

Ready Steady Write Foundations Progression Overview



A	B	C	D	E	F
Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
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 GPC. This may take place in both during teacher-led activities and across the provision as part of a board and balance 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.					
Focus on: -Recognise 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, it, in, at, and, the	Build on previous units & focus on: -Represent words in print segmenting using known GPs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words I, no, go, to	Build on previous unit & focus on: -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 he, she, we	Build on previous units & focus on: -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 me, be, was, no	Build on previous units & focus on: -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 my, they, her, all, are	Build on previous units & focus on: -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 have, like, some, come, you, were, little, one, all, do, when, out, what
Grammar: Sentence					
Focus on: -Orally rehearse sentences and Word Count the number of words spoken prior to writing -Focus on a simple sentences - 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	Build on previous units & focus on: -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 lost a star. -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	Build on previous units & focus on: -Orally rehearse sentences and Word Count the number of words spoken prior to writing -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	Build on previous units & focus on: -Orally rehearse and recall sentence prior to writing -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 'and' -Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	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	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					
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.	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, One day, Suddenly and Finally. -Sequence sentences to form short narratives.	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, One day, Suddenly and Finally. -Sequence sentences to form short narratives.	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, One day, Suddenly and Finally. -Sequence sentences to form short narratives.	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, One day, Suddenly and Finally. -Sequence sentences to form short written narratives.	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, One day, Suddenly and Finally. -Sequence sentences to form short written narratives.
Grammar: Punctuation					
Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names
Terminology for Pupils					
letter, capital letter, word, sentence, full stop, question mark					

Ready Steady Write Progression Overview Year 1



A	B	C	D	E	F
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose					
Narrative: Discovery Narrative	Narrative: A Traditional Tale	Narrative: A Detective Story	Narrative: A Portal Story	Narrative: A Return Story	Narrative: A Hunting Story
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: Messages	Instructions: How to catch a witch	Recount: Letters	Information: Wild Things	Recount: Postcards	Instructions: Recipes
Purpose: To recount	Purpose: To instruct	Purpose: To recount	Purpose: To inform	Purpose: To recount	Purpose: To instruct
Grammar: Word					
Build on previous year & focus on: Plural noun suffix -s	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs -er	Build on previous units & focus on: Reinforce plural noun suffix -s -es How prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Suffix added to verbs - ing ed er	Build on previous units & focus on: Reinforce plural noun suffix -s -es Reinforce how prefix un - changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - ed
Grammar: Sentence					
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, because, so	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using -and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using -and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using -and, because, so, but
Grammar: Text					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation					
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
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Ready Steady Write Progression Overview Year 2



A	B	C	D	E	F
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	Narrative: Mistake Narrative	Narrative: Invention Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: Letter	Recount: Diary	Instructions: How to build a habitat	Information: Jungle Animals	Information: How to be a Regal Leader	Explanation: How a machine works
Purpose: To inform	Purpose: To recount	Purpose: To recount	Purpose: To inform	Purpose: To inform	Purpose: To explain
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives	Build on previous year & focus on: Use of the suffix -ly to turn adjectives into adverbs	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 and by compounding 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 using suffixes e.g. -ness, -er and by compounding Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and 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) Sentence indicates its function as a statement, question and command. 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 statement, question and command	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and 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, exclamation and statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
Grammar: Text					
Build on previous year & focus on:	Build on previous units & focus on:	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 including progressive forms of verbs
Grammar: Punctuation					
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 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 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 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					



A	B	C	D	E	F
Vehicle Texts					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative	Narrative: Fable Narrative	Narrative: Setting Narrative	Narrative: Return Narrative	Narrative: Egyptian Mystery Narrative	Narrative: Lost Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Explanation: How to capture the Iron Man Purpose: To explain	Information: Foxes Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	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: Formation of nouns using a range of prefixes e.g. auto- super- anti- (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	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
Grammar: Sentence					
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 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 prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Build on previous units & focus on: 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)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
Grammar: Text					
Build on previous year & focus on: Present perfect form of verbs	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material 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	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	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
Vehicle Texts					
The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative	Narrative: Outsider Narrative	Narrative: Myth Narrative	Narrative: Twisted Narrative	Narrative: Refugee Narrative	Narrative: Invention Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: Newspaper Report	Information: Polar Bears	Information: Defeating a Viking monster	Persuasion: Letter	Recount: Diary	Recount: Jacques Cousteau Biography
Purpose: To recount	Purpose: To inform	Purpose: To inform	Purpose: To persuade	Purpose: To recount	Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s	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	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Verb inflections (we were instead of we was)
Grammar: Sentence					
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 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
Grammar: Text					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous year & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar: Punctuation					
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)	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
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					

A	B	C	D	E	F
Vehicle Texts					
Where Once we Stood	FARThER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome & Writing Purpose					
Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Recount: Formal Report Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Event Report Purpose: To inform	Instructions: Newspaper Report Purpose: To recount	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
Grammar: Word					
Build on previous year & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Indicate degrees of possibility using modal verbs	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	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. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
Grammar: Text					
Build on previous year & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
Grammar: Punctuation					
Build on previous year & focus on: Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Build on previous units & focus on: Use hyphens to avoid ambiguity	Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity	Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

A	B	C	D	E	F
Vehicle Texts					
Rose Blanche	A Story Like the Wind	The Origin of the Species	Wolves	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	Recount: Magazine Article Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar: Word					
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 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: 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 – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	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	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
Grammar: Sentence					
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	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Build on previous units & focus on: Use 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 – the use of the subjunctive form in some very formal speech and writing Wish – if I were...
Grammar: Text					
Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
Grammar: Punctuation					
Build on previous year & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Build on previous units & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					