

English Curriculum Map- Year 4 & 5

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons.

Unit	Example Texts	Outcomes	On-going Language Teaching
Classic Narratives	Autumn 2 Nutcracker Spring 1 The Merchant of Venice (Shakespeare)	-Personal response -Character study -Extended narrative -Play script	Revision/consolidation of Year 3/4 Objectives And: Spelling
Contemporary Narratives	Autumn 1 Beowulf	Personal response -Character study -Extended narrative -Instruction writing	Y4 – Use of prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. Use of suffixes -ation, -ous.
Well-loved Narratives	Summer 2 Harry Potter	Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) -Play script	Use of words which sound the same but have different meanings, such as accept/except, affect/effect, ball/bawl etc. Use of dictionary using the first four letters of a word.
Non-Fiction	Spring 1 and 2 Range of high quality non-fiction linked to wider topic/foundation subjects Shackleton’s Journey-	-Extract from non-fiction text (2x double A4 page) -Fact file -ICT text such as webpage Diary sequel	Y5 – word endings which sound like ‘shus’ spelt –cious or –tious, which sound like ‘shil’ spelt -cial or –tial and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

	William Grill		Use of thesaurus and dictionary .
Biography	Spring 2 Published biographies Shackleton	-Extended narrative	Handwriting Y4 - use of the diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined . Y5 - to write with increasingly legibly, fluently, and increasing speed .
Persuasive letters	Summer 1 Linked to foundation subjects Water wastage	-Persuasive letter written for 'real' purpose linked to issue arising from foundation subjects	Composition Y4 - plan and improve writing by discussing examples from other writers, talking about the important features to have in a story, poem, explanation or non-fiction piece and redraft work a number of times. Rewrite my work, making improvements and using the best sentence structure . Organise work using paragraphs, headings and subheadings . Read work aloud with confidence and a controlled tone/volume.
Recounts	Autumn 2 Linked to educational visits and visitors to school/workshops	-Recount	Y5 - plan writing by identifying the audience, using other similar writing as models for work, noting down and developing my initial ideas, drawing on reading other writing, use authors examples.

			<p>To draft and write selecting the correct grammar in my writing, using capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly.</p> <p>Write pieces describing settings, characters and atmosphere, and include speech.</p> <p>Paragraphs that link ideas using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</p> <p>Give feedback on and improve writing.</p> <p>Proof-reading for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.</p>
Poetry	<p>Poems by well-known poet or types of poems</p> <p>Autumn 2 Remembrance- John McRae</p> <p>Spring 2 The Raven Cloud Busting</p> <p>Summer 2 Children's own choice of poem</p>	<p>Personal response</p> <p>-Poem using style/theme</p> <p>-Recitation/performance of poem</p> <p>-hand-written version of poem for class anthology and hall display</p>	<p>Vocab, grammar and punctuation.</p> <p>Y4 - plural and the possessive –s, correct form of the verb inflection e.g. we were, use adjectives, an adverb phrase, pronouns and nouns.</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Apostrophes to mark plural possession.</p> <p>Y5-</p> <p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can use a wide range of different sentence structures.</p> <p>I can indicate degrees of possibility using adverbs</p>

			<p>I can add information to my sentences using relative clauses</p> <p>I can link ideas across paragraphs using adverbials of time</p> <p>I can use brackets and can also use dashes or commas for the same purpose.</p> <p>I can use commas to make my writing clear to the reader.</p>
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