

Benington Primary School Curriculum Map Oak Class

Cycle A

Area of English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cornerstones project Earth and Space		Cornerstones project Sow, grow and farm		Cornerstones project Groundbreaking Greeks	
HfL units Other units	Year 5 Our literary heritage Poems on the theme of space free verse	Y5/6 cinquain poetry	Year 5 Explanation text: Explorer's guide	Year 5 Poetry Vocabulary building	Year 5 Recount/ biography Poetry: If by Rudyard Kipling Narrative poetry	Year 6 fiction genres Fiction by a well known author
Class read/ texts studied	Stories from Shakespeare by Leon Garfield: Macbeth King of Shadows - Susan Cooper	Where the poppies now grow Hilary Robinson In Flanders field John McRae Cosmic by Frank Cottrell Boyce	How to be a world explorer: Lonely planet not for parents. Two Weeks with the Queen Maurice Gleitzman	The Piano Aiden Gibbons The poetry of William Blake Skellig by David Almond	Stone Girl bone girl Laurance Anholt The Highwayman poem Who let the Gods out By Maz Evans	A range of fiction to compare (Skellig, Eren,) Greek stories and myths by Anthony Horowitz Kensuke's Kingdom by Michael Morpurgo
Reading Skills	Summarising a text, Description, words changing over time in stories from the past. How the meaning of words may be ambiguous. Comment on author's use of language for effect on the reader. Analyse characters and justify a personal response Comparing poems by theme and language.	Exploring a range of poems and their features including figurative language. Metaphor, simile and personification. The use of alliteration. Retrieval of information from a text and summarising that information orally and in written form.	Effect of language on a reader, Language structures not reflecting spoken language. Formal and informal language. Evaluating a book's qualities How authors engage a reader using hooks, Differentiate between fact and opinion Understand that books are structured in different ways Ask questions about what they read.	Analyse themes in narrative Literal and figurative meaning- idioms Analysing the use of the hyphen to avoid ambiguity.	Effective description, Identify action, description and dialogue in books. Narrative versions of biography, To summarise a text, Reading for research from different sources. To evaluate the usefulness of a text. Make comparisons between books	Identify the features of different genres of fiction, To analyse figurative language in creating a setting, To make inferences about characters using textual evidence, Understand how authors use time e.g flashbacks, How authors use verb choices,
Once a month writing	Recount from a personal experience Non-chronological report	Descriptive writing Christmas narrative	Instructions Narrative: Traditional tale	Easter story: Report Persuasive writing	Letter writing Discussion text	Recount of their year

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<p>Writing skills</p>	<p>To write prophesies, Writing in role, Letters, diaries, discussions, crime reports, film review, extended narrative. soliloquy To identify the audience and purpose of their writing Writing own poems in rhyming couplets and blank verse Description of setting Writing arguments, writing in character Discussion texts considering both sides.</p>		<p>Writing cinquain poetry, experimenting with varied structure and organisation, choose detail and images, To know how language contributes to meaning. Poetry based on abstract nouns</p>	<p>Word order for effect, simile and metaphor, modal verbs, Write explanation texts considering levels of formality Information texts and non- chronological reports To consider the layout of text and devices used to guide the reader. Link paragraphs with cohesive devices.</p>	<p>Writing narrative openings in different ways Writing film reviews and synopsis Balanced arguments Persuasive texts</p>	<p>Biographical writing, autobiographical writing, epitaphs, Writing posters, narrative, letters, diary entries To consider the effect of writing on an audience To plan writing by making notes and evaluating initial ideas.</p>	<p>To use features of different genres, use expanded noun phrases describe characters, use narrative devices to create characters, Use connective phrases for cohesion, build up pace and tension in writing, plan non-linear narratives, use verb form for time shift, use dialogue in narrative, revise and redraft writing. Use examples of known authors to develop own writing.</p>					
<p>Spoken language/ drama</p>	<p>Performance of sections of the play</p>		<p>Use intonation to perform poems</p>	<p>Use a range of devices when performing poems</p>		<p>Perform the Highwayman in drama</p>	<p>End of year production</p>					
<p>Grammar and punctuation</p>	<p>Degrees of possibility using modal verbs and adverbs, Expanded noun phrases, Relative clauses, single and multi- clause sentences, The difference between a phrase and a clause. Prepositions, Apostrophes for omission and direct speech Correct speech punctuation Semi colons in a list Colons to introduce a list and commas to separate single items.</p>		<p>Syllables, expanded noun phrases, Collective nouns, abstract nouns Apostrophes for possession Compound sentences, commas to imbed clauses To use adverbials of time to aid cohesion between paragraphs.</p>	<p>Expanded noun phrases Conjunctions, Commas Pronouns Changing word classes Reordering sentences e.g starting with a preposition or a non finite clause Bullet points To use headings and subheadings</p>	<p>Simple, compound and complex sentences. Main and subordinate clauses Linking clauses with colons and semi colons Use of the hyphen in compound words and to avoid ambiguity</p>	<p>Adverbials of time and place, relative clauses, verb forms and tenses, cohesion between paragraphs, The conditional The subjunctive How to indent paragraphs correctly</p>	<p>Expanded noun phrases, conjunctions for cohesions, different clauses, Swapping between direct and indirect speech, Use of the past perfect To identify and use determiners other than a, an the</p>					
<p>Spelling From HfL Essential spellings scheme</p>	<p>Cious/ tious, ious endings I vowel spelt y Homophones</p>	<p>Synonyms Homophones Ant/ ance/ ancy Ent/ence, ency Hyphenated words</p>	<p>Words with silent letters, modal verbs, words ending ment, adverbs of possibility and frequency, statutory challenge words</p>	<p>Words ending able, words ending ably, word families, prefixes micro or mini</p>	<p>Creating nouns with suffixes: ity, ness, ship, Homophones and near homophones,</p>	<p>Add suffixes to words ending fer, ie/ei and exceptions, word families, challenge words from statutory list</p>	<p>Or sound spelt or and au, change word class with suffixes: ate, ise, ify, en</p>	<p>Cial words after a vowel, tial after a consonant, soft c spelt ce, word families, challenge words from statutory list</p>	<p>ough string, adverbs of time and place, ear spelt ere statutory challenge words</p>	<p>Root words and families, words that are nouns and verbs, long O spelt ou,or, ow, ible/ ibly endings</p>	<p>Unstressed vowels, prefixes: de, re, over, change word class with suffixes: ful, ive, al</p>	<p>Synonyms and antonyms,</p>
<p>Handwriting</p>	<p style="text-align: center;">Refining a fully cursive style of handwriting and moving from using a pencil to a pen whilst maintaining a high quality of presentation.</p>											

Benington Primary School Curriculum Map Oak Class
Cycle B

Area of English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cornerstones project MAAFA		Cornerstones project Frozen Kingdoms		Cornerstones project Britain at War	
HfL units Other units	Year 5 and 6 Visual literacy Year 5 Love that book: The promise	Year 5 mystery and suspense unit	Year 5 poetry unit: The listeners Year 6 detailed narrative unit	Year 6- discussion texts Year 6 Love that book	Year 5 love that book Year 6 Narrative unit: Cogheart	Year 6 Reports Year 5/6 unit persuasion
Class read/ texts studied	Painting the Lion Hunt by Peter Paul Reubens The promise by Nicola Baker Freedom by Katherine Johnson	The watertower Gary Crews Window by Jennie Baker Tuesday by David Weisner The boy in the tower by Polly Ho Yen and	The listeners poem Blackberry blue: Fairy tales by Jamilla Gavin Wolf Wilder by Katherine Rundell	In search of safety: Teaching resource by Unicef Hermelin by Mini Grey	Tales from outer suburbia Shaun Tan The Arrival Shaun Tan The boy at the back of the class by Onjali Q Rauf Cogheart by Peter Bunzi	Arthur Spiderwick's field guide to the fantastical world around you Tony Ditterlizzi Goodnight Mr Tom by Michelle Magorian
Reading skills	To retrieve detail from a text or a picture Draw inferences using examples, to analyse cohesion, To engage with and respond to a text justifying opinions with evidence. Understand the devices that authors use to portray character. To identify an author's use of figurative language including metaphor, simile and personification. To recognise themes in narrative	Identify how authors create suspense, deepen understanding by revisiting a text, Recognise features of suspense writing, Express opinion of technique, Make inferences, use plot cues and dialogue to inform, Recognise how verb forms affect the reader, Inference and deduction to analyse a text.	Analyse the features of information texts, Identify metaphor simile and personification Identify rhythm and rhyme when reading poetry Compare and contrast poems Analyse character motivation in narrative To understand themes in fairy tales. To form conclusions based on evidence in a text To infer by empathising with characters	Summarise texts, justify inferences, compare texts, Explain how authors manipulate the reader's responses, balanced viewpoints. Retrieval of textual information, justify person opinions, use inference, analyse author's use of language, discuss word meanings,	Identify how a point of view is portrayed, To understand how imagery and dialogue create a sense of place, Make predictions based on evidence, Analyse how information is grouped together in sections Analyse language used for effect. Analyse unusual vocabulary choices	Retrieve information from several places in the text, Identify authorial voice, Identify different sentence structures To draw inference from a text To analyse how authors use language to persuade.
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

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<p>Writing skills</p>	<p>Choose vocabulary precisely to explain. Use language to convey atmosphere, Edit own writing, Precis a text, use cohesive devices. Incorporate description and characterisation into a narrative, to develop cohesion across paragraphs. Write poems that evoke atmosphere Writing an extended narrative. Use alliteration, simile, metaphor, personification, Write poetry based on abstract nouns</p>	<p>To write dialogue that gives clues to character's feelings, dialogue that moves the plot along, To use possibility for speculation, To create tension through word choice, vary sentences, write an effective cliffhanger. Newspaper reports Balanced arguments with an introduction and a suitable conclusion</p>	<p>Writing a balanced argument, Formal and informal letter writing, Writing information texts To write free verse To write in role as a character To develop character point of view and character voice. To write a monologue Blend action , description and dialogue To explore different endings to stories</p>	<p>Summarise texts, use synonyms, write an autobiographical piece, Write balanced arguments, write diary entries, write discussion texts. Express ideas revealing character through dialogue, Evaluate and edit own writing , show control of vocabulary, sentence length and structure, Experiment with Narrative structures Write diaries</p>	<p>To evaluate language choices in expressing a point of view, Use descriptive devices to create atmosphere, To imitate authorial style, Use peer feedback to edit writing, Maintain balance between dialogue and action, develop characters, extend a story using cohesion, Write monologues, Write in role as a character Write stories with flashbacks</p>	<p>Select appropriate vocabulary to convey mood and atmosphere Use varied sentence structures To write persuasive posters and letters To provide reasoned arguments for and against. To understand and write biased accounts. To write from different perspectives. To Write formally and to know the difference between formal and informal writing. To write in role.</p>
<p>Spoken language/drama</p>	<p>Develop opinions through discussion. To justify a point of view Speaking in role</p>	<p>To justify opinions through discussion, to justify inferences with reference to a text.</p>	<p>Read poetry with suitable expression and a sense of performance</p>	<p>Discuss word meanings, orally practise sentence construction, justify a point of view. Hotseating Contribute to discussion</p>	<p>To take part in discussion</p>	<p>Perform own poems, Perform radio broadcast,</p>
<p>Grammar and punctuation</p>	<p>Modal verbs, Extended sentences using coordinating conjunctions. Powerful verbs and adverbs, Commas to separate clauses in sentences, including imbedding subordinate clauses. The subjunctive, Word classes: nouns (all 4 types) adjectives, adverbs, prepositions, prepositional phrases, Changing word classes Apostrophes for omission and possession. Determiners including determiners other than a,an,the</p>	<p>Noun phrases and pronouns, The language of possibility using adverbials The active and passive voice Verb forms in different tenses. Direct and reported speech Imperative verb forms To start sentences with fronted adverbials and to use a comma to separate . Elipses</p>	<p>Coordinating conjunctions. Subordinating conjunctions. Main clauses. Subordinate clauses. The passive voice including when the agent is hidden. To use commas and hyphens to avoid ambiguity</p>	<p>Modal verbs, relative clauses, Use a full range of punctuation to demarcate sentences Conjunctions and prepositional phrases, Using the verb to be in different forms of the progressive Syllables, prefixes, suffixes, roots, long vowel phonemes.</p>	<p>Prepositions and prepositional phrases, Expanded noun phrases, adverbials, To use brackets, dashes, commas for parenthesis. Modal verbs, Relative clauses Non finite clauses The perfect tense The progressive tense</p>	<p>Using synonyms precisely, adverbials and prepositional phrases, subordinate clauses, The passive voice, Cohesive devices across paragraphs, Use hyphens accurately both to make new words and to avoid ambiguity.</p>

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<p style="text-align: center;">Spelling From the HfL Essential Spelling scheme</p>	<p>Cious/ tious endings I vowel spelt y Homophones</p>	<p>Synonyms Homophones Ant/ ance/ ancy Ent/ence, ency Hyphenated words</p>	<p>Words with silent letters, modal verbs, words ending ment, adverbs of possibility and frequency, statutory challenge words</p>	<p>Words ending able, words ending ably, word families, prefixes micro or mini</p>	<p>Creating nouns with suffixes: ity, ness, ship, Homophones and near homophones,</p>	<p>Add suffixes to words ending fer, ie/ei and exceptions, word families, challenge words from statutory list</p>	<p>Or sound spelt or and au, change word class with suffixes: ate, ise, ify, en</p>	<p>Cial words after a vowel, tial after a consonant, soft c spelt ce, word families, challenge words from statutory list</p>	<p>ough string, adverbs of time and place, ear spelt ere statutory challenge words</p>	<p>Root words and families, words that are nouns and verbs, long O spelt ou, or, ow, ible/ ibly endings</p>	<p>Unstressed vowels, prefixes: de, re, over, change word class with suffixes: ful, ive, al</p>	<p>Synonyms and antonyms,</p>
<p>Handwriting</p>	<p style="text-align: center;">Refining a fully cursive style of handwriting and moving from using a pencil to a pen.</p>											