Ready Steady Write Progression Overview

		FY	FS		
A	В	С С	D	E	F
			e 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 o	concepts of print: Print has meaning;	Print can have different purposes; Pr	int in English is directed from left to	right and top to bottom. Explicitly tea	I ach that each spoken word when
		written is separa	ated by a space.		
when encoding to spell words i attempts u Children will be at different stag	in writing of taught GPCs. This may ta ntil new graphemes have been taugh es of development from mark makin *Words s	respondences (GPC) across the recep ike place in both during teacher-led a it. There is an emphasis in this progre g for meaning to writing sentences. G influencing their ability hown below need to be in line with p	tion year. It is important to encourage ctivities and across the provision as a ession document on the role of mark children's physical development and of to write in sentences.	part of a broad and balanced EYFS primaking and writing as forms of commetter formation knowledge will also lur school.	ovision. Phonemically plausible nunication. be developing at different rates,
Focus on: *Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) *Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: *Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	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; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, 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; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, 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; 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	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; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some,come
		Grammar:	: Sentence		30me,come
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. 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 got a gem. *Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) *Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: *Orally rehearse and recall sentence prior to writing *Orally connect one idea or action using a range of connectives *Write short sentences with words with known sound letter correspondences using a capital letter and full stop *Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. *Joining words using and, joining words and clauses using '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
Focus on: •Listen to and talk	Build on previous units & focus	Build on previous units & focus	Build on previous units & focus	Build on previous units & focus	Build on previous units & focus
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.	on: *Listen to and talk about stories to build familiarity and understanding *Learn new vocabulary from texts *Recognise four parts of a simple narrative - opening, build up, problem and ending *Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. *Sequence sentences to form short narratives.	on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	on: elisten to and talk about stories to build familiarity and understanding elearn new vocabulary from texts elecognise four parts of a simple narrative - opening, build up, problem and ending eletit the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. elequence sentences to form short narratives.	on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
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, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	on: Letter formation Separation on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names
		Terminolog letter, capital letter, word, sen	y for Pupils tence, full stop, question mark		

		Yea	r 1		
Α	В	С	D	E	F
		Vehicle	e Texts		
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
		Writing Outcome	& Writing Purpose		
Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
	I.	Gramma	ar: Word		l.
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
		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'	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'
		Gramm	ar: 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: I	unctuation	·	
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
		Terminolog	y for Pupils		
let	ter, capital letter, word, se	entence, plural, singular, fu	ıll stop, question mark, ex	clamation mark, punctuat	ion

Narrative: Circular Narrative: Setting Narrative: Finding Narrative: Return Narrative: Circular Narrative: Purpose: To narrate		Year 2					
Narrative Circular Narrative Purpose: To narrate Purpose: To narra	Α	В	С	D	E	F	
Nerrative Circular Norrative Norrative Norrative Norrative Edum Narrative Edum Na	A River	The Night Gardener				Rosie Revere	
Narrative Purpose: To narrate Purpose: To inform Purpose: To inform Purpose: To inform Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: T			Writing Outcome	& Writing Purpose			
Narrative Purpose: To narrate Purpose: To inform Purpose: To inform Purpose: To inform Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: To inform Purpose: To narrate Purpose: To inform Purpose: T	Narrative: Circular	Narrative: Setting	Narrative: Finding	Narrative: Return	Non-Fiction: Persuasive	Narrative: Invention	
Recount: Eleter Purpose: To inform Build on previous units & focus on: Use of the Soffices - eff - service with the County of the Soffices - eff - service with the County of the Soffices - eff - service with the County of the Soffices - eff - service with the Soffices - eff -	Narrative	_		Narrative	Letter	Narrative	
Build on previous units & focus on: Use of the suffix -ly to true adjectives using adjectives tear his adjectives into adverbs buse -ly in Standard English to turn adjectives using adjectives into adverbs beerlep understanding of regular plant from the purities of the suffix -ly to true adjectives into adverbs buse -ly in Standard English to turn adjectives using adjectives into adverbs buse of the suffix -ly to turn adjectives using adjectives into adverbs buse of the suffix -ly to turn adjectives using adjectives into adverbs buse of the suffix -ly to turn adjectives using adjectives into adverbs buse of the suffix -ly to turn adjectives using adjectives into adverbs buse of the suffix -ly to turn adjectives using adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs busing suffixes e.glul, -less Use of the suffix -ly to turn adjectives into adverbs buse of the suffix -ly to turn adjectives into adverbs busing suffixes e.glul, -less Use of the suffix -ly to turn adjectives into adverbs busing suffixes e.glul, -less Use of the suffix -ly to turn adjectives into adverbs busing suffixes e.glul, -less Use of the suffixe -ly to turn adjectives into adverbs busing suffixes e.glul, -less Use of the suffixe -ly to turn adjectives into adverbs busing suffixes e.glul, -less Use of the suffixe -ly to turn adjectives into adverbs b	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	
Build on previous units & focus on: Use of the suffix +y to turn adjectives into adverbs of the suffix ey to turn adjectives used in adjectives into adverbs of the suffix ey to turn adjectives used in adjectives into adverbs of the suffix ey to turn adjectives used in adjectives into adverbs of the suffix ey to turn adjectives used in adjectives into adverbs of the suffix ey to turn adjectives used in adjectives into adverbs of the suffix ey to turn adjectives used in adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of the suffix ey to turn adjectives into adverbs of	Recount: Letter Purpose: To inform	· · ·	build a habitat Purpose:	Animals	Narrative	machine works	
\$ focus on: Use of the suffix—by to suffix—by to turn adjectives into adverbs from adjectives using suffixes e.g., =ful, —less use of the suffix—by to turn adjectives into adverbs from adjectives into adverbs from adjectives into adverbs series for election of adjectives using suffixes e.g., =ful, —less use of the suffix—by to turn adjectives into adverbs series for explain plan noun suffixes e.g., =ful, —less use of the suffix—by to turn adjectives into adverbs series for explain plan noun suffixes e.g., =ful, —less use of the suffix—by to turn adjectives into adverbs suffixes e.g., =ful, —less use of the suffix—by to turn adjectives into adverbs subordination (using ordination (or, and, but, so) Sentence indicates its function as a exchamation or a exchamation and specification plants are sentence indicates its function as a question and certain that the grammatical patterns in a sentence indicates its function as a question and specification previous units and extension or command. **Group or command** **Group or			Gramma	ar: Word			
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but, so) Sentence indicates tis function and exclamation or a extended Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicates its function as a question or command Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but, so) Sentence indicates tis function as an exclamation or a exclamation or a description and specification when the grammatical patterns in a sentence indicates its function as a question or command Build on previous units & focus on: Co-ordination (or, and, but, Standard Noun Phrases for description and specification when the grammatical patterns in a sentence indicates its function as a question or command Grammar: Text 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: Subordination (using when, if, that, because) Co-ordination (pr, and, but) Expanded Noun Phrases for description and specification Build on previous units & focus on: Use of capital patterns in a sentence indicates its function as a question or command Grammar: Text Build on previous units & focus on: Use of capital patterns in a sentence indicates its function as a question or correct choice and consistent use of past and present tense throughout writing Build on previous units & focus on: Use of capital letters, full stops and question marks to and exclamation marks to demarcate sentences Use apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate tiems in a list Build on previous units & focus on: Use of capital letters, full stops and quest	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	& focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using	& focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into	& focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn	& 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	& focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn	
& focus on: Co- ordination (or, and, but, subordination (using when, if, that, because) Co-ordination (or, and, but, but) Subordination (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 year & focus on: Correct choice and consistent use of past and present tense throughout writing Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences mark singular possession in nouns A focus on: A focus on: A focus on: Subordination (using subtronic) (using description and specification (using owner), if, that, because) Co-ordination (using subtronic) as a question or a question for description and specification Subordination (using when, if, that, because) Co-ordination (using when, if, that, because)			Grammar	: Sentence			
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing **Social 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 **Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing **Build on previous units & focus on: Use of focapital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns **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 to mark singular possession in nouns Commas to separate items in a list **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: Use of capital letters, full stops and question marks to demarcate sentences 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: Correct choice and consistent use of past and present tense throughout writing in spelling of previous units & focus on: Use of capital letters, full stops and question 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 and exclamation marks to demarcate sentences Apostrophes to mark wher	& 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	& focus on: Co- ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and	& 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	& focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and	& 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	& 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	
& focus on: Correct choice and consistent use of past and present tense throughout writing **Tock on the choice and consistent use of past and present tense throughout writing **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of past and present tense throughout writing including progressive forms of verb **Tock of Capital letters, full stops, question marks to demarcate sentences and exclamation marks to demarcate sentences to demarcate sentences and exclamation marks to demarcate sentences and exclamation marks to demarcate sentences to demarcate sentences and exclamation marks to demarcate sentences to demarcate sentences and exclamation marks in dem			Gramm	ar: Text			
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 units & focus on: Use of capital letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns 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 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 Build on previous units & focus on: Use of capital letters, full stops 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 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 exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Build on previous units & focus on: Use of capital letters, full stops and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) 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 spelling (contractions) Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	& focus on: Correct choice and consistent use of past and present tense throughout	& focus on: Correct choice and consistent use of past and present tense throughout	& focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of	& focus on: Correct choice and consistent use of past and present tense throughout	& focus on: Correct choice and consistent use of past and present tense throughout	
& focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns Where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes to mark singular possession in nouns Apostrophes to mark singular possession in	0.11					D. 11.	
l erminology for Pupils	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	& 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	& 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)	& focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	& 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	& focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to	
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma							

		Yea	ar 3			
Α	В	С	D	E	F	
	ı	Vehicl	e Texts			
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest	
		Writing Outcome	& Writing Purpose			
Narrative: Approach	Narrative: Fable	Narrative: Setting	Narrative: Return	Narrative: Egyptian	Narrative: Lost	
Threat Narrative	Narrative Purpose: To narrate	Narrative Purpose: To narrate	Narrative	Mystery Narrative Purpose: To narrate	Narrative Purpose: To narrate	
Purpose: To narrate	Purpose. To narrate	Purpose. To harrate	Purpose: To narrate	Purpose. To harrate	Purpose. To harrate	
Explanation: Trap	Information: Foxes	Recount: River	Information: Letters	Information: Secret	Recount: Newspaper	
Explanation	Information Report	Information Leaflet	Purpose: To recount	Diary	Report	
Purpose: To explain	Purpose: To inform	Purpose: To inform		Purpose: To recount	Purpose: To recount	
Build on previous year	Build on previous units	Gramma Build on previous units	ar: Word Build on previous units	Build on previous units	Build on previous units	
& focus on: Formation	& focus on: Formation	& focus on: Use of the	& focus on: Use of the	& focus on: Use of the	& focus on: Formation	
of nouns using a range	of nouns using a range	forms a or an when	forms a or an when	forms a or an when	of nouns using a range	
of prefixes e.g. auto-	of prefixes e.g. auto-	next word starts with a	next word starts with a	next word starts with a	of prefixes e.g. auto-	
super- anti- Use of the forms 'a' or	super- anti- undis - mis -im -in Use of the	consonant or a vowel	consonant or a vowel Word families based on	consonant or a vowel Word families based on	super- anti- (mis-, in-, dis-, un-) Use of the	
'an'	forms a or an when		common words	common words	forms a or an when	
	next word starts with a		showing how words are	showing how words are	next word starts with a	
	consonant or a vowel Adverbs ending in -ly		related in form and	related in form and	consonant or a vowel Word families based on	
	Adverss ending in -iy		meaning	meaning	common words	
					showing how words are	
					related in form and	
		Grammar	: Sentence		meaning	
Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units	Build on previous units	
& focus on: Expressing	& focus on: Expressing time, place and cause	& focus on:	& focus on:	& focus on: Expressing	& focus on:	
time, place and cause using conjunctions e.g.	using prepositions, e.g.	Noun phrases expanded by the addition of	Expressing time, place and cause using	time, place and cause using adverbs e.g.	Expressing time, place and cause using	
(when, before, after,	before, after, during, in	modifying adjectives,	prepositions e.g.	(then, next, soon,	adverbs e.g. then, next,	
while, so, because, if,	Use a wider range of	nouns and prepositions	before, after, during, in,	therefore) Expressing	soon, therefore	
although) Learn how to use subordination	conjunctions, e.g. when, if, because,	Fronted adverbials Developing the range of	because, of Expressing time, place	time, place and cause using prepositions e.g.	Expressing time, place and cause using	
(reinforce from Y2)	although	sentences with more	and cause using	(before, after, during,	prepositions e.g.	
Expressing time, place		than one clause by	adverbs e.g. then, next,	in, because of)	before, after, during, in,	
and cause using adverbs e.g. then,		using a wider range of conjunctions including	soon, therefore Use a wider range of		because of	
there, soon, after		when, if, because,	conjunctions, e.g.			
Expressing time, place		although, before, after,	when, if, because,			
and cause using prepositions e.g.		while, so'	although			
before, during, after, in						
Use expanded noun						
phrases for description and specification						
			ar: Text			
Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units & focus on: Headings	Build on previous units	
& focus on:	& focus on: Present perfect form of verbs in	& focus on: Introduction to	& focus on: Present perfect form of verbs in	and sub-headings to aid	& focus on: Present perfect form of verbs	
	contrast to the simple	paragraphs as a way to	contrast to the simple	presentation	Introduction to	
	past	group related material	past		paragraphs as a way to	
		Present perfect form of verbs in contrast to the			group related material Headings and sub-	
		simple past			headings to aid	
					presentation	
Reinforce from Year 2:	Reinforce from Year 2:	Grammar: Build on previous units	Punctuation Build on previous units	Build on previous units	Build on previous units	
Use of capital letters,	Commas to separate	& focus on:	& focus on: Inverted	& focus on: Inverted	& focus on: Inverted	
full stops, question	items in a list	Apostrophes to mark	commas to punctuate	commas to punctuate	commas to punctuate	
marks and exclamation marks to demarcate	Apostrophes to mark singular possession in	singular possession in nouns Learn how to use	direct speech	direct speech	direct speech	
sentences Apostrophes	nouns Inverted commas	commas to separate				
to mark where letters	to punctuate direct	items in a list				
are missing in spelling	speech					
and to mark singular possession in nouns Use						
commas to separate						
items in a list			f D !!			
preposition conjuga	tion word family profits		gy for Pupils	conconant lotter yours!	rowel letter inverted	
preposition, conjunc	ction, word family, prefix, o			, consonant letter vowel, \	ower letter, liverted	
commas						

		Yea	nr 4		
Α	В	С	D	E	F
		Vehicle	e Texts		
The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Narrative: Setting	Narrative: Outsider	Narrative: Myth	& Writing Purpose Narrative: Twisted	Narrative: Refugee	Narrative: Invention
Narrative. Setting	Narrative Outsider	Narrative	Narrative	Narrative	Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: Newspaper	Information:	Information:	Persuasion: Letter	Recount: Diary	Recount: Jacques
Report	Information Report	Defeating a Viking	Purpose: To persuade	Purpose: To recount	Cousteau Biography
Purpose: To recount	Purpose: To inform	monster Purpose: To inform			Purpose: To recount
			ar: Word		
Build on previous	Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units
units & focus on:	& focus on:	& focus on:	& focus on:	& focus on: Develop	& focus on: Verb
Develop	Grammatical	Grammatical	Grammatical	understanding of	inflections (we were
understanding of	difference between	difference between	difference between	standard English	instead of we was)
standard English forms for verb	plural and possessive - s Develop	plural and possessive - s	plural and possessive - s Develop	forms for verb inflections (we were	
inflections (we were	understanding of	3	understanding of	instead of we was)	
instead of we was)	standard English		standard English	Grammatical	
	forms for verb		forms for verb	difference between	
	inflections (we were		inflections (we were	plural and possessive -	
	instead of we was)	Crommor	instead of we was)	S	
Build on previous	Build on previous year	Build on previous units	Sentence Build on previous units	Build on previous units	Build on previous units
units & focus on:	& focus on: Noun	& focus on: Noun	& focus on: Noun	& focus on: Fronted	& focus on: Fronted
Noun phrases	phrases expanded by	phrases expanded by	phrases expanded by	adverbials	adverbials
expanded by the	the addition of	the addition of	the addition of		
addition of modifying	modifying adjectives,	modifying adjectives,	modifying adjectives,		
adjectives, nouns and prepositions Fronted	nouns and preposition phrases Expressing	nouns and prepositions Fronted	nouns and prepositions Fronted		
adverbials	time and place and	adverbials	adverbials		
uaver blais	cause using	daverbiais	auver blais		
	prepositions [for				
	example, before,				
	after, during, in,				
	because of] (Recap from Y3) Fronted				
	adverbials				
		Gramm	ar: Text		
Build on previous	Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units
units & focus on:	& focus on:	& focus on: Nouns or	& focus on: use adverbials and	& focus on: Nouns or	& focus on: Nouns or
Nouns or pronouns to aid cohesion and	Appropriate choice of pronoun or noun	pronouns to aid cohesion and avoid	conjunctions for	pronouns to aid cohesion and avoid	pronouns to aid cohesion and avoid
avoid repetition	within and across	repetition Paragraphs	cohesion	repetition	repetition Paragraphs
Develop	sentences to aid	to organise ideas			to organise ideas
understanding using	cohesion and avoid	around a theme, with			around a theme
the present perfect	repetition	headings and sub			
forms of verbs (reinforcement from		headings			
Y3)					
- <i>i</i>		Grammar: I	Punctuation		
Build on previous	Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units
units & focus on:	& focus on:	& focus on:	& focus on: Inverted	& focus on: Inverted	& focus on: Inverted
Inverted commas and	Apostrophes for	Apostrophes for	commas and other	commas and other	commas and other
other punctuation to indicate direct speech	possession (plural nouns) Use commas	possession (plural nouns)	punctuation to indicate direct speech	punctuation to indicate direct speech	punctuation to indicate direct speech
Use commas after	after fronted	Use commas after	Apostrophes for	Apostrophes for	Use commas after
fronted adverbials	adverbials	fronted adverbials	possession (plural	possession (plural	fronted adverbials
			nouns) Use commas	nouns) Use commas	
			after fronted	after fronted	
			adverbials	adverbials	
			sossive propour adverbia		
		determiner, pronoun, pos	sessive pronoun, adverbia	I	

		Yea	nr 5		
Α	В	С	D	Е	F
144 H			e Texts		
When we Walked on the Moon	FArTHER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
		Writing Outcome	& Writing Purpose		
Narrative: Exploration Narrative 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 Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
•		Gramma		'	'
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
	L =		: Sentence		
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
	T		ar: Text		
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
Duild on reserve	Duild on investig		Punctuation	Duild on investigation in	Dutlel on investigation in
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 for parenthesis Use commas to clarify meaning and avoid ambiguity	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
	model year 1-4'		<u> </u>	cohosion ambi-vite:	
	modal verb, relative	pronoun, relative clause, p	parenthesis, bracket, dash,	, cohesion, ambiguity	

A Rose Blanche			ır 6		
Rose Blanche	В	C Vehicle	D Texts	Е	F
	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
		Writing Outcome	& Writing Purpose		
Recount: Diary Purpose: To recount Recount: Bravery	Narrative: Flashback Narrative Purpose: To narrate Recount: Newspaper	Narrative: Discovery Narrative Purpose: To narrate Explanation:	Recount: Documentary Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate Recount: Biography	Narrative: Dual Narrative Purpose: To narrate Persuasion: Letter
Speech Award Purpose: To recount & inform (hybrid)	Report Purpose: To recount	Adaptation Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Purpose: To recount	Purpose: To persuade
		Gramma	ar: 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 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	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
	vocabulary choices				
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 ar: Text	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
Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units	Build on previous units
& focus on: using a wider range of cohesive devices - adverbials	& focus on: Use headings, sub-headings, columns and captions to structure information	& focus on: Use headings and sub- headings to structure information	& focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	& focus on: Using headings and sub-headings to organise information	& focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
		Grammar: I			
	Build on previous units & focus on: Use hyphens to join words	Build on previous units & focus on: Use dashes, colons and semi-colons	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between	Build on previous units & focus on: Use semi- colons, and dashes to mark the boundary	Build on previous units & focus on: Use semi- colons, colons and dashes to mark the
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	and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	to mark the boundary between independent clauses Use colons to introduce a list	independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	between independent clauses Use commas to clarify meaning and avoid ambiguity	boundary between independent clauses Use hyphens to avoid ambiguity

