Class 5- Year 5/6 English Curriculum Map

Year 5-6	Fiction	Texts	Outcome	Non-Fiction	Texts	Outcome	Poetry	Texts	Outcome	Vocabulary, Grammar and Punctuation	Guided Reading
Autumn	**Historical setting** Flashbacks- (Lancs plan Y6 Summer 1 or Lancs Bridging Unit Y5-6)	**Nowhere Emporium** By Ross Mackenzie	-A formal letter. -A survival or adventure story based on a plot inspired by a novel Or -A story told in flashback.	**Information text hybrid** (Lancs Plan Y6 Spring 1)	Firework information text	Information /instruction /explanation.	**Poetry/song writing (Lancs plan Autumn 2 Britain's got talent)**	Poems of locality – Blackpool and others	Own poems about local area.	**Year 5** **Word** -Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] **Sentence**- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, indicating degrees of possibility using adverbs or modal verbs. **Text**- Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number or tense. **Punctuation**- 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 **Year 6** **Word**- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, how words are related by meaning as synonyms and antonyms. **Sentence**- Use of 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 such as *If I were* or *Were they to come.* **Text**- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections, and **ellipsis.** Layout devices [for example, headings, sub-headings etc) **Punctuation**- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses.** Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity. **Terminology**- subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.	Guided Reading lessons are taught through a weekly carousel programme: In Class 5, each group completes the following activities based upon a section/chapter of the book they are reading. **Day 1**- Reading Preparation and vocabulary focus with TA. **Day 2**- Guided Reading with Class Teacher focusing on key questioning. **Day 3**- Response Questions response activity with TA. **Day 4**- Writing Response activity. **Day 5**- Independent Reading- Library and online reading activities. In Year 5 and 6 children at expected level will read banded books in this order of progression- Blue- (Yr5) Red- (Yr6) Where possible Guided Reading books are also linked to the topics taught in English/wider curriculum. **<u>Spellings</u>** Spellings are taught through the RWI Oxford Owl scheme- see year group overviews.
Autumn	**Classic Novel** (Lancs plan Y6 Autumn 2 Britten's got talent)	**Wizard of Oz** L Frank Baum	-Using the structure of the chapters create an additional character chapter	**Biography Charles Darwen** (Lancs plan Autumn 1 Survival)	Biography examples e.g Lionel Messy	-Carry out research, write and present a biography					
Spring	**Detective/ Crime Fictions** (Lancs PlanY6 Spring 2)	**Beetle Boy** by MG Leonard	A detective story to entertain and intrigue children in another class.	**Persuasion- (**Discussion and Debate) (Lancs plan Summer 1 I do like to be beside the Seaside 1)	From Macbeth	A discursive essay Or A formal debate.	**Narrative Poetry (Lancs plan Summer 2 I do like to be beside the Seaside 1)**	The Lion and Albert.	Written response to the poem in another text type and form, e.g. newspaper report, series of diary entries, letter of complaint		
Spring	**Novel as a theme** (Lancs plan Y6 Summer 2 I do like to be beside the Seaside 2**)**	**The Boy in the girls Bathroom** Louis Sacher	A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.	**Information text hybrid** (Lancs Plan Y6 Spring 1)	Plastic sucks – Dougie Poynter	Information/ explanation/ persuasion texts including degrees of formality/ informality for audience					
Summer	**Older Literature** (Lancs plan Y6 Spring 1)	**Macbeth**	- a retelling of older literature drawing on what they have read as models for their own writing e.g. use of literary language.	**Journalistic writing and Non-chronological text**	Sky Song by Abi Elphinstone	-Newspaper report Information text – Polar bears	**Poems on a theme – Sea poems (lancs plan Summer 2 I do like to be beside the Seaside 2)**	Listed poems in plans eg Sea Fever by John Masefield The Sea by James Reeves	A poem based on a model.		
Summer	**Novel as a theme** (Lancs plan Autumn 1 Survival)	**Sky Song** by Abi Elphinstone	-character description -formal letter -diary - own short story or chapter	**Autobiography of a character from a novel**	Going Solo – Roald dahl	Research environmental issues and write an article based on this.					

Teaching Sequence and Further Writing Opportunities

Creating Interest	Phase 1 Reading response and reading analysis	Phase 2 Gathering Content	Phase 3 Planning and Writing	Phase 4 Presentation

Short writing- during each unit, children will be given opportunities to practise and revisit writing throughout with outcomes linked to specific objectives such as diary entries, letters, fact files and character profiles.

Handwriting

In Class 5 handwriting is taught alongside spelling sessions. Children are also given spellings to learn for homework on handwriting sheets to practise their letter formation and joins.

In years 5 and 6 children are taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

Please see the 'Learning Journey' documents on the English webpage for more details on objectives taught and expected progression

Scaffolded writing- during the Writing phase of each unit, the teacher will complete a series of modelled/shared writes over several days before the children write their own alternative independent piece.	• choosing the writing implement that is best suited for a task.

Please see the 'Learning Journey' documents on the English webpage for more details on objectives taught and expected progression