

Benington Primary School Curriculum Map

Beech Class English Curriculum map Year B

Area of English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HfL units	Narrative – Y3/4	Persuasion - Y4	Take one book – Y4 Various Genres - Story Settings, Description, Magical Poetry	Traditional Tales: Fairy Tales Y3	Playscripts “Stuff and Nonsense” – Y3/4	Poetry Vocabulary Building Y4
Class read/ texts studied	Class Reader – The Iron Man by Ted Hughes The Story of Eric the Viking by Terry Jones	Class Reader - The Day I swapped my dad for two goldfish by Neil Gaiman	Class Reader – Leon & the Place Between by Angela McAllister and Grahame Baker-Smith	Class Reader – The Finger Eater – Dick King Smith	Class Reader – Alice in Wonderland by Lewis Carroll Alice in Wonderland and Through the Looking Glass (plays for young people) by Adrian Mitchell The Adventures of the Dish and the Spoon	Overheard on a Saltmarsh by Harold Monroe A small dragon by Brian Patten
Word Reading	Ongoing: Apply their growing knowledge of root words, prefixes and suffixes (see Spellings) both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound (see Spellings), and where these occur in the word.					
Reading skills	- draw inferences and visualise when reading - use language drawn from reading.	- analyse the effectiveness of a persuasive text - evaluate texts for their appeal for the intended audience - identify the structure of a persuasive texts and use in own writing	- evaluate texts for their appeal on the intended audience - note examples of descriptive language and explains the mood or atmosphere they create - identify the way descriptive language and small details are used to build an impression of an unfamiliar place	- read a text with convincing expressiveness - retrieve information from a text - justify thoughts about a character using evidence from the text - make predictions, referring to the text - understand idioms as a form of figurative language, and what they mean - recall and elaborate upon events in texts	- engage with texts and respond critically - analyse features of a playscript - compare film and text version of a scene - consider the effect of rich language in a poem or play	- understand characters and atmosphere created by descriptive language - discuss words and phrases that capture the reader’s interest and imagination - explain and justify an opinion of a whole text - develop mood and atmosphere using a range of vocabulary - evaluate and edit writing - note examples of descriptive language and explain the mood or atmosphere they create. - justify opinion of particular characters
Throughout: <ul style="list-style-type: none"> • Develop positive attitudes to reading. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and read for a range of purposes • Read a wide range of books from different genres • Identifying themes and conventions in a wide range of books • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						

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Once a month writing	Recount Description	Report Diary	Instructions Narrative	Easter story: Letter Persuasive writing	Description Report	Recount of their year
Writing skills	<ul style="list-style-type: none"> - write a detailed description, using language drawn from reading. - summarise main ideas, providing key details. - explore the effect of using different sentence structures in writing. - use rhetorical questions. - use adverbials in description. - use literary verbs in writing, comparing spoken English and standard English and use the correct verb inflections when writing - express time, place and cause using conjunctions. - discuss and plan own narrative ending. - write a narrative ending, developing the detail across the sequence of events considering setting, character and plot - use a dictionary and / or word mat to spell most words correctly. - use legible, joined handwriting. 	<ul style="list-style-type: none"> - use conjunctions to write persuasive sentences - add detail or write succinctly using various sentence lengths - vary choice of noun and to avoid repetition - plan effectively - use determiners for effect - vary sentence structure - provide critical feedback constructively 	<ul style="list-style-type: none"> - include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor 	<ul style="list-style-type: none"> - plan, or say out loud, what you are going to write about - improve own writing by adding adverbs and conjunctions to aid the reader in forming mental images - use and select forms appropriate to the reader (based on a model text) 	<ul style="list-style-type: none"> - compare how dialogue is presented in narrative and playscript - consider the effect of rich language in a poem or play - plan a scene for a playscript based on a familiar narrative - show characterisation and action through dialogue - evaluate and edit writing 	<ul style="list-style-type: none"> - build vocabulary - summarise the main events of a text sequencing them clearly - develop mood and atmosphere using a range of vocabulary - include descriptive detail, making writing more vivid - imitate poetic structures - include detail to create atmosphere and make writing vivid - include details expressed in ways that engage the reader - use single clause sentences and multi-clause sentences (using co-ordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) - include character descriptions designed to provoke a particular feeling in the reader - evaluate the effectiveness of own and others' writing
Spoken language/drama	<ul style="list-style-type: none"> - rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices - discuss and plan own narrative ending. 	<ul style="list-style-type: none"> - explain or give reasons for views or choices - speak audibly when presenting - demonstrate active listening by commenting or asking for an explanation 	<ul style="list-style-type: none"> - perform stories and poems, identifying appropriate expression, tone, volume and use of voices - explain or give reasons for their views or choices - consider shades of meaning when discussing synonyms 	<ul style="list-style-type: none"> - focuses listening on main source by tuning out of distractions - listens to key information and makes relevant, related comments - explains or gives reasons for their views or choices 	<ul style="list-style-type: none"> - read aloud and perform a playscript showing understanding through intonation, tone, volume and action - turn a poem into a playscript and perform- identifying 	<ul style="list-style-type: none"> - read a poem aloud, showing understanding through performance - explain or give reasons for their views or choices - ask and answer questions using modal verbs and adverbs to

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			<ul style="list-style-type: none"> - build a varied and rich vocabulary with greater independence - link events using a wider range of conjunctions and adverbs 	<ul style="list-style-type: none"> - uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) - when answering, refers back to and rephrases evidence from the context - discusses and clarifies word meanings including homonyms which depend on context - links events using a wider range of conjunctions and adverbs 	<ul style="list-style-type: none"> appropriate expression, tone, volume and use of voices - perform in role as a character in a play, speaking clearly and with expression 	<ul style="list-style-type: none"> indicate degrees of possibility - when answering, refer back to and rephrase evidence from the context - read aloud and perform poems and play scripts showing understanding through intonation, tone, volume and action - make generally relevant comments which add to ideas or suggests alternatives - perform poetry with appropriate expression - use expanded noun phrases
<p>Grammar, punctuation and spelling</p> <p>Use the grammatical terminology accurately and appropriately when discussing children's reading and writing.</p>	<p>Commas in lists & for grammatical boundaries</p> <p>Apostrophes for contractions & possession</p> <p>Pronouns</p> <p>Adverbs to start a sentence</p> <ul style="list-style-type: none"> - use rhetorical questions. - use adverbials in description. - use literary verbs in writing instead of local spoken forms. - express time, place and cause using conjunctions. 	<p>What is a sentence?</p> <p>Capitalisation</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Proper nouns</p> <p>Headings and sub-headings</p> <ul style="list-style-type: none"> - use conjunctions to write persuasive sentences - vary choice of noun and to avoid repetition - use determiners for effect - vary sentence structure 	<p>Adjectives</p> <p>Comparative and superlative adjectives</p> <p>Pronouns</p> <p>Verbs</p> <p>Nouns</p> <p>Revision</p> <ul style="list-style-type: none"> -uses single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately -uses fronted adverbials and commas after fronted adverbials - uses inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas 	<p>Verbs in 1st, 2nd and 3rd person</p> <p>Time and cause conjunctions</p> <p>Simplifying sentences</p> <p>Paragraphs</p> <p>Proper nouns</p> <ul style="list-style-type: none"> - To revise the rule for adding a vowel suffix to a single-syllable word - To write multi-clause sentences using subordinating conjunctions - To improve own writing by adding adverbs and conjunctions to aid the reader in forming mental images 	<p>Synonyms for said</p> <p>Speech with word and adverb</p> <p>Inverted commas to punctuate direct speech</p> <p>Prepositions</p> <p>Use of determiners a or an</p> <p>Revision</p>	<p>Using adjectives</p> <p>Using adverbial phrases</p> <p>Using apostrophes for possession</p> <p>Using apostrophes for contractions</p> <p>Revision</p> <ul style="list-style-type: none"> - use single clause sentences and multi-clause sentences (using co-ordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) - use expanded noun phrases (by modifying adjectives, nouns and preposition phrases)

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<p style="text-align: center;">Spelling From Essential Spelling Year 4</p> <p>Assessed weekly by dictation or spelling test including words and punctuation so far</p>	<p>Week 1 – pronounced “er”, spelt ur / ir / er / ear / or</p> <p>Week 2 - ‘air’, spelt air/are/aire/ear/ere/ar</p> <p>Week 3 – common exception words</p> <p>Week 4 – suffixes -ed &-ing</p> <p>Week 5 – suffixes -y, -er & -est</p> <p>Week 6 – suffixes -ment, -less, -ful & -ness</p>	<p>Week 1 -Review the suffixes -ly and -ally</p> <p>Week 2 -Review –tion and -ation endings</p> <p>Week 3 -Explore -sion and -ssion endings</p> <p>Week 4 -Explore -cian endings</p> <p>Week 5 -Focus on vowel digraphs: words from the Y3/4 statutory word list</p>	<p>Week 1 - Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-</p> <p>Week 2 - Explore more prefixes: sub-, inter-, super-, re-, auto-</p> <p>Week 3 - Focus on multi-syllabic words including prefixes and suffixes: words from the Y34 statutory word list</p> <p>Week 4 - Review the /ɔ:/ sound spelt or, ore, aw and other variations</p> <p>Week 5 - Review the /b/ sound spelt a after w and qu; the /z:/ sound spelt ar after w</p> <p>Week 6 - Review words with the /ei/ sound spelt ei, eigh, ey</p>	<p>Week 1 - Focus on vowels: words from the Y3/4 statutory word list (CEW) noting the unusual correspondence between spelling and sound.</p> <p>Week 2 - Review homophones – spell further homophones.</p> <p>Week 3 - Explore apostrophes for possession</p> <p>Week 4 - Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)</p> <p>Week 5 - Explore the suffix –ous and ious/ eous</p>	<p>Week 1 - Explore suffixes beginning with vowel letters to words of more than one syllable</p> <p>Week 2 - Review the soft g sound /dʒ/ spelt g, ge or dge</p> <p>Week 3 - Explore words ending with the /g/ sound spelt –gue</p> <p>Week 4 - Explore words ending with the /k/ sound spelt –que</p> <p>Week 5 - Explore words with the /ʃ/ sound spelt ch-</p> <p>Week 6 - Explore words with the /k/ sound spelt ch</p>	<p>Week 1 - Explore words with the /s/ sound spelt sc</p> <p>Week 2 - Explore etymology of words</p> <p>Week 3 - Focus on unstressed vowels: words from the Y3/4 statutory word list</p> <p>Week 4 - Focus on silent letters: words from the Y3/4 statutory word list</p>
<p style="text-align: center;">Handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>					

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Beech Class English Curriculum Map Year A

Area of English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HfL units	Traditional Tales – Fables Y3	Take one book – Atlas of Adventures Y3 – various genres	Recount Y3	Explanation Y4	Roman Myths	Non-Chronological Report -Pirate Books Y3 Free Verse – Y3/4
Class read/ texts studied	Class Reader – War and Peas by Michael Foreman Aesop’s Fables by Michael Rosen & Talleen Hacikyan Illustrated Stories from Aesop by Susanna Davidson and Giuliano Ferri Jim – A Cautionary Tale by Mini Grey and Hillaire Belloc	Class Reader – Atlas of Adventures by Lucy Letherland	Class Reader - The True Story of the Three Little Pigs - Jon Scieszka	Class Reader – Until I met Dudley Charlie Small: Gorilla City	Class Reader - Ancient Myths Collection by Geraldine McCaughrean	Non-Fiction Books about Pirates! Class Reader – The Magic Box by Kit Wright
<p style="text-align: center;">Reading Skills</p> <p>Throughout:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and read for a range of purposes • Read a wide range of books from different genres • Identifying themes and conventions in a wide range of books • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - compare different versions of a well-known fable - identify the features of a fable - work out what characters are like from what they say and do - know what characters think about each other from what they say and do - consider how a character might change as a result of an event - summarise main ideas from a text 	<ul style="list-style-type: none"> - identify themes and conventions. - identify main ideas drawn from more than one paragraph and summarise these. - retrieve and record information from non-fiction. - use dictionaries to check the meaning of words that they have read. Discuss their understanding and explain the meaning of words in context. - identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction - check that the text makes sense to them, discussing their understanding - discuss and record ideas - discuss writing similar to that which they are 	<ul style="list-style-type: none"> - identify the sequence of main events - summarise main ideas - read aloud with appropriate intonation and volume - read information passages - identify the features of a newspaper-style report - recognise how related material is grouped 	<ul style="list-style-type: none"> - summarise the main events of a text, and sequence - give specific details to aid the reader’s understanding - add detail to writing to help a reader visualise - evaluate and edit writing 	<ul style="list-style-type: none"> - read with understanding and justify opinions - make inferences about what a character must be like and how they are viewed by others, based on careful reading - draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence - explore the effects of figurative language on the reader 	<ul style="list-style-type: none"> - identify differences in fiction and non-fiction writing - locate information using contents, index, headings, sub-headings, bullet points and page numbers - read aloud with appropriate intonation and volume - identify the features of a non-chronological report - read information passages, and identify the main ideas - summarise comparisons between poems - justify preferences explore the effects created by language choices

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		planning to write in order to understand and learn from its structure, vocabulary and grammar				
Once a month writing	Recount report	Description Christmas letter or diary	Instructional text Narrative from a different perspective	Easter story: A letter Persuasive writing: Advert	Description of a place or a visit Report	Recount of their year
Writing skills	<ul style="list-style-type: none"> - use conjunctions to extend and explain ideas - use prepositions to describe a scene - plan key events in a story following the pattern of a known story - edit and improve writing - apply learnt skills independently 	<ul style="list-style-type: none"> - evaluate the effectiveness of own and others' writing and suggest improvements - compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - propose changes to grammar and vocabulary - use simple organisational devices such as headings and sub-headings and bullet points - organise paragraphs around a theme - proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> - use conjunctions to extend ideas and add detail - plan a newspaper-style report, grouping related material into paragraphs - edit and improve writing 	<ul style="list-style-type: none"> - use conjunctions to add extra information to a sentence and link ideas - ensure ideas are sequenced clearly and can be followed by a reader - paragraph ideas around a theme - edit a text so that it is clearly sequenced and has the right level of detail to enable the reader to follow 	<ul style="list-style-type: none"> - use rich and varied vocabulary for effect on the reader - make writing more vivid using figurative language including both simile and metaphor - spell words that are often misspelt - plan writing by discussing and recording ideas - create settings, characters and plot in narrative - consider how best to present writing, taking account of the reader and the purpose of the piece. 	<ul style="list-style-type: none"> - add detail to writing, moving from general to specific - make clear notes by identifying key words, phrases or sentences in reading, using devices such as bullet points, headings & sub-headings - use the language of comparison and contrast - plan a report, grouping related material into paragraphs - apply learned skills - edit and improve writing <ul style="list-style-type: none"> - use language for effect by making specific vocabulary choices - choose specific words and phrases for effect - edit poems by refining language choices for effect
Spoken language/drama	<ul style="list-style-type: none"> - read aloud with appropriate intonation and volume - focus listening on main source by tuning out of distractions 	<ul style="list-style-type: none"> - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> - read aloud with appropriate intonation and volume - use prepositions to recount an event 	<ul style="list-style-type: none"> - explain a process, ensuring information is clear and in a logical order 	<ul style="list-style-type: none"> - participate, speaking audibly in a range of situations e.g. drama, formal presentations and debates - use appropriate intonation when orally rehearsing a range of 	<ul style="list-style-type: none"> - read aloud with appropriate intonation and volume - present an answer to a question, referring back to and rephrasing evidence from the context

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	<ul style="list-style-type: none"> - listen to key information and makes relevant, related comments - explain or give reasons for their views or choices - use appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) - when answering, refer back to and rephrase evidence from the context - discuss and clarify word meanings including homonyms which depend on context - link events using a wider range of conjunctions and adverbs 				<p>sentences structures (including dialogue)</p>	<ul style="list-style-type: none"> - explain or give reasons for their views or choices - perform poetry with appropriate expression - use expanded noun phrases
Grammar, punctuation and spelling	<p>Revision; nouns, verbs and adjectives Pre-fixing nouns Using adverbs Using adjectives Apostrophes for contractions Revision</p> <ul style="list-style-type: none"> - punctuate direct speech - use conjunctions to extend ideas - correctly punctuate direct speech - use adverbs of time, place and cause 	<p>Revision; nouns, verbs and adjectives Using verbs Apostrophes for possession Apostrophes for omission Apostrophes for plurals girls', boys', mice's, children's Revision</p> <ul style="list-style-type: none"> - use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately - use fronted adverbials and commas after fronted adverbials - use inverted commas and other punctuation to 	<p>Commas in grammatical boundaries Alliteration Who and ing clauses Using conjunctives Using fronted adverbials Revision</p> <ul style="list-style-type: none"> - punctuate direct speech - use conjunctions to extend ideas and add detail - use prepositions to recount detail - use paragraphs to group related materials 	<p>Commas in grammatical boundaries Prepositions Using paragraphs Using paragraphs Using fronted adverbials Revision</p> <ul style="list-style-type: none"> - use conjunctions to add extra information to a sentence and link ideas - paragraph ideas around a theme 	<p>Possessive pronouns Main clauses & subordinate clauses Conjunctions Simple past and present perfect tense Clauses Revision</p> <ul style="list-style-type: none"> - use inverted commas and other punctuation to indicate direct speech - use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - use single clause sentences and multi-clause sentences for effect 	<p>Using adjectives Using adverbial phrases Using apostrophes for possession Using apostrophes for contractions Revision</p> <ul style="list-style-type: none"> - use conjunctions to add reason and cause - use prepositions to describe position - use devices such as bullet points, headings & sub-headings - use expanded noun phrases

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		<p>indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</p> <p>- use simple organisational devices such as headings and sub-headings and bullet points</p>				
<p>Spelling From Essential Spelling Year 3</p> <p>Assessed weekly by dictation or spelling test including words and punctuation so far</p>	<p>Week 1 – Revision of long a</p> <p>Week 2 - Revision of long e</p> <p>Week 3 – Revision of long i</p> <p>Week 4 – Revision of long o</p> <p>Week 5 – Revision of long u</p> <p>Week 6 – Revision of long vowel phonemes oi/oy</p>	<p>Week 1 - Common Exception Words</p> <p>Week 2 - Plurals</p> <p>Week 3 - Adding -ing and -ed</p> <p>Week 4 - Doubling final consonant before ed/ing</p> <p>Week 5 - Adding -er and -est</p> <p>Week 6 -le endings</p>	<p>Week 1 - -el and -il endings</p> <p>Week 2 - -al ending</p> <p>Week 3 - Homophones</p> <p>Week 4 - Consonant suffix -ly</p> <p>Week 5 - Adding -ally to words</p>	<p>Week 1 - Adding -ment/ -ness to words</p> <p>Week 2 - suffixes -ful & -less</p> <p>Week 3 - suffixes -tion & -ation</p> <p>Week 4 - suffixes -sion & -sure</p> <p>Week 5 - prefixes: un-, dis-, mis- & in-</p> <p>Week 6 - prefixes: re- & super-</p>	<p>Week 1 - Words with the grapheme <i>ou</i></p> <p>Week 2 - Adding the suffix <i>-ous</i></p> <p>Week 3 - Revision of high-frequency words</p> <p>Week 4 - Split digraph a-e and digraph ai</p> <p>Week 5 - Words with <i>ei</i>, <i>igh</i> and <i>ey</i></p>	<p>Week 1 - Y elsewhere than at the end of a word</p> <p>Week 2 - Alternative grapheme s, spelt sc</p> <p>Week 3 - words with silent consonants</p> <p>Week 4 - Words with silent letters</p> <p>Week 5 – Revision of Y3/4 Statutory word list</p>
<p>Handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>					