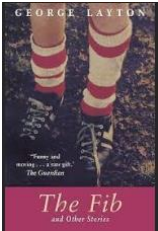
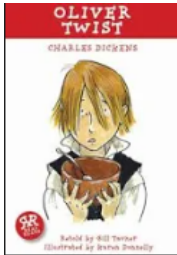
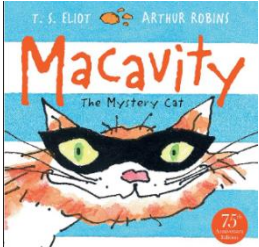


ST OSWALDS ENGLISH CURRICULUM MAP
CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

	<u>Autumn 1</u> (6 weeks and 4 days)	<u>Autumn 2</u> (8 weeks)	<u>Spring 1</u> (6 weeks)	<u>Spring 2</u> (4 weeks 4 days)	<u>Summer 1</u> (5 weeks 2 days)	<u>Summer 2</u> (7 weeks)
English Events	World Read Aloud Day 6 th September National Poetry Day 3 rd October 2024	Non-Fiction November November 2024		Author Workshop with Hannah Gold World Book Day 6 th March 2024	Organised event where parents and carers are invited to celebrate the work children have completed in the half term.	Poetry Recital for parents.
Core Text	 The Fib by George Layton	 Rumaysa: A Fairytale by Radiya Hafiza	 Oliver Twist by Gill Tavner	 The Last Bear by Hannah Gold	 The Oxford Book of Greek Myths by Geraldine Mccaughrean	 Macavity the Mystery Cat by T.S.Eliot
Linked Texts – providing a richer reading experience	The Balaclava Story in The Fib by George Layton. The Fastest Boy in the World by Elizabeth Laird. A Boy and a Bear in a Boat by Dave Shelton. The Chilli Challenge by Angela Barry.	The Three Impossibles by Susie Bower Rumaysa Ever After by Radiya Hafiza	Oliver Twist Vintage Children's Classic by Charles Dickens A Christmas Carol retold by Gill Tavner The Lion the Witch and Wardrobe by CS Lewis. Fagin's Girl by Karen McCombie	Hunter's Icy Adventure by Ellie Jackson The Ultimate Polar Bear Book for Kids by Jenny Kellet A Climate in Chaos by Neal Layton DK Find Out! Climate Change	Greek Myths: Stories of sun, stone and sea by Sally Pomme Clayton Stories from Ancient Civilisations: Greece by Shahrukh Husain Greek Myths by Marcia Williams	Old Possum's Book of Practical Cats by T.S. Eliot Max The Detective Cat series by Sarah Todd Taylor Attiucus Claw series by Jennifer Gray

ST OSWALDS ENGLISH CURRICULUM MAP
CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

	The Boy Whose Wishes Came True by Helen Rutter Poems: Please Mrs Butler by Allan Ahlberg. I Did a Bad Thing Once in Please Mrs Butler			What is Climate Change by Gail Herman The Lost Whale by Hannah Gold Finding Bear by Hannah Gold	Tales of the Greek Heroes by Roger Lancelyn Green The Comic Strip Greatest Greek Myths by Tracey Turner Treasury of Greek Mythology; Classic Stories of Gods, Goddesses, Heroes and Monsters by Donna Jo Napoli The Usborne Book of Greek Myths by Anna Milbourne and Louie Stowell Greek Heroes: Top Ten Myths and Legends by Marcia Williams	Varjak Paw series by SF Said The Mousehole Cat by Antonia Barber Six Dinner Sid by Inga Moore The Evil Society of Cats by Pandania Toto the Ninja Cat by Dermot O'Leary Spy Cats 2: The Revelation by Amma Lee To Be a Cat by Matt Haig
<u>Narrative Unit and skills</u> Specific writing skills addressed in each half term – taken from key learning documents.	<u>Stories with Issues and Dilemmas</u> <u>Timescale:</u> 4 weeks <u>Writing Skills:</u> Create complex sentences with adverb starters. Y4 Use inverted commas and other punctuation to indicate direct speech e.g. 'The tour guide announced, "Be back here at four o' clock."' Y4 Read and analyse narrative in order to plan and write their own versions.Y4 Think how authors develop characters and settings (in books, films and performances). Y5	<u>TALK UNIT Traditional Tales</u> <u>Timescale:</u> 7 weeks (Integrated unit) <u>Writing Skills:</u> Use inverted commas to punctuate direct speech (speech marks) Y4 Use inverted commas and other punctuation to indicate direct speech Y4 Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English Y4 Blend action, dialogue and description within and across paragraphs. Y5	<u>Stories with Historical Settings</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Create and punctuate complex sentences using -ing openers. Y5 Create complex sentences by using relative clauses with relative pronouns e.g. Fagin, who was the leader of the pickpockets, was a despicable character. Y5 Generate and select from vocabulary banks. Y4 Select the appropriate language and structures. Y5	<u>TALK UNIT Narrative Story Opening</u> <u>Timescale:</u> TBC <u>Writing Skills:</u> Identify, select and use determiners Y4 Create sentences with fronted adverbials for where Y4 Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly. Y5	<u>Myths</u> <u>Timescale:</u> 4 weeks <u>Writing Skills:</u> Create and punctuate complex sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.Y5 Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Y4 Blend action, dialogue and description within and across paragraphs. Y5 Create sentences with fronted adverbials for when	

ST OSWALDS ENGLISH CURRICULUM MAP

CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

	Discuss and record ideas for planning e.g. story mountain. Y4 Use similar writing models. Note and develop ideas. Draw on reading and research. Y5 Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Y4 Plan and write an opening paragraph which combines the introduction of a setting and character/s. Y4 Use paragraphs to organise writing in fiction texts. Y4 Use devices to build cohesion. Y5	Use nouns for precision. Y4 Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth. Y5 Create sentences with fronted adverbials for when. Y4 Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly. Y5	Discuss and record ideas for planning. Y4 Note and develop ideas. Y5 Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Y4 Think how authors develop characters and settings in books and films. Y5 Select appropriate structure, vocabulary and grammar. Y5 Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Y4 Blend action, dialogue and description within paragraphs. Y5 Discuss and propose changes to own and others' writing with partners/small groups. Y4 Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Y5	Identify, select and effectively use pronouns Y4 Create complex sentences with adverb starters. Y4 Demarcate complex sentences using commas in order to clarify meaning. Y5	e.g. As the clock struck twelve, the soldiers sprang into action. Y4 Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Y4 Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Y5 Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Y5 Identify the audience and purpose. Y5 Select the appropriate language and structures. Y5 Use similar writing models. Y5 Discuss and propose changes to own and others' writing with partners/small groups. Y4 Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Y5	
<u>Narrative Writing</u> Outcome, Purpose and Audience	<u>Outcome:</u> Story with issues or a dilemma based on the plot structure from reading. <u>Purpose:</u> To entertain	<u>Outcome:</u> TBC <u>Purpose:</u> To entertain <u>Audience:</u> TBC	<u>Outcome:</u> A new scene for the novel. <u>Purpose:</u> To entertain <u>Audience:</u>	<u>Outcome:</u> TBC <u>Purpose:</u> To entertain <u>Audience:</u> TBC	<u>Outcome:</u> Innovated version of myth following plot structure. <u>Purpose:</u> To entertain, amaze or intrigue	

ST OSWALDS ENGLISH CURRICULUM MAP
CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

	<u>Audience:</u> Publish stories in a book, displayed in the class library, for others to enjoy.		Directors and producers of the newly released version of Oliver Twist.		<u>Audience:</u> Organised event where children are invited to share their work with parents.	
<u>Non-fiction</u> Specific writing skills addressed in each half term – taken from key learning documents.	<u>Persuasion: Film or TV Broadcast</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Y5 Create complex sentences by using relative clauses with relative pronouns who, which and where. Y5 Discuss and record ideas for planning, e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. Y4 Note and develop ideas. Y5 Draw on reading and research. Y5 Read and analyse persuasive texts in order to plan and write their own versions. Y4 Generate and select from vocabulary banks. Y4	<u>?</u> <u>Timescale:</u> Weeks <u>Writing Skills:</u> TBC	<u>Film and Playscripts</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Use commas to mark clauses in complex sentences. Y4 Demarcate complex sentences using commas and explore ambiguity of meaning. Y5 Identify and use brackets and dashes. Y5 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Y4 Identifying the audience and purpose. Y5 Select the appropriate language and structures. Y5 Discuss and record ideas for planning. Y4 Note and developing ideas. Y5 Read and analyse narrative, non-fiction and	<u>TALK UNIT</u> <u>Hybrid Text:</u> <u>Information Text</u> <u>including Explanation texts and Persuasion</u> <u>Timescale:</u> Weeks <u>Writing Skills:</u> TBC	<u>Non Chronological Reports</u> <u>Timescale:</u> 3 Weeks <u>Writing Skills:</u> Create complex sentences where the relative pronoun is omitted. Y5 Create and punctuate complex sentences using -ed opening clauses. Y5 Create and punctuate complex sentences using -ing opening clauses. Y5 Select the appropriate language and structures. Y5 Discuss and record ideas for planning. Y4 Use similar writing models. Note and develop ideas. Draw on reading and research. Y5 Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Y4 Use organisation and presentational devices e.g. underlining, bullet points, headings. Y5	<u>TALK UNIT</u> <u>Recount: Newspaper Articles</u> <u>Timescale:</u> Weeks <u>Writing Skills:</u> TBC

ST OSWALDS ENGLISH CURRICULUM MAP

CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

	Select appropriate structure, vocabulary and grammar. Y5 Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. Y4 Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Y5 Use appropriate intonation, tone and volume to present their writing to a range of audiences. Y4 Use appropriate intonation and volume, add movement and ensure meaning is clear. Y5		poetry in order to plan their own versions. Y4 Think how authors develop characters and settings in films and performances. Y5 Assess the effectiveness of own and others' writing in relation to audience and purpose. Y5 Discuss and propose changes to own and others' writing with partners/small groups. Y4 Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Y5		Proofread to check for errors in spelling, grammar and punctuation. Y4 Proofread for spelling and punctuation errors. Y5 Discuss and propose changes to own and others' writing with partners/small groups. Y4 Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Y5	
<u>Non-Fiction Writing</u> Outcome, Audience and Purpose	<u>Outcome:</u> Persuasive leaflet on specified location <u>Purpose:</u> To persuade or convince <u>Audience:</u> Potential visitors to the location. Spoken outcome – films recorded and put on school website.	<u>Outcome:</u> <u>Purpose:</u> <u>Audience:</u>	<u>Outcome:</u> Innovated scene from Oliver Twist <u>Purpose:</u> To entertain <u>Audience:</u> Directors and producers of the newly released version of Oliver Twist.	<u>Outcome:</u> <u>Purpose:</u> <u>Audience:</u>	<u>Purpose:</u> To inform readers about an aspect of the Olympic Games. <u>Audience:</u> Organised event where children are invited to share their work with parents.	<u>Outcome:</u> TBC <u>Purpose:</u> To recount events. <u>Audience:</u> Readers of the Newspaper
<u>Poetry</u> Unit and Skills Specific writing skills addressed in each half term –		<u>TALK UNIT</u> <u>Timescale:</u> weeks		<u>TALK UNIT</u> <u>Timescale:</u> weeks		<u>Classic Narrative Poetry</u> <u>Timescale:</u> weeks

ST OSWALDS ENGLISH CURRICULUM MAP
CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

CLASS 6 (YEAR 4/5) CYCLE B – to be updated throughout the year due to TALK training.

taken from key learning documents.		<u>Key Skills:</u> TBC		<u>Key Skills:</u> TBC		<u>Key Skills:</u> TBC
<u>Poetry Writing</u> Outcome, Audience and Purpose		<u>Outcome:</u> <u>Purpose:</u> <u>Audience:</u>		<u>Outcome:</u> <u>Purpose:</u> <u>Audience:</u>		<u>Outcome:</u> <u>Purpose:</u> <u>Audience:</u>