

Mastery English is an English curriculum rooted in the use of high-quality texts which are used expertly by inspirational, passionate teachers to produce children who can write exciting, technically skilled extended pieces of writing at the end of each unit. Grammatical knowledge is taught in context to facilitate deep and meaningful learning. Mastery English is a spiral curriculum which constantly re-visits.

Texts Studied for Writing

		Year 1 (Not Mastery)	Year 2	Year 3	Year 4	Year 5	Year 6
Texts Studied	Autumn	<u>10 loved stories FS1</u> Little Red Riding Hood The Enormous Turnip 3 Little Pigs Harry the Dirty Dog Jack and the Beanstalk The Very Lazy Spider	Kippers Toy Box Traction Man Stanley's Stick No bot Christmas stories	Dear GreenPeace The Snail and The Whale The Great Kapok Tree	The BFG	How To Train Your Dragon	The Firework Maker's Daughter  War Horse
	Spring	Gingerbread Man Pig in the Pond The Rainbow Fish Harry at the seaside  <u>10 loved stories FS2</u> Chicken Licken Supertato Gruffalo Room on the Broom Stickman The Colour Monster The Very Hungry Caterpillar	Poetry (senses) Zog Alan's big scary teeth Dogs don't do ballet The very hungry caterpillar Fact files (animals and minibeasts) Information books The Easter Story	Tidy The Lorax	The Iron Man	Kasper Price Of Cats  Holes	The Spiderwick Chronicles
	Summer	Caterpillar Billy's Bucket The Teeny Weeny Tadpole The Squirrels who Squabbled	A New Home for a Pirate Something Else Spiderman Superworm Dangle The tin forest Making bread: Instructions The Great Fire of London: Newspaper reports, diary entries, recounts Vlad and the Great Fire of London Toby and the Great Fire of London	The Wolves In The Wall	The Queen's Nose	Charlotte's Web	Street Child

Progression of Writing Genres



Progression in Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Decoding		Learning where to breathe	Reading meaningful sections		Learning to be expressive	
Prosody Focus	RWI		<ul style="list-style-type: none"> <li>- Key punctuation . , ? ! for pauses (not a breath)</li> <li>- Run on lines</li> <li>- Simple poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Key punctuation . , ? ! for pauses (not a breath)</li> <li>- Run on lines</li> <li>- Chunked text – adverbials, noun phrases, clauses</li> <li>- Change of voice for speech, questions, exclamation marks</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Chunked text – adverbials, noun phrases, clauses</li> <li>- Change of voice for speech, questions, exclamation marks</li> <li>- Use of other punctuation marks – for emphasis, () for talking to the reader</li> <li>- Italics or bold print</li> <li>- Reading with emotion</li> <li>- Emphasis on words</li> <li>- Poetry</li> </ul>		
Word Reading	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	RWI PHonics	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondences between</li> <li>▪ spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>		



Progression of Key Grammar and Punctuation

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure Focus	Write letters	Write simple sentences (MC) (statements, questions, commands)	Use simple sentences (Statement, questions, commands, exclamations)	Use simple sentences	Use simple and compound sentences	Use simple sentences	Use simple sentences
	Write words						
	Write simple sentences	Oral composition	Oral composition	Use compound sentences	Write complex sentences (MC + SC)	Use compound sentences	Use compound sentences
	Oral composition						
	Dictated transcription	Dictated transcription	Write compound sentences (MC + MC) (and, but, or, so)	Write complex sentences (MC + SC):	Write complex sentences (SC + MC)	Use cause & effect conjunctions: Because, As, If, Even though, So that, although	Use cause & effect conjunctions: Because, As, If, Even though, So that, although, despite
				Write complex sentences (SC + MC)	Use cause & effect conjunctions: Because, As, if, Even though, So that	Use time related conjunctions: After, Before, While, When, since, until (Each dependent clause must contain a verb)	Use time related conjunctions: After, Before, While, When, since, until
				Use time related conjunctions: After, Before (time related conjunctions must contain a verb)	Use time related conjunctions: After, Before, While, When (Time related conjunctions Each de must contain a verb)	Use conjunctive adverbs (for non-narrative): However, furthermore, as a result of (These words can be used in the same way as a fronted adverbial phrase – they can also be used as a conjunction to separate clauses)	Use conjunctive adverbs (for non-narrative): However, furthermore, as a result of, consequently, similarly, conversely (These words can be used in the same way as a fronted adverbial phrase – they can also be used as a conjunction to separate clauses)
				Use Cause and effect conjunctions: Because, As, if	Punctuate direct speech	Punctuate direct speech accurately	Punctuate direct speech Write dialogue (to convey character and advance action)

Editing Focus	Capital letter for their name  Full stops	Capital letters  Full stops  Subject and verb  Adjectives (Expanded noun phrase)	<ul style="list-style-type: none"> <li>• Comma to separate clauses</li> <li>• Adverbs (not to be used as fronted adverbial)</li> <li>• Precise nouns</li> <li>• Expanded noun phrases</li> </ul> Question marks, exclamation marks	Comma to separate clauses <ul style="list-style-type: none"> <li>• Adverbs (not to be used as fronted adverbial)</li> <li>• Precise nouns</li> <li>• Expanded noun phrases</li> <li>• Apostrophe (possessive &amp; for contraction)</li> </ul>	<ul style="list-style-type: none"> <li>• Commas to separate clauses</li> <li>• Nouns/Pronouns</li> <li>• Precise nouns</li> <li>• Fronted adverbials (single adverb – ‘How’ &amp; prepositional phrases ‘when’)</li> <li>• Apostrophe (possessive &amp; for contraction)</li> </ul>	<ul style="list-style-type: none"> <li>• Commas to separate clauses</li> <li>• Nouns/Pronouns</li> <li>• Precise nouns</li> <li>• Fronted/embedded adverbial phrases (single or several words – ‘When’, ‘How’, ‘where’, ‘why’)</li> <li>• Apostrophe (possessive &amp; for contraction)</li> <li>• Relative clauses</li> </ul> Parenthesis	<ul style="list-style-type: none"> <li>• Commas to separate clauses</li> <li>• Parenthesis</li> <li>• Semi-colons/colons between independent clauses</li> <li>• Precise nouns</li> <li>• Fronted adverbial phrases (single or several words – When, How, where, why)</li> </ul>
Terminology	Capital letter Letter Word sentence	Letter, capital letter, word, sentence, singular, plural, punctuation, full stop, capital letter, Subject adjective	Subject Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), comma	Antonym, tense, main clause, subordinate clause, apostrophe, comound sentence, complex sentence, conjunctions, comma, contraction	Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, pronoun Paragraph, fronted adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, determiner	Semi-colon, colon, hyphen, passive, active, object, subjunctive