

# Ready Steady Write Progression Overview EYFS

A	B	C	D	E	F
Grammar: Word					
<p>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 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.</p> <p>*Words shown below need to be in line with phonics scheme being followed by your school.</p>					
<p>Focus on:</p> <ul style="list-style-type: none"> <li>•Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs)</li> <li>•Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling</li> <li>*Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling</li> <li>*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</li> </ul>	<p>Build on previous unit &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</li> <li>*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</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</li> <li>*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</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</li> <li>*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</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</li> <li>*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</li> </ul>
Grammar: Sentence					
<p>Focus on:</p> <ul style="list-style-type: none"> <li>•Orally rehearse sentences and Word Count the number of words spoken prior to writing</li> <li>•Focus on a simple sentence- Subject, verb object. e.g. Dan had a dog.</li> <li>•Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</li> <li>•Teacher model use of the Sentence Accuracy Check</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Orally rehearse sentences and Word Count the number of words spoken prior to writing</li> <li>•Focus on a simple sentence- Subject, verb object. e.g. I got a gem.</li> <li>•Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</li> <li>•Teacher model and support correct use of the Sentence Accuracy Check</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Orally rehearse sentences and Word Count the number of words spoken prior to writing</li> <li>•Orally connect one idea or action using a range of connectives</li> <li>•Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>•Joining words using 'and', joining words and clauses using 'and'</li> <li>•Teacher model, support and encourage independence in the</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Orally rehearse and recall sentence prior to writing</li> <li>•Orally connect one idea or action using a range of connectives</li> <li>•Write short sentences with words with known sound letter correspondences using a capital letter and full stop</li> <li>•Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>•Joining words using 'and'</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>•Joining words using 'and', joining words and clauses using connectives (e.g. but, because, and).</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>•Joining words using 'and', joining words and clauses using connectives (e.g. but, because, and).</li> </ul>

		correct use of the Sentence Accuracy Check	joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
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### Grammar: Text

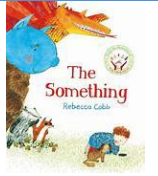



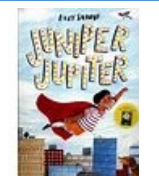






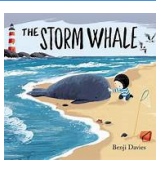
<p>Focus on:</p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Support recognition of the four parts of a simple narrative- opening, build up, problem and ending</li> <li>•Begin to retell familiar stories and texts in their words and / or repetition.</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative- opening, build up, problem and ending</li> <li>•Retell the story- some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally.</li> <li>•Sequence sentences to form short narratives.</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative- opening, build up, problem and ending</li> <li>•Retell the story- some as exact repetition and some in own words including: Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative- opening, build up, problem and ending</li> <li>•Retell the story- some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative- opening, build up, problem and ending</li> <li>•Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>•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.</li> <li>•Sequence sentences to form short written narratives.</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative- opening, build up, problem and ending</li> <li>•Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>•Retell the story- some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night.</li> <li>•Sequence sentences to form short written narratives.</li> </ul>
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### Grammar: Punctuation

<p>Focus on:</p> <p>Letter formation Separation of words and spaces</p>	<p>Build on previous units &amp; focus on:</p> <p>Letter formation Separation of words with spaces Personal pronoun- I, he</p>	<p>Build on previous units &amp; focus on:</p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun- I, she, he, Full Stops</p>	<p>Build on previous units &amp; focus on:</p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he, she Full Stops</p>	<p>Build on previous units &amp; focus on:</p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he Full Stops Capital Letters for names</p>	<p>Build on previous units &amp; focus on:</p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he, she Full Stops Capital Letters for names</p>
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### Terminology for Pupils

letter, capital letter, word, sentence, full stop, question mark

A		B		C		D		E		F	
The Something by Rebecca Cobb		Star in the Jar by Sam Hay		Juniper Jupiter by Lizzy Stewart		Little Red by Bethan Woollvin		The Extraordinary Gardener by Sam Boughton		The Storm Whale by Benji Davies	
											
<b>Outcome:</b> Encodable Losing Story Sentences	<b>Outcome:</b> Encodable Animal Information Sentences	<b>Outcome:</b> Encodable Finding Story Sentences	<b>Outcome:</b> Encodable Poster Sentences	<b>Outcome:</b> Encodable Superhero Sentences	<b>Outcome:</b> Encodable Letter Sentences	<b>Outcome:</b> Encodable Traditional Tale Sentences	<b>Outcome:</b> Encodable Instruction Sentences	<b>Outcome:</b> Encodable Instruction sentences	<b>Outcome:</b> Encodable Transformation Story Sentences	<b>Outcome:</b> Encodable Friendship Story Sentences	<b>Outcome:</b> Encodable Whale Poem Sentences
<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To instruct	<b>Purpose:</b> To instruct	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell	<b>Purpose:</b> To describe

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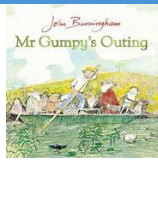






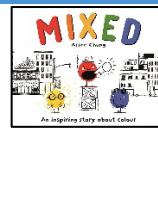

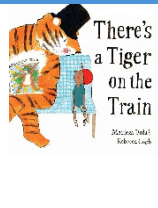

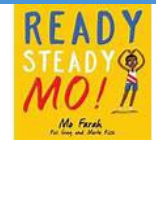
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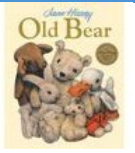
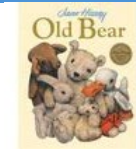




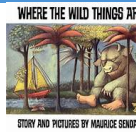
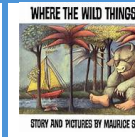




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A		B		C		D		E		F	
Mr Gumpy's Outing by John Burningham	Lost by Mariajo Ilustrajo	Moon Girl by Thomas Docherty	Ning and the Night Spirits by Adriena Fong	How to Hide a Lion by Helen Stephens	Ruby's Worry by Tom Percival	The River by Tom Percival	Mixed by Arree Chung	Stuck by Oliver Jeffers	There's a Tiger on the Train by Mariesa Dulak	Saving Mr Hoot by Helen Stephens	Ready Steady Mo by Mo Farah & Kes Gray
											
<b>Outcome:</b> Encodable Journey Story Sentences	<b>Outcome:</b> Encodable Lost Instruction Sentences	<b>Outcome:</b> Encodable Nighttime Story Sentences	<b>Outcome:</b> Encodable TBC	<b>Outcome:</b> Encodable Instruction sentences	<b>Outcome:</b> Encodable Worry Story Sentences	<b>Outcome:</b> Encodable River Story Sentences	<b>Outcome:</b> Encodable Community Story Sentences	<b>Outcome:</b> Encodable Stuck Story Sentences	<b>Outcome:</b> Encodable Diary Sentences	<b>Outcome:</b> Encodable Environment Story Sentences	<b>Outcome:</b> Encodable Olympic Story Sentences
<b>Purpose:</b> To retell	<b>Purpose:</b> To instruct	<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To instruct	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell	<b>Purpose:</b> To recount	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell

## Ready Steady Write Progression Overview Year 1

A	B	C	D	E	F
<b>Grammar: Word</b>					
Build on previous year & focus on: Regular plural noun suffix-s or-es	Build on previous units & focus on: Reinforce plural noun suffix-s/-es Adding the suffix-er to verbs	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: Reinforce plural noun suffix-s/-es Adding the suffixes-ing and-ed to verbs Adding the suffixes-er and-est to adjectives
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun- I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun- I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
<b>Terminology for Pupils</b>					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

A		B		C		D		E		F	
Old Bear by Jane Hissey		Rapunzel by Bethan Woollvin		Hermelin by Mini Grey		Where the Wild Things Are by Maurice Sendak		The Secret of Black Rock by Joe Todd-Stanton		The Last Wolf by Mini Grey	
											
<b>Outcome:</b> Encodable Finding Story Sentences	<b>Outcome:</b> Encodable Message Sentences	<b>Outcome:</b> Encodable Traditional Tale Sentences	<b>Outcome:</b> Encodable Instruction Sentences	<b>Outcome:</b> Encodable Detective Sentences	<b>Outcome:</b> Encodable Letter Sentences	<b>Outcome:</b> Encodable Return Story Sentences	<b>Outcome:</b> Encodable Information Sentences	<b>Outcome:</b> Encodable Return Story Sentences	<b>Outcome:</b> Encodable Diary Sentences	<b>Outcome:</b> Encodable Hunting Story Sentences	<b>Outcome:</b> Encodable Recipe Sentences
<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To instruct	<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To recount	<b>Purpose:</b> To retell	<b>Purpose:</b> To instruct

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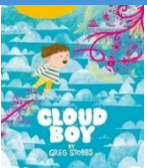
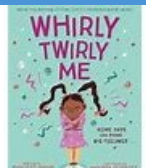



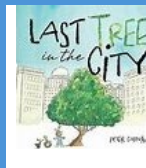

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The Girl at the Front of the Class by Onjali Q. Rauf	King Lion by Emma Yarlett	Snow White and the Seven Bears by Michael Rosen	The Queen Next Door by Marcela Ferreira	Cloud Boy by Greg Stobbs	Whirly Twirly Me by Manjeet Mann	The 3 Little Wolves and the Big Bad Pig by Eugene Trivizas	Pip by Jess Rose	There's a Tiger in the Garden by Lizzy Stewart	How to Find a Yeti by Matt Hunt	Last Tree in the City by Peter Carnavas	Splash by Claire Cashmore
											
<b>Outcome:</b> Encodable Friendship Story Sentences	<b>Outcome:</b> Encodable Friendship Rules Sentences	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Encodable Imagination Story Sentences	<b>Outcome:</b> Encodable Diary Sentences	<b>Outcome:</b> Encodable Instruction Sentences	<b>Outcome:</b> Encodable Invention Story Sentences	<b>Outcome:</b> Encodable Search Story Sentences	<b>Outcome:</b> Encodable Diary Sentences	<b>Outcome:</b> Encodable Environment Story Sentences	<b>Outcome:</b> Encodable Olympic Story Sentences
<b>Purpose:</b> To retell	<b>Purpose:</b> To instruct	<b>Purpose:</b> To retell	<b>Purpose:</b> To inform	<b>Purpose:</b> To retell	<b>Purpose:</b> To recount	<b>Purpose:</b> To instruct	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell	<b>Purpose:</b> To recount	<b>Purpose:</b> To retell	<b>Purpose:</b> To retell

## Ready Steady Write Progression Overview Year 2

A	B	C	D	E	F
<b>Grammar: Word</b>					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: 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	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
<b>Grammar: Text</b>					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
<b>Grammar: Punctuation</b>					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
<b>Terminology for Pupils</b>					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

A		B		C		D		E		F	
A River by Marc Martin		The Night Gardener by The Fan Brothers		The Bog Baby by Jeanne Willis		Grandad's Island by Benji Davies		The King Who Banned the Dark by Emily Haworth-Booth		Rosie Revere, Engineer by Andrea Beaty	
											
<b>Outcome:</b> Circular Narrative	<b>Outcome:</b> Letter	<b>Outcome:</b> Setting Narrative	<b>Outcome:</b> Diary	<b>Outcome:</b> Finding Narrative	<b>Outcome:</b> Instructions	<b>Outcome:</b> Return Narrative	<b>Outcome:</b> Information Text	<b>Outcome:</b> Persuasive Letter	<b>Outcome:</b> Banning Narrative	<b>Outcome:</b> Invention Narrative	<b>Outcome:</b> Explanation Text
<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To instruct	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain

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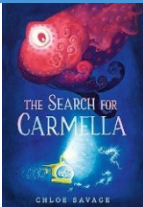

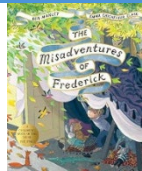



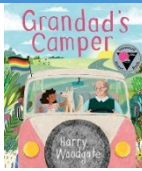


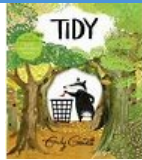
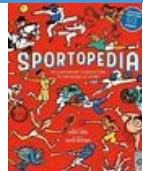
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A		B		C		D		E		F	
Leo and the Octopus by Isabelle Marinov	The Search for Carmella by Chloe Savage	Noah's New Home by Zeshan Akhter	The Misadventures of Frederick by Ben Manley	Lizzy and the Cloud by The Fan Brothers	Cyril the Lonely Cloud by Tim Hopgood	Flower Block by Lanisha Butterfield	Grandad's Camper by Harry Woodgate	Jack and the Baked Beanstalk by Colin Stimpson	Jack and the Baked Beanstalk by Colin Stimpson	Tidy by Emily Gravett	Sportopedia by Adam Skinner
											
<b>Outcome:</b> Friendship Narrative	<b>Outcome:</b> Underwater Explorer's Log	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Belonging Narrative	<b>Outcome:</b> Diary	<b>Outcome:</b> Memory Narrative	<b>Outcome:</b> Persuasive Letter	<b>Outcome:</b> Twisted Tale	<b>Outcome:</b> Environment Narrative	<b>Outcome:</b> Olympics Sports Guide
<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To instruct	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform/ instruct

## Ready Steady Write Progression Overview Year 3

A	B	C	D	E	F
<b>Grammar: Word</b>					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: 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' when next word starts with a consonant or a vowel Adverbs ending in-ly	Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
<b>Grammar: Sentence</b>					
Build on previous year & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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'	Build on previous units & focus on: 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	Build on previous units & focus on: 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)	Build on previous units & focus on: 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
<b>Grammar: Text</b>					
Build on previous year & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation

## Grammar: Punctuation

Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns  
Use commas to separate items in a list

Reinforce from Year 2: Commas to separate items in a list  
Apostrophes to mark singular possession in nouns  
Inverted commas to punctuate direct speech

Build on previous units & focus on: Apostrophes to mark singular possession in nouns  
Learn how to use commas to separate items in a list







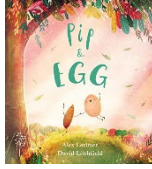





Build on previous units & focus on: Inverted commas to punctuate direct speech

Build on previous units & focus on: Inverted commas to punctuate direct speech

Build on previous units & focus on: 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

A		B		C		D		E		F			
The Iron Man by Ted Hughes (Chris Mould edition)		Fox by Margaret Wild		The Rhythm of the Rain by Grahame Baker-Smith		Pip & Egg by Alex Latimer		It Fell from the Sky by The Fan Brothers		Marcy and the Riddle of the Sphinx by Joe Todd-Stanton		Into the Forest by Anthony Browne	The Secret Elephant by Eilan Rankin
													
<b>Outcome:</b> Approaching Threat Narrative	<b>Outcome:</b> Trap Explanation	<b>Outcome:</b> Fable Narrative	<b>Outcome:</b> Information Report	<b>Outcome:</b> Setting Narrative	<b>Outcome:</b> Encodable Information Leaflet	<b>Outcome:</b> Transformation Narrative	<b>Outcome:</b> Complaint Letter	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Lost Narrative	<b>Outcome:</b> Diary		
<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount		

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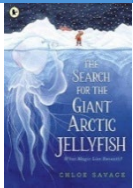



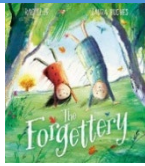
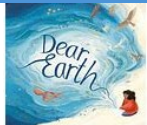
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A		B		C		D		E		F	
Ocean Meets Sky by The Fan Brothers	The Search for the Giant Arctic Jellyfish by Chloe Savage	The Grumpy Ghost Upstairs by Mamiko Shiotani	Hortense and the Shadow by Natalia and Lauren O'Hara	Starbird by Sharon King-Chai	The Worry Tiger by Chloe Savage	Wisp by Zana Fraillon	A Stage Full of Shakespeare Stories by Angela McAllister	The Forgettery by Rachel Ip	The Search for Our Cosmic Neighbours by Chloe Savage	Dear Earth by Isabella Otter	Usain Bolt by Maria Sanchez-Vegara
											
<b>Outcome:</b> Dream Adventure Narrative	<b>Outcome:</b> Captain's Daily Log	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Captivity Narrative	<b>Outcome:</b> Calmness Guide	<b>Outcome:</b> Promise Narrative	<b>Outcome:</b> Potion Recipe	<b>Outcome:</b> Finding Memories Narrative	<b>Outcome:</b> Exploration Narrative	<b>Outcome:</b> Environment Letter	<b>Outcome:</b> Olympian Recount
<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To instruct	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To describe	<b>Purpose:</b> To inform

## Ready Steady Write Progression Overview Year 4

A	B	C	D	E	F
<b>Grammar: Word</b>					
Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive-s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive-s	Build on previous units & focus on: Grammatical difference between plural and possessive-s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive-s	Build on previous units & focus on: Verb inflections (we were instead of we was)
<b>Grammar: Sentence</b>					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
<b>Grammar: Text</b>					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and subheadings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
<b>Terminology for Pupils</b>					
determiner, pronoun, possessive pronoun, adverbial					

A		B		C		D		E		F	
<b>The Whale</b> by Ethan and Vita Murrow		<b>Leaf</b> by Sandra Dieckmann		<b>Arthur and the Golden Rope</b> by Joe Todd-Stanton		<b>The Lost Happy Endings</b> by Carol Ann Duffy		<b>The Journey</b> by Francesca Sanna		<b>Manfish</b> by Jennifer Berne	
											
<b>Outcome:</b> Setting Narrative	<b>Outcome:</b> Newspaper Report	<b>Outcome:</b> Outsider Narrative	<b>Outcome:</b> Diary	<b>Outcome:</b> Myth Narrative	<b>Outcome:</b> Information Guide	<b>Outcome:</b> Twisted Narrative	<b>Outcome:</b> Persuasive Letter	<b>Outcome:</b> Refugee Narrative	<b>Outcome:</b> Diary	<b>Outcome:</b> Invention Narrative	<b>Outcome:</b> Biography
<b>Purpose:</b> To narrate	<b>Purpose:</b> To report	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform

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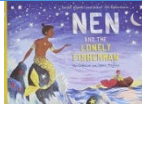
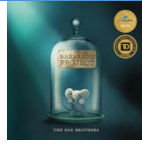
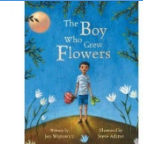



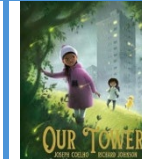
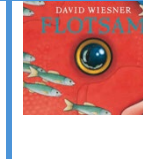


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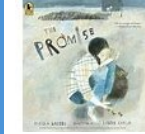
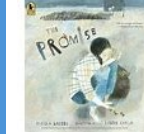
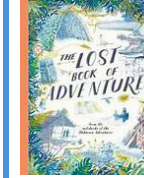



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A		B		C		D		E		F	
<b>Leon and the Place Between</b> by Angela McAllister	<b>Leon and the Place Between</b> by Angela McAllister	<b>Nen and the Lonely Fisherman</b> by Ian Eagleton	<b>The Barnabus Project</b> by The Fan Brothers	<b>The Boy Who Grew Flowers</b> by Jennifer Wojtowicz	<b>The Invisible</b> by Tom Percival	<b>The Great Kapok Tree</b> by Lynne Cherry	<b>A Stage Full of Shakespeare Stories</b> by Angela McAllister	<b>Our Tower</b> by Joseph Coelho	<b>Flotsam</b> by David Wiesner	<b>The Secret Sky Garden</b> by Linda Sarah	<b>The Corinthian Girl</b> by Christina Balit
											
<b>Outcome:</b> Portal Narrative	<b>Outcome:</b> Persuasive Magic Show Report	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Diary	<b>Outcome:</b> Becoming Visible Narrative	<b>Outcome:</b> Persuasive Letter	<b>Outcome:</b> Summoning Narrative	<b>Outcome:</b> Environmental Change Narrative	<b>Outcome:</b> Secret Sea Creature Guide	<b>Outcome:</b> Transformation Narrative	<b>Outcome:</b> Success Narrative
<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate

## Ready Steady Write Progression Overview Year 5

A	B	C	D	E	F
<b>Grammar: Word</b>					
Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of 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
<b>Grammar: Text</b>					
Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: 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
<b>Terminology for Pupils</b>					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

A		B		C		D		E		F	
Curiosity by Markus Motum		FATHER by Grahame Baker-Smith		The Hound of the Baskervilles by Sir Arthur Conan Doyle (graphic novel edition by Daniel Ferran)		The Promise by Nicola Davies		The Lost Book of Adventure by Teddy Keen		King Kong by Anthony Browne	
											
<b>Outcome:</b> Space Journey Narrative	<b>Outcome:</b> Formal Mission Report	<b>Outcome:</b> Setting Narrative	<b>Outcome:</b> Letter	<b>Outcome:</b> Cliffhanger Narrative	<b>Outcome:</b> Formal Report	<b>Outcome:</b> Character Narrative	<b>Outcome:</b> Bargain Letter	<b>Outcome:</b> Survival Narrative	<b>Outcome:</b> Survival Guide	<b>Outcome:</b> Dilemma Narrative	<b>Outcome:</b> Balanced Argument
<b>Purpose:</b> To narrate	<b>Purpose:</b> To report	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To report	<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain	<b>Purpose:</b> To narrate	<b>Purpose:</b> To discuss

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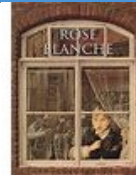
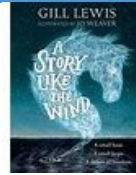
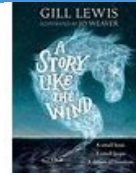





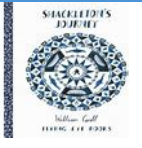


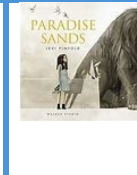
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A		B		C		D		E		F	
The Midnight Fair by Gideon Sterer	I Go Quiet by David Quimet	The Lost Thing by Shaun Tan	The New Girl by Nicola Davies	Milo Imagines the World by Matt de la Peña	A Shelter for Sadness by Anne Booth	Wild is the Wind by Grahame Baker-Smith	A Stage Full of Shakespeare Stories by Angela McAllister	Henry's Freedom Box by Ellen Levine	Henry's Freedom Box by Ellen Levine	Greta and the Giants by Zoë Tucker	Wilma Rudolph by Maria Sanchez-Vegara
											
<b>Outcome:</b> Trespass Narrative	<b>Outcome:</b> Diary	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Diary	<b>Outcome:</b> Embracing Emotions Narrative	<b>Outcome:</b> Journey Narrative	<b>Outcome:</b> Persuasive Letter	<b>Outcome:</b> Diary Entry	<b>Outcome:</b> Biography	<b>Outcome:</b> Restoring the Environment Narrative	<b>Outcome:</b> Gratitude Speech
<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To persuade	<b>Purpose:</b> To recount	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform

# Ready Steady Write Progression Overview Year 6

A	B	C	D	E	F
<b>Grammar: Word</b>					
Build on previous year & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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
<b>Grammar: Sentence</b>					
Build on previous year & focus on: 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	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: 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
<b>Grammar: Text</b>					
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: 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	Build on previous units & focus on: 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	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: 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	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
<b>Terminology for Pupils</b>					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

A		B		C		D			E		F	
Rose Blanche by Ian McEwan		A Story Like the Wind by Gill Lewis		On the Origin of Species by Sabina Radeva		The Ways of the Wolf by Smriti Prasad-Halls			Shackleton's Journey by William Grill		Paradise Sands by Levi Pinfold	
												
<b>Outcome:</b> Diary	<b>Outcome:</b> Bravery Award Speech	<b>Outcome:</b> Flashback Narrative	<b>Outcome:</b> Newspaper Report	<b>Outcome:</b> Discovery Narrative	<b>Outcome:</b> Explanation Text	<b>Outcome:</b> Documentary Narrative	<b>Outcome:</b> Balanced Argument	<b>Outcome:</b> Hunted Narrative	<b>Outcome:</b> Endurance Narrative	<b>Outcome:</b> Biography	<b>Outcome:</b> First-Person Narrative	<b>Outcome:</b> Warning Letter
<b>Purpose:</b> To recount	<b>Purpose:</b> To recount & inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To report	<b>Purpose:</b> To narrate	<b>Purpose:</b> To explain	<b>Purpose:</b> To narrate	<b>Purpose:</b> To discuss	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To warn

or

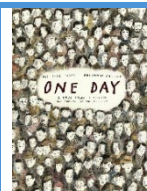
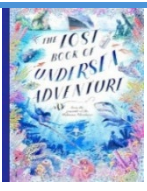
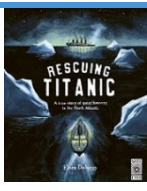

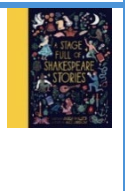
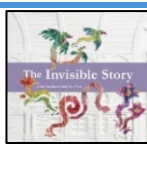
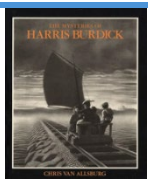
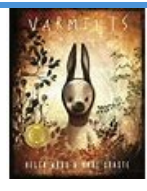
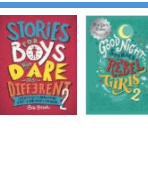
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A		B		C		D			E		F	
One Day by Michael Rosen		The Lost Book of Undersea Adventure by Teddy Keen	Rescuing Titanic by Flora Delargy	The Station Cat by Stephen Hogtun	Night Shift by Debi Gliori	Rise Up by Amanda Li	A Stage Full of Shakespeare Stories by Angela McAllister	The Ice Bear by Jackie Morris	The Invisible Story by Jaime Gamboa	The Mysteries of Harris Burdick by Chris Van Allsburg	Varmints by Helen Ward	Stories for Boys Who Dare to be Different 2 by Ben Brooks Good Night Stories for Rebel Girls 2 by Elena Favilli and Francesca Cavallo
												
<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> TBC	<b>Outcome:</b> Journal	<b>Outcome:</b> Newspaper Report	<b>Outcome:</b> Diary	<b>Outcome:</b> Myth Narrative	<b>Outcome:</b> First-Person Narrative	<b>Outcome:</b> Private Investigator Report	<b>Outcome:</b> Environmental Change Narrative	<b>Outcome:</b> Daily Blog
<b>Purpose:</b> To recount	<b>Purpose:</b> To describe	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform	<b>Purpose:</b> To narrate	<b>Purpose:</b> To recount	<b>Purpose:</b> To report	<b>Purpose:</b> To recount	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To report	<b>Purpose:</b> To narrate	<b>Purpose:</b> To inform