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|  | **Year 5 Literacy Curriculum Map** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic & Texts | ***Cosmic***  ***(Space)*** | ***Firework Makers Daughter***  ***(Space & Light)*** | ***Kensuke’s Kingdom***  ***(Orangutans & Deforestation)*** | ***Street Child***  ***(The Victorians / Railways)*** | ***Running Wild***  ***(The Rainforest)*** | ***Coraline***  ***(Freedom)*** |
| Teaching Ideas | * Letter writing (in role) * Diary writing * Setting description * Explore issues and dilemmas through persuasive writing and balanced arguments. * Poetry   Larger Writes:   * Playscripts * Newspaper report (at end of book) * Book review. | * Diary writing * Setting descriptions * Letter writing/recounts * Persuasive writing * Poetry (firework/light)   Larger Write:   * Instructions. * Newspaper report | * Letter * Diary * Message in a bottle * Ships log * Setting description of island. * Writing from Kensuke’s perspective. * Description of Kensuke’s cave.   Larger Write:   * Next chapter * Guide to WW2 | * Write description of Victorian Street scene. * 3rd person description of eating pie. * Letter writing (to Judd) * Dialogue between characters.   Larger Write:   * Guide to Victorian workhouses. * Creating atmosphere in narrative. | * Setting description. * Recount. * News report * Police report * Postcard   Larger Write:   * Alternative chapter * Tourist Guide * Nonfiction guide to natural disasters. | * Compare openings to other mystical/magical tales. * Explore setting description. * Letter from alternative world * Diary as alternative character.   Larger Write:  Develop the next chapter of the book.  Create own character and describe |
| Grammar Objectives | Recap punctuation and ensure full understanding of all terms taught in years 2, 3 and 4 so far. This includes:  Recap Using **articles** – definite and indefinite  Using **commas** to add detail using **subordinate clauses**  Using **relative clauses**  [dfn: a type of **subordinate clause** that makes the meaning of the noun more specific. e.g. My brother, who lives in France, drives a blue van.)  Recap using **apostrophes** for **possession and omission**  **Teach following new concepts:**  Using **passive** and **active** voice  {dfn: most sentences are in the active voice with the subject acting upon the object. This can be reversed to create sentence variety with the object being acted upon by the subject]  e.g.  active: The girl closed the door  passive: The door was closed by the girl  Recap using **Prepositions**  e.g. across, in, at under, with, before, after, during, because of | | Recap punctuation from autumn (including direct and indirect speech) and introduce:   * **Brackets** * **Dashes/hyphens (differences between and usage)** * **Commas for parenthesis**   Recap using **adverbials (including fronted)**  Using **adverbs** to indicate degrees of possibility (**modal verbs**)  [dfn: modal verbs express degrees of possibility, probability and certainty. The core modal verbs are: can, could, may, might, shall, should, will, would, must, perhaps and surely]  Recap using **headings** and **sub-headings** to aid presentation an layout  Also column, bullets, symbols, use of colour and tables to structure text  Recap Using **adjectives** to expand **noun phrases**  **e.g** *the teacher*expanded to*the strict maths teacher with curly hair*  (note: teach to only include adjectives and preposition – not a verb as this makes a clause not a phrase) | | Introduce **colons in a list.**  Using **synonyms** and **antonyms**  Using **subjunctive forms** in very formal writing  [Dfn: verb forms that express possibility, mood, desire or suggestion]  e.g. If I were rich I would…  Were they to be late…  Recap using **adverbials** to link ideas across paragraphs  e.g. on the other hand, in contrast, or as a consequence  Move on to other **cohesive devises**  e.g. repetition of word or phrase and ellipsis  Using the semi-colon, colon and dash to mark the boundary between independent clauses  Introduce concepts around accurate language choice in writing.  Encourage children to use varied sentence types across a range of text types. Encourage children to explain why and how they have used particular types.  Recap all year 5 grammar curriculum.(this will be tested) | |