

## Mastery Curriculum for English - Year 2 and 3 2024 - 25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purpose for writing</b>	Write to Entertain Traditional Tales	Write to Inform Instructions Letters Fact files	Write to Entertain Descriptive stories Fantasy stories	Write to Inform Chronological reports	Write to Entertain Adventure stories	Write to Inform Recounts Reports
<b>Main Texts to be used</b>						
<b>Spoken Language Opportunities</b>	*To prepare and deliver a presentation to the class on an aspect of learning in Science, History	*To perform poetry from memory, conveying ideas about characters and situations by adapting expression and tone.	*To take part in discussions and debates using persuasive language	*To take part in drama sessions - reading scripts, role play, freeze framing	*To take part in discussions and debates.	*To take part in drama sessions that enhance writing - freeze framing, hot seating etc.
<b>Statutory Vocabulary, Grammar and Punctuation Terminology</b> Y2 - red Y3 - green	Noun Noun phrase Adjective Noun phrase Statement Conjunction Vowel Consonant	Verb tense (past and present) Question Suffix Prefix Inverted commas Direct speech Preposition	Verb Apostrophe Comma Command Clause Subordinate clause Pronouns	Exclamations Adverb Determiners	Recap and consolidate prior knowledge - address misconceptions	
<b>Sentence and Grammar Features</b>  Red - Y2	*Read aloud what they have written with appropriate intonation to make the meaning clear *Introduce	*Expanded noun phrases to describe and specify - use of the terms adjective and noun	*Introduce verbs as action/doing words. Consolidate use of adjectives and nouns, including proper nouns.	*Writing and punctuating exclamations.  *Introduce adverbs and how they can be used to describe	*Noun phrases which add detail to description  *Writing and punctuating sentences with different forms:	*Use co-ordinating conjunctions to link two main ideas  *Use subordinating conjunctions in the middle of sentences

<p><b>Black - Y3</b></p>	<p>co-ordination (or, and, but)</p> <p>*Consolidate the use of the following Y1 suffixes in their writing - s, es, for plurals and er, est, ing</p> <p>*Writing and punctuating statements.</p> <p>*Consolidate/recap knowledge of nouns/adjectives/adverbs and verbs.</p> <p>*Consolidate 4 different sentence types and how to punctuate them correctly.</p> <p>*What is a clause? - Explicitly teaching pupils that clauses can be main or subordinate.</p>	<p>*Introduce subordination (when, if, that, or, because)</p> <p>*Consolidate the use of the following Y1 suffixes in their writing - s, es, er, est, ing</p> <p>*Writing and punctuating questions.</p> <p>*Consistent use of past/present tense including progressive form</p> <p>*Consistent use of past/present tense including progressive form.</p> <p>*Use co-ordinating conjunctions to join clauses.</p> <p>*Introduce fronted adverbials to show</p>	<p>*Writing and punctuating commands using exclamation marks.</p> <p>*Recap use of subordinating and co-ordinating conjunctions.</p> <p>*What is a subordinate clause? - use subordinate clauses to add detail or context.</p> <p>*Introduce pronouns. What is a pronoun?</p> <p>*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>*Extending the range of sentences with more than one clause by using a</p>	<p>where, how or when something is happening.</p> <p>*Using contracted forms (don't, I'm etc.) in their writing.</p> <p>*Consolidate expanded noun phrases to describe and specify - use of the terms adjective and noun</p> <p>*Use fronted adverbials (e.g. <u>Later that day</u>, I heard the bad news.)</p> <p>*Extend sentences using more than one clause by using a wider range of conjunctions.</p> <p>*Use subordinate clauses to add detail or context.</p> <p>*Recap work on pronouns.</p>	<p>statement, question, exclamation, command</p> <p>*Begin to use rhetorical questions to engage the reader.</p> <p>*Use noun phrases to add detail and description.</p> <p>*Consolidate work on pronouns -</p> <p>*Consider the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>*Possessive pronouns - what are they and how to use them in writing.</p> <p>*Recap work on clauses and subordinate clauses.</p>	<p>*Consolidate writing sentences with different forms: statement, question, exclamation, command</p> <p>*Use present perfect tense to place events in time.</p> <p>*Use fronted adverbials to show how/when an event occurs.</p> <p>*Use subordinate clauses to add detail or context</p> <p>*Using conjunctions, adverbs and prepositions to express time and cause in writing.</p>
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	<p>*Use co-ordinating <b>conjunctions</b> to join <b>clauses</b>.</p>	<p>how/when an event occurs - What is an <b>adverbial</b>? Teach this explicitly.</p> <p>*Consolidate the use of expanded noun phrases - teaching children to use them to convey complicated information concisely.</p> <p>*Use of <b>prepositions</b> - to be used to describe locations or directions.</p>	<p>wider range of <b>conjunctions</b>, including: when, if, because, although</p>	<p>*Recap work on <b>determiners</b>.</p>	<p>*Model using <b>conjunctions</b>, <b>adverbs</b> and <b>prepositions</b> to express time and cause in writing.</p>	
<p><b>Punctuation Features</b>  <b>Red - Y2</b>  <b>Black - Y3</b></p>	<p>*<b>Capital letters</b> and full stops to mark sentences.</p> <p>*<b>Capital letters</b> for proper nouns</p> <p>*Place the possessive apostrophe accurately in words</p>	<p>*<b>Capital letters</b> and full stops to mark sentences.</p> <p>*<b>Capital letters</b> for proper nouns.</p> <p>*<b>Correct punctuation</b> for questions.</p>	<p>*<b>Recap Commas</b> for lists</p> <p>*<b>Apostrophes</b> to mark contractions.</p> <p>*<b>Correct punctuation</b> for <b>exclamations</b></p> <p>*Use bullet points to list items</p>	<p>*<b>Correct punctuation</b> of questions and exclamations.</p> <p>*Use of <b>commas</b> in a list.</p> <p>*Use commas after <b>subordinate clauses</b></p>	<p>*<b>Apostrophes</b> to mark contractions and show singular possession</p> <p>*<b>Speech punctuation</b></p> <p>*<b>Consolidate use of commas</b> in a list.</p> <p>*Begin to use dashes for emphasis</p>	<p>*<b>Consolidation of use</b> of correct punctuation for different sentence types</p> <p>*<b>Consolidate the correct use of apostrophes</b> for contraction and possession.</p>

	<p>with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p> <p>*Consolidate use of four main punctuation marks (. , ? ! ) - recap rules and their uses.</p>	<p>*Recap/consolidation of correct use of 4 main punctuation marks ( , . ? ! ) and capital letters for proper nouns.</p> <p>*What is direct speech? - Teach explicitly what <b>direct speech</b> is and how to punctuate it using <b>inverted commas</b>.</p> <p>*Use of the comma after fronted <b>adverbials</b>.</p>	<p>*Further consolidation of correct use of 4 main punctuation marks ( , . ? ! ) and capital letters for proper nouns.</p> <p>*Use of <b>inverted commas</b> and other punctuation to indicate <b>direct speech</b> e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "sit down!")</p>	<p>*Use full punctuation for direct speech, including punctuation within and before inverted commas.</p> <p>*Use full punctuation for <b>direct speech</b>, including punctuation within and before <b>inverted commas</b>.</p>	<p>Use ? and ! for rhetorical/exclamatory sentences.</p> <p>*Use commas to mark <b>subordinate clauses</b>.</p> <p>*Recap and consolidate punctuation rules taught over the year</p>	<p>*Use full punctuation for <b>direct speech</b>, including punctuation within and before <b>inverted commas</b>.</p> <p>*Recap and consolidate punctuation rules taught over the year.</p>
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