
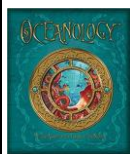







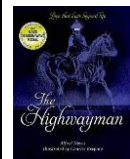





Woodlands Park Primary School – Curriculum Map English Year 5&6 (2020-2021)

Term 1		Term 2		Term 3	
	Objectives		Objectives		Objectives
	Reading INFERENCE Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence RANGE OF READING Making comparisons within and across books FAMILIARITY WITH TEXT Identifying and discussing themes and conventions in and across a wide range of writing.		Reading NON-FICTION. Retrieve, record and present information from non-fiction. UNDERSTANDING checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. RANGE OF READING Reading books that are structured in different ways and reading for a range of purposes. GRAMMAR. Recognising vocabulary and structures that are appropriate for formal speech and writing.		FAMILIARITY WITH TEXTS - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. UNDERSTANDING - asking questions to improve understanding. PREDICTION - *predicting what might happen from details stated and implied.
	Writing GRAMMAR Further cohesive devices such as grammatical connections and adverbials.		Writing EDITING WRITING Ensuring the consistent use of tense throughout a piece of writing. GRAMMAR. Understanding the difference between formal and informal language. DRAFTING WRITING Using further organisational and presentational devices to structure text and guide the writing. GRAMMAR Using passive verbs to affect the presentation of information in a sentence.		DRAFTING WRITING • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action GRAMMAR • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
	Reading UNDERSTANDING Asking questions to improve understanding PREDICTION Predicting what might happen from details stated and implied		Reading NON-FICTION. Retrieve, record and present information from non-fiction. NON-FICTION – Distinguish between statements of fact and opinion. DISCUSSING READING explain and discuss what they have read, including through formal presentations and debates, provide reasoned justification for their views		UNDERSTANDING * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. *asking questions to improve their understanding AUTHORIAL INTENT * identifying how language, structure and presentation contribute to meaning
	Writing GRAMMAR Further cohesive devices such as grammatical connections and adverbials. CONTEXT FOR WRITING In writing narratives consider how authors develop characters and setting DRAFTING WRITING Selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning.		Writing CONTEXT FOR WRITING Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. DRAFTING WRITING using a wide range of devices to build cohesion within and across paragraphs GRAMMAR using relative clauses beginning with who, which, where,		GRAMMAR • using passive verbs to affect the presentation of information in a sentence • further cohesive devices such as grammatical connections and adverbials • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using expanded noun phrases to convey complicated information concisely
	Reading UNDERSTANDING Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.		Reading DECODING Apply knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words. INFERENCE Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		*Read and discuss books that are structured in different ways including non-fiction books. *Identifying key points that support the main idea of a paragraph. *Retrieve, record and present information from non-fiction including scanning for key information.
	Writing DRAFTING WRITING In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action PUNCTUATION Using and punctuating direct speech (i.e. Inverted commas)		Writing CONTEXT FOR WRITING In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed EDITING WRITING Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		*Understand the function of and use layout devices (e.g. headings, subheadings, columns, bullets or tables to structure text and guide a reader). *Using a wide range of devices to build cohesion within and across paragraphs *Use increasingly complex relative clauses to add detail.
Performance	Reading POETRY & PERFORMANCE Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. AUTHORIAL INTENT Discuss and evaluate how authors use language, considering the impact on the reader.		Reading AUTHORIAL INTENT discuss and evaluate how authors use language, considering the impact on the reader. RANGE OF READING continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. AUTHORIAL INTENT* identifying how language, structure and presentation contribute to meaning AUTHORIAL INTENT *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		
Poetry	Writing PERFORMING WRITING Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.		Writing DRAFTING WRITING - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action DRAFTING WRITING – using a wide range of devices to build cohesion across and within paragraphs.		
	Reading INFERENCE Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence UNDERSTANDING Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.		CONTEXTS FOR WRITING in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.		
	Writing CONTEXT FOR WRITING In writing narratives consider how authors develop characters and setting EDITING WRITING assessing the effectiveness of their own and others writing. EDITING WRITING Proposing changes to vocabulary, understanding how such choices can enhance meaning. VOCABULARY Using expanded noun phrases to convey complicated information				

	concisely.				
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