



## T4W Overview

### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	If I Had Wings (by Pie Corbett)		When the Wind Blows (by John Foster)		In My Garden (by Moira Andrew)	
Fiction	Traditional Tale <b>The Enormous Turnip</b> Sentence Level Focus - building on Early Learning Goals from EYFS	Wishing Tale <b>How to Catch a Star</b> Sentence Level Focus - building on Early Learning Goals from EYFS	Finding Tale <b>The Storm Whale</b> Text structure boxing up		Rags To Riches <b>Cinderella</b> Text features - toolkit	
Non-Fiction		Writing to instruct	Writing to inform		Writing to persuade	
Grammar and Punctuation	<b>Sentence structure</b> Combining words to make sentences Separation of words with spaces	<b>Sentence structure</b> Combining words to make sentences Separation of words with spaces  <b>Punctuation</b> Capital letters and full stops	<b>Word classes</b> Nouns Adjectives  <b>Punctuation</b> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  <b>Sentence structure</b> Joining clauses using 'and'		<b>Word classes</b> Verbs  <b>Punctuation</b> Question marks and exclamation marks  <b>Sentence structure</b> Joining clauses using but and so	



## Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poetry</b>	If I was a Superhero (by Sally Gray)		Missing: Daisy (by James Carter)		Something told the wild geese (by Rachel Field)	
<b>Fiction</b>	Journey Tale <b>Meerkat Mail</b> Setting Toolkit	Defeating the Monster <b>Super-tato</b> Action Toolkit	Defeating the Monster <b>George and the Dragon</b> Characterisation Toolkit		Suspense Tale <b>The Manor House</b> Suspense Toolkit	
<b>Non-Fiction</b>	Writing to inform	Writing to recount	Writing to instruct		Writing to persuade	
<b>Grammar and Punctuation</b>	<p><b>Sentence Structures</b> Single clause sentences Noun phrases</p> <p><b>Punctuation</b> Capital letters Full stops</p> <p><b>Verb tense</b> Present (progressive) Past (progressive)</p> <p><b>Word Classes</b> Nouns</p>	<p><b>Sentence Structures</b> Multi clause coordinating sentences</p> <p><b>Punctuation</b> Question marks Exclamation marks</p> <p><b>Verb tense</b> Present (progressive) Past (progressive)</p> <p><b>Word Classes</b> Adjectives</p>	<p><b>Sentence Structures</b> Expanded noun phrases</p> <p><b>Punctuation</b> Commas to separate items in a list</p> <p><b>Sentence Types</b> Statement Question Exclamation Command</p> <p><b>Word Classes</b> Coordinating conjunctions</p>		<p><b>Sentence Structures</b> Multi clause subordinated sentences</p> <p><b>Sentence Types</b> Statement Question</p> <p><b>Punctuation</b> Apostrophe for omission Apostrophe for singular possession</p> <p><b>Word Classes</b> Subordinating conjunctions Adverbs</p>	



### Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poetry</b>	The Magic Box (by Kit Wright)		Sound Collector (by Roger McGough)		The Witches' Spell (by William Shakespeare)	
<b>Fiction</b>	Tricking story <b>Axe Soup</b> Dialogue toolkit	Adventure Story <b>Adventure at Sandy Cove</b> Suspense Toolkit	Losing tale <b>Lazy Jack</b> Characterisation toolkit		<b>The Magician's Shop</b> Setting Toolkit	
<b>Non-Fiction</b>	Writing to instruct	Writing to inform	Writing to recount		Writing to persuade	
<b>Grammar and Punctuation</b>	<p><b>Word classes</b> Nouns Adjectives Verbs</p> <p><b>Sentence structure</b> Single clause sentences</p> <p><b>Sentence types</b> Question</p> <p><b>Punctuation</b> Capital Letters Full Stops Exclamation marks Questions marks</p>	<p><b>Word classes</b> Prepositions Coordinating conjunctions</p> <p><b>Sentence structure</b> Multi clause coordinating sentences</p> <p><b>Punctuation</b> Apostrophe omission</p>	<p><b>Word classes</b> Subordinating conjunctions Pronouns</p> <p><b>Sentence structure</b> Multi clause subordinating sentences</p> <p><b>Verb tenses</b> Simple past Present</p> <p><b>Punctuation</b> Inverted commas for direct speech</p>		<p><b>Word classes</b> Determiners (a / an) Adverbs</p> <p><b>Sentence structure</b> Single, multi clause coordinated and multi clause subordinated</p> <p><b>Verb tenses</b> Present perfect</p> <p><b>Sentence types</b> Question Command</p> <p><b>Punctuation</b> Apostrophe singular and plural possession</p>	
<b>Spelling</b>	/ae/ <ai>, <ay>, <ea>, <a-e> /ee/ <e> <ea> <ee> <y> <ea> /ae/ /ee/ /p/ <p, pp> /oe/ <o> <oa> <ow> <oe> <o-e>	<o> /o/ /oe/ /er/ <er ir or ur> /e/ <e ea ai> /ow/ <ou ow> /ng/	<ow> /oe/ /ow/ m/oo/n <oo ew ue u-e o> /ie/ <i ie y i-e igh is eigh> b/oo/k <oo u oul>	<oo> m/oo/n b/oo/k /u/ <u ou o> <ou> /ow/ /u/ m/oo/n /s/ <s ss st c ce se sc>	<s> /s/ /z/ /l/ <l ll al el il le ol> /or/ <or aw a ar au al> /air/ <air are ear ere eir ayer ayor a>	/ue/ <ue ew u u-e> <ew> m/oo/n /ue/ /oy/ <oi oy> /ar/ <ar a al au ear>



## Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poetry</b>	Topsy Turvy World (by William Brighty Rands)		Firework Night (by Enid Blyton)		Television (by Roald Dahl)	
<b>Fiction</b>	Beating the monster story <b>Theseus and the Minotaur</b> Characterisation toolkit	Warning tale <b>The Canal</b> Suspense toolkit	Traditional Tale <b>Rotten Red Riding Hood</b> Dialogue Toolkit		Portal Story <b>The Gas Mask</b> Setting Toolkit	
<b>Non-Fiction</b>	Writing to recount	Writing to discuss	Writing to persuade		Writing to inform	
<b>Grammar and Punctuation</b>	<p><b>Word classes</b> Nouns Adjectives Verbs</p> <p><b>Sentence structure</b> Expanded noun phrases Single clause sentences</p> <p><b>Verb tenses</b> Standard verb inflections instead of spoken forms</p>	<p><b>Word classes</b> Noun phrases Coordinating conjunctions</p> <p><b>Sentence types</b> Question Exclamation</p> <p><b>Sentence structure</b> Multi clause coordinated sentences</p> <p><b>Punctuation</b> Apostrophes to mark possession</p>	<p><b>Word classes</b> Subordinating conjunctions Pronouns Adverbials</p> <p><b>Sentence structure</b> Multi clause subordinated sentences</p> <p><b>Sentence types</b> Statement Command</p> <p><b>Punctuation</b> Inverted commas for direct speech</p>		<p><b>Word classes</b> Prepositions and prepositional phrases Adverbials</p> <p><b>Sentence types</b> Question Exclamation Statement Command</p> <p><b>Punctuation</b> Commas</p> <p><b>Verb tenses</b> Simple past Present Past perfect</p>	
<b>Spelling</b>	/o/ <o a ow> <a> /a/ /o/ /ae/ /ar/ /sh/ <ti, sh, ci, ssi, si> /ae/ <ai ay ea a-e a ei ey eigh> /d/ <d dd ed>	/ee/ <e ee ea y ey ie i> /i/ <i ui y> <y> /y/ /i/ /ie/ /ee/ /oe/ <oe o-e ow oa ou ough o>	/n/ <n nn ne gn kn> /er/ <ar er ir or ur ear our> /v/ <v vv ve/ m/oo/n <oo ew u ue u-e ui ou ough>	/j/ <j g ge dge> /g/ <g gg gh gu gue> <g> /j/ /g/ /f/ <f ff gh ph>	<gh> /f/ /g/ /m/ <m mm mb mn> /or/ <oar ore our augh ough> /h/ <h wh>	/k/ <c k ck ch cc> /r/ <r rr rh wr> /t/ <t tt bt te> /z/ <z ze zz s se ss> /eer/ <eer ere ear>



## Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poetry</b>	The River (by Valerie Bloom)		The Highwayman (by Alfred Noyes)		From a Railway Carriage (by Robert Louis Stevenson)	
<b>Fiction</b>	Overcoming the Monster <b>Beowulf</b> Action Toolkit		Tale of Fear <b>Deadman's Cove</b> Suspense Toolkit		Meeting Tale <b>This Morning I Met a Whale</b> Dialogue toolkit	
<b>Non-Fiction</b>	Writing to persuade		Writing to inform/recount		Writing to inform	
<b>Grammar and Punctuation</b>	<p><b>Word classes</b> Nouns Noun phrases Adjectives Verbs</p> <p><b>Sentence structure</b> Subject and object Single clause sentences</p> <p><b>Verb tenses</b> Progressive present Progressive past</p> <p><b>Sentence types</b> Statement Exclamation Questions Commands</p>		<p><b>Word classes</b> Coordinating conjunctions Formal/Informal Language Adverbials Modal verbs</p> <p><b>Sentence structure</b> Multi clause coordinated sentences Fronted adverbials</p> <p><b>Verb tenses</b> Progressive present Progressive past</p> <p><b>Punctuation</b> Apostrophes for omission and possession Parenthesis</p>		<p><b>Word classes</b> Conjunctions of time, cause and place Prepositions Subordinating conjunctions Determiners Prepositions</p> <p><b>Sentence structure</b> Multi clause subordinated sentences Relative clauses</p> <p><b>Verb tenses</b> Present perfect Past perfect</p> <p><b>Sentence types</b> Relative clauses</p> <p><b>Punctuation</b> Inverted commas for direct speech Commas to mark clauses and phrases</p>	
<b>Spelling</b>	/ae/ <ai>, <ay>, <ea>, <a-e> /ee/ <e> <ea> <ee> <y> /p/ <p, pp> /oe/ <o> <oa> <ow> <oe> <o-e>	<o> /o/ /oe/ /er/ <er ir or ur> /e/ <e ea ai> /ow/ <ou ow> /ng/	<ow> /oe/ /ow/ m/oo/n <oo ew ue u-e o> /ie/ <i ie y i-e igh is eigh> b/oo/k <oo u oul>	<oo> m/oo/n b/oo/k /u/ <u ou o> <ou> /ow/ /u/ m/oo/n /s/ <s ss st c ce se sc>	<s> /s/ /z/ /l/ <l ll al el il le ol> /or/ <or aw a ar au al> /air/ <air are ear ere eir ayer ayor a>	/ue/ <ue ew u u-e> <ew> m/oo/n /ue/ /oy/ <oi oy> /ar/ <ar a al au ear>



## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poetry</b>	The Listeners (by Walter de la Mare)		The Tyger (by William Blake)		Memories (by Pie Corbett)	
<b>Fiction</b>	Portal story <b>Diagon Alley</b> Setting toolkit		Tale of Fear <b>Zelda Claw</b> Suspense Toolkit		Adventure Story <b>Kidnapped</b> Action Toolkit	
<b>Non-Fiction</b>	Writing to inform		Writing to discuss		Writing to inform/recount	
<b>Grammar and Punctuation</b>	<p><b>Word classes</b> All classes</p> <p><b>Sentence structure</b> Single clauses, multi clause coordinated and multi clause subordinated sentences</p> <p><b>Verb tenses</b> Subjunctive Past and Present perfect</p> <p><b>Punctuation</b> Commas to mark phrases and clauses Punctuating bullet point lists Ellipsis Hyphen Brackets</p> <p><b>Sentence types</b> Active and passive voice</p>		<p><b>Word classes</b> Modal verbs Formal/Informal Language</p> <p><b>Verb tenses</b> Past and present progressive</p> <p><b>Sentence structure</b> Relative clauses Fronted adverbials Subjunctive</p> <p><b>Sentence types</b> Active and passive voice</p> <p><b>Punctuation</b> Apostrophes for omission and possession Colon, semi colon and dashes</p>		<p><b>Word classes</b> Revision</p> <p><b>Verb tenses</b> Revision</p> <p><b>Sentence structure</b> Revision</p> <p><b>Sentence types</b> Revision</p> <p><b>Punctuation</b> Revision</p>	
<b>Spelling</b>	/o/ <o a> <a> /a/ /o/ /ae/ /ar/ /sh/ <ti, sh, ci, ssi, si> /ae/ <ai ay ea a_e a ei ey eigh> /d/ <d dd ed>	/ee/ <e ee ea y ey ie i ei> /i/ <l ui y> <y> /y/ /i/ /ie/ /ee/ /oe/ <oe o-e ow oa ou ough o>	/n/ <n nn ne ng kn> /er/ <are r ir or ur ear our> /v/ <v vv ve/ m/oo/n <oo ew u ue u- e ui ou ough>	/j/ <j g ge dge> /g/ <g gg gh gu gue> <g> /j/ /g/ /f/ <f ff gh ph>	<gh> /f/ /g/ /m/ <m mm mb mn> /or/ <oar ore our augh ough> /h/ <h wh>	/k/ <k ck ch cc> /r/ <r rr rh wr> /t/ <t tt bt te> /z/ <z ze zz s se ss> /eer/ <eer ere ear>