

# 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  |
|---|---|--|---|---|--|---|
| <b>HfL units</b>  | <b>Narrative – Y3/4</b>   | <b>Persuasion - Y4</b>   | <b>Take one book – Y4 Various Genres - Story Settings, Description, Magical Poetry</b>  | <b>Traditional Tales: Fairy Tales Y3</b>  | <b>Playscripts “Stuff and Nonsense” – Y3/4</b>   | <b>Poetry Vocabulary Building Y4</b>  |
| <b>Class read/ texts studied</b>  | Class Reader – The Iron Man by Ted Hughes<br><br>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<br><br>Alice in Wonderland and Through the Looking Glass (plays for young people) by Adrian Mitchell<br><br>The Adventures of the Dish and the Spoon | Overheard on a Saltmarsh by Harold Monroe<br><br>A small dragon by Brian Patten   |
| <b>Word Reading</b>   | 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.<br>Read further exception words, noting the unusual correspondences between spelling and sound (see Spellings), and where these occur in the word. |  |   |   |  |   |
| <b>Reading skills</b>   | - draw inferences and visualise when reading<br>- use language drawn from reading.  | - analyse the effectiveness of a persuasive text<br>- evaluate texts for their appeal for the intended audience<br>- identify the structure of a persuasive texts and use in own writing | - evaluate texts for their appeal on the intended audience<br>- note examples of descriptive language and explains the mood or atmosphere they create<br>- identify the way descriptive language and small details are used to build an impression of an unfamiliar place | - read a text with convincing expressiveness<br>- retrieve information from a text<br>- justify thoughts about a character using evidence from the text<br>- make predictions, referring to the text<br>- understand idioms as a form of figurative language, and what they mean<br>- recall and elaborate upon events in texts | - engage with texts and respond critically<br>- analyse features of a playscript<br>- compare film and text version of a scene<br>- consider the effect of rich language in a poem or play               | - understand characters and atmosphere created by descriptive language<br>- discuss words and phrases that capture the reader’s interest and imagination<br>- explain and justify an opinion of a whole text<br>- develop mood and atmosphere using a range of vocabulary<br>- evaluate and edit writing<br>- note examples of descriptive language and explain the mood or atmosphere they create.<br>- justify opinion of particular characters |
| Throughout:<br><ul style="list-style-type: none"> <li>• Develop positive attitudes to reading.</li> <li>• Listen to and discuss a 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>• Read a wide range of books from different genres</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• 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.</li> </ul> |   |  |   |   |  |   |

## Benington Primary School Curriculum Map

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

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

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| <p style="text-align: center;"><b>Spelling</b><br/><b>From Essential Spelling</b><br/><b>Year 4</b></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 &amp;-ing</p> <p>Week 5 – suffixes -y, -er &amp; -est</p> <p>Week 6 – suffixes -ment, -less, -ful &amp; -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;"><b>Handwriting</b></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> |  |   |   |   |   |

# Benington Primary School Curriculum Map

Beech Class English Curriculum Map Year A

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

## Benington Primary School Curriculum Map

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

## Benington Primary School Curriculum Map

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

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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><b>Spelling From Essential Spelling Year 3</b></p> <p>Assessed weekly by dictation or spelling test including words and punctuation so far</p> | <p>Week 1 – <b>Revision of long a</b></p> <p>Week 2 - <b>Revision of long e</b></p> <p>Week 3 – <b>Revision of long i</b></p> <p>Week 4 – <b>Revision of long o</b></p> <p>Week 5 – <b>Revision of long u</b></p> <p>Week 6 – <b>Revision of long vowel phonemes oi/oy</b></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 &amp; -less</p> <p>Week 3 - suffixes -tion &amp; -ation</p> <p>Week 4 - suffixes -sion &amp; -sure</p> <p>Week 5 - prefixes: un-, dis-, mis- &amp; in-</p> <p>Week 6 - prefixes: re- &amp; 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><b>Handwriting</b></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> |   |  |  |  |  |