


# Year Five English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>					
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Increasing 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</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</li> <li>Pupils should be taught to recognise themes in what they read, such as loss or heroism. and have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>Draft &amp; write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					
	<u>Stories with a historical setting</u> Viking Boy Jotun Journey – (literacy shed film)	<u>Stories based on biography</u> Rosa Parks (Lisbeth Kaiser)	<u>Stories with issues and dilemmas</u> The Last Bear by Hannah Gold	<u>Stories with diverse representations</u> Cloud Tea Monkeys (Mal Peet)	<u>Myths and Legends</u> Odd and the Frost Giants (Neil Gaiman)	
Suggested outcome	Setting descriptions	Link to Black History Month – recount of events from other viewpoints, persuasive letter to bus company.	Create a similar “The Last...” story with an environmental message or an alternative ‘Viewpoint’ narrative	Diary Entry and first person recounts as Tashi	Setting and character descriptions Narrative myth	
<b>Non-Narrative</b> Content can be based on another subject but children must see models in English lessons	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</li> <li>Pupils should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>When using reference books, pupils should be shown how to use contents pages and indexes to locate information</li> <li>The skills of information retrieval that should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>					
	<u>Discussion/Balanced argument</u>	<u>Biography</u> Shackleton’s Journey (William Grill)	<u>Recount</u> The Man Who Walked Between the Towers (Mordicai Gerstein)	<u>Formal and informal letter</u> Until I met Dudley (Roger McGough)	<u>Instructions</u> You Tube – The Maker	<u>Explanations</u> Vanishing Rainforests
Suggested outcome	Write up a balanced discussion which represents two sides of an argument, following a debate	Compose a biographical account based on research	Recount events through different viewpoints using language appropriate to the role (reporter/police officer etc)	Focus on comparison of styles – consider formal vocabulary	Detailed instructions with clear introduction and conclusion and considered use of adverbial phrases	Explanation of a process with labelled diagrams and some use of causal language

<b>Poetry and plays</b>	<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart</li> <li>Prepare 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</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		
	<p><b>Language Focus</b> Figurative language – The Dreadful Menace from Literacy Shed</p>	<p><b>Structure Focus</b> Haiku and Cinquain</p>	<p><b>Classic Poetry</b> Narrative poetry – the Jabberwocky (Lewis Carroll)</p>
<b>Suggested outcome</b>	Work on similes and metaphors. Consider language choices and effect on reader.	Create similar poems, innovating from model Learn to perform poems	Read and perform poems Innovate from a model

## Year Five Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		Brightstorm - Vashti Hardy		The Nowhere Emporium – Ross Mackenzie		The Polar Bear Explorers Club – Alex Bell		New Kid – Jerry Craft		Clockwork – Philip Pullman		You Wait Till I’m Older than You! Michael Rosen
		The London Eye Mystery – Siobhan Down		Tom’s Midnight Garden – Philippa Pearce		Frostheart – Jamie Littler		How to be a Pirate – Cressida Cowell		Wisp, a story of hope – Zana Fraillon		The Explorer – Katherine Rundell
		The Train to Impossible Places – PG Bell		Night Bus Hero - Onjali Q Raúf		Rubbish Town Hero – Nicola Davis		Azzi in Between – Sarah Garland		The Lost Thing – Shaun Tan		Ella on the Outside – Cath Howe
		The Humanal – Chris Van Tulleken and Xand van Tulleken		Three Cheers for Women – Marcia Williams		Factopia - Kate Hale		Rise Up – Amanda Li		Grace Hopper, Queen of Computer Code – Laurie Wallmark		The Pied Piper of Hamelin – Michael Morpurgo