

Benington Primary School Curriculum Map
Willow Class (KS1) English Curriculum map 2023-2024

| Area of English | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|---|---|
| HFL units Hamilton units | <p>Year 1 - Narrative: Stories with Predictable Phrasing</p> <p>Fiction - Stories in familiar settings</p> <p>Year 1 and 2 Recounts</p> | <p>Year 2 – Narrative, diary entry,</p> <p>Non-fiction - Labels, lists, signs & posters</p> | <p>Year 1 – Poetry, Vocabulary Building</p> <p>Year 2 - Various Genre</p> <p>Instructions and Lists</p> | <p>Year 2 – Narrative</p> <p>Y1 Contemporary fiction</p> <p>Fiction – Traditional Tales</p> <p>Consolidation and class intervention for reading and writing</p> | <p>Year 2 – Explanation</p> <p>Year 2 – Narrative</p> <p>Nonfiction – letters and books</p> | <p>Year 1 – non-chronological report</p> <p>Year 1 – Poetry</p> <p>Information Texts – Owls</p> |
| Class read/ texts studied | <p>Farmer Duck by Martin Waddell</p> <p>Oscar Got the Blame by Tony Ross</p> <p>Not Now Bernard by David McKee</p> <p>Voices in the Park by Anthony Browne</p> <p>Where's My Teddy? by Jez Alborough</p> <p>Dogger by Shirley Hughes</p> | <p>Julian is a Mermaid by Jessica Love</p> <p>I Love Whales and Dolphins, and I love Sharks, both are first facts and pictures by Steve Parker</p> | <p>One Silver Speck by Laura Purdie Salas</p> <p>The town mouse and country mouse - versions by various authors</p> <p>15 things NOT to do with a Puppy by Margaret McAllister, illustrated by Holly Sterling</p> <p>Shh! We Have a Plan by Chris Haughton</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> | <p>Last Stop on Market Street by Matt de La Pena and illustrated by Christian Robinson</p> <p>The Last Noo-Noo by Jill Murphy</p> <p>The True Story of the Three Little Pigs by E. Trivizas</p> <p>The Three Little Wolves & the Big Bad Pig by Scieszka</p> | <p>Monsters: an owner's guide by Jonathan Emmett & Mark Oliver</p> <p>How to catch a star by Oliver Jeffers</p> <p>It's a Book by Lane Smith</p> | <p>Bats by Megan Cullis</p> <p>Purple Is.... – free verse poem</p> <p>Online colour thesauruses</p> <p>Picture books about colour could be shared</p> <p>Owl Babies by Martin Waddell</p> <p>Owls (Usborne Beginners) by Emily Bone</p> <p>Dusk until Dawn by Martin Bradley</p> |
| Reading Skills | <p>-To read in a way that sounds good to listen to and helps us to understand the story</p> <p>-To understand what we mean by 'sentence'</p> <p>-recognising and joining in with predictable phrases</p> | <ul style="list-style-type: none"> • Develop pleasure in reading by discussing the sequence of events in books and how items of information are related • Develop pleasure in reading by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and vocabulary provided by the teacher | <ul style="list-style-type: none"> - Apply phonic skills and knowledge to read words • Develop pleasure in reading by discussing the sequence of events in books and how items of information are related - Read words containing common suffixes | <ul style="list-style-type: none"> - Apply phonic skills and knowledge to read words -Blend the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes -Develop fluency and confidence through re-reading | <ul style="list-style-type: none"> -To know what fluent reading sounds like -To develop proofreading skills -Read with appropriate intonation and fluency -Read most words quickly and accurately without overt sounding and blending. -Note any unusual correspondences | <ul style="list-style-type: none"> -uses phonic knowledge and skills to decode words, including words with more than one syllable and words with contractions (understand that the apostrophe represents the omitted letter(s)) -re-reads to build fluency and confidence -reads age-appropriate texts fluently, pauses appropriately, reading |

Benington Primary School Curriculum Map

| | | | | | | |
|---|---|--|---|---|---|--|
| | | | | <ul style="list-style-type: none"> -Identify and read known words that have suffixes - Use story language to retell a known story, including using words with suffixes. | between spelling and sound | <p>in phrases, and using punctuation with around 90% accuracy</p> <p>look at the structure of non-fiction in Usborne First Reading - Owls</p> |
| Phonics | <p>Use Little Wandle to consolidate phonic phases 2-3 and learn phases 4-5</p> <p>Apply phonic knowledge to decode words</p> <p>Use the correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> | | | | | |
| Reading comprehension | <ul style="list-style-type: none"> -To predict how a problem in a story will be fixed -To know the things that go into a good story -To participate in role playing performance | <ul style="list-style-type: none"> • Understand books by drawing on what they already know or on background information | <ul style="list-style-type: none"> -To read and respond to free verse poetry -To understand that books can be used to find things out | <ul style="list-style-type: none"> -To discuss words and phrases that capture the reader's interest and imagination. Discussing favourite words and phrases - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Retrieve and order key information - Chn learn the story of The Three Little Pigs by heart and explore alternative versions - The Three Little Wolves and the Big Bad Pig and The True Story of the Three Little Pigs. | <ul style="list-style-type: none"> -To retrieve information from a text -To explore how images add additional information for the reader -Discuss and Identify the sequence of events in books -Use evidence from the text -Make statements about characters on the basis of what is said and done | <ul style="list-style-type: none"> -identifies the meaning of vocabulary in context -begins to understand how written language can be structured differently according to genre e.g. in order to present facts in non-fiction -recites poetry by heart, appreciating these and reciting with appropriate intonation -identifies the meaning of vocabulary in context -discusses the significance of the title -retrieves key information from a text -identifies the beginning, middle and end of stories and pattern in poetry |
| <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> | | | | | | |

Benington Primary School Curriculum Map

| | | | | | | |
|-----------------------------|--|--|--|---|---|--|
| | <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Link what they read or hear to their own experiences</p> <p>Understand both the books they can read independently and those they listen to</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Checking the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discuss the significance of the title of a book</p> <p>Make inferences and predict endings</p> <p>Explain clearly their understanding of what is read to them and participate in discussions about books.</p> | | | | | |
| Once a month writing | Recount Description | Report Diary | Instructional Text Narrative | Letter | Persuasive Writing Description | Report Recount |
| Writing skills | <ul style="list-style-type: none"> -To write about what happened in just a few words -To know how to show the difference between one thing or person and a few of them -To create some bossy instructions -To write a set of sentences that tell what happened -To begin to check and change own writing <p>children will develop the concept of writing sentences for different purposes: statements, questions and exclamations. They will learn how to include speech within narrative writing and create their own version of a well-known story, performing it to their peers.</p> <ul style="list-style-type: none"> -To sequence events in writing. | <ul style="list-style-type: none"> • Write for different purposes • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence <p>Children use labels, lists, signs and posters to write about sea creatures and The Lonely Sea Monster. They write about their own imaginary creatures and undersea worlds. Grammar is capital letters for proper nouns, punctuation of sentences, conjunctions and contractions.</p> | <ul style="list-style-type: none"> -To identify words and phrases to describe -To select suitable words and phrases to describe -To perform a poem -To check and improve writing -Chn write instructions about how to catch a creature of their choice. | <ul style="list-style-type: none"> -To choose appropriate words and phrases to describe. -To re-tell familiar stories with events in sequence. -To use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions. -To write narratives about personal experiences and those of others (real and fictional), making careful vocabulary choices. -Write in sentences - Write a series of sentences, choosing words that will describe the non-non snatcher and/or explain how it works -Write in sentences, describing a process | <ul style="list-style-type: none"> -writes simple information texts incorporating labelled pictures and diagrams -Write own narratives with a sequence of events -Include story language and patterns • Use complete sentences grouped together to tell different parts of the story • Choose appropriate words to describe • Begin to vary sentence openings | <ul style="list-style-type: none"> -sequences sentences to form simple non-fiction text types -makes some choices of appropriate vocabulary -re-reads what they've written to check sense and attempts to edit for sense -makes some choices of appropriate vocabulary -orally rehearses, plans and develops own imaginative ideas, e.g. magical wishes -re-reads what they've written to check sense and attempts to edit for sense |

Benington Primary School Curriculum Map

| | | | | | | |
|--|--|---|--|---|---|--|
| | <ul style="list-style-type: none"> - To describe and summarise characters. - To sequence sentences to form a short narrative recount. - To evaluate effectiveness of own writing and monitor for accuracy. - To understand how to edit and improve own work. | | | <ul style="list-style-type: none"> - Write in sentences, using some words to describe <p>Children write their own version of a traditional tale, learning about conjunctions and punctuation.</p> | | |
| Spoken language/drama | <ul style="list-style-type: none"> - To be able to describe characters. - To plan some ideas for writing. - To identify key events in a story. - To understand how events build on each other to create a story. | <ul style="list-style-type: none"> -listen and respond appropriately to adults and their peers. -ask relevant questions to extend their understanding and knowledge | <ul style="list-style-type: none"> -To generate vocabulary from picture stimulus -To perform a poem -To plan or say out loud what you are going to write about | <ul style="list-style-type: none"> - Use spoken language to develop understanding. - Use story language to retell a known story - Listen and respond appropriately to their peers | <ul style="list-style-type: none"> -recalls and conveys simple information clearly -orally rehearses planning and writing -experiments with a variety of levels of formality when talking with different people -answers justified using evidence from the context -Explore characters' feelings and situations in stories, using role play and oral rehearsal | <ul style="list-style-type: none"> -recites poetry by heart, appreciating these and reciting with appropriate intonation -orally rehearses in preparation for writing -reading aloud accurately and reading is audible for the listener -raises and answers questions linked to topics of interest/study or to personal experience -discusses what they have written with the teacher or other pupils |
| Grammar, punctuation and spelling | <ul style="list-style-type: none"> -To begin to understand what a verb is -Understand how to combine words to make a sentence -To use the progressive form of verbs. Past and present tense. -To understand what we mean by 'sentence' - Write, leaving spaces between words. | <ul style="list-style-type: none"> • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - to understand what a verb is -Use adverbs to modify verbs. | <ul style="list-style-type: none"> -To use command sentences -To use apostrophe for contraction -To use and spell suffixes '-ness', '-ment' and '-ly' correctly -To use conjunctions to join ideas -To choose verbs carefully -To consolidate learning of apostrophe for contraction | <ul style="list-style-type: none"> -To use expanded noun phrases to describe and specify. -To form adjectives using suffixes -ful, -less. -To expand sentences using the co-ordinating conjunctions or, and, but and the subordinating conjunctions if, that, because. | <ul style="list-style-type: none"> -To extend sentences using conjunctions -To identify conjunctions used to explain -To know which conjunctions are most useful for explaining -To use adjectives to create noun phrases -To create nouns by adding suffixes '-ment' & '-ness' | <ul style="list-style-type: none"> -punctuates multi-clause sentences, which use the coordinating conjunction 'and', some of the time -uses suffixes and plurals (as listed in the programme of study) -punctuates most single-clause sentences with a capital letter and full stop -writes a series of sentences, leaving |

Benington Primary School Curriculum Map

| | | | | | | |
|--|--|---|--|--|---|---|
| | <ul style="list-style-type: none"> -use and to link words and clauses - Y1 Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. - Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks - Learn how to use sentences with different forms: statement, question, exclamation, command. - Co-ordination: use conjunctions (and, or, but) to join simple sentences -To relate to a text and share common experiences. -To identify, describe and discuss characters and feelings. | <ul style="list-style-type: none"> - Use capital letters for Proper names - Demarcate sentences using capital letters, full stops, exclamation and question marks. - Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks - Use commas in lists - Use apostrophes for contractions | <ul style="list-style-type: none"> - Use capital letters for Proper names - Demarcate sentences using capital letters, full stops, exclamation and question marks. - Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks - Use commas in lists - Use apostrophes for contractions and possessive singular. - Write sentences with different forms: statement, question, exclamation, command. | <ul style="list-style-type: none"> -Use questions as a sentence type -Use noun phrases to describe - Write, leaving spaces between words -Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. - Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. -Use adjectives to construct expanded noun phrases to describe/specify. -Co-ordination: use conjunctions (and, or, but) to join simple sentences. -Use conjunctions (when, if, that, because, ...) to join subordinate clauses. | <ul style="list-style-type: none"> -use adjectives ending in '-er' & '-est' -apostrophe to mark singular possession -expanded noun phrases -exclamation marks for demarcation -apostrophes for possession -commas for lists -To revise 'command' sentences -re-reads to check that their writing makes sense, and that tenses are consistent -Use single and multi-clause sentences -Punctuate sentences using full stops, capital letters, exclamation marks, question marks -Join words, phrases and sentences using 'and'. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. -Learn how to use new punctuation correctly (including question marks, commas for lists). -know whether a sentence is a statement, question, exclamation or command. -Use sentences with different forms: | <p>spaces between words and using punctuation</p> <ul style="list-style-type: none"> -punctuates sentences using question marks or exclamation marks some of the time - Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - Learn the grammar for Year 1. - Use sentences with different forms: statement, question, exclamation, command. - Learn the grammar for Year 2. |
|--|--|---|--|--|---|---|

Benington Primary School Curriculum Map

| | | | | | | |
|-----------------|--|--|---|---|--|------------------------|
| | | | | | statement, question, exclamation, command. -Expand noun phrases to describe and specify. | |
| Spelling | <p>Review Y1 common exception words</p> <p>Review single-syllable words ending with consonant digraphs</p> <p>Review the /t/ sound spelt tch at the end of words or syllables</p> <p>Review adding -ing with no change to the root word</p> <p>Review adding -ed with no change to the root word</p> <p>Review adding -ed and -ing with no change to the root word</p> <p>Review the /dʒ/ sound spelt j or g</p> <p>Teach the /dʒ/ sound spelt -dge at the end of words or syllables</p> <p>Teach the /dʒ/ sound spelt -ge at the end of words or syllables</p> <p>Review of plurals adding -s or -es with no changes to the root word</p> <p>Teach the /s/ sound spelt c before e, i and y</p> <p>Teach Y2 common exception words</p> <p>Review the /e/ sound spelt ai or ay</p> <p>Review the /ei/ sound spelt a-e</p> <p>Review the sound /ei/ spelt a</p> <p>Review adding -ed or -ing to words containing al or ay</p> <p>Review the /:/ sound spelt ee or ea</p> <p>Review the /:/ sound spelt y</p> <p>Review adding the suffix -y where there is no change to the root word</p> <p>Review the /i:/ sound spelt e-e or ie</p> | <p>Review the /ai/ sound spelt igh or i</p> <p>Review the /ai/ sound spelt i-e</p> <p>Review the /ai/ sound spelt ie and teach the /ai/ sound spelt y</p> <p>Teach adding -ing to words with i-e: removing the e before adding -ing</p> <p>Review the /au/ sound spelt ow or ou</p> <p>Review the // sound spelt oy or oi</p> <p>Review the /əʊ/ sound spelt oa or o-e</p> <p>Review the /ac/ sound spelt ow or de</p> <p>Review the /au/ sound spelt o</p> <p>Review the /u/ sound spelt oo or u-e</p> <p>Review the /u:/ sound spelt ew or ue</p> <p>Teach homophones</p> <p>Review the /ɜ:/ sound spelt ir or ur</p> <p>Review /ɜ/ sound spelt er, ir or ur</p> <p>Review the unstressed sound /ə/ spelt er and or</p> <p>Review adding the suffix -er with no change to the root word</p> <p>Teach -le following adjacent consonants</p> <p>Teach -le at the end of words containing a long vowel or short vowel sound</p> | <p>Teach Y2 common exception words</p> <p>Teach the // sound spelt o</p> <p>Review the /v/ sound spelt ve at the end of words</p> <p>Review the /:/ sound spelt or/ore</p> <p>Review the /:/ sound spelt aw or au</p> <p>Teach the sound /:/ spelt a before I and II</p> <p>Review the /a:/ sound spelt ar</p> <p>Review the /ca/ sound spelt are</p> <p>Review the /ca/ sound spelt air or ear</p> <p>Review the /a/ sound spelt ear</p> <p>Review the /ɛ/ sound spelt ea</p> <p>Teach homophones</p> <p>Review adding the suffix -est with no change to the root word</p> <p>Teach irregular plurals</p> <p>Teach plurals of words ending in y</p> <p>Review compound words</p> <p>Review adding the prefix un-</p> | <p>Teach adding -ed to words ending in e</p> <p>Teach adding -ing to words ending in e</p> <p>Teach adding -er and -est to words ending in e</p> <p>Teach adding -y to words ending in e</p> <p>Teach adding -ed to words ending in y</p> <p>Teach adding -er or -est to words ending in y</p> <p>Teach adding the suffix -ly with no change to the root word</p> <p>Teach adding the suffix -ly to words ending in y</p> <p>Teach adding the prefix un to words with suffixes</p> <p>Review the /k/ sound spelt k</p> <p>Review the /w/ sound spelt wh at the beginning of words</p> <p>Review the /f/ sound spelt ph at the beginning of words</p> <p>Teach the /n/ sound spelt kn or gn at the beginning of words</p> <p>Teach the /r/ sound spelt wr at the beginning of words</p> <p>Buffer week</p> | <p>Review Y1 and Y2 common exception words</p> <p>Teach the past tense of irregular verbs</p> <p>Teach apostrophes for contraction</p> <p>Teach adding -ing to words and doubling the final consonant</p> <p>Teach adding -ed to words and doubling the final consonant</p> <p>Teach adding -er and -est to words and doubling the final consonant</p> <p>Teach adding the suffix -ful</p> <p>Teach adding the suffix -less</p> <p>Teach adding the suffixes -ment and -ness</p> <p>Teach the /ɔ/ sound spelt a after w and q</p> <p>Teach the /ɜ/ sound spelt or after w</p> <p>Teach the /:/ sound spelt ar after w</p> <p>Teach words ending in en and -tion</p> <p>Teach words ending in /ɜ/ spelt s</p> <p>Review creating plurals of words</p> <p>Review apostrophes for contraction</p> <p>Teach the apostrophe for possession</p> <p>Review compound words</p> <p>Review commonly misspelt words</p> <p>Review suffixes</p> <p>Children's choice</p> | Review and consolidate |

Benington Primary School Curriculum Map

| | | | | | | |
|--------------------|---|--|--|--|--|--|
| | | Teach -el at the end of words Teach-al at the end of words Teach-il at the end of words Buffer week | | | | |
| Handwriting | <p style="text-align: center;">Y1 Refining a fully pre-cursive style of handwriting using a pencil by: Sitting correctly, holding a pencil with the correct grip, orientate letters correctly, form capitals, lower case letters and digits correctly, practise letters in similar formation groups. Use spacing between words that reflects the size of the letters. Y2: refine consistency in letter size, begin to join letters using the exit stroke of the previous letter, understand that capitals do not join. Use spacing with more control.</p> | | | | | |

| Area of English | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|---|--|
| HfL units Hamilton units | Year 1 Lists, Labels and Captions Year 2 - Traditional tales Fiction - Stories in familiar settings | Year 2 Poetry Y1 Letters Fiction - Stories involving fantasy | Y1 Various Genres Fiction - Stories in familiar settings Fiction - Traditional Tales from different cultures | Year 2 Poetry Vocabulary building Y2 Non-Chronological Report Consolidation and class intervention for reading and writing | Year 1 and 2 - non-fiction, instructions Fiction - fairy stories Nonfiction - letters | Y1 Narrative Poems on a theme: The sea |
| Class read/ texts studied | Plenty of love to go round by Emma Chichester Clark Rapunzel by Bethan Woolvin Rapunzel - Ladybird Well-loved Tales | The Puffin Book of Fantastic First Poems selected by June Crebbin Off by Heart selected by Roger Stevens The Kingfisher Book of Comic Verse selected by Roger McGough | Here Comes Mr Postmouse - Marianne Dubuc The Whales' Song by Dylan Sheldon and Gary Blythe The Dragon Machine by Helen Ward | Blue balloons and Rabbit Ears by Hilda Offen • What? Where? Why? Questions and Answers about Nature by Kingfisher/Macmillan Publishers • DK Find out! Sharks by Sarah Fowler | 'How to Wash a Woolly Mammoth', by Michelle Robinson Hansel and Gretel by Anthony Browne Hansel and Gretel - Hamilton Group Readers | Little Red And The Very Hungry Lion by Alex T Smith published by Scholastic Where the forest meets the sea by Jeannie Baker |

Benington Primary School Curriculum Map

| | | | | | | |
|------------------------------|--|---|--|--|---|---|
| | <p><i>The Tiger who comes to tea by Judith Kerr</i> <i>Dogger by Shirley Hughes</i> <i>Whatever next by Jill Murphy</i></p> | <p><i>Please Mrs. Butler by Alan Ahlberg</i> <i>Dancing in the Rain by John Lyons</i></p> <p><i>The Jolly Christmas Postman, Janet & Allan Ahlberg, Puffin Books</i></p> <p><i>O! Get off my Train! and The Magic Bed all by John Burningham plus other books by same author</i></p> | | <p><i>DK Eyewitness Shark by Miranda MacQuitty</i></p> | <p><i>Dear Zoo by Rod Campbell</i> <i>Dear Greenpeace by Simon James</i></p> | <p><i>Poems by Celia Warren (provided in resources)</i></p> |
| <p>Reading skills</p> | <p>-To recognise and join in with patterns in texts</p> <p>-To use expression to distinguish between storyteller and character</p> | <p>-To read a range of poetry and discuss likes and dislikes</p> <p>-To read clearly and with understanding</p> <p>-To read with fluency</p> <p>- Decode using known GPCS</p> <p>-Blend sounds in unfamiliar words containing GPCs that have been taught</p> <p>-Read fluently</p> | <p>• Uses phonic knowledge and skills to decode words, including words with more than one syllable and words with contractions (automatic decoding should become embedded)</p> <p>-Read words of two or more syllables containing the graphemes learned so far</p> <p>• Re-reads to build fluency and confidence</p> | <p>To read clearly and with understanding, using different parts of the text to help</p> <p>-Read aloud books closely matched to their improving phonic knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation</p> | <p>-To understand purpose of instructions</p> <p>-To listen to, read and understand purpose of instructions</p> <p>-To follow and evaluate instructions</p> | <p>- recognise elements that have been encountered in other texts e.g. talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship</p> <p>-re-read to find specific information recalling main events/ideas from a text</p> <p>-re-tell/imitate familiar stories</p> <p>-use ideas from reading in a narrative</p> <p>-read aloud their writing clearly enough to be heard by their peers and the teacher</p> |
| <p>Phonics</p> | <p>Use Little Wandle to consolidate phonic phases 2-3 and learn phases 4-5</p> <p>Apply phonic knowledge to decode words</p> <p>Use the correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> | | | | | |

Benington Primary School Curriculum Map

| | | | | | | |
|--|--|---|--|---|---|---|
| <p style="text-align: center;">Reading comprehension</p> | <p>Read other words of more than one syllable that contain taught GPCs</p> | | | | | |
| | <p>-To predict events and endings</p> <p>-To recognise good and bad characters in fairy tales</p> <p>-To make comparisons between two texts</p> <p>-To make inferences based on stories heard and the illustrations that accompany them</p> <p>-To show character through speech</p> | <p>- develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems</p> <p>To develop vocabulary; to understand the meaning of a poem discussing word meanings, linking new meanings to those already known</p> | <ul style="list-style-type: none"> • identifies the beginning, middle and end of stories and pattern in poetry • comments on things that interest them • identifies the meaning of vocabulary in context • Discusses word meanings | <p>-To listen to, discuss and express views about a wide range of contemporary and classic poetry, [stories and non-fiction at a level beyond that at which they can read independently]</p> <p>To predict what a non-fiction book might be about</p> <p>To know how to make questions that link to statements</p> <p>To gather notes and sort out information from a report text</p> <p>To identify parts of report texts</p> <p>To know how words can be used for factual detail rather than to show fictional feelings</p> | <p>-being introduced to non-fiction books that are structured in different ways</p> <p>-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions</p> | <p>-use the language of texts read as models for their own writing</p> <p>-make predictions about how a character might behave</p> <p>-predict what might happen on the basis of what has been read so far</p> <p>-recognise different thoughts/feelings of main characters within a text</p> |
| <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Link what they read or hear to their own experiences</p> <p>Understand both the books they can read independently and those they listen to</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Checking the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discuss the significance of the title of a book</p> <p>Make inferences and predict endings</p> <p>Explain clearly their understanding of what is read to them and participate in discussions about books.</p> | | | | | | |
| <p style="text-align: center;">Once a month writing</p> | <p>Recount Persuasive Genre</p> | <p>Letter Narrative</p> | <p>Instructional Text Narrative</p> | <p>Report Description</p> | <p>Letter Discussion</p> | <p>Recount</p> |
| <p style="text-align: center;">Writing skills</p> | <p>-To connect what they read or hear to their own experiences</p> <p>-To convey info and</p> | <p>-To write a poem</p> <p>-To practise letter formations and improve own handwriting</p> | <ul style="list-style-type: none"> • Makes some choices of appropriate vocabulary | <p>-To consider what they are going to write before beginning by:</p> | <p>-To consider language and features of good instructions</p> | <p>-write single clause sentences</p> <p>-sequence sentences to form short</p> |

Benington Primary School Curriculum Map

| | | | | | | |
|-------------------------------------|--|--|---|--|---|---|
| | <p>ideas in simple non-narrative forms such as simple lists</p> <p>-To assemble information on a subject in own experience e.g. pets</p> <p>-To recount events from a known story</p> <p>-To proof read work to check for accuracy and Sense</p> | <p>-Use previous learning to write a letter</p> <p>- form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>- Correct formation of capital letters</p> <p>- plan and write a fantasy story based on The Magic Bed.</p> | <ul style="list-style-type: none"> • uses time words to aid sequencing e.g. first, next, then • uses simple features correctly e.g. greeting in a letter, numbers in a list... • sequences sentences to form short narratives and simple non-fiction text types • makes some choices of appropriate vocabulary • re-reads what they've written to check sense and attempts to edit for sense | <p>planning or saying out loud what they are going to write about</p> <p>-To make suitable adventurous language choices and phrases to describe</p> <p>-To perform and publish the poems</p> <p>To choose important information when writing notes</p> <p>To understand how to set out information in a report so that it is easy to read</p> <p>To make more notes to use when writing own report page</p> <p>To understand how to make notes into sentences for own report</p> <p>To begin writing a report from own notes</p> <p>To turn notes into detailed sentences</p> <p>To understand how to edit what the writing contains to make it even better</p> <p>To publish a class non-chronological report and talk about how useful it might be to a reader</p> <p>To explain what a certain topic word means</p> | <p>-To turn notes into a complete piece of writing</p> <p>-To plan a sequence of ordered commands</p> <p>To evaluate and edit own writing</p> <p>-To develop fluent and legible handwriting</p> | <p>narratives</p> <p>-include some story language and patterns following models</p> <p>- re-read what they Have written to check for sense</p> |
| <p>Spoken language/drama</p> | <p>-sometimes expresses a view/opinion.</p> <p>-demonstrates active listening by the detail provided when responding to and answering questions.</p> | <p>- speak audibly and fluently with an increasing command of Standard English</p> <p>To read poems with fluency and perform them</p> <p>-To speak clearly and loudly</p> | <ul style="list-style-type: none"> • Uses single clause and multi-clause sentences • participate in discussions, presentations, performances, role play, improvisations and debates | <p>-To generate and build vocabulary</p> <p>-To consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> | <p>-To use sequencing language to order events</p> <p>- To participate in role playing performance</p> | <p>-act out stories and portray characters and their motives</p> <p>-identify with, and explore characters through role play</p> <p>-ask questions to find out specific information including</p> |

Benington Primary School Curriculum Map

| | | | | | | |
|---|---|---|---|--|---|--|
| | <p>-To retell a known story using some of their own words</p> <p>-uses verb tenses/forms increasingly accurately for spoken standard English</p> <p>-retells a range of stories using some of their own words</p> <p>-speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud</p> <p>- answers justified using evidence from the context</p> <p>- uses comparative language to describe changes, patterns and relationships</p> | | <p>Role plays to explore characters and the language they use</p> <ul style="list-style-type: none"> • Discusses word meanings | <p>- To perform and publish the poems</p> <p>To make up own questions for finding out about things</p> <p>To explore making simple statements that compare two things</p> <p>To practise saying sentences out loud and punctuating them correctly when writing</p> | | <p>'How?' and 'Why?'</p> <p>-identify with, and explore characters through role play</p> <p>- discuss the sequence of events in texts</p> <p>-share their own views about what has been read to them</p> <p>-discuss what they Have written with the Teacher or other pupils</p> |
| <p>Grammar, punctuation and spelling</p> | <p>-To use expanded noun phrases to describe a setting</p> <p>-To use conjunctions to extend sentences</p> <p>-To convert present tense verbs into the past tense</p> <p>-To explore irregular verbs</p> <p>-Write, leaving spaces between words</p> <p>-Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>-Learn how to use punctuation correctly, incl. capital letters, full</p> | <p>-To choose adjectives to add detail to phrases</p> <p>-To learn to spell words containing the /dʒ/ sound -spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, huge, gem, giant, energy)</p> <p>-To compose a list using commas to separate each item</p> <p>-To record questions using capital letters and question marks</p> <p>-Write a sentence with correct demarcation</p> | <ul style="list-style-type: none"> • Writes a series of sentences, leaving spaces between words and using some punctuation • Uses suffixes and plurals (as listed in the Y1 programme of study) • spells the days of the week • uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • punctuates multi-clause sentences, which use the coordinating conjunction 'and', some of the time • punctuates most single-clause sentences with a capital letter and full stop • punctuates sentences using question marks or | <p>To record questions in writing</p> <p>To choose adjectives to create expanded noun phrases</p> <p>To understand how to write longer sentences using conjunctions</p> <p>To spot the types of words that make a good non-chronological report</p> <ul style="list-style-type: none"> - Present tense, 3rd person - Subordinating conjunctions - Expanded noun phrases | <p>-To use the command form of verbs</p> <ul style="list-style-type: none"> . Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. -Join words and join clauses using 'and' -Use a capital letter for names, days of the week, etc. -Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks -Use present and past tenses correctly and consistently. | <p>-use 'because' to provide reasoning</p> <p>-join two clauses in a sentence using the co-ordinating conjunction 'and'</p> <p>-begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>-include some story language and patterns following models</p> <p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> |

Benington Primary School Curriculum Map

| | | | | | | |
|-----------------|--|--|---|--|---|---|
| | <p>stops, question or exclamation marks</p> <ul style="list-style-type: none"> -Learn how to use sentences with different forms: statement, question, exclamation, command. -Co-ordination: use conjunctions (and, or, but) to join simple sentences | <ul style="list-style-type: none"> -Apply phonic knowledge to writing, using resources to check -Use different sentence types (question and statement) - Use adjectives and ing verbs appropriately -Write, leaving spaces between words -Use capital letters for the names of people, places, days of the week, etc.. -Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks -Learn how to use sentences with different forms: statement, question, exclamation, command. | <p>exclamation marks some of the time</p> <ul style="list-style-type: none"> • writes a series of sentences, leaving spaces between words and using some punctuation -Write, leaving spaces between words -Form lowercase letters correctly. -Begin to punctuate sentences correctly, using capital letters at the start and full stops at the end. -Use adjectives to modify nouns; create expanded noun phrases. -Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks -Begin to use capital letters from proper names -Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. -Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks -Co-ordination: use conjunctions (and, or, but) to join simple sentences -Subordination: use a variety of conjunctions to create subordinate clauses. | | <p>3. Use apostrophes for contracted forms</p> <ul style="list-style-type: none"> -Use the grammar for Y2 in Appendix A -Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end. -Leave spaces between words -Use a capital letter for names, days and for 'I' -Use 'and' to join words and clauses -Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks -Learn how to use sentences with different forms: statement, question, exclamation, command. -Use subordination and co-ordination, writing sentences with more than one clause -Use some features of standard written English <p>5. Use commas for lists</p> | <ul style="list-style-type: none"> -Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end. -Use capital letters for the names of people, places, days of the week, etc. -Leave spaces between words -Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns -Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks |
| Spelling | <p>Review Y1 common exception words</p> <p>Review single-syllable words ending with consonant digraphs</p> | <p>Review the /ai/ sound spelt igh or i</p> <p>Review the /ai/ sound spelt i-e</p> | <p>Teach Y2 common exception words</p> <p>Teach the // sound spelt o</p> | <p>Teach adding -ed to words ending in e</p> <p>Teach adding -ing to words ending in e</p> | <p>Review Y1 and Y2 common exception words</p> <p>Teach the past tense of irregular verbs</p> | <p>Review and consolidate</p> |

Benington Primary School Curriculum Map

| | | | | | | |
|--|---|---|--|--|--|--|
| | <p>Review the /t/ sound spelt tch at the end of words or syllables Review adding -ing with no change to the root word Review adding -ed with no change to the root word Review adding -ed and -ing with no change to the root word Review the /dʒ/ sound spelt j or g Teach the /dʒ/ sound spelt -dge at the end of words or syllables Teach the /dʒ/ sound spelt -ge at the end of words or syllables Review of plurals adding -s or -es with no changes to the root word Teach the /s/ sound spelt c before e, i and y Teach Y2 common exception words Review the /e/ sound spelt ai or ay Review the /ei/ sound spelt a-e Review the sound /ei/ spelt a Review adding -ed or -ing to words containing al or ay Review the /:/ sound spelt ee or ea Review the /:/ sound spelt y Review adding the suffix -y where there is no change to the root word Review the /i:/ sound spelt e-e or ie</p> | <p>Review the /ai/ sound spelt ie and teach the /ai/ sound spelt y Teach adding -ing to words with i-e: removing the e before adding -ing Review the /au/ sound spelt ow or ou Review the // sound spelt oy or oi Review the /əʊ/ sound spelt oa or o-e Review the /ac/ sound spelt ow or de Review the /au/ sound spelt o Review the /u/ sound spelt oo or u-e Review the /u:/ sound spelt ew or ue Teach homophones Review the /ɜ:/ sound spelt ir or ur Review /ɜ/ sound spelt er, ir or ur Review the unstressed sound /ə/ spelt er and or Review adding the suffix -er with no change to the root word Teach -le following adjacent consonants Teach -le at the end of words containing a long vowel or short vowel sound Teach -el at the end of words Teach -al at the end of words Teach -il at the end of words Buffer week</p> | <p>Review the /v/ sound spelt ve at the end of words Review the /:/ sound spelt or/ore Review the /:/ sound spelt aw or au Teach the sound /:/ spelt a before I and II Review the /a:/ sound spelt ar Review the /ca/ sound spelt are Review the /ca/ sound spelt air or ear Review the /a/ sound spelt ear Review the /ɛ/ sound spelt ea Teach homophones Review adding the suffix -est with no change to the root word Teach irregular plurals Teach plurals of words ending in y Review compound words Review adding the prefix un-</p> | <p>Teach adding -er and -est to words ending in e Teach adding -y to words ending in e Teach adding -ed to words ending in y Teach adding -er or -est to words ending in y Teach adding the suffix -ly with no change to the root word Teach adding the suffix -ly to words ending in y Teach adding the prefix un to words with suffixes Review the /k/ sound spelt k Review the /w/ sound spelt wh at the beginning of words Review the /f/ sound spelt ph at the beginning of words Teach the /n/ sound spelt kn or gn at the beginning of words Teach the /r/ sound spelt wr at the beginning of words. Buffer week</p> | <p>Teach apostrophes for contraction Teach adding -ing to words and doubling the final consonant Teach adding -ed to words and doubling the final consonant Teach adding -er and -est to words and doubling the final consonant Teach adding the suffix -ful Teach adding the suffix -less Teach adding the suffixes -ment and -ness Teach the /ɔ/ sound spelt a after w and q Teach the /ɜ/ sound spelt or after w Teach the /:/ sound spelt ar after w Teach words ending in en and -tion Teach words ending in /ɜ/ spelt s Review creating plurals of words Review apostrophes for contraction Teach the apostrophe for possession Review compound words Review commonly misspelt words Review suffixes Children's choice</p> | |
|--|---|---|--|--|--|--|

Benington Primary School Curriculum Map

Handwriting

Y1 Refining a fully pre-cursive style of handwriting using a pencil by:

Sitting correctly, holding a pencil with the correct grip, orientate letters correctly, form capitals, lower case letters and digits correctly, practise letters in similar formation groups.

Y2: refine consistency in letter size, begin to join letters using the exit stroke of the previous letter, understand that capitals do not join. Use spacing with more control.