

## Mastery Curriculum for English - Year 3 & 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purpose</b>	Write to Entertain	Write to Inform	Write to Entertain	Write to Persuade	Write to Entertain	Write to Discuss
<b>Form Text Type (Possible examples)</b>	*Novels and stories by significant ch's authors *Creating images - poetry and shape poetry	*Newspapers/ Magazines  *Explanations	Stories which raise issues/dilemmas  Play scripts/Dialogue	Formal letters  Myths and Legends	Stories set in imaginary worlds.  Stories from other cultures	Report Writing  Balanced Discussions
<b>Spoken Language Opportunities</b>	*To perform poetry from memory, conveying ideas about characters and situations by adapting expression and tone.	*To prepare and deliver a presentation to the class on an aspect of learning in Science, History	*To take part in drama sessions - reading scripts, role play, freeze framing	To take part in discussions and debates using persuasive language.	*To take part in drama sessions that enhance writing - freeze framing, hot seating etc.	To take part in discussions and debates.
<b>Text Level Features</b>	*Discussing writing which is similar to that which they are planning to write. *Create settings, character and plot *Organise paragraphs around a theme	*Organisational devices: headings and sub-headings	*Discussing writing which is similar to that which they are planning to write.  *Create settings, character and plot  *Organise paragraphs around a theme	*Organisational devices: heading and sub-headings (captions)	*Discussing writing which is similar to that which they are planning to write.  *Create settings, character and plot  *Organise paragraphs around a theme	*Rehearse sentences orally including, building a rich vocabulary  *Discuss and record ideas  *Organisational devices such as headings and sub-headings.
<b>Sentence and Grammar Features</b>	*Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.	*Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	*Use fronted adverbials (e.g. <u>Later that day</u> , I heard the bad news.)	*Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to</i>	*Use present perfect tense to place events in time.  *use fronted	*Use imperative verbs to convey urgency.  *Use rhetorical questions to engage

	<p>*Use co-ordinating conjunctions to join clauses.</p> <p>*Use fronted adverbials to show how/when an event occurs.</p> <p>*Use expanded noun phrases to convey complicated information concisely.</p>	<p>(e.g. the teacher, expanded to : The strict maths teacher with curly hair)</p> <p>*Use subordinating conjunctions to join clauses, including as openers.</p> <p>*Use the present perfect form of verbs in contrast to the past tense.</p>	<p>*Use of the comma after fronted adverbials. Discuss and record ideas (play script)</p> <p>*Extend sentences using more than one clause by using a wider range of conjunctions.</p>	<p><i>play</i> contrasted with <i>He went out to play.</i>) Well-structured descriptions including to express feelings (emotive language to persuade)</p> <p>*Use subordinate clauses to add detail or context.</p>	<p>adverbials to show how/when an event occurs.</p> <p>*Use subordinate clauses to add detail or context</p>	<p>the reader.</p> <p>*Use noun phrases to add detail and description.</p> <p>*Use relative clauses to provide additional information.</p>
<p><b>Punctuation Features</b></p>	<p>*Recap/consolidation of correct use of 4 main punctuation marks ( , . ? ! ) and capital letters for proper nouns.</p> <p>*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!")</p>	<p>*Use of apostrophes for possession including plural nouns.</p> <p>*Consolidate use of four main punctuation marks ( , . ? ! )</p>	<p>*Use commas after subordinate clauses</p> <p>*Use full punctuation for direct speech, including punctuation within and before inverted commas.</p> <p>*Use full punctuation for direct speech, including punctuation within and before inverted commas.</p>	<p>*Use bullet points to list items</p>	<p>*Use full punctuation for direct speech, including punctuation within and before inverted commas.</p>	<p>*Begin to use dashes for emphasis</p> <p>Use ? and ! for rhetorical/exclamatory sentences.</p> <p>*Use commas to mark subordinate clauses.</p>

<p><b>Spelling Objectives</b></p>	<ul style="list-style-type: none"> <li>*Adding 'ing' and 'ed' (Y3)</li> <li>*Regular verb endings - 's', 'ed' and 'ing' (Y4)</li> <li>*Prefixes un, dis, in, im and il (Y3)</li> <li>*Suffix words - 'ment', 'ship', 'hood', 'ness' (Y4)</li> <li>'le' words (Y3)</li> <li>*Explore spelling patterns for soft c and soft g</li> <li>Homophones and near homophones (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>*Compound Words (Y3)</li> <li>*Compound words (Y4)</li> <li>*Suffix 'er', 'est' and 'y' (Y3)</li> <li>*Plurals adding 's' to nouns (Y3)</li> <li>*Plurals - changes to f (Y4)</li> <li>*Suffix - 'ight' and 'ough' (Y4)</li> <li>*Suffix 'er' and 'able' (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>*Contractions (Y3)</li> <li>*Possessive apostrophe words</li> <li>*Distinguish the forms of its and it's (Y4)</li> <li>*Polysyllabic words (Y3)</li> <li>*Words with ai sound spelt 'ei', 'eigh' and 'ey'</li> <li>*Suffixes → 'ful', 'ly', 'ive', 'tion', 'ic' and 'ist' (Y4)</li> <li>*ation, added to words to form nouns</li> <li>*Spelling of ch (Greek; chorus, French: chalet)</li> <li>*Words ending in 'gue' and 'que'</li> <li>*Common letter strings (Y4)</li> </ul>
-----------------------------------	---	---	--