

Ready Steady Write Progression Overview EYFS

Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome					
Narrative: A Friendship & Animal Theme	Narrative: A Star Theme	Narrative: A Superhero Theme	Narrative: A Traditional Tale Theme	Narrative: A Plant Growing Theme	Narrative: A Seaside Theme
Recount: Animal Information	Information: Poster to find a lost star	Information: A letter wanting to be a	Instructions: How to trap an animal	Instructions: How to grow a garden plant / vegetable	Poems: Sea creature poems
Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
Grammar: Word					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication.					
Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.					
*Words shown below need to be in line with phonics scheme being followed by your school.					
<ul style="list-style-type: none"> •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling •Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so 	<ul style="list-style-type: none"> •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling •Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was 	<ul style="list-style-type: none"> •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling •Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are 	<ul style="list-style-type: none"> •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling •Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are 	<ul style="list-style-type: none"> •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling •Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some 	<ul style="list-style-type: none"> •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling •Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come
Grammar: Sentence					
<ul style="list-style-type: none"> •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text					
<ul style="list-style-type: none"> Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition. 	<ul style="list-style-type: none"> Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including: Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including: Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives. 	<ul style="list-style-type: none"> Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation					
<ul style="list-style-type: none"> Focus on: Letter formation Separation of words and spaces 	<ul style="list-style-type: none"> Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he 	<ul style="list-style-type: none"> Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops 	<ul style="list-style-type: none"> Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops 	<ul style="list-style-type: none"> Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names 	<ul style="list-style-type: none"> Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names
Terminology for Pupils					
letter, capital letter, word, sentence, full stop, question mark					



Spring 1	Summer 2	Autumn 2	Autumn 1	Summer 1	Spring 2
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome					
Narrative: Finding Narrative	Narrative: A Traditional Tale	Narrative: A Detective	Narrative: A Portal	Narrative: A Return	Narrative: A Hunting
Recount: Messages	Instructions: How to catch a witch	Recount: Letters	Information: Wild Things	Recount: Postcards	Instructions: Recipes
Grammar: Word					
-Regular plural noun suffix -s or -es	-Reinforce plural noun suffix -s/-es -Adding the suffix -er to verbs	-Reinforce plural noun suffix -s/-es -How the prefix un- changes the meaning of verbs and adjectives -Adding the suffixes -er and -est to adjectives	-Adding the suffixes -ing, -ed and -er to verbs -Adding the suffixes -er and -est to adjectives -How the prefix un- changes the meaning of verbs and adjectives	-Reinforce plural noun suffix -s/-es -Adding the suffixes -er and -est to adjectives -Adding the suffixes -ing and -ed to verbs -Reinforce how the prefix un- changes the meaning of verbs and adjectives	-Reinforce plural noun suffix -s/-es -Adding the suffixes -ing and -ed to verbs -Adding the suffixes -er and -est to adjectives
Grammar: Sentence					
-Combining words to make sentences -Joining words and clauses using 'and'	-Combining words to make sentences -Joining words and clauses using 'and'	-Combining words to make sentences -Joining words and clauses using 'and'	-Combining words to make sentences -Joining words and clauses using 'and'	-Combining words to make sentences -Joining words and clauses using 'and'	-Combining words to make sentences -Joining words and clauses using 'and'
Grammar: Text					
-Sequencing sentences to form short narratives	-Sequencing sentences to form short narratives	-Sequencing sentences to form short narratives	-Sequencing sentences to form short narratives	-Sequencing sentences to form short narratives	-Sequencing sentences to form short narratives
Grammar: Punctuation					
-Separation of words with spaces -Capital letters -Full Stops	-Separation of words with spaces -Capital letters -Full Stops	-Separation of words with spaces -Capital letters -Full Stops -Question mark -Exclamation mark	-Separation of words with spaces -Capital letters -Full Stops -Question mark -Exclamation mark -Capital Letters for names and personal pronoun - I	-Separation of words with spaces -Capital letters -Full Stops -Question mark -Exclamation mark -Capital Letters for names and personal pronoun - I	-Separation of words with spaces -Capital letters -Full Stops -Question mark -Exclamation mark
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Ready Steady Write Progression Overview Year 1



Summer 1	Spring 1	Autumn 2	Autumn 1	Summer 2	Spring 2
Vehicle Texts					
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative	Narrative: Setting Narrative	Narrative: Finding Narrative	Narrative: Return Narrative	Non-Fiction: Persuasive Letter	Narrative: Invention Narrative
Recount: Letter	Recount: Diary	Instructions: How to build a habitat	Information: Jungle Animals	Narrative: Banning Narrative	Explanation: How a machine works
Grammar: Word					
- Suffixes –er & –est in adjectives -Learn how to use -ly in Standard English to turn adjectives into adverbs -Regular plural noun suffixes -s or -es	-Use of the suffix –ly to turn adjectives into adverbs -Form adjectives using suffixes -ful and -less	-Formation of adjectives using suffixes e.g. –ful, –less -Use of the suffix –ly to turn adjectives into adverbs	-Use of the Suffixes –er & –est in adjectives -Use of the suffix –ly to turn adjectives into adverbs	-Formation of nouns using suffixes e.g. –ness, –er -Formation of adjectives using suffixes e.g. –ful, –less -Use of the suffix –ly to turn adjectives into adverbs	-Formation of nouns by compounding -Use of the Suffixes –er & –est in adjectives -Use of the suffix –ly to turn adjectives into adverbs
Grammar: Sentence					
-Subordination (using when, if, that, because) -Co-ordination (or, and, but) -Expanded Noun Phrases -Grammatical patterns in a sentence indicate its function as a question or command	-Co-ordination (or, and, but, so) -Sentence indicates its function as an exclamation or a question -Expanded Noun Phrases	-Subordination (using when, if, that, because) -Co-ordination (or, and, but) -Expanded -Grammatical patterns in a sentence indicates its function as a question and command	-Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation -Expanded Noun Phrases for description and specification	-Expanded noun phrases for description and specification -Subordination (when, if, that, because) -Co-ordination (or, and, but) -How the grammatical patterns in a sentence indicates its function as question and a statement.	-Subordination (when, if, that, because) -Co-ordination (or, and, but) -Sentence indicates its function as an exclamation. -Expanded Noun Phrases for description and specification
Grammar: Text					
Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
-Capital letters, full stops and question marks to demarcate sentences -Apostrophes to mark singular possession in nouns	-Capital letters, full stops and question marks to demarcate sentences -Apostrophes for contractions -Apostrophes to mark singular possession in nouns -Commas to separate items in a list	-Capital letters, full stops and question marks to demarcate sentences -Commas to separate items in a list -Apostrophes for contraction	-Capital letters, full stops and question marks to demarcate sentences -Apostrophes to mark singular possession in nouns	-Capital letters, full stops and question marks to demarcate sentences -Apostrophes for contraction -Commas to separate items in a list	-Capital letters, full stops and question marks to demarcate sentences -Apostrophes to mark singular possession in nouns -Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

Ready Steady Write Progression Overview Year 2



Autumn 2	Summer 1	Autumn 1	Spring 2	Summer 2	Spring 1
Vehicle Texts					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose					
Narrative: Approach Threat	Narrative: Fable Narrative	Narrative: Setting Narrative	Narrative: Return Narrative	Narrative: Egyptian Mystery	Narrative: Lost Narrative
Explanation: Trap Explanation	Information: Foxes Information Report	Recount: River Information Leaflet	Information: Letters	Information: Secret Diary	Recount: Newspaper Report
Grammar: Word					
-Formation of nouns using a range of prefixes e.g. auto- super- anti- -Use of the forms 'a' or 'an'	-Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in -Use of the forms a or an -Adverbs ending in -ly	-Use of the forms a or an when next word starts with a consonant or a vowel	-Use of the forms a or an when next word starts with a consonant or a vowel -Word families based on common words	-Use of the forms a or an when next word starts with a consonant or a vowel -Word families based on common words	-Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an -Word families based on common words
Grammar: Sentence					
-Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) -Learn how to use subordination (reinforce from Y2) -Expressing time, place and cause using adverbs e.g. then, there, soon, after -Expressing time, place and cause using prepositions e.g. before, during, after, in -Use expanded noun phrases for description and specification	-Expressing time, place and cause using prepositions, e.g. before, after, during, in -Use a wider range of conjunctions, e.g. when, if, because, although	-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions -Fronted adverbials -Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	-Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of -Expressing time, place and cause using adverbs e.g. then, next, soon, therefore -Use a wider range of conjunctions, e.g. when, if, because, although	-Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) -Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	-Expressing time, place and cause using adverbs e.g. then, next, soon, therefore -Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
Grammar: Text					
Build on previous year & focus on:	-Present perfect form of verbs in contrast to the simple past	-Introduction to paragraphs as a way to group related ideas -Present perfect form of verbs in contrast to the simple past	-Present perfect form of verbs in contrast to the simple past	-Headings and sub-headings to aid presentation	-Present perfect form of verbs -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentation
Grammar: Punctuation					
-Capital letters, full stops, question marks and exclamation marks to demarcate sentences -Apostrophes for contraction and possession in nouns -Commas to separate items in a list	-Commas to separate items in a list -Apostrophes to mark singular possession in nouns -Inverted commas to punctuate direct speech	-Apostrophes to mark singular possession in nouns -Commas to separate items in a list	-Inverted commas to punctuate direct speech	-Inverted commas to punctuate direct speech	-Inverted commas to punctuate direct speech
Terminology for Pupils					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					



Autumn 2	Summer 2	Spring 1	Autumn 1	Summer 1	Spring 2
Vehicle Texts					
The Whale <i>*Y4/5 - Greta and the Giants</i>	Leaf <i>Y4/5 - The Secret Sky Garden</i>	Arthur and the Golden Rope <i>*Y4/5 -The Errand</i>	The Lost Happy Endings <i>*Y4/5 - Henry's Freedom Box</i>	The Journey <i>*Y4/5 - Wild is the Wind</i>	Manfish <i>*Y4/5 - Stories for Boys Who Dare to be Different & Goodnight Stories for Rebel Girls</i>
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative	Narrative: Outsider Narrative	Narrative: Myth Narrative	Narrative: Twisted Narrative	Narrative: Refugee Narrative	Narrative: Invention Narrative
Recount: Newspaper Report	Information: Information Report	Information: Defeating a Viking monster	Persuasion: Letter	Recount: Diary	Recount: Jacques Cousteau Biography
Grammar: Word					
-Develop understanding of standard English forms for verb inflections (we were instead of we was)	-Grammatical difference between plural and possessive -s -Develop understanding of standard English forms for verb inflections (we were instead of we was)	-Grammatical difference between plural and possessive -s	-Grammatical difference between plural and possessive -s -Develop understanding of standard English forms for verb inflections (we were instead of we was)	-Develop understanding of standard English forms for verb inflections (we were instead of we was) -Grammatical difference between plural and possessive -s	-Verb inflections (we were instead of we was)
Grammar: Sentence					
-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions -Fronted adverbials	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Expressing time and place and cause using prepositions [before, after, during, in, because of] (Recap from Y3) -Fronted adverbials	-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions -Fronted adverbials	-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions -Fronted adverbials	-Fronted adverbials	- Fronted adverbials
Grammar: Text					
-Nouns or pronouns to aid cohesion and avoid repetition -Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	-Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	-Nouns or pronouns to aid cohesion and avoid repetition -Paragraphs to organise ideas around a theme, with headings and sub headings	-Use adverbials and conjunctions for cohesion	-Nouns or pronouns to aid cohesion and avoid repetition	-Nouns or pronouns to aid cohesion and avoid repetition -Paragraphs to organise ideas around a theme
Grammar: Punctuation					
-Inverted commas and other punctuation to indicate direct speech -Use commas after fronted adverbials	-Apostrophes for possession (plural nouns) -Use commas after fronted adverbials	- Apostrophes for possession (plural nouns) -Use commas after fronted adverbials	- Inverted commas and other punctuation to indicate direct speech -Apostrophes for possession (plural nouns) -Use commas after fronted adverbials	-Inverted commas and other punctuation to indicate direct speech -Apostrophes for possession (plural nouns) -Use commas after fronted adverbials	-Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					



Summer 2	Summer 1	Autumn 2	Autumn 1	Spring 1	Spring 2
Vehicle Texts					
When we Walked on the Moon	FARThER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome & Writing Purpose					
Narrative: Exploration Narrative	Narrative: Setting Narrative	Narrative: Cliff hanger Narrative	Narrative: Character Narrative	Narrative: Survival Narrative	Narrative: Dilemma Narrative
Recount: Formal Mission Log	Recount: Letter	Recount: Formal Report	Persuasion: Bargain Letter	Explanation: Survival Guide	Discussion: Balanced Argument
Grammar: Word					
-Develop an understanding of the use of verb prefixes	-Vocabulary of informal speech and formal speech and writing – formal tone -Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	-Vocabulary of informal speech and formal speech and writing – formal tone -Use verb prefixes Converting nouns or adjectives into verbs using suffixes	-Develop understanding and use of verb prefixes	- Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	- Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence					
-Indicate degrees of possibility using modal verbs -Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	- Indicate degrees of possibility using modal verbs -Expanded noun phrases to convey complicated information concisely -Use fronted adverbials	- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	-Indicate degrees of possibility using modal verbs and adverbs	- Indicate degrees of possibility using adverbs and modal verbs -Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	-Relative clauses beginning with who, which, where, when, whose, that , or an omitted relative pronoun -Develop understanding of expanded noun phrases to convey complicated information concisely -Indicate degrees of possibility using modal verbs
Grammar: Text					
-Use of a range of sentence types for impact and cohesion	-Develop understanding in using devices to build cohesion within a paragraph	-Develop understanding in using devices to build cohesion within a paragraph	-Develop understanding in using devices to build cohesion within a paragraph	-Develop understanding in using devices to build cohesion within a paragraph	-Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					
- Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) -Inverted commas to indicate direct speech (reinforce from Y4)	- Commas, brackets and dashes for parenthesis -Use commas after fronted adverbials	- Commas for parenthesis -Use commas to clarify meaning and avoid ambiguity	- Commas for parenthesis	- Indicate parenthesis using brackets -Commas for clarity	-Use commas for clarity and to avoid ambiguity -Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) -Indicate parenthesis using brackets
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					



Autumn 1	Autumn 2	Summer 2	Spring 1	Spring 2	Summer 1
Vehicle Texts					
Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose					
Recount: Diary	Narrative: Flashback	Narrative: Discovery Narrative	Narrative: Hunted Narrative	Narrative: Endurance Narrative	Narrative: Dual Narrative
Recount: Bravery Speech Award	Recount: Newspaper Report	Explanation: Adaptation	Recount: Documentary Narrative	Recount: Biography	Persuasion: Letter
			Discussion: Balanced Argument		
Grammar: Word					
<ul style="list-style-type: none"> -Understand how words are related by meaning as synonyms and antonyms -The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices 	<ul style="list-style-type: none"> -Understand how words are related by meaning as synonyms and antonyms -Converting nouns into verbs using suffixes (reinforce from Y5) -The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices 	<ul style="list-style-type: none"> -Understand how words are related by meaning as synonyms and antonyms -The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing 	<ul style="list-style-type: none"> -Develop understanding of how words are related by meaning as synonyms and antonyms -The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing 	<ul style="list-style-type: none"> -Develop understanding of how words are related by meaning as synonyms and antonyms -The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing 	<ul style="list-style-type: none"> -Understand how words are related by meaning as synonyms and antonyms -The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence					
<ul style="list-style-type: none"> -The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech -Develop understanding of the passive to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> -The difference between structures typical of informal speech and structures appropriate to formal -Using expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate to formal -Using expanded noun phrases to convey complicated information concisely -Use the subjunctive forms in some very formal writing and speech 	<ul style="list-style-type: none"> - Using expanded noun phrases to convey complicated information concisely -Understand the difference between structures typical of informal speech and structures appropriate to formal -Develop understanding of the passive to affect the presentation of information in a sentence -Use the subjunctive forms in some very formal writing and speech 	<ul style="list-style-type: none"> - Using expanded noun phrases to convey complicated information concisely -Understand the difference between structures typical of informal speech and structures appropriate to formal -Develop understanding of the passive to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> -The difference between structures typical of informal speech and structures appropriate to formal speech in writing -Use of the subjunctive form in some very formal speech and writing
Grammar: Text					
<ul style="list-style-type: none"> -Using a wider range of cohesive devices - adverbials 	<ul style="list-style-type: none"> - Use headings, sub-headings, columns and captions to structure information 	<ul style="list-style-type: none"> - Use headings and sub-headings to structure information 	<ul style="list-style-type: none"> - Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing 	<ul style="list-style-type: none"> - Using headings and sub-headings to organise information 	<ul style="list-style-type: none"> - Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation					
<ul style="list-style-type: none"> - Semi-colons within detailed lists -Indicate grammatical features using the semi-colon to mark the boundary between independent clauses -Dashes and commas to indicate parenthesis 	<ul style="list-style-type: none"> - Use hyphens to join words and avoid ambiguity -Use range of punctuation taught at KS2 (Speech punctuation) -Use the semi-colon as the boundary between independent clauses 	<ul style="list-style-type: none"> - Use dashes, colons and semi-colons to mark the boundary between independent clauses -Use colons to introduce a list 	<ul style="list-style-type: none"> - Use semi-colons, colons and dashes to mark the boundary between independent clauses -Use hyphens to avoid ambiguity -Use colons to introduce a list -Use semi-colons within lists 	<ul style="list-style-type: none"> - Use semi-colons, and dashes to mark the boundary between independent clauses -Use commas to clarify meaning and avoid ambiguity 	<ul style="list-style-type: none"> - Use semi-colons, colons and dashes to mark the boundary between independent clauses -Use hyphens to avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

