

Mastery Curriculum for English - Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Write to Entertain Chocolate	Write to Inform Chocolate	Write to Entertain Space	Write to Inform Space	Write to Entertain Romans	Write to Inform Romans
Cross-curricular/ Topic links	Science. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Art, camouflage in animals. Geography	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. History	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Geography.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. History	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Humans History	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Roman soldiers. Geography.
Audience						
Class novel	The Great Chocoplot.	Chocolate Fever. Bean to Bar.	Man on the Moon, Space poems, Aliens Love Underpants	Professor Astro Cat's Solar System. The solar system.	Horace the Cat Adventures	Avoid Being a Roman Soldier Roman Soldiers Handbook.
Form Text Type (Possible examples)	*Traditional Tales. Hansel & Gretel, The Magic Porridge Pot (Chocolate Pot) Gingerbread Man (Chocolate Man) *Classic Poetry.	*Report writing (Chronological and non-chronological) *Recounts.	*Extended stories (chapters) *Contemporary Poetry (Living authors)	*Explanations *Information	*Themed Stories *Poems around a theme	*Instructions *Reports

Spoken Language Opportunities	<ul style="list-style-type: none"> *To take part in poetry performances *To retell familiar stories using narrative language and linking words and phrases. 	<ul style="list-style-type: none"> *To present reports verbally, making specific vocabulary choices. *To give verbal recounts using the appropriate vocabulary to ensure that the listener understands. 	<ul style="list-style-type: none"> *To take part in poetry performances. *To participate in drama sessions including role-play, freeze framing and hot seating. 	<ul style="list-style-type: none"> *To explain the main things learnt in the form of a presentation. 	<ul style="list-style-type: none"> *To decide how to present a poem dramatically, using all members of the group. *To talk about personal feelings when reflecting on a story. 	<ul style="list-style-type: none"> *To give verbal instructions, ensuring that the instructions follow each other in sequence. *To express own opinion when involved in a discussion.
Text Level Features	<ul style="list-style-type: none"> *Writing for different purposes *Sequencing sentences from short narratives. *Beginning to write stories with a beginning, middle and end. *Writing poetry 	<ul style="list-style-type: none"> *Writing about real events *Writing about personal experiences and those of others 	<ul style="list-style-type: none"> *Writing about personal experiences *Writing poetry 	<ul style="list-style-type: none"> *Writing about real events *Writing about personal experiences and those of others 	<ul style="list-style-type: none"> *Writing poetry *Writing about personal experiences and those of others 	<ul style="list-style-type: none"> *Writing instructions to tell the re
Statutory Year Group Terminology	<u>Year One</u>			<u>Year Two</u>		
	<ul style="list-style-type: none"> letter capital letter word singular plural sentence punctuation 			<ul style="list-style-type: none"> noun noun phrase statement question exclamation command compound 		

	full stop question mark exclamation mark			suffix adjective adverb verb verb tense (past and present) apostrophe comma		
Sentence and Grammar Features (Year 1 in red)	<p>*Composing a sentence orally before writing it</p> <p>*Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>*Expanded noun phrases to describe and specify</p> <p>*Introduce subordination (when, if, that or because) and co-ordination (or, and, but)</p> <p>*Consistent use of past/present tense including progressive form</p>	<p>*Joining words and clauses using <i>and</i></p> <p>*Composing a sentence orally before writing it</p> <p>*Sentences with different forms: statement, question, exclamation command</p> <p>*Verbs to indicate time</p> <p>*Use co-ordinating conjunctions to link two main ideas</p>	<p>*Joining words and clauses using <i>and</i></p> <p>*Sequencing sentences to form short narratives.</p> <p>*Noun phrases which add detail to description</p> <p>*Use the progressive form for verbs</p> <p>*Use exclamation sentences where appropriate</p>	<p>*Joining words and clauses using <i>and</i></p> <p>*Sequencing sentences to form short narratives.</p> <p>*Sentences with different forms: statement, question, exclamation, command</p> <p>*Punctuating different sentence types correctly</p> <p>*Use subordinating conjunctions in the middle of sentences</p>	<p>*Joining words and clauses using <i>and</i></p> <p>*Sequencing sentences to form short narratives.</p> <p>*Noun phrases which add detail to description</p> <p>*Sentences with different forms: statement, question, exclamation, command</p>	<p>*Joining words and clauses using <i>and</i></p> <p>*Sequencing sentences to form short narratives.</p> <p>*Use co-ordinating conjunctions to link two main ideas</p> <p>*Use subordinating conjunctions in the middle of sentences</p> <p>*Sentences with different forms: statement, question, exclamation, command</p>

<p>Punctuation Features (Year 1 in red)</p>	<p>*Spaces between words</p> <p>*Capital letters and full stops to punctuate</p> <p>*Capital letters and full stops to mark sentences</p> <p>*Capital letters for proper nouns</p> <p>*Comma in expanded noun phrases</p>	<p>*Capital letters and full stops to punctuate sentences.</p> <p>*Commas for lists</p> <p>*Introduce apostrophe for contraction and singular possession</p> <p>*Correct punctuation for questions.</p>	<p>*Introduction to question marks and exclamation marks to demarcate sentences.</p> <p>*Commas for lists</p> <p>*Apostrophes to mark contractions and show singular possession</p> <p>*Correct punctuation for exclamations</p>	<p>*Use a capital letter for names of people, places and days of the week</p> <p>*Correct punctuation of questions and exclamations.</p>	<p>*Consolidation of the correct use of capital letters.</p> <p>*Commas for lists</p> <p>*Apostrophes to mark contractions and show singular possession</p> <p>*Speech punctuation</p>	<p>Consolidation of demarcating sentences correctly including !, ? and .</p> <p>*Consolidation of use of correct punctuation for different sentence types</p>
<p>Word Level Features</p>	<p>*See attached Y1 and Y2 long term planning overview grids.</p>					

Year 1 - Statutory Spelling Objectives Overview

Term 1	Term 2	Term 3
<p style="text-align: center;">Revision from Rec</p> <ul style="list-style-type: none"> • The /v/ sound at the end of words. • The sounds f, l, s, k and z spelt ff, ll, ss, zz and ck . • -n before k (bank, think, sunk) • Using k for the k sound (Kent, sketch, kit) • -ai, -oi, -ay, -oy • Split digraphs - a-e, e-e, i-e, o-e, u-e • -ee (tree) -ea (meat) and -y (happy) • -wh (when) and -ph (dolphin) • -oo (food) and -oo (book) • -oa (boat), -oe (toe) and -ow (blow) • -ow (how), ou (mouth) • igh (high), ie (pie) • ea (bread) <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Division of words into syllables. • Common exception words 	<p style="text-align: center;">Revision from previous term</p> <ul style="list-style-type: none"> • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. • -ar (car, start, garden) • -ue (blue) -ew (few) • -ie (field) • -or (born), ore (more), -aw (saw), -au (author) • -air (fair), ear (bear), are (dare) • -ear (hear) • -tch (catch, fetch, hutch) • -er (unstressed schwa sound → better, summer, sister) • -er (stressed sound → her, term) -ir (girl, bird, first), -ur (turn, church, hurt, Thursday) <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Division of words into syllables. • Common exception words 	<p style="text-align: center;">Assessment of what need to be consolidated from previous terms</p> <ul style="list-style-type: none"> • Adding -er and -est to adjectives where no change is needed to the root word. • Adding the prefix -un • Compound words <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Division of words into syllables. • Common exception words

Year 2 - Statutory Spelling Objectives Overview

Term 1	Term 2	Term 3
<p>Revision from Y1 - Suffixes</p> <ul style="list-style-type: none"> -Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. -Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter -Adding -er and -est to adjectives where no change is needed to the root word -Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it. (hiking, hiked, hiker) - Adding -es to nouns and verbs ending in y (flies, tries, replies, babies) - Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, copier, happier, happiest) - The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, sadness, careful, badly, merriment, happiness, penniless) -Apostrophes for contractions (didn't, hasn't) 	<p>Revision from previous term</p> <ul style="list-style-type: none"> -The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, edge, age, change, gem, giant) - The /s/ sound spelt c before e, i and y (race, ice, cell, city, fancy) - The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat) - The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong) - The /aɪ/ sound spelt y at the end of words (cry, fly, dry, reply) - The /ɔ:/ sound spelt a before l and ll (all, ball, call, walk, always) -The /ʌ/ sound spelt o (other, mother, nothing, Monday) -The /i:/ sound spelt ey (key, donkey, chimney) -The /ʒ/ sound spelt s (television, treasure, usual) -The /o/ sound spelt a after w and qu (want, watch, quantity, squash) 	<p>Revision from previous terms</p> <ul style="list-style-type: none"> -Homophones and near homophones - The possessive apostrophe (singular nouns) (Megan's, the girl's, the man's) -Words ending in tion (station, fiction, motion) - The /l/ or /əl/ sound spelt le at the end of words (bottle, apple, little) - The /l/ or /əl/ sound spelt el at the end of words (camel, tunnel, squirrel, tinsel) - The /l/ or /əl/ sound spelt al at the end of words (pedal, metal, hospital, animal) -Words ending il (pencil, fossil, nostril) -The /ɜ:/ sound spelt or after w (word, worm, world, worth) -The /ɔ:/ sound spelt ar after w (war, warm, towards)