

## Mastery Curriculum for English - Year 5 and 6

	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>Main Texts to be used</b>	<i>The Chocolate Tree: A Mayan Folktale</i> Linda Lowery	<i>Middeworld (Jaguar Stones)</i> J&P Voelkel	<i>Cosmic</i> Frank Cottrell Boyce and Steven Lenton		Roman myths and non-fiction tests. Play script for summer play.	
<b>Cross-curricular/ Topic links</b>	Chocolate Mayans Civilisation	Living things and habitats Rainforests	20 <sup>th</sup> century Britain Lives of significant individuals	Earth and Space	Romans	
<b>Audience</b>	Performance in assembly. Stories for EYFS.	Newspaper for parents. Book about rainforests.	Perform a play	Leaflets to Mars. Write to an astronaut.	School play.	Argument to do with a Roman myth.
<b>Form Text Type (Possible examples)</b>	*Novels and stories with historical settings  *Classic/Narrative poems (imagery)	*Chronological/non-chronological reports  *Explanation  *Newspaper  *Biography/autobiography	*Older literature  *Stories from other cultures/myths  *Play scripts /dramatic conventions	*Formal letter  *Arguments  *Advertising	*Film narrative (extended narrative)  *Choral and Performance poetry	*Balanced argument  *Reviews
<b>Spoken Language Opportunities</b>	*To take part in poetry performances, making deliberate choices about how to engage the audience.  *To careful choices	* To talk confidently and fluently in a range of situations, using formal and Standard English as appropriate	* To perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is	*To sustain and argue a point of view in a debate, using formal language of persuasion.  *To take part in balloon debates, using	*To perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts	*To participate in discussions, structuring logical argument using formal language.

	about how they convey ideas about characters and situations by adapting expression and tone		made clear.	persuasive language and techniques.	and atmosphere to engage a specific audience.	
<b>Text level features</b>	<p>*Develop setting, atmosphere and character including through dialogue.</p> <p>*Build cohesion within and across paragraphs</p> <p>*Select appropriate grammar and vocabulary to change or enhance meaning.</p> <p>*Identify the audience and purpose before writing and adapt accordingly.</p>	<p>*Use advanced organisational and presentational devices (introduce columns and tables)</p> <p>*Identify the audience and the purpose before writing and adapt accordingly.</p> <p>*Know the passive voice can be used in narrative to create suspense and tension.</p>	<p>*Develop setting, atmosphere and character including through dialogue.</p> <p>*Build cohesion within and across paragraphs.</p> <p>*Select appropriate grammar and vocabulary to change or enhance meaning</p>	<p>*Using formal and persuasive language</p> <p>*Use wider range of conjunctions appropriate to text and purpose. These might include:  <b>Opposition;</b>  <i>Alternatively, Even though</i></p> <p><b>Illustrate;</b> <i>In the case of</i></p> <p><b>Show cause and effect;</b>  <i>consequently, as a result</i></p> <p><b>Compare;</b> <i>similarly, as with</i></p> <p><b>Emphasise</b>  <i>;significantly</i></p>	<p>*Perform own compositions so that meaning is clear  Use the passive voice in narrative e.g.  <i>'The robber took the gun from the cabinet'</i> changes to  <i>'the gun was removed from the cabinet'.</i></p>	<p>*Used advanced organisational and presentational devices</p> <p>*Identify the audience and the purpose before writing and adapt accordingly</p> <p>*Discuss and record ideas (discuss argue, present, analyse, persuade, review) bias/balanced</p>

<p><b>Sentence and Grammar Features</b></p>	<p>*Use expanded noun phrases to convey complicated information concisely.</p> <p>*Experiment with moving clauses for effect e.g. position subordinate clause to create effect and impact</p> <p>*Use subordinate clauses to add details or context, including varying prepositions.</p>	<p>*Active/passive (identifying subjects/objects within a sentence)</p> <p>*Confidently use a variety of sentence types to create impact and effect.</p> <p>*Use passive voice to remain formal and detached.</p> <p>*Use expanded noun phrases to inform.</p>	<p>*Use ambitious conjunctions, adjectives and noun phrases securely to open sentences.</p>	<p>*Use imperative and modal verbs to convey urgency.</p> <p>*Use adverbials to convey a sense of urgency.</p> <p>*Use short sentences for emphasis</p> <p>*Use the subjunctive form for formal structure.</p>	<p>*Secure consistent and judicious use of complex sentences.</p> <p>*Place the subordinate clause within a sentence to create effect and impact.</p> <p>*Use short sentences to create dramatic impact and suspense</p>	<p>*Use more than one subordinate clause within a sentence to convey information more economically</p> <p>*Use a range of range of sentence types e.g. simple, compound and complex to create and impact and effect</p>
<p><b>Punctuation Features</b></p>	<p>*Use a semi-colon to mark boundaries between clauses.</p> <p>*Use hyphens to avoid ambiguity.</p> <p>*Use expanded noun phrases to convey complicated information concisely.</p> <p>*Use brackets for incidentals.</p>	<p>*Use semi-colons or dashes to mark boundaries between independent clauses.</p> <p>*Use brackets, dashes or commas to provide parenthesis.</p> <p>*Use colons to introduce lists or sections.</p> <p>*Secure use of commas to mark clauses, including</p>	<p>*Secure use of commas to separate phrases and clauses</p> <p>*Use a colon to introduce a list.</p> <p>*Use of commas to clarify meaning and avoid ambiguity.</p>	<p>*Use of ! ? for rhetorical/exclamatory sentences</p> <p>*Use of colons and semi-colons to list features, attractions and arguments</p> <p>*Use of brackets and dashes for parenthesis, including for emphasis.</p> <p>*Use of semi-colons for structure</p>	<p>*Use semi-colons or dashes to mark boundaries between independent clauses.</p> <p>*Use brackets, dashes or commas to provide parenthesis.</p>	<p>Accurate use of a wide range of punctuation including . , ? ! ... ; : ' " ..</p>

		opening subordinate clauses.		repetition.		
<b>Statutory Terminology</b>	<u>Year 5</u>			<u>Year 6</u>		
	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity			subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>*Prefix 'auto', 'bi', 'circum' &amp; 'trans'</li> <li>*'pre' &amp; 're'</li> <li>*Root words - prefixes &amp; suffixes</li> <li>*Suffix 'ful'</li> <li>*Suffix 'cian'</li> <li>*Endings which sound like cious or tious</li> <li>*Endings with cial &amp; tial</li> <li>*Suffix 'ent', 'ence', 'ant' &amp; 'ance'</li> <li>*Polysyllabic words - application of knowledge</li> <li>*Use of the hyphen to join a pre-fix to a root word ie re-enter.</li> <li>*Words containing the letter string -ough.</li> <li>*Homophones and other words that are easily confused.</li> </ul>	<ul style="list-style-type: none"> <li>*Revision of spelling conventions soft c/g (Y6)</li> <li>*Silent letter words: loch, knight</li> <li>*Plurals - 'x', 's', 'ss', 'ch', 'tch' &amp; 'sh' (Y5)</li> <li>* Plurals - 'o', 'f', 'ff', &amp; 'y' (Y5)</li> <li>*Adding 'ing', 'er', 'ed' &amp; 'est' (Y5)</li> <li>*Suffix 'cian'</li> <li>*Endings which sound like cious or tious</li> <li>*Endings with cial &amp; tial (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>*Y endings</li> <li>*i before e</li> <li>*Adding suffixes beginning with vowel letters to words ending in 'fer'</li> <li>*Prefix 'in', 'im' &amp; 'il'</li> <li>*Words spelt with ei after c</li> <li>*Common letter strings</li> <li>*Homophones</li> </ul>			

