

<b>Narnia Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Text Type Fiction</b>	Defeating the monster	Warning Story	Wishing Tale	Finding Tale	Journey Story	Fantasy/portal Story
<b>Tool Kit Focus Fiction</b>	Description	Characterisation	Setting	Action	Dialogue and openings/endings	Suspense
<b>Model Text</b>	Lily and the Swamp Monster (Y2)	A Close Call (Y3)	King Midas (Y4)	Adventure at Sandy Cove (Y3)	The Papaya that spoke (Y2)	Leon (Y4)
<b>Text Type Non-Fiction</b>	Instructions	Recount	Explanation	Information	Persuasion	Discussion
<b>Non-Fiction Model Text</b>	How to trap a dragon (Y3)	A Farmer's Diary (Y2)	(Create own based on Geography or Science need)	The Truth about Trolls (Y3)	Persuading a Bully to change their ways (Y3)	Should aquariums and zoos be allowed? (Y3)
<b>Sentence Focus</b>	Determined by Cold Writes					
<b>Grammar Focus Year 2</b>	Capital letters for names of people, places, days of the week etc. and personal pronoun 'I' • Full stops and capital letters • Joining sentences using 'and'	Tenses (present and past) • Use 'ly' to turn adjective into adverbs	Noun phrase • Adjectives • Expanded noun phrases • Commas to separate items in a list • Form adjectives using suffixes	Apostrophes for contractions • Apostrophes for singular possession • Form nouns using suffixes • Progressive form of verbs in the present and past tense	Types of sentences (statement, command, question and exclamation) • Question and exclamation marks	• Co-ordinating conjunctions (and, or, but) • Subordinating conjunctions (if, because, when)
<b>Grammar Focus Year 3</b>	Full stops, capital letters, • Vowels / consonants • Contractions Co ordinating conjunctions • Subordinating conjunctions (when, if, that, because)	Nouns • Verbs and adverbs • Paragraphs to group ideas • Headings and subheadings	Adjectives • Commas for lists • Prepositions • Nouns and pronouns within and across sentences • Synonyms	Determiners (an or an) • Apostrophe for singular possession • Past and present tense • Present perfect tense	Types of sentences (statement, command, question and exclamation) • Question and exclamation marks • Direct speech and Inverted commas • Form nouns using a range of prefixes	Express time, place and cause using co ordinating and subordinating conjunctions • Word families based on root word

<b>Grammar Focus Year 4</b>	Understand the terminology of noun, adjective, adverb, preposition and conjunctions •Extend sentences using conjunctions •Express time, place and cause using conjunctions •Express time, place and cause using adverbs and prepositions	•Nouns or pronouns for clarity, cohesion and to avoid repetition •Possessive pronouns •Fronted adverbials •Standard English	•Paragraphs and cohesion •Verb tenses •Main and subordinate clauses •Expanded noun phrases	Possessive apostrophe •Prefixes •Suffixes •Contractions •Onomatopoeia	•Question and exclamation marks •Direct and indirect speech •Inverted commas and other punctuation to indicate direct speech •Determiners	Commas for lists, fronted adverbials and to mark clauses •Personification •Apostrophes to mark plural possession
<b>GPS focus – 1 lesson a week and warm up focus</b>  (Needs to be adapted to meet requirements of the class)	1. Full stops and capital letters 2. Question marks 3. Exclamation marks 4. Commas in a list 5. Apostrophes for contractions 6. Expanded noun phrases	1. Past and present tense 2. Conjunctions for co-ordination/cohesion 3. Adverbials of time 4. Conjunctions for subordination 5. Apostrophes for possession 6. Writing statements, question, exclamations and commands	1. Commas for clarity 2. Inverted commas 3. Apostrophe revision 4. Perfect tense 5. Word families 6. Prepositions	1. Determiners 2. Pronouns 3. Possessive pronouns 4. Apostrophes for contractions 5. Expanded noun phrases 6. Tenses	1. Speech Punctuation 2. Speech Punctuation 3. Colons to introduce lists 4. Indirect speech	1. Past and present tense 2. Conjunctions for co-ordination/cohesion 3. Adverbials of time 4. Conjunctions for subordination 5. Apostrophe revision
<b>Comprehension Focus (Y3/Y4)</b> <a href="#">A KS2 Reading Curriculum – The Teaching Booth</a>  3 X lessons a week + ERIC daily and Reading Spine	<u>Year 3</u> Colour Hearing Impairment Novels Volume 1 Prehistoric Britain Lighthouses Rocks and Fossils	<u>Year 3</u> Songs Roald Dahl Different Cultures Forces and Magnets Towns, Cities And Villages Children's Classics Volume 1 Poetry Volume 1 Notable People Volume 1	<u>Year 3</u> Anne Fine Plants Picture Books Volume 1 The Shang Dynasty Disney Songs Monsters	<u>Year 3</u> Philip Reeve and Sarah McKintyre Internet Safety Spiders Volcanoes Children's Classics Volume 2 Poetry Volume 2 Dick King Smith	<u>Year 4</u> Novels Volume 1 Songs From Musicals Teeth Picture Books Volume 1 Romans Poetry Volume 1	<u>Year 4</u> Children's Classics Volume 1 Rabbits Habitats Rivers Armistice Day Recycling Week
<b>Reading Spine Texts</b>	The Dot Flat Stanley	<b>The Chronicles of Narnia</b>	Hansel and Gretl	Not Now Bernard Voices in the Park	Imaginary Menagerie <b>Utterly Good Poems</b>	Battle of Bubble and Squeak
<b>RWI spelling</b>	Practice Book 2A/2B (for Y4)	Practice Book 2A/2B (for Y4)	Practice Book 2B/3A (for Y4)	Practice Book 2B/3A (for Y4)	Practice Book 3A/4A (for Y4)	Practice Book 3A/4A (for Y4)

<b><u>Kensuke's Kingdom Class</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Text Type Fiction</b>	Defeating the monster	Warning Story	Wishing Tale	Finding Tale	Journey Story	Fantasy/portal Story
<b>Tool Kit Focus Fiction</b>	Description	Characterisation	Setting	Action	Dialogue and openings/endings	Suspense
<b>Model Text</b>	Smaug (Y5)	The Canal (Y5)	The Old Mill (Y6)	Alien Landing (Y5)	First Day at School (Y6)	The Gas Mask (Y6)
<b>Text Type Non-Fiction</b>	Recount	Recount	Explanation	Information	Persuasion	Discussion
<b>Non-Fiction Model Text</b>	News article on local event	Dreams	(Create own based on Geography or Science need)	Information about insects	Your country needs you!	How can you encourage adventure and limit danger?
<b>Sentence Focus</b>	Determined by Cold Writes					
<b>Grammar Focus Year 5</b>	Nouns and pronouns for clarity, cohesion and to avoid repetition Co-ordinating conjunctions Subordinating conjunctions Main and subordinate clauses	Plural and possessive –s Determiners Cohesion between paragraphs and within paragraphs (adverbials of time, tense choices) Tenses (simple and perfect)	Expanded noun phrases Fronted adverbials Modal verbs to indicate degrees of possibility Adverbs to indicate degrees of possibility	Brackets, dashes and commas to indicate parenthesis Relative pronouns and relative clauses Commas to clarify meaning and avoid ambiguity Simile	Rhetorical questions Inverted commas and other punctuation to indicate direct speech Metaphor	Prefixes Suffixes Convert nouns or adjective into verbs using suffixes
<b>Grammar Focus Year 6</b>	Modal verbs Perfect form of verbs to express time and cause Tenses (simple, perfect and progressive) Subjunctive form	Cohesion across paragraphs Layout devices Synonyms and Antonyms Hyphens to avoid ambiguity Ellipsis	Adverbs for possibility Expanded noun phrases to convey complicated information Formal and informal speech and vocabulary Punctuating bullet points consistently and to list information	Brackets, dashes and commas to indicate parenthesis Relative clauses Dashes to make boundaries between independent clauses Commas to clarify meaning and avoid ambiguity	Semi-colons to make boundaries between independent clauses Colons to make boundaries between independent clauses Levels of formality	Colon to introduce a list Semi-colons within lists Word classes Active and passive

<b>GPS focus – 1 lesson a week and warm up focus</b>  (Needs to be adapted to meet requirements of the class)	1. Commas in a list 2. Commas for clarity 3. Question marks 4. Apostrophes for contractions 5. Apostrophes for possession 6. Semi- colon	1. Subjunctive form 2. Relative pronouns 3. Relative clauses 4. Parenthesis 5. Modal verbs 6. Coordinating and subordinating conjunctions	1. Active and passive voice 2. Synonyms 3. Antonyms 4. Hyphens 5. Ellipsis 6. Bullet points	1. Inverted commas 2. Speech punctuation 3. Integrating dialogue to advance action 4. Parenthesis	Revision	Revision
<b>Comprehension Focus (Y3/Y4)</b> <a href="#">A KS2 Reading Curriculum – The Teaching Booth</a>  3 X lessons a week + ERIC daily and Reading Spine	<u>Year 5</u> Great Openings Life Cycles Notable People Volume 1 Songs From Musicals Nigeria Equality	<u>Year 5</u> Brazil Shackleton's Journey Energy/Forces Christmas Disney Songs Medieval Monarchs Titanic	<u>Year 6</u> Resilience Spooky Openings Pompeii Animals Including Humans Industrial Revolution	<u>Year 6</u> Hijab - Ibtihaj Muhammad Magic Children's Classics Volume 1 Autism Liverpool Evolution Katherine Rundell	<u>Year 6</u> Poetry Volume 1 Novels Volume 1 Songs From Musicals Drugs And Alcohol Civil Rights	<u>Year 6</u> Spies Songs The Raven Notable People Volume 1 Light Population Verse Novels
<b>Reading Spine Texts</b>	Who let the Gods out?	Why the whales came	Fireweed	The Arrival	Heard it on the Playground Bright Bursts of colour	Welcome to Nowhere
<b>RWI spelling</b>	Practice Book 5	Practice Book 5	Practice Book 5	Practice Book 6	Practice Book 6	Practice Book 6

<b>Hundred Acre Wood Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Text Type Fiction</b>	Defeating the monster/Traditional Tale	Journey Story	Defeating the monster/Traditional Tale	Finding Tale	Journey Story	Journey Story/Traditional Tale
<b>Tool Kit Focus Fiction</b>	Description	Joining in with dialogue	Time connecting language	Description	Dialogue	Dialogue
<b>Model Text</b>	The Three Little Pigs (Y1)	Take a walk little bear (YR)	Billy Goats Gruff (YR)	The Magic Porridge Pot (Y1)	Quackling (YR)	The Three Bears (Y1)
<b>Text Type Non-Fiction</b>	Instructions	Recount	Explanation	Information	Persuasion	Discussion
<b>Non-Fiction Model Text</b>	Looking after a pet (YR)	Going for a walk (YR)	Why ogres are dangerous (YR)	How to make magic porridge (Y1)	Give us our quack back! (YR)	Should Goldilocks be arrested? (Y1)
<b>Sentence Focus</b>	Determined by Cold Writes					
<b>Grammar Focus Year 1</b>	Understand how words can combine to make sentences Leaving spaces between words Form lower case letters in the correct direction, starting and finishing in the correct place Join words and clauses using 'and'	Capital letters to start sentences Capital letters for names Full stops to end sentences Capital letters for places, days of the week etc. and 'I' Sequencing sentences	Exclamation marks Name the letters of the alphabet in order Re-read what has been written to check it makes sense	Singular and plural Use regular plural noun suffixes -s or es	Question marks Use suffixes that can be added to verbs where no change is needed in the spelling of root words	Understand how the prefix un- changes the meaning of verbs and adjectives
<b>Reading Spine Texts</b>	Five Minutes Peace <b>The Wonky Donkey</b>	Jolly Postman Harvey Slufenburger's Christmas Present	The Runaway Wok <b>Dogger</b>	Last stop on market street That Rabbit Belongs to Emily Brown	After the fall <b>The Good Little Wolf</b>	Where the Wild Things Are Questions and answers about dinosaurs