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
Autumn	10 loved stories FS1 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  10 loved stories FS2 Chicken Licken Supertato Gruffalo Room on the Broom Stickman The Colour Monster The Very Hungry Caterpillar Billy's Bucket The Teeny Weeny Tadpole The Squirrels who Squabbled  Poe' Tob' The Rainbow Fish Alar Alar Alar Alar Alar Alar Alar Alar	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
Texts Studied Summer		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	The Highwayman

Progression of Writing Genres

			Year 1 (Not Mastery)	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Genres	Autumn		sentences	Letter Information text Postcard Persuasive letter Narrative + CW inspired by the short film 'Taking a Flight' drawing on knowledge from English and Geography topics (adventure narrative)	Character description + CW inspired by the short film 'The Dream Giver' from The Literacy.	Setting description Non- chronological report + CW on an animal Persuasive writing + CW on another persuasive letter on school matter Narrative	on history topic Diary Entry + CW linked to remembrance day Instructions + CW Instructions	Narrative from an alternative point of view ± CW based on War Horse, newspaper article + CW Newspaper persuasive speech diary from the trenches,
	Spring	Phonic led writing daily.  Physical opportunities in provision for prewriting skills.		Persuasive letter Book review Retell from a different perspective Diary + CW linked to previous Geography unit of work (information leaflet about saving the planet) + CW based on a recent trip to Cannon Hall (recount on the day)	Poetry	Diary + CW diary pretending to be a survivor from the Titanic. Action and dialogue Newspaper Non-chronological report +CW non-chronological report or the Year 4 curriculum		Setting description persuasive letter, + CW based on an inanimate object writing a letter, narrative balanced argument + CW based on residential - should children be allowed to go?
	Summer			Letter Narrative tension +CW linked to History unit on Grace Darling (newspaper article) Persuasion Retell Character Study Narrative +CW linked to studies in RE unit God (retelling the biblical story of Jonah and the Whale) Description setting from a third person perspective +CW inspired by the 'The Day the Crayons Quit' (persuasive letter to their chairs)	Non chronological report/ information text Narrative building tension Harmony's diary + CW Diary Entry from the point of view of a famer in a volcanic area +CW Diary entry to describe the setting of the Sikh Golden Temple. +CW Non chronological	Diary +CW based on Charlie and the Chocolate factory Persuasive letter +CW persuasive letter about the environment Writing from Fern's point of view	Character Description <u>+CW</u> Own character description	Poetry Setting Description Diary Formal Letter Non-chronological report + CW linked to history of Greek Eras Narrative Poem Other CWs added in for moderation based on what is required.

	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		- Key punctuation .,?! for pauses (not a breath) - Run on lines - Simple poetry	- Key punctuation . , ? ! for pauses (not a breath) - Run on lines - Chunked text – adverbials, noun phrases, clauses -Change of voice for speech, questions, exclamation marks - Poetry		- Chunked text – adverbials, noun phrases, clauses - Change of voice for speech, questions, exclamation marks - Use of other punctuation marks – for emphasis, () for talking to the reader - Italics or bold print - Reading with emotion - Emphasis on words - Poetry	
Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by soundblending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	RWI PHonics	<ul> <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 re-read these books to build up their fluency and confidence in word reading.</li> </ul>	Pupils should be taught to:  - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English  Appendix 1, both to read aloud and to understand the meaning of new words they meet  - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		words, prefixes and etymology), a Appendix 1, both	ing knowledge of root and suffixes (morphology as listed in English to read aloud and to aneaning of new words

	•Demonstrate
	understanding
	of what has
	been read to
	them by
	retelling
	stories and
	narratives
	using their
	own words
	and recently
	introduced
	vocabulary.
	Anticipate
	(where
	appropriate)
	key events in
_	stories.
sio	•Use and
Jen L	understand
<u>ē</u>	recently
omprehensior	introduced
පි	vocabulary
	during
	discussions
	about stories,

non-fiction,

rhymes and

poems and

during role play

- Pupils should be taught to:
- 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
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their
- views.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write letters	Write simple	Use simple	Use simple	Use simple and	Use simple sentences	Use simple sentences
	Write words	sentences (MC)	sentences	sentences	compound		
	Write simple	(statements,	(Statement,		sentences	Use compound sentences	Use compound sentences
	sentences	questions,	questions,	Use compound			
		commands)	commands,	sentences	Write complex	Write complex sentences	Write complex sentences
	Oral composition		exclamations)		sentences (MC + SC)	(MC + SC) or (SC+ MC)	(MC + SC) or (SC+ MC)
		Oral composition		Write complex			
	Dictated		Write	sentences (MC +	Write complex	Use cause & effect	Use cause & effect
	transcription	Dictated	compound	SC):	sentences (SC + MC)	conjunctions: Because,	conjunctions: Because,
		transcription	sentences (MC +			As,If, Even though, So that,	As, If, Even though, So
			MC) (and, but, or, so)	Write complex sentences (SC +	Use cause & effect conjunctions:	although	that, although, despite
			0.,00,	MC)	Because, As, if, Even	Use time related	Use time related
				,	though, So that	conjunctions: After, Before,	conjunctions: After,
				Use time related	, , , , , , , , , , , , , , , , , , , ,	While, When, since, until	Before, While, When,
				conjunctions: After,		(Each dependent clause	since, until
				Before (time	Use time related	must contain a verb)	,
				related	conjunctions: After,	,	Use conjunctive adverbs
				conjunctions must	Before, While, When	Use conjunctive adverbs	(for non-narrative):
				contain a verb)	(Time related	(for non-narrative):	However, furthermore, as
					conjunctions	However, furthermore, as a	a result of, consequently,
				Use Cause and	Each de must	result of (These words can	similarly, conversely
				effect	contain a verb)	be used in the same way as	(These words can be used
				conjunctions:		a fronted adverbial phrase	in the same way as a
sns				Because, As, if	Punctuate direct	– they can also be used as a	fronted adverbial phrase
Бос					speech	conjunction to separate	– they can also be used as
<u>r</u> e						clauses)	a conjunction to separate
ictu							clauses
itru						Punctuate direct speech	
Se S						accurately	Punctuate direct speech
en							Write dialogue (to convey
Sentence Structure Focus							character and advance
Š							action)

	Capital letter for	Capital letters	Comma to	Comma to separate	• Commas to	Commas to separate	Commas to separate
	their name	Capital letters	separate clauses	clauses	separate clauses	clauses	clauses
	dicir name	Full stops	• Adverbs (not	Adverbs (not to	Nouns/Pronouns		Parenthesis
	Full stons	i uli stops	•	•	·	Nouns/Pronouns	
	Full stops	Culpia at a ad u aul	to be used as	be used as fronted	Precise nouns	Precise nouns	Semi-colons/colons
		Subject and verb	fronted	adverbial)	Fronted adverbials	• Fronted/embedded	between independent
		A 11	adverbial)	Precise nouns	(single adverb –	adverbial phrases (single or	clauses
		Adjectives	Precise nouns	Expanded noun	'How' &	several words – 'When',	Precise nouns
Focus		(Expanded noun	<ul> <li>Expanded</li> </ul>	phrases	prepositional	'How', 'where', 'why')	Fronted adverbial
- P		phrase)	noun phrases	<ul> <li>Apostrophe</li> </ul>	phrases 'when')	Apostrophe (possessive &	phrases (single or several
<u></u>			Question marks,	(possessive & for	<ul> <li>Apostrophe</li> </ul>	for contraction)	words – When, How,
Editing			exclamation	contraction)	(possessive & for	Relative clauses	where, why)
Ë			marks		contraction)	Parenthesis	
	Capital letter	Letter, capital	Subject Noun,	Antonym, tense,	Adverb, preposition	Modal verb, relative	Semi-colon, colon,
	Letter	letter, word,	noun phrase,	main clause,	conjunction, word	pronoun, relative clause,	hyphen, passive, active,
	Word	sentence,	statement,	subordinate clause,	family, prefix, clause,	parenthesis, bracket, dash,	object, subjunctive
	sentence	singular, plural,	question,	apostrophe,	subordinate clause,	cohesion, ambiguity,	
		punctuation, full	exclamation,	comound sentence,	direct speech,	determiner	
		stop, capital	command,	complex sentence,	consonant, vowel,		
		letter,	compound,	conjunctions,	inverted commas,		
≥50		Subject	adjective, verb,	comma,	pronoun		
Terminology		adjective	suffix, adverb,	contraction	Paragraph, fronted		
inc			tense (past,		adverbial		
rr			present),				
Te			comma				