

# Course planners

## Book 1A – P2

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 1	Review from Early Level	<p><b>Textbook:</b> Ch 0, pp. 8–12</p> <p><b>Teaching Guide:</b> Ch 0, pp. 7–9</p> <p><b>Assessment Pack:</b> Ch 0, pp. 11–12</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Makes an attempt to spell familiar words correctly.</li> <li>Forms most lowercase letters legibly and some uppercase letters and uses knowledge of sounds, letters and patterns to read words.</li> </ul>	
	Reading	<p><b>Textbook:</b> Ch 1, pp. 13–16; Ch 2, pp. 29–31; Ch 3, pp. 42–46</p> <p><b>Teaching Guide:</b> Ch 1, pp. 11–12; Ch 2, pp. 24–25; Ch 3, pp. 35–36</p> <p><b>Practice Pack:</b> Ch 1, p. 6; Ch 2, p. 12; Ch 3, p. 16</p> <p><b>Assessment Pack:</b> Ch 1, pp. 13–14; 21–22; 29–30</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Answers literal questions about texts and identifies the main ideas.</li> <li>Answers literal, inferential and evaluative questions.</li> <li>Distinguishes between fact and opinion.</li> <li>Identifies and finds key information in non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</li> <li>Offers own ideas about characters, writer's use of language, structure and/or setting.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 1, pp. 16–19; Ch 2, pp. 32–33; Ch 3, pp. 46–47; 50–52</p> <p><b>Teaching Guide:</b> Ch 1, pp. 15–16</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Capital letters, start of sentence and personal pronoun</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 1		<p>Ch 2, pp. 26–27; Ch 3, pp. 37–38; 40</p> <p><b>Practice Pack:</b> Ch 1, p. 10; Ch 2, pp. 14–15; Ch 3, p. 20</p> <p><b>Assessment Pack:</b> Ch 2, pp. 41–43</p>	<ul style="list-style-type: none"> <li>• ‘And’ as conjunction</li> <li>• Joining words: and, so and but</li> <li>• Sentences making sense</li> <li>• Joining words: because, if and when</li> <li>• Sentences with joining words.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter and a full stop.</li> </ul>	
	Phonics and spelling	<p><b>Textbook:</b> Ch 1, pp. 19–23; Ch 2, pp. 33–35; Ch 3, pp. 48–52</p> <p><b>Teaching Guide:</b> Ch 1, pp. 17–18; Ch 2, pp. 28–29; Ch 3, pp. 39–40</p> <p><b>Practice Pack:</b> Ch 1, p. 11; Ch 2, p. 15; Ch 3, p. 21</p> <p><b>Assessment Pack:</b> Ch 2, pp. 36–40</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sounds: ff, ll, ss, zz and ck</li> <li>• Vowel digraphs: ai, ie and oa</li> <li>• Vowel digraphs: ee, or, short oo, long OO and oi</li> <li>• Using rhyming words.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Decodes unknown words by locating and pronouncing familiar letter patterns and blends with a focus on phonemes.</li> <li>• Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 1			<ul style="list-style-type: none"> <li>Decodes unknown words by locating and pronouncing familiar letter patterns and blends, with a focus on alternative pronunciations for graphemes and split digraphs.</li> </ul>	
	Listening and talking	<p><b>Textbook:</b> Ch 1, pp. 23–24; Ch 2, pp. 35–37; Ch 3, pp. 52–53</p> <p><b>Teaching Guide:</b> Ch 1, pp. 19–20; Ch 2, pp. 30–31; Ch 3, pp. 41–42</p> <p><b>Practice Pack:</b> Ch 1, p. 9; Ch 2, p. 14; Ch 3, p. 19</p> <p><b>Assessment Pack:</b> Ch 3, pp. 61–63; 70–72; 78–80</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>With support, answers an increasing range of questions to demonstrate understanding of what has been heard.</li> <li>Answers literal questions about texts and identifies the main ideas of texts.</li> <li>Applies a few techniques (verbal and non-verbal) when engaging with others.</li> <li>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</li> <li>Communicates clearly and audibly.</li> <li>Recognises some techniques used to engage or influence the listener; for example: vocabulary, emphasis, tone and/or rhetorical questions.</li> <li>Answers literal, inferential questions and questions about the language used.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 1			<ul style="list-style-type: none"> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Answers literal and inferential questions about key information in non-fiction.</li> </ul>	
	Writing	<p><b>Textbook:</b> Ch 1, pp. 25–27; Ch 2, pp. 38–40; Ch 3, pp. 53–56</p> <p><b>Teaching Guide:</b> Ch 1, pp. 21–22; Ch 2, pp. 32–33; Ch 3, pp. 43–44</p> <p><b>Practice Pack:</b> Ch 1, pp. 7–8; Ch 2, pp. 13–14; Ch 3, pp. 17–18</p> <p><b>Assessment Pack:</b> Ch 4, pp. 87–90; 98–99</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Writing a letter</li> <li>• Persuasive writing</li> <li>• Writing a report</li> <li>• Designing a poster</li> <li>• Writing a story ending using a structure</li> <li>• Prediction: what happens next.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Creates own texts; for example, stories, poems and plays, with recognisable features of genre.</li> <li>• Creates texts with evidence of structure.</li> <li>• Creates interesting characters through their feelings and actions and physical description.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 2	Reading	<p><b>Textbook:</b> Ch 4, pp. 58–62; Ch 5, pp. 80–83; Ch 6, pp. 99–101</p> <p><b>Teaching Guide:</b> Ch 4, pp. 47–48; Ch 5, pp. 59–60; Ch 6, pp. 70–71</p> <p><b>Practice Pack:</b> Ch 4, p. 22; Ch 5, pp. 27–28; Ch 6, pp. 33–34</p> <p><b>Assessment Pack:</b> Ch 1, pp. 16–18; 24–26; 32–33</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers questions on the writer’s use of language.</li> <li>• Answers literal, inferential and evaluative questions.</li> <li>• Distinguishes between fact and opinion.</li> <li>• Identifies and finds key information in non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</li> <li>• Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 4, pp. 63–68; Ch 5, pp. 83–88; Ch 6, pp. 102–105</p> <p><b>Teaching Guide:</b> Ch 4, pp. 49–52; Ch 5, pp. 61–63; Ch 6, pp. 72–74</p> <p><b>Practice Pack:</b> Ch 4, p. 25; Ch 5, pp. 31–32; Ch 6, p. 38</p> <p><b>Assessment Pack:</b> Ch 2, pp. 50–53</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops and question marks</li> <li>• Proper nouns</li> <li>• Different types of sentences: statement, command, exclamation and question</li> <li>• Nouns</li> <li>• Singular and plural nouns</li> <li>• Editing and proofreading</li> <li>• Questions and question marks</li> <li>• Verbs.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter and full stop, question mark or exclamation mark.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 2	Phonics and spelling	<p><b>Textbook:</b> Ch 4, pp. 69–72; Ch 5, pp. 88–91; Ch 6, pp. 106–107</p> <p><b>Teaching Guide:</b> Ch 4, pp. 53–54; Ch 5, pp. 64–65; Ch 6, pp. 75–76</p> <p><b>Practice Pack:</b> Ch 4, p. 26; Ch 5, p. 32; Ch 6, p. 39</p> <p><b>Assessment Pack:</b> Ch 2, pp. 45–49</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Multisyllabic words</li> <li>• Spelling tricky words</li> <li>• Alternate spellings for the long a sound: a, ai, ay and a_e</li> <li>• Split digraphs</li> <li>• Spelling age-appropriate words</li> <li>• Dictation.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> <li>• Decodes unknown words by locating and pronouncing familiar letter patterns and blends, with a focus on alternative pronunciations for graphemes and split digraphs</li> </ul>	
	Listening and talking	<p><b>Textbook:</b> Ch 4, pp. 72–74; Ch 5, pp. 91–92; Ch 6, pp. 108–109</p> <p><b>Teaching Guide:</b> Ch 4, p. 55; Ch 5, p. 66; Ch 6, p. 77</p> <p><b>Practice Pack:</b> Ch 4, p. 24; Ch 5, p. 31; Ch 6, p. 37</p> <p><b>Assessment Pack:</b> Ch 3, pp. 65–67; 74–75; 82–84</p>	<ul style="list-style-type: none"> <li>• With support, answers an increasing range of questions to demonstrate understanding of what has been heard.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 2			<ul style="list-style-type: none"> <li>• Answers literal questions about texts and identifies the main ideas of texts.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</li> <li>• Communicates clearly and audibly.</li> <li>• Recognises some techniques used to engage or influence the listener; for example: vocabulary, emphasis, tone and/or rhetorical questions.</li> <li>• Answers literal, inferential questions and questions about the language used.</li> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Answers literal and inferential questions about key information in non-fiction.</li> </ul>	
	Writing	<p><b>Textbook:</b> Ch 4, pp. 75–77; Ch 5, pp. 93–96; Ch 6, pp. 110–112</p> <p><b>Teaching Guide:</b> Ch 4, pp. 56–57; Ch 5, pp. 67–68; Ch 6, pp. 78–79</p> <p><b>Practice Pack:</b> Ch 4, pp. 23–24; Ch 5, pp. 29–30; Ch 6, pp. 35–37</p> <p><b>Assessment Pack:</b> Ch 4, pp. 96; 101–102</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Writing menus</li> <li>• Writing instructions</li> <li>• Writing a class poem</li> <li>• Sharing ideas</li> <li>• Using a structured mind map</li> <li>• Looking at rhyme.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 3	Reading	<p><b>Textbook:</b> Ch 7, pp. 114–118; Ch 8, pp. 132–136; Ch 9, pp. 150–152</p> <p><b>Teaching Guide:</b> Ch 7, pp. 81–82; Ch 8, pp. 92–93; Ch 9, pp. 101–102</p> <p><b>Practice Pack:</b> Ch 7, p. 40; Ch 8, pp. 45–46; Ch 9, pp. 51–52</p> <p><b>Assessment Pack:</b> Ch 1, pp. 19–21; 27–29; 34–36</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions about texts.</li> <li>• Identifies the main ideas of texts.</li> <li>• Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> <li>• Identifies and finds key information in non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 7, pp. 119–122; Ch 8, pp. 136–138; Ch 9, pp. 153–156</p> <p><b>Teaching Guide:</b> Ch 7, pp. 83–84; Ch 8, p. 94; Ch 9, pp. 103–104</p> <p><b>Practice Pack:</b> Ch 7, pp. 43–44; Ch 8, pp. 49–50; Ch 9, pp. 55–56</p> <p><b>Assessment Pack:</b> Ch 2, pp. 60–61</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, question marks and exclamation marks</li> <li>• Different types of sentences</li> <li>• Past tense</li> <li>• Regular and irregular verbs</li> <li>• Adjectives</li> <li>• Proofreading and editing skills.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 3	Phonics and spelling	<p><b>Textbook:</b> Ch 7, pp. 123–124; Ch 8, pp. 139–141; Ch 9, pp. 156–157</p> <p><b>Teaching Guide:</b> Ch 7, pp. 85–86; Ch 8, p. 95; Ch 9, pp. 105–106</p> <p><b>Practice Pack:</b> Ch 7, p. 44; Ch 8, p. 50; Ch 9, p. 56</p> <p><b>Assessment Pack:</b> Ch 2, pp. 54–59</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Locating words in a dictionary</li> <li>• Alphabetical order</li> <li>• Dictionary definitions</li> <li>• Alternate spelling for the long o sound: o, oa, oe, ou, ow and o-e</li> <li>• Dictionary skills</li> <li>• Compound words.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</li> <li>• Reads an increasing number of common/ high-frequency words, key reading words, core topic words and words of personal significance.</li> </ul>	
	Listening and talking	<p><b>Textbook:</b> Ch 7, pp. 125–126; Ch 8, pp. 142–143; Ch 9, pp. 158–159</p> <p><b>Teaching Guide:</b> Ch 7, pp. 87–88; Ch 8, pp. 96–97; Ch 9, pp. 107–108</p> <p><b>Practice Pack:</b> Ch 7, p. 43; Ch 8, p. 49; Ch 9, p. 55</p> <p><b>Assessment Pack:</b> Ch 3, pp. 68–70; 76–78; 85–87</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• With support, answers an increasing range of questions to demonstrate understanding of what has been heard.</li> <li>• Answers literal questions about texts and identifies the main ideas of texts.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Skills and benchmarks	Comments
Term 3			<ul style="list-style-type: none"> <li>• Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</li> <li>• Communicates clearly and audibly.</li> <li>• Recognises some techniques used to engage or influence the listener; for example: vocabulary, emphasis, tone and/or rhetorical questions.</li> <li>• Answers literal, inferential questions and questions about the language used.</li> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Answers literal and inferential questions about key information in non-fiction.</li> </ul>	
	Writing	<p><b>Textbook:</b> Ch 7, pp. 127–130; Ch 8, pp. 144–146; Ch 9, pp. 160–163</p> <p><b>Teaching Guide:</b> Ch 7, pp. 89–90; Ch 8, pp. 98–99; Ch 9, pp. 109–110</p> <p><b>Practice Pack:</b> Ch 7, pp. 41–42; Ch 8, pp. 47–48; Ch 9, pp. 52–54</p> <p><b>Assessment Pack:</b> Ch 4, p. 97</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Writing a newspaper report</li> <li>• Different viewpoints</li> <li>• Writing a diary entry</li> <li>• Writing a profile description.</li> </ul>	

# Book 1B – P3

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1	Review from P2	<p><b>Textbook:</b> Ch 0, pp. 8–12</p> <p><b>Teaching Guide:</b> Ch 0, pp. 7–8</p> <p><b>Assessment Pack:</b> Ch 0, pp. 13–14</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>Links sentences using common conjunctions; for example, and, because, but, or, so.</li> </ul>	
	Reading	<p><b>Textbook:</b> Ch 1, pp. 13–17; Ch 2, pp. 31–34; Ch 3, pp. 48–50</p> <p><b>Teaching Guide:</b> Ch 1, pp. 10–11; Ch 2, pp. 23–24; Ch 3, pp. 33–35</p> <p><b>Practice Pack:</b> Ch 1, pp. 6–7; Ch 2, pp. 13–14; Ch 3, pp. 19–20</p> <p><b>Assessment Pack:</b> Ch 1, pp. 15–17; 23–25; 32–34</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Answers questions on the writer’s use of language, structure and/or setting.</li> <li>Responds to literal, inferential and evaluative questions.</li> <li>Identifies main ideas and makes predictions.</li> <li>Makes appropriate suggestions about the purpose of a text.</li> <li>Identifies and finds key information in fiction and non-fiction texts using contents page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1	Grammar and punctuation	<p><b>Textbook:</b> Ch 1, pp. 18–21; Ch 2, pp. 35–36; Ch 3, pp. 45–52; 51–52</p> <p><b>Teaching Guide:</b> Ch 1, pp. 14–17; Ch 2, pp. 25–26; Ch 3, pp. 36–37</p> <p><b>Practice Pack:</b> Ch 1, pp. 8–9; Ch 2, pp. 14–15; Ch 3, pp. 21–22</p> <p><b>Assessment Pack:</b> Ch 2, pp. 41–42; 48–51</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Adding suffixes to verbs: -ing, -ed</li> <li>• Past and present tense</li> <li>• Sentences</li> <li>• Conjunction ‘and’</li> <li>• Capitals for proper nouns</li> <li>• Adverbs</li> <li>• Command verbs (imperative verbs)</li> <li>• Statements</li> <li>• Punctuation review</li> <li>• Using different types of sentences and punctuation marks</li> <li>• Noun phrases</li> <li>• Commas separating adjectives in noun phrases.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1			<ul style="list-style-type: none"> <li>Recognises and uses different types of sentences – questions, statements, commands and exclamations.</li> </ul>	
	Phonics and spelling	<p><b>Textbook:</b> Ch 1, pp. 22–23; Ch 2, pp. 37–38; Ch 3, pp. 52–56</p> <p><b>Teaching Guide:</b> Ch 1, pp. 18–19; Ch 2, pp. 29–30; Ch 3, pp. 40–41</p> <p><b>Practice Pack:</b> Ch 1, p. 9; Ch 2, p. 15; Ch 3, p. 22</p> <p><b>Assessment Pack:</b> Ch 2, p. 58</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Prefix: -un</li> <li>Common exception words</li> <li>Making comparisons using -er and -est and more and most.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Spells most commonly used words correctly.</li> </ul>	
	Listening and talking	<p><b>Textbook:</b> Ch 1, pp. 23–25; Ch 2, pp. 39–41; Ch 3, pp. 56–58</p> <p><b>Teaching Guide:</b> Ch 1, pp. 20–21; Ch 2, pp. 31–32; Ch 3, pp. 42–43</p> <p><b>Practice Pack:</b> Ch 1, p. 10; Ch 2, p. 16; Ch 3, p. 23</p> <p><b>Assessment Pack:</b> Ch 3, pp. 61–63; 70–72; 79–81</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Answers literal, inferential and evaluative questions about texts.</li> <li>Asks and responds to different types of questions to show understanding of the main ideas and purpose of spoken texts.</li> <li>Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>Applies a few techniques (verbal and non-verbal) when engaging with others; for example, vocabulary, eye contact, expression and/or body language.</li> <li>Communicates clearly and audibly.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1	Writing	<p><b>Textbook:</b> Ch 1, pp. 26–28; Ch 2, pp. 41–45; Ch 3, pp. 58–62</p> <p><b>Teaching Guide:</b> Ch 1, pp. 20–21; Ch 2, pp. 30–31; Ch 3, pp. 42–43</p> <p><b>Practice Pack:</b> Ch 1, pp. 11–12; Ch 2, pp. 17–18; Ch 3, pp. 23–25</p> <p><b>Assessment Pack:</b> Ch 4, pp. 89; 93; 97–99</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describing</li> <li>• Making predictions</li> <li>• Creating characters</li> <li>• Giving instructions</li> <li>• Writing a persuasive text</li> <li>• Writing free verse</li> <li>• Writing explanations</li> <li>• Editing and proofreading.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> <li>• Spells most vocabulary used across the curriculum correctly.</li> <li>• Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1			<ul style="list-style-type: none"> <li>• Checks writing to ensure it makes sense.</li> <li>• When writing to describe and share experiences, writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li> <li>• When writing imaginatively and creatively, creates own texts; for example, stories, poems and plays, with recognisable features of genre; creates texts with evidence of structure; creates interesting characters through their feelings and actions and physical description.</li> <li>• When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: selects, organises and conveys information in different ways; uses vocabulary and language for specific purposes; shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2	Reading	<p><b>Textbook:</b> Ch 4, pp. 64–66; Ch 5, pp. 82–86; Ch 6, pp. 99–102</p> <p><b>Teaching Guide:</b> Ch 4, pp. 46–47; Ch 5, pp. 57–58; Ch 6, pp. 67–68</p> <p><b>Practice Pack:</b> Ch 4, pp. 26–28; Ch 5, pp. 36–39; Ch 6, p. 44</p> <p><b>Assessment Pack:</b> Ch 1, pp. 18–19; 26–28; 35–37</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers questions on the writer’s use of language, structure and/or setting.</li> <li>• Responds to literal, inferential and evaluative questions.</li> <li>• Identifies main ideas and makes predictions.</li> <li>• Makes appropriate suggestions about the purpose of a text.</li> <li>• Identifies and finds key information in fiction and non-fiction texts using contents page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 4, pp. 67–70; Ch 5, pp. 86–89; Ch 6, pp. 103–105</p> <p><b>Teaching Guide:</b> Ch 4, pp. 48–49; Ch 5, pp. 59–60; Ch 6, pp. 69–70</p> <p><b>Practice Pack:</b> Ch 4, pp. 29–30; Ch 5, pp. 40–41; Ch 6, pp. 45–46</p> <p><b>Assessment Pack:</b> Ch 2, pp. 43–45; 52–53</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Using ‘because’</li> <li>• Present and past tense</li> <li>• Proofreading and editing</li> <li>• Commas in a list</li> <li>• Four types of sentences</li> <li>• Proper nouns</li> <li>• Questions</li> <li>• Prepositions</li> <li>• Word class review.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2			<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>Starts sentences in a variety of ways to engage the reader.</li> <li>Recognises and uses different types of sentences – questions, statements, commands and exclamations.</li> </ul>	
	Phonics and spelling	<p><b>Textbook:</b> Ch 4, pp. 71–73; Ch 5, pp. 89–90; Ch 6, pp. 106–107</p> <p><b>Teaching Guide:</b> Ch 4, pp. 50–51; Ch 5, p. 61; Ch 6, p. 71</p> <p><b>Practice Pack:</b> Ch 4, p. 31; Ch 5, p. 41; Ch 6, p. 47</p> <p><b>Assessment Pack:</b> Ch 2, pp. 54–56</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-ness and -ment</li> <li>Spelling common exception words</li> <li>Plurals ending in -s, -es and -ies</li> <li>Suffixes: -il, -el and -al</li> <li>Suffix: -ly.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Spells most commonly used words correctly.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2	Listening and talking	<p><b>Textbook:</b> Ch 4, pp. 74–75; Ch 5, pp. 91–92; Ch 6, pp. 108–109</p> <p><b>Teaching Guide:</b> Ch 4, pp. 52–53; Ch 5, pp. 62–63; Ch 6, pp. 72–73</p> <p><b>Practice Pack:</b> Ch 4, p. 32; Ch 5, p. 42; Ch 6, p. 49</p> <p><b>Assessment Pack:</b> Ch 3, pp. 64–66; 73–75; 82–84</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions about texts.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas and purpose of spoken texts.</li> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others; for example, vocabulary, eye contact, expression and/or body language.</li> <li>• Communicates clearly and audibly.</li> </ul>	
	Writing	<p><b>Textbook:</b> Ch 4, pp. 75–80; Ch 5, pp. 92–96; Ch 6, pp. 109–112</p> <p><b>Teaching Guide:</b> Ch 4, pp. 54–55; Ch 5, pp. 64–65; Ch 6, pp. 74–75</p> <p><b>Practice Pack:</b> Ch 4, pp. 33–35; Ch 5, p. 43; Ch 6, pp. 48–49</p> <p><b>Assessment Pack:</b> Ch 4, pp. 90; 94; 100</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Writing in the style of Beatrix Potter (entertain) and writing about an animal</li> <li>• Writing a report (life cycle)</li> <li>• Writing a script for a story and sequencing the story</li> <li>• Writing informative text</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2			<ul style="list-style-type: none"> <li>• Writing an entertaining text (comic strip; Beatrix Potter story)</li> <li>• Writing a persuasive text (speech)</li> <li>• Writing a recount (diary)</li> <li>• Writing descriptions</li> <li>• Writing instructions and explanations.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> <li>• Spells most vocabulary used across the curriculum correctly.</li> <li>• Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• When writing to describe and share experiences, writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3			<ul style="list-style-type: none"> <li>When writing imaginatively and creatively, creates own texts; for example, stories, poems and plays, with recognisable features of genre; creates texts with evidence of structure; creates interesting characters through their feelings and actions and physical description.</li> <li>When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: selects, organises and conveys information in different ways; uses vocabulary and language for specific purposes; shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul>	
	Reading	<p><b>Textbook:</b> Ch 7, pp. 115–119; Ch 8, pp. 133–137; Ch 9, pp. 149–153</p> <p><b>Teaching Guide:</b> Ch 7, pp. 77–78; Ch 8, pp. 87–88; Ch 9, pp. 97–98</p> <p><b>Practice Pack:</b> Ch 7, pp. 50–52; Ch 8, p. 59; Ch 9, pp. 66–67</p> <p><b>Assessment Pack:</b> Ch 1, pp. 20–22; 29–31; 38–40</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Answers questions on the writer’s use of language, structure and/or setting.</li> <li>Responds to literal, inferential and evaluative questions.</li> <li>Identifies main ideas and makes predictions.</li> <li>Makes appropriate suggestions about the purpose of a text.</li> <li>Identifies and finds key information in fiction and non-fiction texts using contents page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3	Grammar and punctuation	<p><b>Textbook:</b> Ch 7, pp. 120–122; Ch 8, pp. 137–141; Ch 9, pp. 153–155</p> <p><b>Teaching Guide:</b> Ch 7, pp. 79–80; Ch 8, pp. 89–90; Ch 9, p. 99</p> <p><b>Practice Pack:</b> Ch 7, pp. 53–54; Ch 8, pp. 60–61; Ch 9, pp. 68–69</p> <p><b>Assessment Pack:</b> Ch 2, pp. 46–47; 50–51</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Subordinate clauses</li> <li>• Editing and proofreading</li> <li>• Apostrophe for contraction</li> <li>• Time adverbials</li> <li>• Subordinate clauses</li> <li>• Using headings</li> <li>• Word class review</li> <li>• Using articles a, an and the.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3	Phonics and spelling	<p><b>Textbook:</b> Ch 7, pp. 123–125; Ch 8, pp. 141–142; Ch 9, pp. 156–157</p> <p><b>Teaching Guide:</b> Ch 7, p. 81; Ch 8, p. 91; Ch 9, p. 100</p> <p><b>Practice Pack:</b> Ch 7, p. 55; Ch 8, p. 62; Ch 9, p. 70</p> <p><b>Assessment Pack:</b> Ch 2, pp. 58–59</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Words ending in -y</li> <li>• Prefixes: un-, mis-, dis-</li> <li>• Common exception words</li> <li>• Using -ful</li> <li>• Homophones.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> </ul>	
	Listening and talking	<p><b>Textbook:</b> Ch 7, pp. 125–126; Ch 8, pp. 142–143; Ch 9, pp. 157–158</p> <p><b>Teaching Guide:</b> Ch 7, pp. 82–83; Ch 8, pp. 92–93; Ch 9, p. 101</p> <p><b>Practice Pack:</b> Ch 7, p. 56; Ch 8, p. 63; Ch 9, p. 71</p> <p><b>Assessment Pack:</b> Ch 3, pp. 67–69; 76–78; 85–87</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions about texts.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas and purpose of spoken texts.</li> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others; for example, vocabulary, eye contact, expression and/or body language.</li> <li>• Communicates clearly and audibly.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3	Writing	<p><b>Textbook:</b> Ch 7, pp. 126–130; Ch 8, pp. 144–146; Ch 9, pp. 159–161</p> <p><b>Teaching Guide:</b> Ch 7, pp. 84–85; Ch 8, pp. 94–95; Ch 9, p. 102</p> <p><b>Practice Pack:</b> Ch 7, pp. 57–58; Ch 8, pp. 64–65; Ch 9, pp. 72–73</p> <p><b>Assessment Pack:</b> Ch 4, pp. 91; 95</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Writing texts and poems to entertain</li> <li>• Writing a recount (letter, email)</li> <li>• Writing a report (leaflet, letter, article)</li> <li>• Writing informative text</li> <li>• Writing descriptions.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> <li>• Spells most vocabulary used across the curriculum correctly.</li> <li>• Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> <li>• Checks writing to ensure it makes sense.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
			<ul style="list-style-type: none"> <li>• When writing to describe and share experiences, writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li> <li>• When writing imaginatively and creatively, creates own texts; for example, stories, poems and plays, with recognisable features of genre; creates texts with evidence of structure; creates interesting characters through their feelings and actions and physical description.</li> <li>• When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: selects, organises and conveys information in different ways; uses vocabulary and language for specific purposes; shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul>	

# Book 1C – P4

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1	Review from P3	<p><b>Textbook:</b> Ch 0, pp. 8–12</p> <p><b>Teaching Guide:</b> Ch 0, pp. 7–8</p> <p><b>Assessment Pack:</b> Ch 0, pp. 14–16</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>Starts sentences in a variety of ways to engage the reader.</li> </ul>	
	Reading	<p><b>Textbook:</b> Ch 1, pp. 13–18; Ch 2, pp. 34–38; Ch 3, pp. 50–53</p> <p><b>Teaching Guide:</b> Ch 1, pp. 14–16; Ch 2, pp. 26–27; Ch 3, pp. 36–37</p> <p><b>Practice Pack:</b> Ch 1, p. 6; Ch 2, p. 12; Ch 3, p. 18</p> <p><b>Assessment Pack:</b> Ch 1, pp. 17–19; 27–30; 39–41</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Answers literal, inferential and evaluative questions.</li> <li>Identifies main ideas of text.</li> <li>Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 1, pp. 19–23; Ch 2, pp. 38–41; Ch 3, pp. 54–55</p> <p><b>Teaching Guide:</b> Ch 1, pp. 17–18; Ch 2, pp. 28–29; Ch 3, pp. 38–39</p> <p><b>Practice Pack:</b> Ch 1, pp. 9–10; Ch 2, pp. 15–16; Ch 3, pp. 21–22</p> <p><b>Assessment Pack:</b> Ch 2, pp. 48–50; 53–56</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Past, present and future tense</li> <li>Conjunctions review</li> <li>Noun phrases</li> <li>Description</li> <li>Direct speech</li> <li>Because, if, when</li> <li>Commas in a list</li> <li>Proofreading</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1			<ul style="list-style-type: none"> <li>• 'And' for phrases and clauses</li> <li>• Vowels and consonants</li> <li>• A and an</li> <li>• Adjectives</li> <li>• Verbs and nouns.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> </ul>	
	Phonics and spelling	<p><b>Textbook:</b> Ch 1, pp. 23–25; Ch 2, pp. 41–42; Ch 3, p. 56</p> <p><b>Teaching Guide:</b> Ch 1, pp. 19–20; Ch 2, p. 30; Ch 3, pp. 40–41</p> <p><b>Practice Pack:</b> Ch 1, p. 11; Ch 2, p. 17; Ch 3, p. 23</p> <p><b>Assessment Pack:</b> Ch 2, pp. 57–58</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Prefixes: un-, mis- and dis-</li> <li>• Apostrophe for contraction</li> <li>• Syllables</li> <li>• Apostrophe for possession</li> <li>• Making plurals.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1	Listening and talking	<p><b>Textbook:</b> Ch 1, pp. 25–27; Ch 2, pp. 43–45; Ch 3, p. 57</p> <p><b>Teaching Guide:</b> Ch 1, pp. 21–22; Ch 2, pp. 31–32; Ch 3, pp. 42–43</p> <p><b>Practice Pack:</b> Ch 1, p. 8; Ch 2, p. 14; Ch 3, p. 20</p> <p><b>Assessment Pack:</b> Ch 3, pp. 62–66; 75–78; 85–87</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions about texts.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas and purpose of spoken texts.</li> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others; for example, vocabulary, eye contact, expression and/or body language.</li> <li>• Communicates clearly and audibly.</li> <li>• Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> <li>• Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>• Makes appropriate suggestions about the purpose of a text.</li> <li>• Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1	Writing	<p><b>Textbook:</b> Ch 1, pp. 27–32; Ch 2, pp. 45–48; Ch 3, pp. 58–60</p> <p><b>Teaching Guide:</b> Ch 1, pp. 23–24; Ch 2, pp. 33–34; Ch 3, pp. 44–45</p> <p><b>Practice Pack:</b> Ch 1, p. 7; Ch 2, p. 13; Ch 3, p. 19</p> <p><b>Assessment Pack:</b> Ch 4, p. 95; 99; 103–104</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Proofreading</li> <li>• Writing recounts</li> <li>• Writing a thank you letter</li> <li>• Writing a non-chronological report</li> <li>• Giving instructions</li> <li>• Writing a persuasive text</li> <li>• Writing explanations</li> <li>• Writing a description.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> <li>• Spells most vocabulary used across the curriculum correctly.</li> <li>• Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 1			<ul style="list-style-type: none"> <li>• Starts sentences in a variety of ways to engage the reader.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• When writing to describe and share experiences, writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li> <li>• When writing imaginatively and creatively, creates own texts; for example, stories, poems and plays, with recognisable features of genre; creates texts with evidence of structure; creates interesting characters through their feelings and actions and physical description.</li> <li>• When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: selects, organises and conveys information in different ways; uses vocabulary and language for specific purposes; shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2	Reading	<p><b>Textbook:</b> Ch 4, pp. 62–66; Ch 5, pp. 76–80; Ch 6, pp. 92–95</p> <p><b>Teaching Guide:</b> Ch 4, pp. 47–49; Ch 5, pp. 57–58; Ch 6, pp. 67–68</p> <p><b>Practice Pack:</b> Ch 4, p. 24; Ch 5, p. 31; Ch 6, p. 37</p> <p><b>Assessment Pack:</b> Ch 1, pp. 20–22; 31–34; 42–44</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions.</li> <li>• Identifies main ideas of text.</li> <li>• Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 4, pp. 66–68; Ch 5, pp. 81–82; Ch 6, pp. 96–98</p> <p><b>Teaching Guide:</b> Ch 4, pp. 50–51; Ch 5, pp. 59–60; Ch 6, pp. 69–70</p> <p><b>Practice Pack:</b> Ch 4, pp. 28–29; Ch 5, pp. 34–35; Ch 6, pp. 39–40</p> <p><b>Assessment Pack:</b> Ch 2, pp. 51–54</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Proper nouns</li> <li>• Editing</li> <li>• Direct speech</li> <li>• Pronouns</li> <li>• Paragraphs</li> <li>• Dialogue</li> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• Subordinate clauses and conjunctions</li> <li>• Substitute words.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2			<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>Starts sentences in a variety of ways to engage the reader.</li> </ul>	
	Phonics and spelling	<p><b>Textbook:</b> Ch 4, p. 69; Ch 5, pp. 83–84; Ch 6, pp. 97–98</p> <p><b>Teaching Guide:</b> Ch 4, p. 52; Ch 5, p. 61; Ch 6, p. 71</p> <p><b>Practice Pack:</b> Ch 4, p. 30; Ch 5, p. 36; Ch 6, p. 41</p> <p><b>Assessment Pack:</b> Ch 2, pp. 59–61</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Suffix: -ous</li> <li>Apostrophe for plural possession</li> <li>‘Shun’</li> <li>Past tense – regular and irregular verbs</li> <li>Suffix: -ly</li> <li>Alphabetical order.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Spells most commonly used words correctly.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2	Listening and talking	<p><b>Textbook:</b> Ch 4, pp. 70–71; Ch 5, pp. 84–86; Ch 6, pp. 98–99</p> <p><b>Teaching Guide:</b> Ch 4, p. 53; Ch 5, pp. 62–63; Ch 6, pp. 72–73</p> <p><b>Practice Pack:</b> Ch 4, p. 27; Ch 5, p. 33; Ch 6, p. 39</p> <p><b>Assessment Pack:</b> Ch 3, pp. 67–70; 79–81; 88–90</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions about texts.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas and purpose of spoken texts.</li> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others; for example, vocabulary, eye contact, expression and/or body language.</li> <li>• Communicates clearly and audibly.</li> <li>• Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> <li>• Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>• Makes appropriate suggestions about the purpose of a text.</li> <li>• Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2	Writing	<p><b>Textbook:</b> Ch 4, pp. 71–73; Ch 5, pp. 86–89; Ch 6, pp. 100–102</p> <p><b>Teaching Guide:</b> Ch 4, pp. 54–55; Ch 5, pp. 64–65; Ch 6, pp. 74–75</p> <p><b>Practice Pack:</b> Ch 4, p. 28; Ch 5, p. 34; Ch 6, p. 39</p> <p><b>Assessment Pack:</b> Ch 4, pp. 96; 100; 105</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Proofreading</li> <li>• Writing a recount (diary)</li> <li>• Writing an entertaining text</li> <li>• Writing instructions</li> <li>• Writing a report</li> <li>• Writing informative text</li> <li>• Writing descriptions.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> <li>• Spells most vocabulary used across the curriculum correctly.</li> <li>• Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 2			<ul style="list-style-type: none"> <li>• Checks writing to ensure it makes sense.</li> <li>• When writing to describe and share experiences, writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li> <li>• When writing imaginatively and creatively, creates own texts; for example, stories, poems and plays, with recognisable features of genre; creates texts with evidence of structure; creates interesting characters through their feelings and actions and physical description.</li> <li>• When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: selects, organises and conveys information in different ways; uses vocabulary and language for specific purposes; shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3	Reading	<p><b>Textbook:</b> Ch 7, pp. 104–109; Ch 8, pp. 120–125; Ch 9, pp. 137–140</p> <p><b>Teaching Guide:</b> Ch 7, pp. 77–78; Ch 8, pp. 87–88; Ch 9, pp. 97–98</p> <p><b>Practice Pack:</b> Ch 7, p. 42; Ch 8, p. 49; Ch 9, p. 55</p> <p><b>Assessment Pack:</b> Ch 1, pp. 23–26; 35–38; 45–47</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Answers literal, inferential and evaluative questions.</li> <li>• Identifies main ideas of text.</li> <li>• Offers own ideas about characters, writer’s use of language, structure and/or setting.</li> </ul>	
	Grammar and punctuation	<p><b>Textbook:</b> Ch 7, pp. 110–112; Ch 8, pp. 126–129; Ch 9, pp. 140–142</p> <p><b>Teaching Guide:</b> Ch 7, pp. 79–80; Ch 8, pp. 89–90; Ch 9, p. 99</p> <p><b>Practice Pack:</b> Ch 7, pp. 46–47; Ch 8, pp. 52–53; Ch 9, pp. 58–59</p> <p><b>Assessment Pack:</b> Ch 2, pp. 55–56</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Four sentence types</li> <li>• Fronted adverbials</li> <li>• Editing</li> <li>• Substitution</li> <li>• Similar words – scale</li> <li>• Commas (three ways)</li> <li>• Noun phrases</li> <li>• Apostrophes (contraction and possession)</li> <li>• Dialogue</li> <li>• Verbs and tenses</li> <li>• Exclamation marks.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3			<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>Starts sentences in a variety of ways to engage the reader.</li> </ul>	
	Phonics and spelling	<p><b>Textbook:</b> Ch 7, p. 113; Ch 8, pp. 139–141; Ch 9, pp. 156–157</p> <p><b>Teaching Guide:</b> Ch 7, pp. 89–90; Ch 8, pp. 128–129; Ch 9, pp. 142–143</p> <p><b>Practice Pack:</b> Ch 7, p. 48; Ch 8, p. 54; Ch 9, p. 60</p> <p><b>Assessment Pack:</b> Ch 2, pp. 60–61</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>ou (tough/double)</li> <li>-sure or -ture</li> <li>Compound words (common errors)</li> <li>Conjunctions</li> <li>Adding -ing to verbs</li> <li>Homophones.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Spells most commonly used words correctly.</li> </ul>	
	Listening and talking	<p><b>Textbook:</b> Ch 7, pp. 113–114; Ch 8, pp. 129–130; Ch 9, pp. 143–145</p> <p><b>Teaching Guide:</b> Ch 7, pp. 82–83; Ch 8, pp. 92–93; Ch 9, p. 101</p> <p><b>Practice Pack:</b> Ch 7, p. 45; Ch 8, p. 51; Ch 9, p. 57</p> <p><b>Assessment Pack:</b> Ch 3, pp. 71–74; 82–84; 91–93</p>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Answers literal, inferential and evaluative questions about texts.</li> <li>Asks and responds to different types of questions to show understanding of the main ideas and purpose of spoken texts.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3			<ul style="list-style-type: none"> <li>• Listens and responds appropriately to others in a respectful way; for example, by nodding or agreeing, asking and answering questions.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others; for example, vocabulary, eye contact, expression and/or body language.</li> <li>• Communicates clearly and audibly.</li> <li>• Offers own ideas about characters, writer's use of language, structure and/or setting.</li> <li>• Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>• Makes appropriate suggestions about the purpose of a text.</li> <li>• Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3	Writing	<p><b>Textbook:</b> Ch 7, pp. 114–117; Ch 8, pp. 131–134; Ch 9, pp. 145–148</p> <p><b>Teaching Guide:</b> Ch 7, pp. 84–85; Ch 8, pp. 94–95; Ch 9, p. 102</p> <p><b>Practice Pack:</b> Ch 7, pp. 43–44; Ch 8, p. 50; Ch 9, p. 56</p> <p><b>Assessment Pack:</b> Ch 4, pp. 97; 101</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Writing texts and poems to entertain</li> <li>• Writing a recount (diary, email)</li> <li>• Writing a report (leaflet, letter, article)</li> <li>• Writing instructions</li> <li>• Writing a letter of complaint</li> <li>• Writing persuasive text</li> <li>• Writing descriptions</li> <li>• Writing explanations.</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Spells most commonly used words correctly.</li> <li>• Spells most vocabulary used across the curriculum correctly.</li> <li>• Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately; for example, using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Links sentences using common conjunctions; for example, and, because, but, or, so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> <li>• Checks writing to ensure it makes sense.</li> </ul>	

Recommended term	Curriculum area	Scheme references	Benchmarks and skills	Comments
Term 3			<ul style="list-style-type: none"> <li>• When writing to describe and share experiences, writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</li> <li>• When writing imaginatively and creatively, creates own texts; for example, stories, poems and plays, with recognisable features of genre; creates texts with evidence of structure; creates interesting characters through their feelings and actions and physical description.</li> <li>• When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: selects, organises and conveys information in different ways; uses vocabulary and language for specific purposes; shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul>	