

| Y5 Long Term Curriculum Map - English | | | | | | | | | | How do you know it is that specific text type? |
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| Week | Book Title | Genre | Writing 'to' | Grammar & Punctuation Objectives | Spelling Objectives | Composition Objectives | Specific Vocabulary | Outcome | Assessed Piece | Text Type Features/Success Criteria |
| 1 | Shackleton's Journey | Diary entry | Entertain | Wide range of clause structures; fronted adverbials; relative clauses; subordinating and coordinating conjunctions; parenthesis (brackets & dashes); inverted commas | Strategies at the point of writing - have a go. Words with the letter string 'ough'. | Opening to set the scene & introduce atmosphere. Chronological order. Conclusion summing up the events and giving thoughts about what might happen next. | Informal, personal, conversational, first person | Diary entry | X | Dear diary,; inverted commas to include direct quotes; records an episode from the writer's life; reflects on thoughts and feelings. First person. |
| 2 | | | | | Words with the letter string 'ough'. Words with 'silent' letters. Etymology. | | | | Y | |
| 3 | | Newspaper Report | Inform | Subordinating conjunctions in varied positions; expanded noun phrases to inform; relative clauses; passive voice; adverbials; conjunctions; parenthesis; commas for clarity; co-ordinating and subordinating conjunctions; inverted commas | Words with 'silent' letter. Etymology. | Introduction to inform the reader of who, what ,where and when; main body of the text explaining how and why; conclusion to say what will happen next. | Headline, caption, quotes, eyewitness, By-line, sub-heading | Newspaper report about Shackleton's expedition. | X | Bold headline to grab the reader's attention; pictures with captions; quotes from eyewitnesses, past tense, formal language. |
| 4 | | | | | Words ending in 'ible' and 'able'. | | | | X | |
| 5 | | | | | Words ending in 'ible' and 'able'. Homophones: isle/aisle; aloud/allowed; affect/effect; herd/heard; past/passed. | | | | Y | |
| 6 | | Biography | Inform | Subordinating conjunctions in varied positions; expanded noun phrases to inform; relative clauses; passive voice; adverbials; conjunctions; parenthesis; commas for clarity; co-ordinating and subordinating conjunctions; inverted commas; question marks; pronouns to aid cohesion and avoid repetition. | Homophones: isle/aisle; aloud/allowed; affect/effect; herd/heard; past/passed. Strategies for learning words from personal and statutory spelling lists. | Opening statement to introduce the subject and explain why he/she is known; significant events ordered chronologically; closing statement explains how the person will be remembered and can give the writer's opinion. | Chronological order, direct and indirect speech. | Biography of Shackleton. | X | Refers to named individuals; contains dates linked to specific events; written in past tense; can include direct and indirect speech and quotes from other sources; written in 3rd person; includes time adverbials/conjunctions to link ideas; events are anecdotal in style and engage the reader; use a question in the opening statment to engage the reader; |
| 7 | | | | | | | | | X | |
| 8 | | | | | | | | | Y | |
| 9 | | Character Description | | | Revise words/strategies from last half term. | | | | N | Generic: Detailed description; use paragraphs to organise in time sequence; dialogue to advance action. |

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| 10 | The Wolves in the wall | Setting Description | Entertain | New learning - determiners, Use of dialogue, Revise and keep using Subordinate clauses in a range of positions; relative clauses; adverbials; conjunctions (subordinating and coordinating); parenthesis; inverted commas; commas for clarity; expanded noun phrases; preposition phrases; cohesive devices, direct speech, determiners, use of the hyphen | words ending in ence | Short with few characters; simple narrative, with beginning, complication and resolution; characters interaction, dialogue, character description (main character of Lucy) | | setting description | Y | Conjunctions to show cause and effect; expanded noun phrases; dialogue only to advance action.. Direct speech, |
| 11 | Just so stories | Fable | | | the ee sound spelt ei | Short with few characters; simple narrative, with beginning, complication and resolution; two characters meet (often animals), an event occurs, they go their separate ways, with one of them having learned an important lesson. | Fable, moral, lesson. | fable | Y | Rich vocabulary - expanded noun phrases; similes and metaphors to help the reader imagine; vivid descriptions of characters and settings; fast-moving narration of action; little dialogue; symbolic meanings. |
| 12 | | | | | focus on homophones | | | Y | | |
| 13 | | | | | Myth | words ending in - ant, ance and -ancy | | Provide a fictional explanation for a natural phenomenon; set in the past, usually distant and non-specific; presented as something that actually happened; plot often based on a long and dangerous journey, quest or series of trials for a hero; usually includes incredible or miraculous events where characters behave in superhuman ways, using unusual powers or with the help of superhuman beings; often longer than other traditional stories. | myth | Y |

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| 14 | | Formal Letter | Inform | Subordinate conjunctions in varied positions, relative clauses, expanded noun phrases, modal verbs, cohesive devices, coordinating conjunctions, parenthesis. | Proofreading, focusing on checking words from personal lists. Using a dictionary to support learning word roots, derivations and spelling patterns. | Title tells the reader exactly what its is about. Clear introduction stating opinion and containing a brief overview of the points (do not go into detail). The main body of the text as a series of ordered and clear arguments. Each argument a separate paragraph. Include a topic sentence at the beginning of each paragraph. Conclusion to sum up the argument - restate position. | Superlatives, emotive language, rhetorical questions. | formal letter | N | Parenthesis to explain ideas. Questions posed to the reader. Expanded noun phrases to inform (e.g. a tall dark-haired man with a bright-red cap.) |
| 15 | | | | | Using dictionaries to create word webs. Strategies at the point of wrting: building new words from known morphemes. | | | | Y | |
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| 16 | | Explanation text | Inform | Subordinating conjunctions in varied positions, expanded noun phrases, relative clauses, adverbials to aid cohesion, coordinating conjunctions, parenthesis, commas to clarify. Causal conjunctions. | Strategies at the point of writing. Apostrophes for possession. Strategies for learning words from personal spelling lists. | Heading posed as a question. Paragraphs used to group related ideas with subheadings - sections may contain more than one paragraph. Use of technical vocabulary. May include a glossary. | Technical vocabulary, impersonal tone, formal language | Explanatio n text. | X | A clear title to show what is being explained. An opening statement to introduce the process. Clear steps to show how or why something occurs. Events in order. Conjunctions of time. Causal conjunctions. Illustrations/diagrams/flow charts to support the explanation |
| 17 | Words from statutory and personal spelling lists. Rare GPCs (e.g. bruise, guarantee). | | | | X | | | | | |
| 18 | Rare GPCs. Etymology. | | | | Y | | | | | |
| 19 | Journey to the River Sea | Diary entry in role | Entertain | Subordinating and coordinating conjunctions. Expanded noun phrases. Relative clauses. Time adverbials to aid cohesion. Inverted commas. | Words ending in '-ibly' and 'ably'. | Has an introduction to set the scene and create atmosphere. Tells the story of an episode of the writer's life. Uses paragraphs to order events in chronological | informal, personal, conversational, first person | | Y | Use adventurous vocabulary to describe places where events happen. Written in past tense. Written in an informal tone. Uses some personal pronouns. Talks about feelings, reactions and opinions of the writer. Time |

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| 20 | | | | Words ending in '-ibly' and 'ably'. Homophones (led/lead, steel/steal, alter/altar). Strategies for learning homophones. | order. | | | X | adverbial and conjunctions. Use inverted commas to quote direct speech from events. |
| 21 | Persuasive letter/review | Persuade | Imperative and modal verbs. Superlatives. Adverbials to convey a sense of certainty (e.g. Surely we can all agree...?). Subjunctive form (If I were you, I would). Adverbials. Conjunctions Questions and exclamations. Brackets and dashes. | Apply homophones. Strategies for learning words from statutory and personal spelling lists. | Title tells the reader exactly what its is about. Clear introduction stating opinion and containing a brief overview of the points (do not go into detail). The main body of the text as a series of ordered and clear arguments. Each argument a separate paragraph. Include a topic sentence at the beginning of each paragraph. Conclusion to sum up the argument - restate position. | Superlatives, emotive language, rhetorical questions. | Letter/ review | Y | Use of 2nd person. Personal pronouns. Planned repetition. Facts and statistics. Hyperbole. Organise paragraphs using time adverbials. Power of 3. |
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| 22 | Discussion text | Discuss | Modal verbs, relative clauses, adverbials, expanded noun phrases, subordinating and coordinating conjunctions, parenthesis, commas for clarity. Questions. | Revise spellings from previous half term. Assess words from statutory and personal spelling lists. | Start with a question. Opening statement to introduce the issue. Arguments for and against in separate paragraphs. Conclusion. | Balanced argument. Rhetorical questions | Discussion . | N | Formal and impersonal tone. Appropriate use of cohesive devices. Present tense. Third person. |
| 23 | | | | Proofreading. Building words from root words. | | | | Y | |
| 24 | Newspaper report. | Inform. | Subordinating conjunctions in varied positions. Expanded noun phrases .Relative clauses. Adverbials. Coordinating conjunctions .Brackets or dashes. Commas to mark clauses. Inverted commas to mark direct quotes, | Building words from root words. Homophones. | Bold headline. First paragraph introducing who, ,what, where and when. Main body explaining how and why - include quotes from eyewitnesses. Closing paragraph stating what will happen in the future. | Headline, caption, quotes, eyewitness, By-line, sub-heading | Newspaper article. | N | Formal language. 3rd person. Quotes from eyewitnesses. Picture and caption. Headline. |
| 25 | | | | Strategies for learning words from statutory and personal spelling lists. Words with the 'ei' grapheme. | | | | Y | |
| 26 | | in | Commas for lists. Relative clauses. Subordinating and coordinating | 'ei' and 'ie' words. | | | | N | |
| 27 | | | | Strategies at the point of writing. Strategies for learning words. | | | | N | |

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| 28 | | Stories with a dilemma. | Entertain | conjunctions. Exclamations. Questions. Fronted adverbials. Subordinate clauses in varied positions. Inverted commas. Parenthesis. Expanded noun phrases. | Assess words from statutory and personal spelling lists. Using etymological/morphological strategies. | Paragraphs detailing main events in chronological order. | fiction, narrative, dialogue, figurative, entertain. | g a part of a story, including a dilemma. | Y | Detailed description. First or third person. |
| 29 | Sensational! | Essay. | Inform | Subordinating conjunctions in varied positions. Expanded noun phrases. Relative clauses. Parenthesis. Commas to clarify. Adverbials. Question. | Strategies for learning words. Etymology. | Opening paragraph detailing main topic. Paragraphs expanding on the subject. | Opinion, evidence, explain, quotes. | Essay based on subject of the poem. | N | May include a glossary. Technical vocabulary. Sections may include more than one paragraph. |
| 30 | | | | Proofreading for words on statutory spelling list. | Y | | | | | |
| 31 | | Review of a poem | Persuade | Modal verbs. Expanded noun phrases. Adverbial phrases. Commas for lists. Questions. Exclamations. Relative clauses. Parenthesis. Subordinating clauses in a variety of positions. Coordination. | Proofreading for words on statutory spelling lists. Homophones. | Open with a strong first paragraph which makes the reader want to read on. Summarise what the poem is about. Paragraph(s) stating the strength(s) of the poem and detailing why. Paragraph(s) stating the weakness(es) and detailing why. Concluding paragraph summing up your opinion of the poem and why it should be read. | Opinion, First person, recommend, genre. | A review of a poem selected independently. | N | Include the title of the poem, the author, and the year it was published (if available). Include the type of poem - funny, scary, romantic etc. Discuss who the poem is aimed at. Use powerful adjective and adverbs. |
| 32 | | | | | Homophones. Strategies for learning words. | | | | Y | |
| 33 | The Journey | Biography. | Inform. | Subordinating conjunctions in varied positions. Expanded noun phrases. Relative clauses. Parenthesis. Commas to clarify. Adverbials. Question. Exclamations | Revise spellings from previous half term. | Opening paragraph detailing main topic. Paragraphs expanding on the subject. May use subheadings to organise sections. Closing paragraph summing up how the person is thought of. | Chronological order, direct and indirect speech | Biography. | N | Technical vocabulary. Sections may include more than one paragraph. Quotes from those close to the subject's life. |
| 34 | | | | | Proofreading - use of a dictionary to check referring to first 3 or 4 letters. | | | | Y | |
| 35 | | Discussion about a theme in the book. | Discuss. | Modal verbs, relative clauses, adverbials, expanded noun phrases, subordinating and coordinating conjunctions, parenthesis, commas for clarity. Questions. | Strategies for learning words from statutory and personal lists. Problem suffixes. | Start with a question. Opening statement to introduce the issue. Arguments for and against in separate paragraphs. Conclusion. | Balanced argument. Rhetorical questions | Discussion text. | N | Formal and impersonal tone. Appropriate use of cohesive devices. Present tense. Third person. |
| 36 | | | | | Problem suffixes. Homophones. | | | | Y | |
| 37 | | | | Imperative and modal verbs. | | Start with a question. | | Speech | N | |

