Mastery Curriculum for English - Year 4, 5 and 6   2024 - 25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	**Write to Entertain** Stories with flashbacks Mystery Stories	**Write to Inform** Instructions and Explanations	**Write to Entertain** Fiction – classic novels and diaries	**Write to Persuade** Arguments and debates	**Write to Entertain** Historical stories Spooky stories Performance poetry	**Write to Discuss** Reports and journalistic writing
Spoken Language Opportunities	* To talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.	*To take part in performances, making deliberate choices about how to engage the audience. *To careful choices about how they convey ideas about characters and situations by adapting expression and tone.	*To sustain and argue a point of view in a debate, using formal language of persuasion. *To take part in balloon debates, using persuasive language and techniques.	* To perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.	*To participate in discussions, structuring logical argument using formal language.	*To perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.
Statutory Vocabulary, Grammar and Punctuation Terminology: Y4 – purple Y5 – red Y6 – green	Pronoun Parenthesis Brackets Colons Semi-colons	Possessive pronoun Dashes Ambiguity Hyphen Subject Object	Determiner Adverbial Modal verb Relative pronoun Relative clause Passive Active Antonym Synonym	Bullet points Ellipsis	**Recap and consolidate GVP knowledge**	

| Sentence and Grammar Features

Y4 in black
Unit 1
Unit 2 | *Consolidate/recap knowledge of nouns/adjectives/ adverbs and verbs.
*Consolidate 4 different sentence types and how to punctuate them correctly.

*Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher, expanded to : The strict maths teacher with curly hair)

*What is a clause? – Explicitly teaching pupils that clauses can be main or subordinate. | *Consolidate the use of expanded noun phrases - teaching children to use them to convey complicated information concisely.

*Use of prepositions - to be used to describe locations or directions.

*Use expanded noun phrases to convey complicated information concisely.

*Experiment with moving clauses for effect e.g. position subordinate clause to create effect and impact

*Use co-ordinating conjunctions to join clauses. | *What is a determiner? Use of a determiner in writing.

*What is a subordinate clause? - use subordinate

*Introduce modal verbs. Use imperative and modal verbs to convey urgency.

*What is a relative pronoun?

*Use relative clauses with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
*What is a synonym? Why is a knowledge of synonyms important for a writer? | *Use fronted adverbials (e.g. Later that day, I heard the bad news.)

*Extend sentences using more than one clause by using a wider range of conjunctions.

*Use passive voice to remain formal and detached.

*Use ambitious conjunctions, adjectives and noun phrases securely to open sentences – consider the purpose of the writing and the intended effect on the reader.

*Use modal verbs or adverbs to indicate degrees of possibility.

*Consolidate using passive verbs to affect the presentation of | *Begin to use rhetorical questions to engage the reader.

*Use noun phrases to add detail and description.

*Consolidate work on pronouns

*Use more than one subordinate clause within a sentence to convey information more economically

*Use a range of range of sentence types e.g. simple, compound and complex to create and impact and effect.

*Use the perfect forms of verbs to mark the relationships between time and cause. | *Using conjunctions, adverbs and prepositions to express time and cause in writing.

*Secure consistent and judicious use of complex sentences.

*Place the subordinate clause within a sentence to create effect And impact.

*Use short sentences to create dramatic impact and suspense |

		*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although *Use subordinate clauses to add details or context, including varying prepositions.		information in a sentence.		
Punctuation Features Year 4 in black	*Consolidate use of four main punctuation marks (. , ? !) – recap rules and their uses. *Use of the comma after fronted adverbials. *Introduce semi-colons or dashes to mark boundaries between independent clauses.	*Recap/consolidation of correct use of 4 main punctuation marks (, . ? !) and capital letters for proper nouns. *What is direct speech? – Teach explicitly what direct speech is and how to punctuate it using inverted commas. *Recap semi-colons or dashes to mark	*Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "sit down!") *Use of ! ? for rhetorical/exclamatory sentences	*Use commas after subordinate clauses *Use full punctuation for direct speech, including punctuation within and before inverted commas. *Use of colons and semi-colons to list features, attractions and arguments *Secure use of commas to separate phrases and clauses	*Use commas after subordinate clauses *Use full punctuation for direct speech, including punctuation within and before inverted commas. *Recap accurate use of a wide range of punctuation including . , ? ! … ; : ' "..' *Consider the use of hyphens to avoid ambiguity.	*Use semi-colons or dashes to mark boundaries between independent clauses. *Consolidate the use of brackets, dashes or commas to provide parenthesis. *Consolidate accurate use of a wide range of punctuation including . , ? ! … ; : ' "..''

	*Use brackets, dashes or commas to provide parenthesis. What is parenthesis? *Use colons to introduce lists or sections. *Consolidate use of commas to mark clauses, including opening subordinate clauses.	boundaries between independent clauses. *Use hyphens to avoid ambiguity. *Introduce brackets for incidentals.	*Recap of brackets and dashes for parenthesis, including for emphasis. *Use of semi-colons for structure repetition.	*Use a colon to introduce a list. Use of bullet points – punctuate consistently. *Use of commas to clarify meaning and avoid ambiguity. *What is ellipsis? What is their purpose and effect on the reader?	*Recap use of brackets, dashes or commas to indicate parenthesis. *Use of semi-colons, colons or dashes to mark the boundaries between independent clauses.	