Year 5 (2024-2025) – English Curriculum Map

Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	WHOLE SCHOOL WRITING ASSESSMENT Stimulus: 'How to be an awesome Primley Pupil' Purpose: To inform Audience: Children and Parents at Primley Wood Form: Instructions Cosmic – Frank-Cottrell Boyce Form: Setting Description Purpose: To entertain and inform Audience: Children who enjoy sci-fi and creative writing Taught writing objectives: • To create expanded noun phrases (to describe, to specify, for impact – by adding adjectives, nouns and prepositional phrases) – Y4 Recap • To create and use expanded noun phrases to convey complicated information concisely. • To identify synonyms and antonyms • To use adverbial phrases and adverbs to describe • To use prepositions to specify and add detail • To use synonyms and antonyms effectively. Cosmic – Frank-Cottrell Boyce Form: Character description Purpose: To entertain Audience: Pupil/Class Choice Taught writing objectives: • To analyse how an author has developed characters and settings. • To analyse an author's language choices. • To analyse how an author has constructed a text. • To create and use expanded noun phrases to convey complicated	Street Child – Berlie Doherty Form: Newspaper Article Purpose: To inform Audience: People who want to know about recent events, people who enjoyed the book. Taught writing objectives: • To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately) – Y4 Recap • Use parenthesis to describe and specify – link to embedded clauses • To identify independent and subordinate clauses. • To mark boundaries between independent clauses. (using semi-colons, colons or dashes) • To identify relative clauses. (beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.) Street Child – Berlie Doherty Purpose: To entertain. Audience: People who enjoy stories in the style of Berlie Doherty Form: Narrative – Story Starter Taught writing objectives: • To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately) – Y4 Recap • To identify independent and subordinate clauses. • To experiment by varying the position of clauses within a sentence for effect.	WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Taking Flight - https://www.literacyshed.com/takingflight.html Purpose: To inform Audience: People who enjoy adventure stories Form: A recount/narrative retelling The Last Wild – Piers Torday Purpose: To entertain. Audience: People who enjoy fast paced stories set in apocalyptic settings • Form: A chapter book (short). • Taught writing objectives: • To identify parenthesis. • To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas) • To use inverted commas and other punctuation to indicate direct speech. – Y4 Recap • To apply the rules associated with direct speech. (new speaker, new line) – Y4 Recap • To suggest and describe a character through narrative and dialogue. – Y4 Recap • To integrate dialogue into narratives to convey character. The Last Wild – Piers Torday Form: A formal letter Purpose: To persuade and inform Audience: Taught writing objectives: • To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) • To link ideas across paragraphs (using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly – or tense choices e.g. he had seen her before)	The Last Wild – Piers Torday The Last Wild – Piers Torday Form: A formal letter Purpose: To write to change someone's opinions Audience – A government official or politician Taught writing objectives: • To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) • To link ideas across paragraphs (using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly – or tense choices e.g. he had seen her before) • Taught writing objectives: • To identify parenthesis. • To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas) • The Last Wild – Piers Torday Purpose: To inform and explain. Audience: Pupil's choice. Form: A balanced argument/discussion Text Taught writing objectives: • To mark boundaries between independent clauses. (using semi-colons, colons or dashes) • To use a colon to introduce a list. (a simple list where items are separated by commas) • To use semi-colons within lists. (a complex list sentence where more detail is provided about each item)	WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Fairy Tale Story Opening Purpose: To entertain Audience: People who enjoy Fairy Tales Form: A narrative (dramatic scene / opening of a narrative). 'Cogheart – Peter Bunzl Purpose: To entertain Audience: People who have read Cogheart or similar books Form: A recount of a chapter or sequence in Cogheart Taught writing objectives: • To identify when the perfect form of verbs have been used to mark relationships of time and cause. • To use the perfect form of verbs to mark relationships of time and cause. • To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) • To link ideas across paragraphs (using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly – or tense choices e.g. he had seen her before) Cogheart – Peter Bunzl Purpose: To inform and explain. Audience: Pupil's choice. Form: A non-chronological report. Taught writing objectives: • To mark boundaries between independent clauses. (using semi-	'There's a Boy in the Girl's Bathroom - Louis Sachar Purpose: to Entertain Audience: Young readers between 9-13 Form: A new chapter of 'There;s a boy in the girl's bathroom' Taught writing objectives: • To create expanded noun phrases (to describe, to specify, for impact – by adding adjectives, nouns and prepositional phrases) – Y4 Recap • To create and use expanded noun phrases to convey complicated information concisely. • To identify synonyms and antonyms • To use adverbial phrases and adverbs to describe • To use prepositions to specify and add detail • To use synonyms and antonyms effectively 'There's a Boy in the Girl's Bathroom - Louis Sachar Purpose: To entertain. Audience: To Primley Wood Pupils Form: A narrative Poem Taught writing objectives: • To identify when the perfect form of verbs have been used to mark relationships of time and cause. • To use the perfect form of verbs to mark relationships of time and cause. • To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) • To link ideas across paragraphs (using

	==information concisely.== Recap • To describe settings, characters and atmosphere with effective language choices. – Y5 Recap • To apply the rules associated with direct speech. (split speech) • ==To integrate dialogue into narratives to convey character. (more subtle examples through show not tell)== • To integrate dialogue to advance the action.	• To describe settings, characters and atmosphere with effective language choices. • To use inverted commas and other punctuation to indicate direct speech. – Y4 Recap • **To apply the rules associated with direct speech. (new speaker, new line) – Y4 Recap** • **To suggest and describe a character through narrative and dialogue. – Y4 Recap** • **==To integrate dialogue into narratives to convey character.==** **Street Child – Berlie Doherty** **Form: Formal Letter** **Purpose: To inform** **Audience: People who have an opinion on workhouses, government** Taught writing objectives: • To identify when commas have been used to clarify meaning or avoid ambiguity. • ==To make conscious choices about formal iterations of language== • ==To use commas to clarify meaning or avoid ambiguity.== • To identify when hyphens have been used to avoid ambiguity. • To use hyphens to avoid ambiguity. • To use a range of organisational and presentational devices to structure a text (numbered lists, bullet points, headings and sub-headings, information boxes)		• To create complex list sentences. (using colons and semi-colons) • To correctly list information when using bullet points. **The Last Wild – Piers Torday** **Purpose: To entertain.** **Audience: Pupil's choice.** **Form: A Narrative written in the 1st person** • To use inverted commas and other punctuation to indicate direct speech. – Y4 Recap • To apply the rules associated with direct speech. (new speaker, new line) – Y4 Recap • ==To integrate dialogue into narratives to convey character.== • To use and apply vocabulary and structures that are appropriate for informal and formal speech / writing. • ==To describe settings, characters and atmosphere with effective language choices.==	colons, colons or dashes) • To use a colon to introduce a list. (a simple list where items are separated by commas) • To use semi-colons within lists. (a complex list sentence where more detail is provided about each item) • ==To create complex list sentences. (using colons and semi-colons)== • ==To correctly list information when using bullet points.==	adverbials of time e.g. later, place e.g. nearby, number e.g. secondly – or tense choices e.g. he had seen her before) • **'There's a Boy in the Girl's Bathroom - Louis Sachar** **Purpose: To entertain.** **Audience: To Primley Wood Pupils** **Form: A Performance Poem**