Play and Drama</li> <li>▪ Hot-seating</li> <li>▪ Freeze Frame and Thought Tracking</li> <li>▪ Shared Writing</li> <li>▪ Shared Reading</li> <li>▪ Reader's Theatre</li> <li>▪ Drafting, Editing and Polishing</li> <li>▪ Bookmaking and Publication <ul style="list-style-type: none"> <li>▪ Dictogloss</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Aloud</li> <li>▪ Hearing poems performed by a poet</li> <li>▪ Performing poetry</li> <li>▪ Modelled writing</li> <li>▪ Responding to writing</li> <li>▪ Publication</li> <li>▪ Looking at Language</li> <li>▪ Re-reading and revisiting poems</li> <li>▪ Responding to poetry</li> <li>▪ Learning about poetry from published poets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art work</li> <li>▪ Book Talk</li> <li>▪ Conscience Alley</li> <li>▪ Double bubble</li> <li>▪ Drafting and Editing</li> <li>▪ Exploring Language</li> <li>▪ Freeze Frame</li> <li>▪ Graph of Emotion</li> <li>▪ Hotseating</li> <li>▪ Oral Storytelling</li> <li>▪ Publishing and Book Making</li> <li>▪ Reading Aloud</li> <li>▪ Response to Illustration</li> <li>▪ Role on the Wall</li> <li>▪ Shared Writing</li> <li>▪ Thought tracking</li> <li>▪ Visualising</li> <li>▪ Writing in Role</li> <li>▪ Zone of Relevance</li> </ul>
<b>Extended Writing Outcomes</b>	Advisory notes Annotation Booklet Diary entry Letters Bubbles Strip Poem Writing in role Script Descriptive writing	Notes Presentation Leaflet Booklet Poster TED talk script Poem Clothes label Instruction Manual Non fiction book Advertising Campaign featuring: <ul style="list-style-type: none"> <li>▪ Tweets</li> <li>▪ Radio jingle</li> </ul>	Drawing and annotating Role on the wall and characterisation A variety of information texts including digital The robot's backstory Robot's Log entries - descriptive observations Advisory emails Poetry Story mapping	'Tell Me' book talk responses Role on the Wall Job description Poster Research notes Non-chronological texts in choice of form, including multi-modal Writing in role Eyewitness accounts News piece in a choice of form Labelled diagram or model	Performing poetry Identifying poetic language and devices Text marking and annotation Evaluation of performances Poetry journal with ideas and inspirations for own writing Independently written poems	Advisory notes Annotation Auto/biography Diary entry Documentary script Information booklet or poster Instructions/Recipes Newspaper reports Persuasive note and letter Questions and suggestions

		<ul style="list-style-type: none"> <li>▪ Television advert script</li> <li>▪ Online pop up banner</li> </ul>	Survival manual Interview questions for Hot seating Thought tracking Writing in role – log entry, letters and notes	Double Bubble Oral presentation Exhibition labels Speech Biography	Performances of children's original poetry.	Race commentary Role on the Wall Story writing Speech and Thought Bubbles Writing in role
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