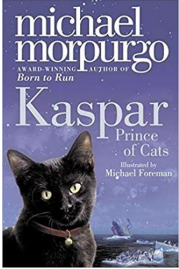
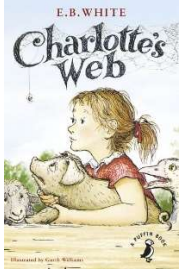
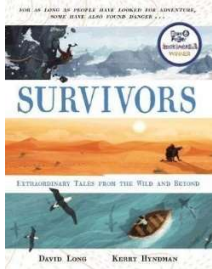
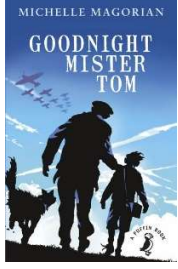
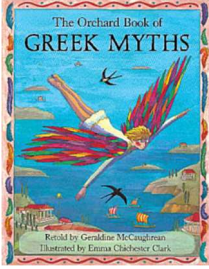
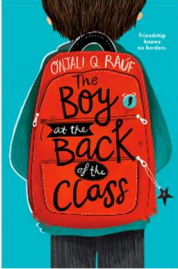
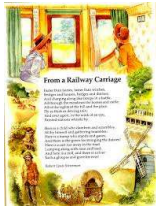


Mansbridge Primary English Map

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Summarising the main ideas drawn from more than one paragraph • Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts • Using relevant textual reference and/or quotation to support views • Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies					
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations Predicting what might happen from details stated and implied Distinguishing between statements of fact and opinion	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations Predicting what might happen from details stated and implied	Distinguishing between statements of fact and opinion Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing	Distinguishing between statements of fact and opinion Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations	Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing Predicting what might happen from details stated and implied	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ Quotations Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Key Texts	 Kaspar Prince of Cats <i>Michael Morpurgo</i>	 Charlotte's Web <i>E.B. White</i>	 Survivors <i>David Long</i>	 Goodnight Mister Tom <i>Michelle Magorian</i>	 Greek Myths <i>Geraldine McCaughrean</i>	 The Boy at the Back of the Class <i>Onjali Q. Rauf</i>
Key Vocabulary	<u>Kaspar Prince of Cats</u> Misdemeanour (noun) Stowaway (noun) Countess (noun) Aristocrat (noun) Ovation (noun) Plight (noun) Wretched (adj) Taciturn (adj)	<u>Charlotte's Web</u> Runt (noun) Injustice (noun) Specimen (noun) Commotion (noun) Dejected (adj) Gnaw (verb) Salutations (noun) Loathe (verb)	<u>Survivors</u> Turbulence (noun) Foliage (noun) Tourniquet (noun) Onslaught (noun) Ravine (noun) Terrain (noun) Desolate (adj) Meagre (adj)	<u>Goodnight Mister Tom</u> Vigour (noun) Amble (verb) Ridicule (verb) Foist (verb) Imminent (adj) Brusquely (adv) Nonchalantly (adv) Monotonously (adv)	<u>Greek Myths</u> Labyrinth (noun) Tribute (noun) Retrace (verb) Bellow (verb) Weave (verb) Preen (verb) Transform (verb) Examine (verb)	<u>The Boy at the Back of the Class</u> Politician(noun) Refugee (noun) Disarray (noun) Hesitancy (noun) Asylum (noun) Influx (noun) Infamous (adj) Confiscate (verb)
Additional Texts	Variety of informational / persuasive leaflets	Titanic survivor recounts  Poetry: Waves <i>Jackie Kay</i>	Variety of information texts about climates/biomes	Diary examples  Poetry: From a Railway Carriage <i>Robert Louis Stevenson</i>	Variety of information texts about planets	Refugee accounts  The Journey <i>Francesca Sanna</i>

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Outcomes	<u>Brochure – for passenger on board</u> Audience: Potential passengers Purpose: To persuade <u>Diary – in role as a character from Kaspar Prince of Cats</u> Audience: The writer Purpose: To inform	<u>Narrative writing - a scene of the sinking.</u> Audience: Peers Purpose: To entertain <u>Newspaper Report - Titanic</u> Audience: General Public Purpose: To Discuss	<u>Biography based on 'Survivor' stories</u> Audience: Peers Purpose: To inform <u>Leaflet – A guide to climates around the world</u> Audience: People looking to explore Purpose: To inform	<u>Diary writing – a character from Goodnight Mr Tom</u> Audience: The writer Purpose: To inform <u>Informal letters – between child and parent</u> Audience: Parent and evacuee child Purpose: To inform	<u>Narrative writing- scene from Theseus and the Minotaur.</u> Audience: Peers Purpose: To entertain <u>Planets Fact File</u> Audience: Peers learning about space Purpose: To inform	<u>Formal letter- to the Prime Minister</u> Audience: The Prime Minister Purpose: To persuade <u>Narrative – additional scene from The Boy at the Back of the Class</u> Audience: Year 5 children Purpose: To entertain

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills:	- In the planning of their writing, noting and developing initial ideas and drawing on reading and research when necessary. - Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar. - Evaluating and editing by assessing the effectiveness of their own and others' writing. - Proof reading to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose. - Selecting the appropriate form and using other similar writing as models for their own - Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning Spelling: - Using further prefixes and suffixes and understanding the guidance for adding them - Accurate spelling of words with silent letters - Continuing to distinguish between homophones and other words which are often confused - Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically (as listed in Appendix 1) - Using dictionaries to check the spelling and meaning of words - Using a thesaurus Handwriting: - Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for the task - Using an un-joined style – for example – for labelling a diagram/ writing e-mail address - Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft					
	<u>Brochure – for passenger on board</u> - Using expanded noun phrases to convey complicated information concisely - Using organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) <u>Diary – in role of character from Kaspar Prince of Cats</u>	<u>Narrative – Writing a scene of the sinking.</u> - Using direct speech punctuating correctly - Using passive verbs to affect the presentation of information within a sentence <u>Newspaper Report – sinking of ship</u> - Using organisational and presentational devices to structure texts and guide the reader (for example:	<u>Biography from survivor stories</u> - Using dashes, brackets or commas to indicate parenthesis - Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun) <u>Leaflet Explorer's Guide to a climate</u> - Using commas to clarify meaning or avoid ambiguity	<u>1st person diary – Evacuee perspective</u> - Using colons, semi-colons or dashes to mark boundaries between independent clauses - Using dashes, brackets or commas to indicate parenthesis - Using the perfect form of verbs to mark relationships of cause and time <u>Informal letters – between child and parent</u>	<u>Narrative writing- scene from Theseus and the Minotaur.</u> - Using direct and reported speech punctuating correctly - Using expanded noun phrases to convey complicated information concisely - Ensuring correct subject and verb agreement when using singular and plural <u>Planets Fact File</u> - Using organisational and presentational	<u>Formal letter- to the Prime Minister</u> - Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms - Using colons, semi-colons or dashes to mark boundaries between - Using modal verbs or adverbs to indicate degrees of possibility <u>Narrative – additional scene for The Boy at the Back of the Class</u>

	• Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun) • Using modal verbs or adverbs to indicate degrees of possibility	headings; bullet points; underlining) • Using a wide range of devices to build cohesion within and across paragraphs • Using direct and reported speech punctuating correctly	• Using a colon to introduce a list	• Consistent use of tense throughout a piece of writing • Applying and using effectively their understanding of the use of formal or informal language structures for different genres	devices to structure texts and guide the reader (for example: headings; bullet points; underlining) • Punctuating bullet points consistently	• Using expanded noun phrases to convey complicated information concisely • independent clauses • Using hyphens to avoid ambiguity • Using the perfect form of verbs to mark relationships of cause and time • Using direct and reported speech punctuating correctly • Use relative clauses
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