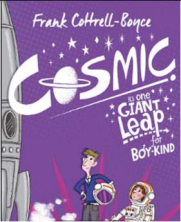


Year 5 Autumn English Map
Autumn 1

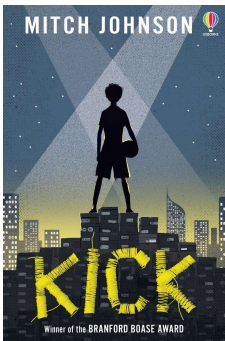
Book	Objectives	Lenses (with specifics)	Key vocabulary and skills
How we Lived in Ancient Times – Vikings Diary Writing	Write effectively for a range of purposes showing awareness of the reader. <u>Plan their writing by:</u> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary <u>Draft and write by:</u> -using further organisational and presentational devices to structure text and to guide the reader [for example in diary writing; date and setting, feelings and thoughts, conclusion and signing off] <u>Evaluate and edit by:</u> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases Use relative clauses beginning with who and which Use a colon to introduce a list Ensuring the consistent and correct use of tense throughout a piece of writing	 Purpose of diary  Alliteration  verb  Feelings  Complex sentences  sentences 	First-person perspective: Use pronouns like <i>I, me, my, and we</i> Chronological order: Write about events in the order they happened. Past tense: Write mostly in the past tense because the events already happened Include thoughts and feelings Informal Complex sentences Ambitious vocabulary Cross curricular links with History unit on Vikings.

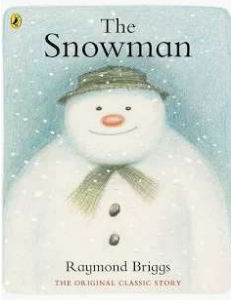
Year 5 Autumn English Map

Autumn 1

Book	Objectives	Lenses (with specifics)	Key vocabulary and skills
	Write effectively for a range of purposes showing awareness of the reader – describing characters and settings <u>Plan their writing by:</u> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft and write by:</u> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs Using a model for writing from what they have read. Use expanded noun phrases Use relative clauses beginning with who, which, where, when, whose Ensuring the consistent and correct use of tense throughout a piece of writing.	 Interesting dialogue  Short sentences for effect Relative clause  Adverbs of possibility  Interesting verbs	What the characters say tells us about their personality and moves the story along. Short sentences create suspense. You can use a relative clause to 'show not tell' how a character is feeling. Using an adverb of possibility in a question shows a characters inner thoughts. Using a range of verbs makes your story more interesting and aids cohesion. Complex sentences Ambitious vocabulary Cross curricular links with science unit on space.

Year 5 Autumn 2 English Map

Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Kick Mitch Johnson 	<u>Plan their writing by:</u> Identifying the audience for and purpose of the writing. Developing initial ideas and drawing on reading and research. <u>Draft and write by:</u> using a wide range of devices to build cohesion within and across paragraphs using organisational and presentational devices to structure text and to guide the reader (letter structure) Recognise vocabulary and structures that are appropriate for formal speech and writing <u>Evaluate and edit by:</u> assessing the effectiveness of their own and others' writing	 Purpose  Complex sentences  Technical language	Writing a formal letter Relative clauses add extra information. Conjunctions such as while show multiple things happening at the same time. Adverbials make our writing more impactful in a formal letter Using the correct language for difficult concepts will make us sound informed on the subject we are writing about

Year 5 Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
The Snowman Raymond Briggs Book / Film 	<u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <u>Draft and write by:</u> In narratives, describing settings, characters and atmosphere. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using organisational devices to structure text [writing in stanzas] <u>Evaluate and edit by:</u> assessing the effectiveness of their own and others' writing	 Repetition for effect  metaphor  Simile  Personification	Repetition for effect will help our story flow and follows the structure of the film Using figurative language to create an atmosphere of a snowy landscape

Year 5 English Map Spring Term			
Book	Objectives	Lenses (with specifics)	Key vocabulary and skills
Mars Transmission-	Write effectively for a range of purposes showing awareness of the reader.		First-person perspective: Use

Journal	<u>Plan their writing by:</u> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas <u>Draft and write by:</u> -using further organisational and presentational devices to structure text and to guide the reader [for example in diary writing; date and setting, feelings and thoughts, conclusion and signing off] <u>Evaluate and edit by:</u> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Use expanded noun phrases Use brackets, dashes or commas to indicate parenthesis Ensuring the consistent and correct use of tense throughout a piece of writing	Purpose of journal  Informal speech  Precise verbs  Personification  Feelings  Complex sentences  Use brackets, commas or dashes for parenthesis. 	pronouns like <i>I, me, my, and we</i> Chronological order: Write about events in the order they happened. Past tense: Write mostly in the past tense because the events already happened Include thoughts and feelings Informal speech Complex sentences Ambitious vocabulary Cross curricular links with science unit on space
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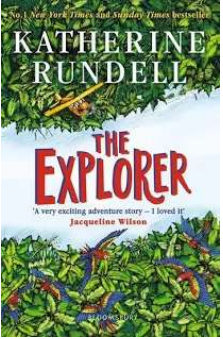
Year 5 English Map Spring Term			
Book	Objectives	Lenses (with specifics)	Key vocabulary and skills
Is screen use making	Write effectively for a range of purposes showing awareness of the reader.	Purpose of 	Naturally Precisely In conclusion

children lazy? Balanced argument.	<u>Plan their writing by:</u> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary <u>Draft and write by:</u> using further organisational and presentational devices to structure text and to guide the reader [for example using headings, sub headings and bullet points concluding statement.] using a wide range of devices to build cohesion within and across paragraphs (conjunctions of opposition and addition) Use modal verbs, relative clauses, colon for list. <u>Evaluate and edit by:</u> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use brackets, dashes or commas to indicate parenthesis Use colons for a list. Ensuring the consistent and correct use of tense throughout a piece of writing Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	balanced argument. Modal verbs  Contrasting conjunctions  Use brackets, commas or dashes for parenthesis.  Use colons for a list.  Quotes  Metaphor  Concluding Statement 	Subsequently Nevertheless Contrary Concluding statement Use modal verbs- can, must, might, should. Formal style Use a wide range of conjunctions /connectives. Use adverbials of time, place and number. Complex sentences Ambitious vocabulary Cross curricular links- children's mental health week.
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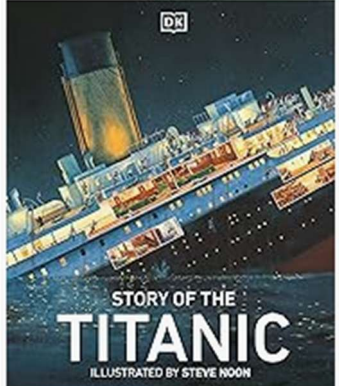
Year 5 English Map Spring Term			
Book	Objectives	Lenses (with specifics)	Key vocabulary and skills
Emperor Penguins	Write effectively for a range of purposes showing awareness of the reader.		Pun Relative clause

Non-Chronological report.	<u>Plan their writing by:</u> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary. <u>Draft and write by:</u> - using further organisational and presentational devices to structure text and to guide the reader [for example using headings, sub headings and bullet points concluding statement.] - using a wide range of devices to build cohesion within and across paragraphs (conjunctions of opposition and addition) - Use modal verbs, relative clauses, colon for list. <u>Evaluate and edit by:</u> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases Use brackets, dashes or commas to indicate parenthesis Ensuring the consistent and correct use of tense throughout a piece of writing	 Purpose of Non-Chronological report.   Alliteration and pun relative clause  adverbials  Modal verbs  Repetition  Use subordinate conjunctions- whilst, until Use brackets, commas or dashes for parenthesis. 	Active and passive voice. Include factual information. Formal and technical language is used throughout. Complex sentences- subordinate conjunctions- whilst, until, despite Ambitious vocabulary Cross curricular links with science unit on animals and habitats.
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Year 5 Summer English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills

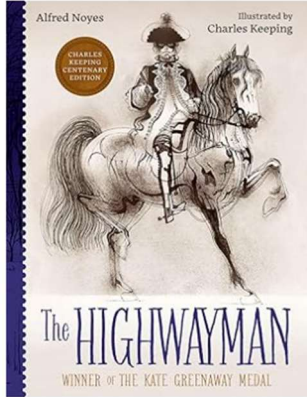
The Explorer Katherine Rundell 	Write effectively for a range of purposes showing awareness of the reader – describing characters and settings <u>Plan their writing by:</u> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft and write by:</u> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs Using a model for writing from what they have read. Use expanded noun phrases Use relative clauses beginning with who, which, where, when, whose Ensuring the consistent and correct use of tense throughout a piece of writing	 Interesting dialogue  Feelings  metaphor  simile  Interesting verbs	What the characters say tells us about their personality and moves the story along. Describing characters feelings and emotions through a variety of devices Similes and metaphors are useful in describing settings Using a range of verbs makes your story more interesting and aids cohesion. Cross curricular link to Science topic- Animals and habitats.
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Year 5 Summer English Map

Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
	<u>Plan their writing by:</u> Identifying the audience for and purpose of the writing. Developing initial ideas and drawing on reading and research. <u>Draft and write by:</u>	 Alliteration  Purpose	An alliterative headline is used to grab your readers attention Using when, what, where, why, how to present information concisely

	using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Selecting appropriate grammar and vocabulary [relative clauses. Expanded noun phrases] <u>Evaluate and edit by:</u> assessing the effectiveness of their own and others' writing	 Time adverbials  Complex sentences  Precise verbs	A newspaper report is written chronologically, using time adverbials shows the chronology of events Relative clauses add extra information. Conjunctions such as while show multiple things happening at the same time. Precise verbs show sophistication in our writing
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Year 5 Summer English Map

Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
	<u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <u>Draft and write by:</u> In narratives, describing settings, characters and atmosphere. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using organisational devices to structure text [writing in stanzas] <u>Evaluate and edit by:</u> assessing the effectiveness of their own and others' writing	 Repetition for effect  Precise verbs  metaphor  Simile  Rhyme	Creating a repeated refrain for our poem Keeping the action going by using interesting verbs Using figurative language to create an atmosphere and to echo the language used in the original poem Exploring using rhyme in poetry