

YEAR 5 English Map – Teaching English Through Novels. (2020-21)

	Autumn (15 Weeks)		Spring (11 Weeks)		Summer (13 Weeks)			
Text:	JUNGLE BOOK/JUST SO STORIES – Rudyard Kipling		THE HIGHWAYMAN - Alfred Noyes		MR WILLIAM SHAKESPEARE – Marcia Williams		NORTHERN LIGHTS and CLOCKWORK – Philip Pullman	
Duration	5 3		5 2		6 5		7 6	
No Outsiders	King of the Sky – LO: To consider responses to immigration.		Where the Poppies Now Grow by H.Robinson and M.Impey . LO: to learn from our past		And Tango make Three by J.Richardson and P.Parnell LO: to accept people who are different from me		How to heal a broken wing by Bob Graham LO: to recognise when someone needs help	
Genre & Key Objectives	<p>JUNGLE BOOK (5 Weeks) Description: Chn explore the charm and challenge of classic fiction. Chn write a modern-day Jungle Book story, Just So Stories diary entries, and tell outrageous lies, courtesy of conjunctions. The unit ends with chn performing their own</p> <p>Grammar focus: 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use relative clauses. 3. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 4. Use correct punctuation to indicate speech.</p> <p>1. Discuss extracts from classic Kipling texts (Jungle Book). 2. Share and justify their views. 3. Identify features of Kipling’s style. 1. Rehearse basic speech punctuation. 2. Punctuating speech.</p>	<p>NON CHRONOLOGICAL REPORT (3 Weeks) Description: Study a range of reports, their purpose and key features. Children write a travel brochure which informs people about what they might expect when they travel to India.</p> <p>Grammar focus: 1. Use relative clauses correctly and appropriately 2. Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 3. Link ideas across paragraphs using adverbials of time, place and number or tense choices. 4. Use Punctuation Brackets, dashes or commas to indicate parenthesis. 5. Use commas to clarify meaning or avoid ambiguity</p>	<p>NARRATIVE POEMS (5 Weeks) Description: Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Chn learn part of the poem by heart, compare it to other poems and write a new ending.</p> <p>Grammar focus: 1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs. 2. Use relative clauses correctly and appropriately 3. Recognise and use the perfect form of verbs 4. Identify and use adverbials.</p> <p>1. Listen to & watch an animated version of a narrative poem. 2. Retell the story of a narrative poem. 3. Sequence events in a narrative poem. 1. Investigate historical vocabulary used in poem. 2. Identify features that writers use to</p>	<p>ARGUMENT and DEBATE Description: (2 Weeks) Identify features of argument texts and discuss differences between facts and opinions. Find out how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Children then write and edit their own argument text.</p> <p>Grammar focus: 1. Indicate grammatical features by using semi-colons or colons, using a colon to introduce a list, punctuate bullet points. 2. Learn the grammar in Appendix 2.</p> <p>1. List key features of a spoken or written argument. 2. Read and list the main points on one side of a written argument. 3. Compare with opposing points in the argument. 1. Identify language features used in argument text. 2. Learn spelling of words ending in -tial and -cial.</p>	<p>DRAMA (6 Weeks) Description: Introduce chn to Shakespeare using Marcia Williams’ Mr William Shakespeare’s Plays – Romeo & Juliet + Macbeth. Investigate diff ways of writing dialogue inc. playscript layout & the use of informal language. Chn write a 60 sec version of part of Macbeth.</p> <p>Grammar focus: 1. Use dialogue, differences between spoken and written speech. Punctuation to indicate direct speech. 2. Formal and informal speech and writing. Use of subjunctive forms. 3. Use commas to clarify meaning.</p> <p>1. Take part in class discussion. 2. Use imagination and discussion to picture a scene. 3. Listen to a Shakespeare play. 4. Research Shakespeare online.</p> <p>1. Explore the use of old-fashioned words in Shakespeare’s plays. 2. Learn spelling of words ending in -ible or -able. 1. Watch and listen to a Shakespeare play.</p>	<p>LETTERS and CORRESPONDENCE (2 Weeks) Description: Read a selection of fascinating letters, both formal and informal, from different periods of history. They will focus on resumes in particular, and use the examples from the book to create a CV and covering letter for an ideal husband for Juliet.</p> <p>Grammar focus: 1. Recognise and use modal verbs. 2. Use colons, semi colons and dashes correctly.</p> <p>1. Sort letters according to type 2. Analyse layout of formal and informal letters 3. Working with peers, write a list of reasons for writing letters</p> <p>1. Read Roald Dahl letter 2. Discuss own experiences of writing ‘Thank you’ letters 3. Compose own letters describing a dream</p> <p>1. Role play a moment from the</p>	<p>BIOGRAPHY/ GRAPHIC NOVEL/FILM SCRIPT (6 Weeks) Description: Use Philip Pullman’s Northern Lights to study different types of sentences and expanded noun phrases. Chn design a dæmon for a friend and compare the book and film openings. Clockwork by PP then inspires chn to write both graphic novel and film script versions.</p> <p>Grammar focus: 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use expanded noun phrases to convey complicated information concisely</p> <p>1. Discuss biography of Philip Pullman. 2. Listen to the opening of Northern Lights. 3. Describe the dæmon characters. 4. Create a dæmon for a friend. 1. Listen to rest of first chapter of Northern Lights. 2. Define an expanded noun phrase. 3. Understand expanded noun phrases can be created. 4. Write some expanded noun phrases. 1. Watch the opening scene of The Golden Compass. 2. Compare the book and film openings.</p>	<p>JOURNALISTIC WRITING/ RECOUNTS (4 Weeks) Description: Using the context of UFO’s, explore recounts: investigating genuine documents; discussing famous sightings & researching notorious hoaxes.</p> <p>Grammar focus: 1. Dialogue, direct/indirect speech punctuation. Reported speech. 2. Use of passive form to present information. 3. Use semi-colons and dashes to mark boundaries between independent clauses. 4. Use commas to clarify meaning.</p> <p>1. Discuss the purpose, style and content of a range of recounts. 2. Identify features of recounts. 3. Compare recounts with different intended audiences. 1. Read and discuss a recount text.</p>

<p>3. Converting drama script into dialogue using correct punctuation.</p> <ol style="list-style-type: none"> 1. Discuss content and style of another Kipling text. 2. Answer questions about a text. 1. Explore differences in spoken and written language. 2. Role-play conflict situations in pairs. 3. Record dialogue from role-play in draft form. 1. Write a short narrative with dialogue based on role-play. 2. Use informal language. 3. Use speech punctuation. <p>1. Discuss Kipling's style in Just So Stories.</p> <ol style="list-style-type: none"> 2. Analyse and compare Kipling's style in Just So Stories. 1. Revise simple, compound and complex sentences. 2. Use a range of conjunctions. 1. Recognise relative clauses. 2. Use relative clauses to give clues to characters, motivation and plot. 3. Identify words used to introduce relative clauses. 1. Create a story mountain/map. 2. Change the point of view of a story. <ol style="list-style-type: none"> 1. Identify the features of diaries. 2. Rewrite a story they have read in a different style – diary. 3. Use simple, compound and complex sentences. 	<ol style="list-style-type: none"> 1. List features of non-chronological reports. 2. Highlight & annotate features in non-chronological reports. 3. Consider the difference between fact and opinion. 1. Discuss the type and function of different punctuation marks. 2. Discuss, identify and punctuate parenthesis. 3. Understand how parenthesis can be marked by commas, brackets and dashes. <p>1. Revise, discuss and identify features of non-chronological reports.</p> <ol style="list-style-type: none"> 2. Use features of reports to start planning a travel report. 3. Use dictionaries to check meanings. 4. Distinguish between words that are often confused. 1. Understand how to use BOS and QuAD grids. 2. Identify and use report features. 3. Finish planning a travel report. <ol style="list-style-type: none"> 1. Understand the term, cohesion. 2. Understand the function of paragraphs and how adverbials can link them. 3. Write topic sentences- sentences which 	<p>create an image in the reader's mind.</p> <ol style="list-style-type: none"> 1. Compare a sung version with the written form of a poem. 2. Highlight & annotate features used in the narrative poem. 1. Define adverbs and adverbials. 2. Identify adverbials. 3. Write sentences including adverbials. 1. Discuss the characteristics of a good recital. 2. Learn by heart part of a narrative poem. 3. Recite a section of a poem as part of a class performance. <ol style="list-style-type: none"> 1. Identify relative clauses. 2. Recognise relative pronouns and adverbs. 3. Use relative clauses in a recount. 4. Use commas appropriately with relative clauses. 1. Know how to form the present and past perfect forms of verbs. 2. Understand the use of the perfect form to bring attention to the consequences of a prior event. 3. Take part in group reading. 4. Answer questions about a text. 1. Learn to spell adjectives ending in the /shus/ sound. 2. Write sentences including words ending in -cious or -tious. 3. Recognise that anxious is an exception. 1. Describe the structure of a stanza in a poem. 2. Beat out the rhythm of a stanza. 	<ol style="list-style-type: none"> 1. Use bullet points, colons and semi-colons as appropriate. 2. Rank arguments and counter arguments in order of importance. <ol style="list-style-type: none"> 1. Understand cohesion in a text and that there are different devices to achieve this. 2. Identify and use adverbials for time, place and number. 1. Identify sentence openers for argument texts, including adverbials of manner. 2. Understand the difference between fact and opinion. 3. Identify facts and opinions in argument text. 4. Decide on a debate topic. <p>WEEK 2</p> <ol style="list-style-type: none"> 1. List reasons for and against a debate topic. 2. Discuss using the Internet safely. 3. Research information about the debate topic using the Internet. 4. Make notes. 5. Rehearse how a debate works. 1. Take part in a debate. 2. Listen carefully to the views of others. 3. Respond to other speakers. 4. Take notes. 1. Rehearse key features of argument texts. 2. Research information for their own argument text. 3. Explore adverbials of manner. 4. Give positive feedback to their peers. 	<ol style="list-style-type: none"> 2. Read part of a Shakespeare play in small groups. 3. Discuss and answer questions about the play. 4. Summarise the play. 1. Compare ways of indicating direct speech – dialogue, speech bubbles and play scripts. 2. Write short script of a conversation between two characters in play. 1. Identify and use adverbials 2. Recognise fronted adverbials and add these to own sentences, using a comma 3. Explore the use of adverbials to link ideas. 4. Re-write their play script as punctuated dialogue. <ol style="list-style-type: none"> 1. List the features of play-scripts. 2. Describe the parts played by main characters in a Shakespeare play. 3. Summarise the plot, characters and settings of a Shakespeare play. 4. Give oral presentation as a group. 1. As a group plan a scene from a Shakespeare play for 60 second challenge. 2. Listen to the ideas and opinions of others. 3. Use improvisation to plan and explore. 1. Understand how adverbials can be used to create cohesion. 2. Write scripts based on improvisation. 	<p>story of Romeo and Juliet.</p> <ol style="list-style-type: none"> 2. Discuss feelings of the characters. 3. Share the letters 1. Examine use of dashes as informal punctuation 2. Use bullet points to sum up the main points in a letter <ol style="list-style-type: none"> 1. Introduce the modal verbs as ways of indicating degrees of possibility 2. Complete cloze exercise to practise using these 1. Introduce concept of a 'cover letter' through da Vinci letter 2. Read and demonstrate understanding by drawing diagrams illustrating da Vinci's inventions <ol style="list-style-type: none"> 1. Read and discuss Cruella de Vil's imaginary letter 2. Analyse use of colons and commas 3. Write a reply using colons and commas appropriately 1. Use dictionaries and thesauruses to look up unfamiliar words 2. Discuss and sort words by word families 3. Understand and use correct spelling of -ious suffix. 1. 	<ol style="list-style-type: none"> 3. Describe different sentence types: simple, compound & convex, i.e. single & multi-clause sentences. 4. Write some complex sentences. 1. Listen to the opening of a PP short story Clockwork. 2. Draw inferences and predict what will happen next. 3. Investigate and learn how to spell words ending in /jəl/. 1. Finish listening to Clockwork. 2. Make further predictions during the book reading. 3. Retell the story as a class. 4. Write a summary of the story individually, in a pair or a group. <ol style="list-style-type: none"> 1. Listen to and study a graphic novel by PP. 2. Compare the structure with a novel. 3. In groups, plan a graphic novel of Clockwork. 4. Work collaboratively. 1. Rehearse grammar studied last week. 2. Write a section of a graphic novel based on Clockwork – both comic strip & prose sections. 3. Use legible, fluent handwriting. 1. Discuss how characters' names are appropriate to their personalities. 2. Act out their section of Clockwork using improvisation. 1. Discuss PP's use of a preface in Clockwork. 2. Identify the features of film scripts. 3. Plan a film script of their section of Clockwork. 1. Write a film script of their section of Clockwork. 2. Work collaboratively. 3. Edit and redraft their writing. 	<ol style="list-style-type: none"> 1. Write a recount in diary format. 2. Compare the style and language of a diary with other recounts. 3. Use adverbials of time, number and place. 1. Rehearse features of recounts. 2. Draft an impersonal or personal recount. 3. Use adverbials of time, number and place for cohesion. 3. Finish and edit recount. 1. Prepare an oral presentation. 2. Give an oral presentation. 3. Read own writing aloud <p>JOURNALISTIC WRITING</p> <ol style="list-style-type: none"> 1. Ask relevant questions based on a story. 2. Show empathy with characters in story. 1. Interview a 'witness' in role as police officer. 3. Change direct speech into reported speech. 2. Plan and write a formal report using reported speech. 1. Use formal written language. 2. Use past tense appropriately. 3. Write a conclusion to report. <ol style="list-style-type: none"> 1. Understand how modal verbs can modify verbs. 2. Identify and use modal verbs to change the impact of a sentence.
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END OUTCOME	Just So Story in Kipling's style.	Travel Brochure about India	Learn part of a poem by heart. Write a new ending	Debate and a Written Balanced Argument 'Dick Turpin – Hero or Villain'.	Play-Script based on improvisation.	CV and covering letter from Romeo showing suitability as husband for Juliet.	Graphic novel and film script version of Clockwork.	Hoax UFO photo and report.