

Hadley Wood Primary School

Year 5 Genre Map 2025-26

Year 5	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 Space (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Humanities Topics	Ancient Greeks	Athens	Biomes	North America	Anglo Saxons	Vikings
Book study	Romeo and Juliet	Oranges in No-Man's Land- Elizabeth Laird	The Boy at the Back of the Class – Onjali Rauf	The Highwayman	Beowulf - Michael Morpurgo	
Literature Spine:	Ancient Myths by Geraldine McCaughrean and Tony Ross			Holes – Louis Sachar		The Boy Who Fell from the Sky Benjamin Dean
Spellings	The order of spellings being taught should be adapted to the needs of the class and writing being covered e.g common exception words may be taught on a more frequent basis. WAGOLs and shared writing should cover the spelling rule being focussed on and previous learning where possible. https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf					
Genres	Back to Basics reviewing key grammar and sentence structures taught in previous year groups: Cyber Kicks - Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases	Diary- Oranges in No-Man's Land (3 weeks) Verb prefixes Review apostrophes for contractions and possession Describing settings and atmosphere	Narratives: The Mysteries of Harris Burdick (3 weeks) Linking ideas across paragraphs using tense choices [for example, he had seen her before] Use of commas to clarify meaning and	Informal letters: Holes (2 weeks) Parenthesis to embed additional information () , , - - Use show not tell to develop emotions	Journalistic Writing (3 weeks) Recognising and using vocabulary and structures that are appropriate for formal writing Use of inverted commas and other punctuation to indicate direct speech.	Descriptive writing- Core skills and Y5 grammar objective focus. (2 Weeks) Class teachers will choose the grammar coverage during this unit based on the children's gaps within learning.

	Use the past tense consistently (regular and irregular forms). The Hidden Treehouse - Expressing time, place and cause using conjunctions Birthday Boy - The grammatical difference between plural and possessive –s Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition The Secret of the Egg - Apostrophes to mark plural possession	Greek Myths (3 weeks) 3rd Person Describing characters and settings and atmosphere Use of inverted commas and other punctuation to indicate direct speech. Devices to build cohesion within a paragraph	avoid ambiguity Expanded noun phrases	Converting nouns or adjectives into verbs using suffixes		Non-chronological report: Vikings Gods (2 weeks) Colons in a list Review any grammar coverage needed in readiness for year 6.
	Romeo and Juliet - Monologue (3 weeks) 1st person Relative clauses beginning with who, which, where, that, when, whose Standard English forms for verb inflections e.g. we were instead of we Was. Devices to build cohesion within a paragraph	Space Poetry – Tanka (1 week) Figurative language – similes, metaphors, personification	Formal Letters- Letter to the King about refugees (3 weeks) Recognising vocabulary and structures that are appropriate for formal speech and writing Modal verbs Use of commas to clarify meaning and avoid ambiguity	The Highway Man- Persuasive Speeches (3 Weeks) Modal verbs and adverbs to show degrees of possibility Introducing semi colons	Narrative: Saxon Legend in the style of Morpurgo (2 weeks) Brackets, dashes and commas for parenthesis Expanded noun phrases	Narrative: The Game (3 weeks) 1st person Showcase the range of punctuation taught up to year 5 Show not tell
	Optional Unit: Greek God or Beast Character Description (1 week)				The Kraken- Sonnets (1 week) Creating our own sonnets based on a monster for Beowulf to defeat.	

	Use of commas to clarify meaning and avoid ambiguity Relative clauses beginning with who, which, where, that, when, whose				- poetic devices (figurative language, rhyme, alliteration etc)	
Extended Writing in Wider Curriculum Books	Science Investigation	Explanation Texts- Why do we have Seasons? - Science	Information Text Are all biomes equally fragile – Geography (Big Question)	Diary Entry What would Jesus do? Can people live by the values of Jesus in the 21 st Century? - Religion and World Views Education (Big Question)	Persuasive letter Write to the Saxons to ask them to reconsider their methods of punishment. - CC History	Non-Chronological Report Life cycles of animals (independent research) Cc Science

NB: These units may change due to the needs and interests of the cohort

The grammar noted within each unit will be focused on through both grammar teaching and modelling throughout writing. Throughout each unit a wider range of grammar will be covered within teaching and learning, as part of the writing process e.g. previously taught punctuation and grammar.

All longer units of work adhere to the national curriculum by providing pupils with opportunities to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- 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
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

This is further detailed in the *Hadley Wood Approach to Writing* which can be found on the website.