English Mastery

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Texts	Core texts *(stories with morals that convey a lesson to be learnt)*	**Wonder - R.J. Palacio** ISBN: 9780552569974 Publisher: Corgi (Random House), 2013 Genre: School Narrative		**Holes - Louis Sachar** ISBN: 9781408890233 Publisher: Bloomsbury, 2015 Genre: Dystopian Adventure / Mystery		**Letters from the Lighthouse - Emma Carroll** ISBN: 9780571327584 Publisher: Faber & Faber, 2017 Genre: Historical Fiction (Mystery)		**Windrush Child - Benjamin Zephaniah** ISBN: 9780702302725 Publisher: Scholastic, 2020 Genre: Historical Adventure		**The Other Side of Truth - Beverley Naidoo** ISBN: 9780141377353 Publisher: Puffin, 2000 Genre: Historical Adventure		**Macbeth - William Shakespeare** Genre: Literary Heritage Classic - Play script **Macbeth: Oxford School Shakespeare - William Shakespeare (& Roma Gill)** ISBN: 9780198326205 Publisher: Oxford University Press, 2009 **Macbeth: Shakespeare Stories for Children - Andrew Matthews & Tony Ross** ISBN: 9781841213446 Publisher: Orchard Books, 2003 **A Stage full of Shakespeare Stories - Angela McAllister & Alice Lindstrom** ISBN: 9781786031143; Publisher: Frances Lincoln, 2018	
	Supporting texts	- 'About The Author: R.J. Palacio' (Biographical Article) - 'Choose Kind: Embracing Empathy and Spreading Good Vibes' (Information Text; Persuasive Article) - 'Adventure Awaits' - Broarwood Nature Reserve (Persuasive Leaflet)		- 'Rattling Tales: Exploring Rattlesnakes in the Deserts of the USA' (Information Text; Interview) - Letter: 'Sentencing of Your Son, Stanley Yelnats IV' (Formal letter) - The USA Civil Rights Movement (Information Text; Non-chronological)		- 'Evacuation in World War II: A Journey to Safety for British Children' (Information Text) - Echoes of Resilience (Poem - Unknown author) - 'Journeys of Hope: Understanding the Refugee Experience' (Information Text)		- 'The Windrush Generation'(Information Text; Interview) - 'Nature' by H.D. Carberry & 'Windrush Child' by John Agard in the poetry anthology Under the Moon & Over the Sea (Poetry) - Amnesty International, p195-197 of Windrush Child (Information Text)		Various models of writing are signposted within each Writing mini-unit: extracts from children's fiction for the narrative units and standardised examples from the Standards and Testing Agency for non-fiction.		A Stage Full of Shakespeare Stories 'About William Shakespeare' (information text) A Stage Full of Shakespeare Stories 'About the plays in this book' (play summaries) A Stage Full of Shakespeare Stories 'Macbeth' (fiction text)	
	Suggested study topics	**PSHE:** Friendship, Kindness, Bullying, Identity		**History & PSHE:** Justice, Friendship, Education		**History:** Conflict and Resolution (ACP)				tbc			
Writing	Writing Unit	Wonder Unit 1	Wonder Unit 2	Holes Unit 1	Holes Unit 2	Letters from the Lighthouse Unit 1	Letters from the Lighthouse Unit 2	Windrush Child Unit 1	Windrush Child Unit 2	Narrative: 4 Pupil Pick mini units	Non-fiction: 3 Pupil Pick mini units		
	Writing outcomes	Journal entry	First person narrative	Non-chronological report	Persuasive letter	Third person historical narrative (mystery themed)	A letter for an epistolary narrative (mystery themed)	Balanced argument	Journalistic writing			Information Piece (choice of format)	Playscript
	Writing Purpose	To narrate To entertain	To narrate To entertain	To inform	To persuade	To narrate To describe		To analyse To inform	To inform	To narrate To describe	To inform	To inform	To entertain
	Model Texts	Wonder U1 Model Text[s]	Wonder U2 Model Text[s]	Holes U1 Model Text[s]	Holes U2 Model Text[s]	Lighthouse U1 Model Text[s]	Lighthouse U2 Model Text[s]	Windrush Child U1 Model Text	Windrush Child U2 Model Text			n/a	n/a
	Key Knowledge	**Text features:** - dates - salutation and sign off - chronologically ordered paragraphs - past tense for recount - first person - informal language - facts and opinions - rhetorical questions **Grammar & Punctuation:** - adverbs/adverbials of time and place - indirect (or reported) speech - semi-colons - colons *- Also exemplified in the model text: informal and formal vocabulary and structures; cohesive devices; semi-colon, colon or dash to mark independent clauses* **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and editing. See the Teaching Overview for this unit for more details of the NC objectives covered.	**Text features:** - interesting title to drive narrative - first person - clear voice - flashback - conflict/problem - moral growth - non-linear plot - cohesive devices - encourage reader reflection - economy of language - limited characters (2 maximum) - description of one main event only **Grammar & Punctuation:** - adverbs/adverbials of time and place - expanded noun phrases for precision - ellipsis - semi-colons - colons for explanation - colons for example *- Also exemplified in the model text: informal and formal vocabulary and structures; cohesive devices; semi-colon, colon or dash to mark independent clauses* **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and editing. See the Teaching Overview for this unit for more details of the NC objectives covered.	**Text features:** - heading - brief introduction - subheadings - technical/scientific vocabulary - pictures and captions - third person, formal language - statements of factual information **Grammar & Punctuation:** - subordinating conjunctions - subjunctive mood/form - passive voice - relative clauses - conjunctive adverbs - synonyms for cohesion - commas, hyphens, brackets for parenthesis - semi-colons for independent clauses - colons to introduce an explanation or example *- Also exemplified in the model text: formal and informal vocabulary and structures; cohesive devices; layout devices; bullet points for lists* **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and editing. See the	**Text features:** - direct address - emotive/exaggerated language - facts and statistics - opinion - repetition - triples/the rule of three - rhetorical questions - formal tone **Grammar & Punctuation:** - adverbs & modal verbs to indicate degrees of possibility - active voice - personal second person pronouns - expanded noun phrases for exaggeration - subjunctive mood/form - cohesive devices - conjunctive adverbs & synonyms - commands using the imperative to instruct the reader - relative clauses *- Also exemplified in the model text: formal & informal vocabulary & structures; expanded noun phrases; modal verbs & adverbs for degrees of possibility; passive voice; cohesive devices; semi-colon, colon or dash to mark independent clauses* **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and	**Text features:** - combines fiction with non-fiction - fictional characters in keeping with the era - setting accurately reflects the time period - mystery theme: build-up, tension, suspense, foreshadowing, pace, cliff-hangers - third person omniscient narration - informal language in direct speech (vernacular language, question tags, non-standard forms that replicate speech, contracted forms) **Grammar & Punctuation:** - dialogue & internal voice to convey character & advance the action - description of historical setting (sensory language, onomatopoeia, simile, metaphor, personification) - powerful verbs for pace & impact - adverbials of time, place and manner for cohesion - relative clauses - brackets, dashes or commas for parenthesis - ellipsis - cohesive devices *- Also exemplified in the model text: formal & informal vocabulary & structures; expanded noun phrases; modal verbs & adverbs for degrees of possibility; cohesive devices; semi-colon, colon or dash to mark independent clauses* **Writing process:** Every writing unit involves	**Text features:** - narrative told through letters, diary entries, newspaper clippings, telegrams or other documents - blend of fiction & nonfiction mediums - realism & psychological insight - letters to advance the plot - foreshadowing - trail of clues - a sleuth aiming to solve the mystery **Grammar & Punctuation:** - informal language - idioms - questions direct to reader - adverbials of time for clarification - formal language in news clippings (passive, subjunctive, technical language) - punctuation for clarity - relative clauses & parenthesis - descriptive language for setting *- Also exemplified in the model text: formal & informal vocabulary & structures; synonyms/antonyms; expanded noun phrases; cohesive devices; layout devices; commas for clarity; brackets, dashes, commas for parenthesis; semi-colon, colon or dash to mark independent clauses; colon for a list* **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and	**Text features:** - clear structure - contrasting views - supporting evidence to justify an explanation - rhetorical questions - present tense - third person - precise vocabulary choices - authoritative & balanced tone - generic participants **Grammar & Punctuation:** - paragraphs organised by topic - modal verbs & adverbs for possibility - cohesive devices including conjunctive adverbs to show: results & possibility, opposite points, similar points, additional points, transition - passive verbs - subjunctive mood for formality - multi-clause sentences - abstract nouns **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and editing. See the Teaching Overview for this unit for more details of the NC objectives covered.	**Text features:** - headline to attract interest - a byline - orientation (summary) - body of the article - facts & statements - pictures & captions - quotations (extra detail & opinion) - reorientation - third-person , formal language - past tense (mostly) **Grammar & Punctuation:** - formal language/tone - indirect speech - direct speech - multi-clause sentences - conjunctive adverbs - accurate verb/tense usage - cohesive devices (adverbials) **Writing process:** Every writing unit involves planning, drafting, writing, evaluating and editing. See the Teaching Overview for this unit for more details of the NC objectives covered.			**Pupils will present their learning in a choice of formats.** **They must include information about:** - Shakespeare's life - The Globe Theatre - Genres of Shakespeare's plays - Shakespeare's language - Shakespeare's legacy **Writing process:** -write -publish/share -evaluate	**Text features:** -character list -acts and scenes -setting description for each new scene -character name before dialogue followed by colon -dialogue (no speech marks) -stage directions (in brackets) **Grammar & Punctuation:** -colons after character name -brackets containing stage directions **Writing process:** -write -perform -evaluate
	Key Terminology from NC Appendix 2		ellipsis	subject, object, active, passive, synonym, bullet points	synonym, antonym, colon, semi-colon								
	Y 5/6 spellings in model text	awkward, stomach, physical, exaggerating, identity, recognised, embarrassingly, guarantee, marvellous, nuisances, definitely, appreciate	stomach, immediately, occupied, conscience, desperate, determined, interrupted, recognised, familiar, lightning, symbol	familiar, curiosity, ancient, average, rhythmically, equipped, aggressive, immediately, lightning, existence, appreciate	leisure, desperation, necessary, sincerely, existence, physical, recognise, sacrifice	lightning, especially, temperature, shoulder, symbol, curiosity, parliament, government, programme, queue, soldier, desperate, necessary, rhythm, occupy, unfamiliar, aggressively, bruise, determined, awkward, environment, recognised, immediately, conscious	accommodate, apparent, appreciate, awkward, committee, community, correspond, curiosity, definite, desperate, explanation, familiar, frequently, neighbour, recognise, rhythm, suggest, symbol	accompany, achieve, appreciate, community, develop, environment, equip, familiar, foreign, identity, leisure, necessary, opportunity, prejudice, recognise, sacrifice, suggest						
Reading	Reading Units	Wonder Unit 1		Holes Unit 1		Letters from the Lighthouse Unit 1		Windrush Child Unit 1					
		Wonder Unit 2		Holes Unit 2		Letters from the Lighthouse Unit 2		Windrush Child Unit 2					
		Wonder Unit 3		Holes Unit 3		Letters from the Lighthouse Unit 3		Windrush Child Unit 3					
	Big Idea questions	Which character do you think showed the most empathy and kindness towards August?		Do you think Stanley should consider himself 'lucky'?		How does Letters from the Lighthouse show that no matter our race or religion, we're all human beings who feel the same emotions?		How did the relationships Leonard had with others have an impact on his life?				n/a	n/a
	6 step vocabulary	U1: normal, align, optimism U2: impress, include, empathy U3: suspect, preserve, diverse		U1: declare, intense, adapt U2: special, sincere, visible U3: situate, collapse, segregate		U1: disorientated, evacuate, process U2: remote, distract, persecute U3: temper, intrigue, govern		U1: compel, accord, conscious U2: critic, privilege, rhythm U3: necessary, recognise				n/a	n/a
	Key Knowledge	**Each 2 week Reading cycle develops the following:** **Fluency:** · To read words accurately and fluently without overt sounding and blending · To re-read text to build up fluency and confidence in word reading · To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print **Vocabulary:** · To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words · To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · To discuss words and phrases that capture the reader's interest and imagination **Comprehension:** · To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas · To ask questions to improve their understanding of a text · To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · To predict what might happen from details stated and implied · To identify how language, structure, and presentation contribute to meaning · To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · To provide reasoned justifications for their views. In addition to the above, see reading content domains.		**Each 2 week Reading cycle develops the following:** **Fluency:** · To read words accurately and fluently without overt sounding and blending · To re-read text to build up fluency and confidence in word reading · To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print **Vocabulary:** · To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words · To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · To discuss words and phrases that capture the reader's interest and imagination **Comprehension:** · To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas · To ask questions to improve their understanding of a text · To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · To predict what might happen from details stated and implied · To identify how language, structure, and presentation contribute to meaning · To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · To provide reasoned justifications for their views. In addition to the above, see reading content domains.		**Each 2 week Reading cycle develops the following:** **Fluency:** · To read words accurately and fluently without overt sounding and blending · To re-read text to build up fluency and confidence in word reading · To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print **Vocabulary:** · To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words · To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · To discuss words and phrases that capture the reader's interest and imagination **Comprehension:** · To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas · To ask questions to improve their understanding of a text · To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · To predict what might happen from details stated and implied · To identify how language, structure, and presentation contribute to meaning · To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · To provide reasoned justifications for their views. In addition to the above, see reading content domains.		**Each 2 week Reading cycle develops the following:** **Fluency:** · To read words accurately and fluently without overt sounding and blending · To re-read text to build up fluency and confidence in word reading · To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print **Vocabulary:** · To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words · To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · To discuss words and phrases that capture the reader's interest and imagination **Comprehension:** · To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas · To ask questions to improve their understanding of a text · To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · To predict what might happen from details stated and implied · To identify how language, structure, and presentation contribute to meaning · To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · To provide reasoned justifications for their views. In addition to the above, see reading content domains.		**Each 2 week Reading cycle develops the following:** **Fluency:** · To read words accurately and fluently without overt sounding and blending · To re-read text to build up fluency and confidence in word reading · To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print **Vocabulary:** · To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words · To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · To discuss words and phrases that capture the reader's interest and imagination **Comprehension:** · To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas · To ask questions to improve their understanding of a text · To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · To predict what might happen from details stated and implied · To identify how language, structure, and presentation contribute to meaning · To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · To provide reasoned justifications for their views. In addition to the above, see reading content domains.		**Pupils should be:** -increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions -preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary **Comprehension:** · To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas · To ask questions to improve their understanding of a text · To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · To predict what might happen from details stated and implied · To identify how language, structure, and presentation contribute to meaning · To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · To provide reasoned justifications for their views.	
Grammar	Grammar Unit	Grammar Unit 1	Grammar Unit 2	Grammar Unit 3	Grammar Unit 4	Grammar Unit 5	Grammar Unit 6	Grammar Unit 7	Grammar Unit 8	Grammar Unit 9	Grammar Unit 10	Grammar Unit 11	Grammar Unit 12	Grammar Unit 13	Grammar Unit 14
	Key Knowledge	**Unit 1: Colons, semi-colons & dashes** **Revision content:** full stops & capital letters, verbs, different types of sentences. **New content:** Identify colons, semi-colons & dashes. Recap colons to introduce a list or series & colons to introduce an explanation or example. Apply to an editing activity. Use semi-colons to separate ideas in lists. Use semi-colons & dashes to mark the boundary between independent clauses or to replace coordinating conjunctions.	**Unit 2: Expanded noun phrases** **Revision content:** nouns, question marks & exclamation marks, simple present vs past tense. **New content:** Recap identifying nouns and noun phrases. Identify modifying adjectives within noun phrases. Identify noun phrases that use a pronoun instead of a noun. Apply to an editing activity. Use modifiers to create expanded noun phrases. Select and rewrite expanded noun phrases for concision. Use colons, semi-colons or dashes to mark the boundary between independent clauses.	**Unit 3: Passive Voice** **Revision content:** adjectives, commas for lists, coordinating & subordinating conjunctions. **New content:** Identify the subject, verb and object in active sentences. Identify the subject, verb and prepositional phrase in passive sentences. Identify, create and convert active and passive sentences. Use colons, semi-colons & dashes to mark the boundary between independent clauses.	**Unit 4: Synonyms and Antonyms** **Revision content:** subjects & objects, apostrophes for contraction, word families. **New content:** Identify and use synonyms & antonyms. Apply to an editing activity. Use prefixes to create antonyms. Recognise and sort related words.	**Unit 5: Formal & Informal Writing** **Revise Y2-6 concepts:** pronouns, apostrophes for possession, Standard English forms for verb inflections. **New content:** Standard and non-standard English. Identifying formal and informal writing. Applying to an editing activity. Replacing non-standard English. Rewriting sentences to make them formal, using Standard English. *Apply:* rewrite an informal letter to make it more formal. Identify when to use standard or non-standard English depending on the audience & purpose	**Unit 6: Cohesive devices** **Revision content:** adverbs, commas after fronted adverbials, active & passive verbs. **New content:** Repetition of a word or phrase; Determiners to refer back to earlier nouns; Coordinating & subordinating conjunctions; Conjunctive adverbs; Adverbials; Ellipsis. *Revise Y3/4/5 cohesive devices where needed: Determiners (Y3 U11, Y4 U2); Pronouns (Y3 U3, Y3 U4); Coordinating conjunctions (Y3 U5, Y4 U5); Subordinating conjunctions (Y3 U7, Y4 U6&7); Conjunctive adverbs (Y5 U4); Adverbials (Y3 U8, Y5 U6)*	**Unit 7: Brackets, dashes or commas for parenthesis** **Revision content:** prepositions, direct speech & inverted commas, expanded noun phrases **New content:** identify parenthesis & insert missing punctuation, insert missing punctuation to create parenthesis, apply to an editing activity, punctuate parenthesis correctly, make choices based on the level of formality or importance, insert missing punctuation into a paragraph including parenthesis.	**Unit 8: Relative clauses & pronouns** **Revision content:** determiners, commas to clarify meaning or avoid ambiguity, progressive form of verbs. **New content:** identify relative pronouns and clauses, match relative clauses to appropriate main clauses, manipulate the placement of a relative clause within a sentence (in the middle or at the end), punctuated embedded relative clauses correctly. Apply to an editing activity.	**Unit 9: Commas to clarify meaning or avoid ambiguity** **Revision content:** Modal verbs, hyphens to avoid ambiguity, synonyms & antonyms **New content:** Commas to clarify meaning or avoid ambiguity	**Unit 10: Modal verbs and adverbs to indicate degrees of possibility** **Revision content:** Expanded noun phrases, brackets/dashes/commas for parenthesis, formal speech & writing **New content:** Modal verbs and adverbs to indicate degrees of possibility	**Unit 11: Present & past perfect form of verbs to mark relationship of time and cause (1-10)** **Revision content:** conjunctions, colons to introduce lists, prefixes and suffixes **New content:** Present & past perfect form of verbs to mark relationship of time and cause	**Unit 12: Formality & the subjunctive** **Revision content:** fronted adverbials, semi-colons, colons or dashes to mark boundaries, and present & past perfect form of verbs. **New content:** Formal vs informal language, Standard English, contractions, slang, subjunctive form and mood	**Unit 13: Cohesive Devices: Conjunctions** **Revision content:** relative clauses & relative pronouns, ellipsis, formality and the subjunctive. **New content:** Co-ordinating and subordinating conjunctions	**Unit 14: Revision Unit** **Revision Content:** Nouns, adjectives, verbs, adverbs, synonyms & antonyms, determiners, pronouns, prepositions, subject & object, passive and active voice, phrases, clauses, conjunctions, adverbials, repetition, ellipsis, present & past tense, present and past progressive, the perfect form, formal & informal, standard & non-standard English, capital letters & full stops, question marks, exclamation marks, commas in lists, commas to avoid ambiguity, commas to seperate clauses, brackets, dashes, hyphens, apostrophes for omission, apostrophes for possession, punctuating speech, colons, semi-colons
	Key Terminology from NC Appendix 2	colon, semi-colon	expanded noun phrases	subject, object, passive, active, colon, semi-colon	antonym, synonym, subject, object	Standard English	ellipsis, active, passive, subject, object	brackets, dashes, commas, parenthesis	Relative clause, pronoun, comma	comma, phrase, clause	modal verb, adverb	present and past perfect	subjunctive	conjunction	all NC terminology covered

Extended writing coverage	
Describe	Atmosphere (Blitz) Character (dialogue) Location, Mysterious item
Narrate	Epistolary narrative Journal entry Coming of Age narrative
Inform	Non chronological report Journalistic report on immigration from Jamaica
Persuade/ analyse	Formal letter from Camp Green Lake, Balanced argument exploring belonging/identity/ fitting in/ movement of people

Copyright © 2025

ArkCurriculum+