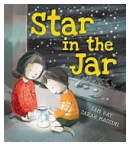
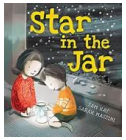
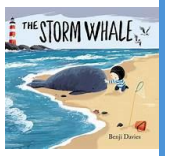
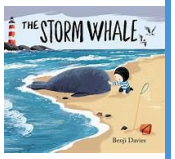
Ready Steady Write Progression Overview EYFS

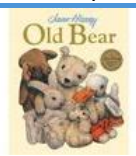
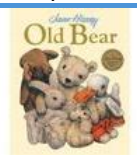
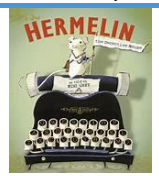
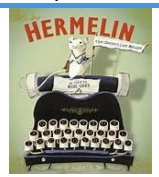
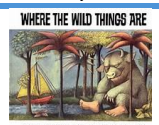
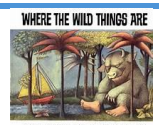
A	B	C	D	E	F
Grammar: Word					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences. *Words shown below need to be in line with phonics scheme being followed by your school.					
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					
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	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'	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).	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).

		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
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, So, First, Next, 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, So, and Suddenly. •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, So, Soon, and Suddenly. •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, Then one night, The very next morning and Then. •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, Then, Suddenly and Late that night. •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, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he, Full Stops	Build on previous units & focus 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
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	
											
Outcome: **Encodable** Losing Story Sentences	**Outcome:** **Encodable** Animal Information Sentences	**Outcome:** **Encodable** Finding Story Sentences	**Outcome:** **Encodable** Poster Sentences	**Outcome:** **Encodable** Superhero Sentences	**Outcome:** **Encodable** Letter Sentences	**Outcome:** **Encodable** Traditional Tale Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Instruction sentences	**Outcome:** **Encodable** Transformation Story Sentences	**Outcome:** **Encodable** Friendship Story Sentences	**Outcome:** **Encodable** Whale Poem Sentences
Purpose: To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To instruct	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To retell	**Purpose:** To describe

Ready Steady Write Progression Overview Year 1

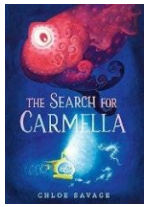
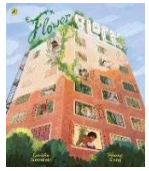
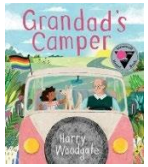
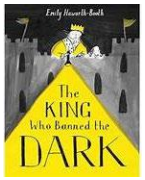
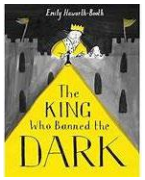
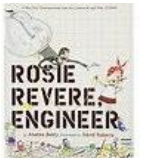
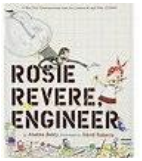
A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes 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'
Grammar: Text					
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
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					

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	
											
Outcome: **Encodable** Finding Story Sentences	**Outcome:** **Encodable** Message Sentences	**Outcome:** **Encodable** Traditional Tale Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Detective Sentences	**Outcome:** **Encodable** Letter Sentences	**Outcome:** **Encodable** Return Story Sentences	**Outcome:** **Encodable** Information Sentences	**Outcome:** **Encodable** Return Story Sentences	**Outcome:** **Encodable** Diary Sentences	**Outcome:** **Encodable** Hunting Story Sentences	**Outcome:** **Encodable** Recipe Sentences
Purpose: To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To recount	**Purpose:** To retell	**Purpose:** To instruct

Ready Steady Write Progression Overview Year 2

A	B	C	D	E	F
Grammar: Word					
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
Grammar: Sentence					
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
Grammar: Text					
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
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 (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
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

Ready Steady Write Year 2 Vehicle Texts

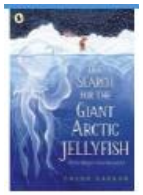
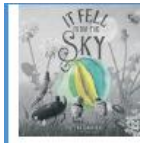
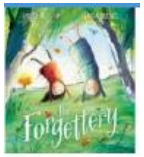
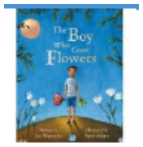
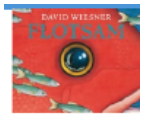
A		B		C		D		E		F	
Leo and the Octopus by Isabelle Marinov	The Search for Carmella by Chloe Savage	The Flower Block by Lanisha Butterfield	Grandad's Camper by Harry Woodgate	The Bog Baby by Jeanne Willis	The Bog Baby by Jeanne Willis	Grandad's Island by Benji Davies	Grandad's Island by Benji Davies	The King Who Banned the Dark by Emily Haworth-Booth	The King Who Banned the Dark by Emily Haworth-Booth	Rosie Revere, Engineer by Andrea Beaty	Rosie Revere, Engineer by Andrea Beaty
											
Outcome: Friendship Narrative	Outcome: Underwater Explorer's Log	Outcome: Diary	Outcome: Memory Narrative	Outcome: Finding Narrative	Outcome: Instructions	Outcome: Return Narrative	Outcome: Information Text	Outcome: Persuasive Letter	Outcome: Banning Narrative	Outcome: Invention Narrative	Outcome: Explanation Text
Purpose: To narrate	Purpose: To recount	Purpose: To recount	Purpose: To narrate	Purpose: To narrate	Purpose: To instruct	Purpose: To narrate	Purpose: To inform	Purpose: To persuade	Purpose: To narrate	Purpose: To narrate	Purpose: To explain

Ready Steady Write Mixed Age Progression Overview Year 3 / 4

A	B	C	D	E	F
Grammar: Word					
Yr 3 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'. Yr 4 Develop understanding of standard English forms for verb inflections (we were instead of we was).	Yr 3 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. Yr 4 Grammatical difference between plural and possessive -s. Develop understanding of standard English forms for verb inflections (we were instead of we was).	Yr 3 Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel. Yr 4 Grammatical difference between plural and possessive -s.	Yr 3 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. Yr 4 Grammatical difference between plural and possessive -s. Develop understanding of standard English forms for verb inflections (we were instead of we was).	Yr 3 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. Yr 4 Develop understanding of standard English forms for verb inflections (we were instead of we was). Grammatical difference between plural and possessive -s.	Yr 3 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. Yr 4 Verb inflections (we were instead of we was).
Grammar: Sentence					
Yr 3 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. Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials.	Yr 3 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. Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Expressing time, place and cause using prepositions e.g. before, after, during, in, because of (recap from Y3). Fronted adverbials.	Yr 3 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. Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials.	Yr 3 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. Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials.	Yr 3 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. Yr 4 Fronted adverbials.	Yr 3 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. Yr 4 Fronted adverbials.
Grammar: Text					
Yr 3 Build on previous year & focus on: Introduction to paragraphs as a way to group related material. Yr 4 Nouns or pronouns to aid cohesion and avoid repetition. Develop understanding using the present perfect forms of verbs (reinforcement from Y3).	Yr 3 Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past. Yr 4 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Yr 3 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. Yr 4 Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme, with headings and subheadings.	Yr 3 Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past. Yr 4 Use adverbials and conjunctions for cohesion.	Yr 3 Build on previous units & focus on: Headings and sub-headings to aid presentation. Yr 4 Nouns or pronouns to aid cohesion and avoid repetition.	Yr 3 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. Yr 4 Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme.
Grammar: Punctuation					

Yr 3 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. Yr 4 Inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials.	Yr 3 Reinforce from Year 2: Commas to separate items in a list. Apostrophes to mark singular possession in nouns. Inverted commas to punctuate direct speech. Yr 4 Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Yr 3 Build on previous units & focus on: Apostrophes to mark singular possession in nouns. Learn how to use commas to separate items in a list. Yr 4 Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Yr 3 Build on previous units & focus on: Inverted commas to punctuate direct speech. Yr 4 Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Yr 3 Build on previous units & focus on: Inverted commas to punctuate direct speech. Yr 4 Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	Yr 3 Build on previous units & focus on: Inverted commas to punctuate direct speech. Yr 4 Inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials.
Terminology for Pupils Yr 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas Yr 4 determiner, pronoun, possessive pronoun, adverbial					

Ready Steady Write Year 3 / 4 Vehicle Texts

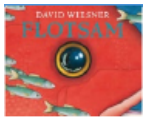
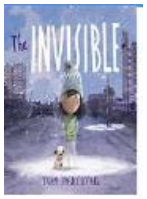
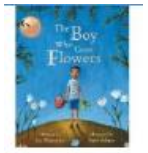
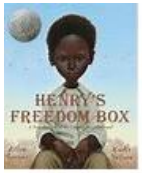
A		B		C		D		E		F	
Ocean Meets Sky by The Fan Brothers	The Search for the Giant Arctic Jellyfish by Chloe Savage	Pip and Egg by Alex Latimer	It Fell from the Sky by The Fan Brothers	The Forgettery by Rachel Ip	The Worry Tiger by Alexandra Page	Leon and the Place Between by Angela McAllister	Leon and the Place Between by Angela McAllister	The Invisible by Tom Percival	The Boy Who Grew Flowers by Jen Wojtowicz	Our Tower by Joseph Coelho	Flotsam by David Wiesner
											
Outcome: Dream Adventure Narrative	**Outcome:** Captain's Daily Log	**Outcome:** Transformative Narrative	**Outcome:** Complaint Letter	**Outcome:** Finding Memories Narrative	**Outcome:** Calmness Guide	**Outcome:** Portal Narrative	**Outcome:** Persuasive Magic Show Report	**Outcome:** Becoming Visible Narrative	**Outcome:** Diary Entry	**Outcome:** Environmental Change Narrative	**Outcome:** Secret Sea Creature Guide
Purpose: To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To persuade	**Purpose:** To narrate	**Purpose:** To inform	**Purpose:** To narrate	**Purpose:** To persuade	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To explain

Ready Steady Write Mixed Age Progression Overview Year 4 / 5

A	B	C	D	E	F
Grammar: Word					
Yr 4 Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Yr 5 Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Yr 4 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) Yr 5 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-)	Yr 4 Build on previous units & focus on: Grammatical difference between plural and possessive -s Yr 5 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	Yr 4 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) Yr 5 Build on previous units & focus on: Develop understanding and use of verb prefixes	Yr 4 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 Yr 5 Build on previous units & focus on: Verb prefixes mis-, over- and de-. Converting nouns or adjectives into verbs using suffixes	Yr 4 Build on previous units & focus on: Verb inflections (we were instead of we was) Yr 5 Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence					
Yr 4 Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials Yr 5 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	Yr 4 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 Yr 5 Build on previous units & focus on: Indicate degrees of possibility using modal verbs. Expanded noun phrases to convey complicated information concisely. Use fronted adverbials	Yr 4 Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials Yr 5 Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Yr 4 Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials Yr 5 Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Yr 4 Build on previous units & focus on: Fronted adverbials Yr 5 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	Yr 4 Build on previous units & focus on: Fronted adverbials Yr 5 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
Grammar: Text					
Yr 4 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) Yr 5 Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Yr 4 Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Yr 4 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 Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Yr 4 Build on previous units & focus on: Use adverbials and conjunctions for cohesion Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Yr 4 Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Yr 4 Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					

Yr 4 Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials Yr 5 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)	Yr 4 Build on previous year & focus on: Apostrophes for possession (plural nouns). Use commas after fronted adverbials Yr 5 Build on previous units & focus on: Commas, brackets and dashes for parenthesis. Use commas after fronted adverbials	Yr 4 Build on previous units & focus on: Apostrophes for possession (plural nouns). Use commas after fronted adverbials Yr 5 Build on previous units & focus on: Commas, brackets and dashes for parenthesis. Use commas after fronted adverbials	Yr 4 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 Yr 5 Build on previous units & focus on: Commas for parenthesis	Yr 4 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 Yr 5 Build on previous units & focus on: Indicate parenthesis using brackets. Commas for clarity	Yr 4 Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials Yr 5 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
Terminology for Pupils Yr 4 determiner, pronoun, possessive pronoun, adverbial Yr 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

Ready Steady Write Year 4 / 5 Vehicle Texts

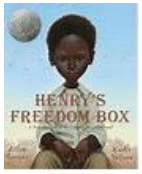
A		B		C		D		E		F	
Leon and the Place Between by Angela McAllister	Leon and the Place Between by Angela McAllister	Our Tower by Joseph Coelho	Flotsam by David Wiesner	The Invisible by Tom Percival	The Boy Who Grew Flowers by Jennifer Wojtowicz	The Midnight Fair by Gideon Sterer	Macbeth from A Stage Full of Shakespeare Stories	A Shelter for Sadness by Anne Booth	Henry's Freedom Box by Ellen Levine	Curiosity by Markus Motum	Curiosity by Markus Motum
											
Outcome: Portal Narrative	Outcome: Persuasive Magic Show Report	Outcome: Environmental Change Narrative	Outcome: Creature Guide	Outcome: Becoming Visible Narrative	Outcome: Diary Entry	Outcome: Trespass Narrative	Outcome: Persuasive Letter	Outcome: Refugee Narrative	Outcome: Diary	Outcome: Invention Narrative	Outcome: Formal Mission Report
Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To explain	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To recount

Ready Steady Write Mixed Age Progression Overview Year 5 / 6

A	B	C	D	E	F
Grammar: Word					
Yr 5 Build on previous year & focus on: Develop an understanding of the use of verb prefixes Yr 6 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	Yr 5 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-) Yr 6 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	Yr 5 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 Yr 6 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	Yr 5 Build on previous units & focus on: Develop understanding and use of verb prefixes Yr 6 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	Yr 5 Build on previous units & focus on: Verb prefixes mis-, over- and de-. Converting nouns or adjectives into verbs using suffixes Yr 6 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	Yr 5 Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes Yr 6 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					
Yr 5 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 Yr 6 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	Yr 5 Build on previous units & focus on: Indicate degrees of possibility using modal verbs. Expanded noun phrases to convey complicated information concisely. Use fronted adverbials Yr 6 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	Yr 5 Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Yr 6 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	Yr 5 Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs Yr 6 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	Yr 5 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 Yr 6 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	Yr 5 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 Yr 6 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
Grammar: Text					
Yr 5 Build on previous year & focus on: Use of a range of sentence types for impact and cohesion Yr 6 Build on previous year & focus on: Using a wider range of cohesive devices - adverbials	Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph Yr 6 Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph Yr 6 Build on previous units & focus on: Use headings and sub-headings to structure information	Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph Yr 6 Build on previous units & focus on: Using cohesive devices, e.g. synonyms. Accurate tense choices throughout the writing	Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph Yr 6 Build on previous units & focus on: Using headings and sub-headings to organise information	Yr 5 Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph Yr 6 Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation					

Yr 5 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) Yr 6 Build on previous year & focus on: Semi-colons within detailed lists. Use the semi-colon to mark the boundary between independent clauses. Dashes and commas to indicate parenthesis	Yr 5 Build on previous units & focus on: Commas, brackets and dashes for parenthesis. Use commas after fronted adverbials Yr 6 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	Yr 5 Build on previous units & focus on: Commas, brackets and dashes for parenthesis. Use commas after fronted adverbials Yr 6 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	Yr 5 Build on previous units & focus on: Commas for parenthesis Yr 6 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	Yr 5 Build on previous units & focus on: Indicate parenthesis using brackets. Commas for clarity Yr 6 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	Yr 5 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 Yr 6 Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses. Use hyphens to avoid ambiguity
Terminology for Pupils Yr 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Yr 6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

Ready Steady Write Year 5 / 6 Vehicle Texts

A		B		C		D		E		F	
The Midnight Fair by Gideon Sterer	One Day by Michael Rosen	Curiosity by Markus Motum	Curiosity by Markus Motum	A Shelter for Sadness by Anne Booth	Henry's Freedom Box by Ellen Levine	Romeo and Juliet (A Stage Full of Shakespeare Stories)	The Station Cat by Stephen Hogtun	The Lost Book of Undersea Adventure by Teddy Keen	Rescuing Titanic by Flora Delargy	The Invisible Story by Jaime Gamboa	The Ice Bear by Jackie Morris
											
Outcome: Trespass Narrative	Outcome: Diary	Outcome: Invention Narrative	Outcome: Formal Mission Report	Outcome: Refugee Narrative	Outcome: Diary	Outcome: Diary Entry	Outcome: Explanation	Outcome: Adventure Narrative	Outcome: Survivor's Letter	Outcome: First Person Narrative	Outcome: Myth Narrative
Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To recount	Purpose: To recount	Purpose: To explain	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To narrate