

**English Curriculum Map: 2024 – 2025**  **Years 4&5**  **Team Soundar**   **Teacher: Miss Brabban**

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| **YEARS 5 & 6**  **Using a Power of Reading Teaching Sequence to Create an**  **English Curriculum** | **Autumn 1**  **The General by Janet Charters** | **Autumn 2**  **The Great Kapok Tree by Lynne Cherry** | **Spring 1**  **The Wild Robot by Peter Brown** | **Spring 2**  **Curiosity. The Story of the Mars Rover by Markus Motum** | **Summer 1**  **Being Me by Liz Brownlee, Matt Goodfellow and Laura Mucha** | **Summer 1**  **Harry Miller’s Run by David Almond** |
| **Text Type** | Picture Book | Non-fiction | Building Stamina | Non-Fiction | Poetry | Classic Texts |
| **PSHE & Human Themes** | Responsibility, the environment | Making good choices | Empathy, feelings |  | Feelings | Bereavement |
| **Reading:**  **Experience, Knowledge, Skills and Strategies** | ▪ To inspire children to engage with literature;  ▪ To explore global, historical, political, socio-economic and environmental issues through a narrative text;  ▪ To develop creative responses to the text through drama, artwork and cross-curricular approaches; ▪ To explore the story through critical thinking, role-play and storytelling;  ▪ To write with confidence for real purposes and audiences | ▪ To explore global issues through a narrative text  ▪ To investigate how illustrations influence a reader’s experience of a text  ▪ To explore how an author uses language to create empathy for an issue  ▪ To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives  ▪ To develop creative responses to a text through drama and role-play | ▪ To engage children with a story with which they will empathise  ▪ To enjoy an exciting story with memorable characters  ▪ To draw inferences about characters’ feelings, thoughts and motives from their actions  ▪ To explore themes and issues, and develop and sustain ideas through discussion  ▪ To develop creative responses to the text through drama, storytelling and artwork ▪ To write in role in order to explore and develop empathy for characters  ▪ To write with confidence for real purposes and audiences  ▪ To write a sequel narrative based on a familiar story world, events and characters | ▪ Children enjoy an increasing range of poetry, stories and non-fiction texts  ▪ Children know that information can be retrieved from a variety of sources  ▪ Children develop understanding through reading and responding to non-fiction texts  ▪ Children sustain listening, responding to what they have heard with relevant comments and questions  ▪ Children ask relevant questions to extend their understanding and knowledge  ▪ Children use spoken language to communicate for a range of purposes to a range of audiences  ▪ Children identify some effective features of non-fiction texts  ▪ Children use language structures and vocabulary influenced by books in talk and in their own writing  ▪ Children write for meaning and purpose in a variety of non-narrative forms  ▪ Children present information in a range of ways, such as poetry, illustration and oral presentation | ▪ To explore and understand the importance of poetry as a genre  ▪ To explore rhythm and rhyme in poetry To know how to listen and respond to a wide range of poems from a multi-poet collection  ▪ To understand that poems are written for different reasons  ▪ To interpret poems for performance  ▪ To gain and maintain the interest of the listener through effective performance of poems  ▪ To recognise how a poet uses poetry as a voice to express their own feelings and views  ▪ To draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader  **Exploring poetic forms and devices**: This collection gives an opportunity to explore the following poetic devices:  ▪ Alliteration  ▪ Rhythm  ▪ Rhyme  ▪ Personification  ▪ Metaphor  ▪ Enjambment  ▪ Free verse  ▪ Assonance  ▪ List poems | ▪ To inspire children to engage with literature ▪ To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience  ▪ To deepen understanding of the world through a fictional text  ▪ To explore how an author creates, shapes and develops characters throughout a novel  ▪ To explore the impact of punctuation on writing with an oral outcome  ▪ To explore the centrality to writers of reader response and reading aloud  ▪ To enrich vocabulary and understanding of the impact of language on readers and audience  ▪ To develop creative responses to the text through drama, storytelling and artwork  ▪ To write in role in order to explore and develop empathy for characters  ▪ To explore the authentic authorial process of ideation, creation, reflection and publication or performance  ▪ To write for meaning, purpose and audience in a variety of forms  ▪ To engage with the cycle of drafting, editing, redrafting, proofreading |
| **National Curriculum**  **Vocabulary, Grammar,**  **Punctuation (and Spelling)** | **YR4** 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.  **YR5** • Converting nouns of adjectives intro 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** | ▪ Artwork Book Talk  ▪ Conscience Alley  ▪ Double bubble  ▪ Drafting and Editing  ▪ Exploring Language  ▪ Freeze Frame  ▪ Graph of Emotion  ▪ Hot-seating  ▪ Publishing and Book  ▪ Making Reading Aloud ▪ Response to Illustration ▪ Role on the Wall  ▪ Shared Writing  ▪ Thought tracking  ▪ Visualising  ▪ Writing in Role | * ▪ Visualisation * ▪ Booktalk * ▪ Text Marking * ▪ Word Collections * ▪ Responding to poetry * ▪ Freeze-Frame and Thought Tracking * ▪ Debate and argument * ▪ Shared Writing ▪ Conscience Alley * ▪ Role Play and Drama * ▪ Bookmaking | ▪ Reading aloud and re-reading  ▪ Role-Play and Drama ▪ Writing in role  ▪ Visualising  ▪ Storymapping  ▪ Shared writing  ▪ Freeze frame  ▪ Conscience Alley  ▪ Performance reading | ▪ Book Talk  ▪ Responding to Illustration  ▪ Visualising and Artwork  ▪ Personal interests and fascinations  ▪ Looking at Language ▪ Text Marking  ▪ Visual Organisers  ▪ Role-Play and Drama ▪ Hot-seating  ▪ Freeze Frame and Thought Tracking  ▪ Shared Writing  ▪ Shared Reading  ▪ Reader’s Theatre  ▪ Drafting, Editing and Polishing  ▪ Bookmaking and Publication  ▪ Dictogloss | ▪ Reading Aloud  ▪ Hearing poems performed by a poet  ▪ Performing poetry  ▪ Modelled writing  ▪ Responding to writing  ▪ Publication  ▪ Looking at Language  ▪ Re-reading and revisiting poems  ▪ Responding to poetry  ▪ Learning about poetry from published poets | ▪ Art work  ▪ Book Talk  ▪ Conscience Alley  ▪ Double bubble  ▪ Drafting and Editing  ▪ Exploring Language  ▪ Freeze Frame  ▪ Graph of Emotion  ▪ Hotseating  ▪ Oral Storytelling  ▪ Publishing and Book Making  ▪ Reading Aloud  ▪ Response to Illustration ▪ Role on the Wall  ▪ Shared Writing  ▪ Thought tracking  ▪ Visualising  ▪ Writing in Role  ▪ Zone of Relevance |
| **Extended Writing Outcomes** | Advisory notes - Annotation  Biography  Booklet  Diary entry  Information booklet or poster  Newspaper Report  Note taking - Obituary Ode  Speeches  Speech and Thought Bubbles Strip Poem Writing in role | Poetry  Explanation text Debate  Report writing  Writing in role Argument writing Note of advice Playscript  Extension of a narrative | 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  Survival manual Interview questions for Hot seating  Thought tracking Writing in role – log entry, letters and notes | ‘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  Double Bubble  Oral presentation Exhibition labels Speech  Biography | 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 Performances of children’s original poetry. | Advisory notes Annotation Auto/biography  Diary entry Documentary script Information booklet or poster Instructions/Recipes  Newspaper reports Persuasive note and letter  Questions and suggestions  Race commentary Role on the Wall  Story writing  Speech and Thought Bubbles  Writing in role |

